

COURSE SYLLABUS

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΧ-2102	SEMESTER	4th
COURSE TITLE	Research Methodology in Social Sciences II: Qualitative Research		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and Practical Exercises (hands-on application)	3	8	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Background (Mandatory)		
PREREQUISITE COURSES:	Research Methodology in Social Sciences I		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (with assignments and personal study with exams in English)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=6425		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The aim of this course is to introduce students to the conceptual, epistemological, and methodological foundations of qualitative research and to equip them with practical skills for conducting it.</p> <p>The course combines lectures, interactive activities, and exercises, with an emphasis on participatory and hands-on learning. The lectures address key conceptual and methodological issues in major qualitative approaches, while also providing practical guidance on their implementation. Part of the lectures will involve commentary and critical discussion of peer-reviewed articles so that students can develop skills in critically engaging with the qualitative research literature. Hands-on exercises offer practical experience with basic qualitative methods.</p> <p>The course explores a range of qualitative research approaches and examines epistemological issues (ways of knowing reality), methodological issues (ways of examining and investigating reality), and issues of representation (ways of writing and publishing research results). Key issues of ethics/deontology and research design evaluation will also be addressed. Students will apply</p>

knowledge gained from lectures and readings in group projects that culminate in the development of a detailed research protocol.

To achieve these goals, the course employs a combination of teaching practices, interactive activities, and hands-on applications to help students develop their knowledge and skills in qualitative research.

Upon completion of the course, students are expected to be able to:

- recognize the diverse epistemological assumptions underlying the main traditions of qualitative research and understand how these shape researchers' choices of research design and methods;
- adapt their research design to specific research questions, epistemological positions, researcher subjectivity, and the broader social context;
- draft ethics and deontology protocols, obtain participants' informed consent, and adapt these procedures to participants' needs;
- identify and formulate appropriate research questions;
- plan and conduct interviews, applying active listening skills, interacting effectively with interviewees, expressing genuine interest in their perspectives, and encouraging participants to share their views;
- use relevant theories to develop research protocols and analyze data;
- develop skills in qualitative data analysis;
- apply appropriate academic writing skills (e.g., drafting research protocols and consent forms that reflect social and ethical responsibility).

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Searching for, analyzing, and synthesizing data and information, using the necessary technologies.
- Decision making
- Independent work
- Respect for diversity and multiculturalism
- Promotion of free, creative, and inductive thinking

(3) COURSE OUTLINE

The course content is linked to the five core areas of the curriculum: **Scientific Foundations [1]**, **Scientific Research and Critical Thinking [2]**, **Ethics and Social Responsibility [3]**, **Communication Skills [4]**, **Basic Preparation for Career Decisions and Professional Rehabilitation [5]**.

Week 1: What is qualitative research? [1, 2, 3, 5]

- o The historical context of qualitative research
- o The basic characteristics of qualitative research
- o The importance of qualitative research in psychology

Week 2: The relationship between qualitative and quantitative research [1, 2]

- o The distinction between qualitative and quantitative research: epistemological and philosophical orientations
- o Epistemology, theory, and methodology
- o The nature of epistemological questions

Week 3: The epistemological foundations of qualitative research methods [1, 2, 3]

- o Realism, phenomenology, and social constructivism: The types of knowledge they produce
- o Epistemology, research design, and research objectives

Week 4: Research design and qualitative data collection [1, 2, 3]

- o Types of data, validity, and reliability
- o Ethics in qualitative research
- o Reflexivity and the role of the researcher
- o The importance of the research question.

Week 5: Data collection methods [1, 2, 3, 4, 5]

- o Interviews
- o Observation
- o Focus groups

Week 6: The role of interpretation in qualitative research [1, 2]

- o Approaches to interpretation
- o Meaning-making and analysis

Week 7: Data Analysis Methods - Thematic analysis [1, 2, 3]

- o The aims of thematic analysis
- o Data analysis procedures
- o The limitations of thematic analysis

Week 8: Methods of analysis - Interpretive Phenomenological Analysis (IPA) [1, 2, 3]

- o Phenomenology and human experience
- o The goals of interpretive phenomenological analysis
- o Data analysis processes in IPA
- o IPA's limitations

Week 9: Methods of analysis - Narrative Analysis [1, 2, 3]

- o Narratives and narrative psychology
- o The aims of narrative analysis
- o Processes and procedures in narrative analysis
- o The scope and limitations of narrative analysis

Week 10: Methods of analysis- visual methods [1, 2, 3]

- o Images in qualitative research
- o Photographs, videos, paintings, and their analysis
- o "Photovoice" & "Photoelicitation"
- o Ethical issues in the use of visual methods

Week 11: Composing a research proposal [1, 2, 3, 4, 5]

- o Research objectives (personal, practical, and theoretical objectives)
- o The conceptual and theoretical framework of a study
- o Research questions and their functions
- o Types of research questions

Week 12: Composing a research proposal [1, 2, 3, 4, 5]

- o Selecting the research context and participants
- o Linking methods to research questions

o Decisions regarding data collection

o Decisions regarding data analysis

Week 13: Validity and generalizability in qualitative research [1, 2, 3, 4, 5]

o Validity in qualitative research

o Threats to validity, bias, and researcher reflexivity and positionality in qualitative research

o Validity tests

o Is qualitative research generalizable?

