

CONDUCTING QUALITATIVE EDUCATIONAL RESEARCH

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	PEDAGOGICAL DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	POST-GRADUATE		
COURSE CODE	QUAL LAB	SEMESTER	3
COURSE TITLE	Conducting Qualitative Educational Research		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	ECTS	
<i>Total</i>	3	12,5	
COURSE TYPE:	Mandatory upon selection		
PREREQUISITE COURSES:	YES (AY3)		
LANGUAGE OF INSTRUCTION AND EVALUATION	Greek		
COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.uth.gr/		

2. ΜΑΘΗΣΙΑΚΑ ΑΠΟΤΕΛΕΣΜΑΤΑ

Μαθησιακά Αποτελέσματα
<p>The purpose of the course is to gain experience in conducting and writing a qualitative research study at the level of a master's thesis. This will be achieved through the conduct of a specific, guided, qualitative, collective research. This research will be integrated within the framework of a mixed-methods study, on a subject chosen by the coordinating committee of the postgraduate program.</p> <p>Upon completion of the course, students are expected to:</p> <ul style="list-style-type: none">- Have internalized the strategies for identifying, summarizing, and organizing the appropriate literature to highlight the significance of a research problem that is suitable for study with a qualitative or mixed approach.- Be able to formulate the research questions of a qualitative study, based on a general conceptual framework as well as the specific field of study.- Be able to decide and justify the criteria for selecting participants and the methods of data collection that are feasible and effective for the research questions.

- Be able to construct an interview guide and conduct interviews or focus group discussions with the necessary sensitivity to highlight experiential elements.
- Understand the importance and content of reflexivity in qualitative research.
- Have internalized the stages of thematic analysis and the corresponding procedures and be able to use appropriate software to assist them.
- Understand the criteria for ensuring the quality of qualitative research.
- Be able to connect the findings of the analysis with previous research and theory, identify the contribution of the research as well as its limitations.
- Be familiar with the way of writing a qualitative scientific research (structure, coherence, style, and authenticity of discourse).

General Competencies

Development of analytical skills and technical abilities for conducting independent qualitative research.

3. COURSE CONTENT

The nature of Qualitative research.

Objectives of the literature review – the role of Theory in Qualitative research.

The study context: criteria for selection and description.

Mixed research: feasibility, appropriateness, documentation of the necessity of its selection, purpose.

The role of qualitative research within a mixed-methods framework: Typology of mixed-methods research.

Formulating the purpose and research questions in qualitative research.

Selecting data sources – selection criteria.

Choosing data collection methods (interviews, focus groups, participant observation, secondary data).

Organizing data collection – Interview guide.

Conducting the interview – role of the researcher – transcription of audio material – reflexivity journal.

Thematic Analysis and Content Analysis.

Stages and procedures of Thematic Analysis.

Coding and processing with the assistance of software.

Reflexivity.

Ensuring the quality of research (credibility, transferability, etc.).

Ethical and Deontological issues.

Writing the results of the analysis.

Integrating qualitative and quantitative components in mixed-methods research.

4. ΔΙΔΑΚΤΙΚΕΣ και ΜΑΘΗΣΙΑΚΕΣ ΜΕΘΟΔΟΙ - ΑΞΙΟΛΟΓΗΣΗ

INSTRUCTION METHOD	Face-to-face and distance learning.	
ΧΡΗΣΗ ΤΕΧΝΟΛΟΓΙΩΝ ΠΛΗΡΟΦΟΡΙΑΣ ΚΑΙ ΕΠΙΚΟΙΝΩΝΙΩΝ	Slide presentations, use of the asynchronous learning platform for posting course materials, student assignments, and communication between instructors and students. Technologies are also used a) for searching information from electronic bibliographic sources and b) for utilizing specialized software for data processing and thematic analysis of qualitative data (Atlas).	
ORGANIZATION OF TEACHING AND ACTIVITIES	Activity	Semester Workload (hours).
	Lectures	15
	Interactive activities/Laboratory exercises	18
	Presentation of assignments	3
	Study during the semester	120
	Individual and Group assignments	160
	Course total	316
STUDENT EVALUATION	<p>The course requires a) the active participation of students in interactive activities and laboratory exercises aimed at consolidating the processes of conducting qualitative research and b) the completion of assignments assigned to them to contribute to the implementation of the specific collective research. The assignments (4 for each student) are assigned so that all students undertake, individually or in small groups, specific tasks at all stages of the research (literature review, research design, data collection and analysis of qualitative data, writing results and drawing conclusions).</p> <p>The evaluation of students is based on the effectiveness of their participation in class activities (25%) as well as their performance in the assignments (75%).</p>	

5. RECOMMENDED BIBLIOGRAPHY

Cohen Louis, Manion Lawrence, Morrison Keith (2008). *Μεθοδολογία Εκπαιδευτικής Έρευνας*. Αθήνα: Μεταίχμιο.

Creswell John (2016). *Η έρευνα στην εκπαίδευση*. Εκδοτικός Όμιλος Ιων.

Creswell J.W. & Guetterman T.C. (2020). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 6th Edition. Pearson

Glesne, Corrine (2018). *Η Ποιοτική Έρευνα: Οδηγός για τους Νέους Επιστήμονες*. Αθήνα: Μεταίχμιο.

Johnson Burke; Christensen, Larry (2020). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. Sage Publications.

Mertens Donna (2005). *Research and Evaluation in Education and Psychology*. Athens: Metaichmio. (In Greek)

Robson Colin (2007). *Real World Research*. Athens: Gutenberg. (In Greek)

Isari, Filia Pourkos, Marios (2015). *Qualitative Research Methodology: Applications in Psychology and Education*. SEAB, KALLIPOS. (In Greek)

Sarafidou, Yasemi-Olga (2011). *Integration of Quantitative and Qualitative Approaches: Empirical Research*. Athens: Gutenberg. (In Greek)

Tsiolis, George (2015). *Methods and Techniques of Analysis in Qualitative Social Research*. Kritiki Publications. (In Greek)