Exercises (hands-on application) [1, 2, 3, 4,]

- ***Qualitative research questions***

Practice in creating research questions and interview protocols

- ***Qualitative research interviews***

Practice in interview procedures

- ***Development of basic analysis skills***

Analytical synthesis: condensation, configuration, integration

- ***Drafting a research protocol***

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face		
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching</p> <p>Support of the learning process through the e-Learn electronic platform</p>		
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p style="text-align: center;">Activity</p>	<p style="text-align: center;">Semester workload</p>	<p style="text-align: center;">ECTS</p>
	Lectures and interactive teaching	39	1,56
	Exercises	120	4,80
	Independent study	40	1,60
	Final exam	3	0,12
	Course total	202	8,08
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Assessment is conducted in Greek. For Erasmus students, assessment is conducted in English.</p> <p>The assessment criteria are presented during the first lecture in the amphitheater and are also posted on the course website.</p> <p>The final grade for the course is based on:</p> <ol style="list-style-type: none"> 1. Final written exam (60%) 2. Laboratory exercises (40%) 		

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> • Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? <i>Qualitative Research in Psychology</i>, 18(3), 328–352. https://doi.org/10.1080/14780887.2020.1769238 • Braun, V., & Clarke, V. (2022). Toward good practice in thematic analysis: Avoiding common problems and be(com)ing a knowing researcher. <i>International Journal of Transgender Health</i>, 24(1), 1–6. https://doi.org/10.1080/26895269.2022.2129597 • Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research. <i>International Journal of Qualitative Methods</i>, 22. https://doi.org/10.1177/16094069231205789 • Butina, M. (2015). A Narrative Approach to Qualitative Inquiry. <i>Clinical Laboratory Science</i>, 28(3), 190-196. https://doi.org/10.29074/ascls.28.3.190 • Clarke, V., & Braun, V. (2018). Using thematic analysis in counselling and psychotherapy research: A critical reflection. <i>Counselling and Psychotherapy Research Journal</i>, 18, 107-110. https://doi.org/10.1002/capr.12165 • Collins, C. S., & Stockton, C. M. (2018). The Central Role of Theory in Qualitative Research. <i>International Journal of Qualitative Methods</i>, 17(1). https://doi.org/10.1177/1609406918797475 • Flick, U. (2017). <i>Εισαγωγή στην ποιοτική έρευνα</i>. Αθήνα: Εκδόσεις Προπομπός.

- Frechette, J., Bitzas, V., Aubry, M., Kilpatrick, K., & Lavoie-Tremblay, M. (2020). Capturing Lived Experience: Methodological Considerations for Interpretive Phenomenological Inquiry. *International Journal of Qualitative Methods*, <https://doi.org/10.1177/1609406920907254>
- Glesne, C. (2017). *Η ποιοτική έρευνα. Οδηγός για νέους επιστήμονες*. Αθήνα: Μεταίχμιο.
- Josselson, R. & Hammack, P. L. (2021). *Essentials of narrative analysis*. Washington, DC.: American Psychological Association.
- Josselson, R. (2013). *Interviewing for qualitative research. A relational approach*. NY: Guilford Press.
- Mason, J. (2011). *Η διεξαγωγή της ποιοτικής έρευνας*. Αθήνα: Πεδίο.
- Smith, J., Flowers, P. & Larkin, M. (2021). *Interpretative Phenomenological Analysis Theory, Method and Research* (2nd ed.). SAGE Publications Ltd.
- St. Pierre, E. A., & Jackson, A. Y. (2014). Qualitative Data Analysis after Coding. *Qualitative Inquiry*, 20(6), 715–719. <https://doi.org/10.1177/1077800414532435>
- Willig, C. (2015). *Ποιοτικές μέθοδοι έρευνας στην Ψυχολογία*. Αθήνα: Gutenberg.
- Ίσαρη, Φ., & Πουρκός, Μ. (2015). *Ποιοτική μεθοδολογία έρευνας*. Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα και Βοηθήματα (www.kallipos.gr)

- Related academic journals:

Qualitative Inquiry, Qualitative Research, Qualitative Research Journal (QRJ), International Journal of Qualitative Methods (IJQM), The Qualitative Report (TQR), Qualitative Health Research (QHR), Qualitative Research in Sport, Exercise and Health