

Course Title	Research Methods and Master Thesis I				
Course Code	DLINTER511				
Course Type	Compulsory				
Level	Master				
Year / Semester	1 st year, 2 nd Semester				
Teacher's Name	Professor Rita Panaoura Professor Sofia Anastasiadou Dr Nansia Kyriakou				
ECTS	10	Lectures / week	N/A	Laboratories / week	N/A
Course Purpose and Objectives	<p>The purpose of the course is to give students the opportunity to deepen their knowledge, skills and experiences through educational research that they will schedule and develop, in a specialized topic in the field of their scientific focus, if they know the stages of design and implementation of quantitative or qualitative research methods.</p> <p>The first part of the course aims to build a comprehensive understanding of the educational research methods in order to enable students to apply them to the design and development of their master thesis. The main focus is on understanding and being able to implement all stages of the design and development of a study. The course covers the basic methodological approaches for designing quantitative and qualitative research, but also any combination of them. Through a critical perspective the course brings students into contact with the advantages and disadvantages of each approach. The course also focuses on knowing how to select and justify the appropriate sample and how to choose or develop appropriate research tools for data collection, analysis of quantitative and qualitative data and presentation of the results.</p> <p>The second part of the course aims to enable students to develop and support the research proposal: to conduct the literature review, to pose the purpose of study and the research questions and to document the significance and the rationality of their work.</p>				
Learning Outcomes	<p>At the end of the course students will be able to:</p> <ul style="list-style-type: none"> • Develop and pose the purpose of a research, pose research questions / research hypotheses and define variables. • Identify appropriate literature and structure the theoretical framework of a research in a scientific way. • Present and justify with scientific arguments the significance and the rationality of their study. 				

	<ul style="list-style-type: none"> • Choose an appropriate method of data collection, based on a specific research framework. They apply an appropriate methodological approach for the collection, organization, coding and analysis of data, being aware of its advantages and limitations. • Analyze and take into consideration the ethical issues that arise during the collection and analysis of research data and the presentation of results. • Apply mixed data collection approaches and being able to use triangulation to maximize the validity of research results. • Determine the population of a survey and select a sample, utilizing the most appropriate technique, evaluating the advantages and disadvantages of different sampling techniques. • Understand and being able to use the relevant applications of quantitative analysis methods (using mainly SPSS) and qualitative data (using mainly Atlas-ti and Nvivo) and present the results in an appropriate way. • Compose a critical review of the literature in the field of their scientific focus • Develop an original and methodologically valid research plan. 		
Prerequisites	N/A	Required	N/A
Course Content	<ul style="list-style-type: none"> • What is research. Types of research. Qualitative and quantitative research. Philosophical dimensions and triangulation. • Review of the literature. Development of appropriate material identification strategies. APA style. • Justify by using relevant arguments the significance and the rationality of a study. • Posing the research purpose, research questions, research hypotheses. Variables and research design. • Data collection tools: questionnaire, essay, interview, observation, etc. • Sampling methods. Representative Sample. Sample in action research and in case study. • Analysis of quality data. Coding and data analysis with appropriate software (mainly Atlatis-ti and Nvivo). • Analysis of quantitative data. Use of statistical analysis package (mainly SPSS) • How to structure a scientific text (research proposal). 		
Teaching Methodology	<p>The course is taught entirely online through an electronic platform and with the use of various online tools: communication tools that ensure the synchronous and asynchronous communication of the participants (e.g. teleconferences, chat rooms), collaboration tools (e.g. discussion forums, blogs, wikis), as well as content development tools (presentations with notes, presentations with narration). The notes and presentations of the course are available to the students through an electronic platform in combination with suggestions for the study of readings (bibliography).</p> <p>Students are encouraged through the platform and the various technological tools to interact with their fellow students and the teacher, in order to be active members of the online learning community created within the course. The evaluation of the participants / substances is sought through various tools, individual and group activity, hetero-evaluation and self-evaluation. From the middle of the semester onwards, they also communicate with a person who undertakes the supervision of the postgraduate dissertation and who guides</p>		

	the development of the research proposal and the first chapters of the master thesis.
Bibliography	<p>Recent scientific publications: We choose for each domain a scientific paper published at a scientific journal which presents a recent study on the domain of intercultural education. We concentrate our attention on issues we discuss at the specific week in order to understand them throughout a critical perspective. Those issues are discussed during the online meetings and through discussion forums.</p> <p>Indicative journals:</p> <ul style="list-style-type: none"> • Intercultural Education • International Journal of Multicultural Education • Society for Intercultural Education, Training and Research • Journal of Linguistic and Intercultural Education <p>Books:</p> <p>Becker, L. (2015). <i>Writing successful reports and dissertations</i>. Sage Publications.</p> <p>Boudah, D.J. (2011). <i>Conducting educational research: Guide to completing a major project</i>.</p> <p>Cohen, L., & Manion, L., Morrison, K. (2017). <i>Research methods in education</i> (8th ed.). New York: Routledge.</p> <p>Creswell, J. W. (2008). <i>Qualitative, quantitative, and mixed method approaches</i>. London, Sage.</p> <p>Denzin, N. K., & Lincoln, Y. S. (Eds.). (2007). <i>Collecting and interpreting qualitative materials</i>. London: Sage Publications, Incorporated.</p> <p>Denzin, N. K., & Lincoln, Y. S. (2011). <i>Handbook of qualitative research</i> (4th ed.). London: Sage Publications.</p> <p>Green, J., Camilli, G., & Elmore, P. (Eds.). (2006). <i>Handbook of complementary methods in education research</i>. New Jersey: Lawrence Erlbaum Associates, Inc., Publishers.</p> <p>Kline, R. B. (2010). <i>Principles and practice of structural equation modelling</i>. New York: Guilford press.</p> <p>McGregor, S. (2018). <i>Understanding and evaluating research. A critical guide</i>. Sage publication.</p> <p>Roni, S., Merga, M., & Morris, J. (2020). <i>Conducting Quantitative Research in Education</i>. E-book. Springer.</p> <p>Silverman, D. (2006). <i>Interpreting qualitative data</i>, (3rd ed.). London: Sage.</p> <p>Silverman, D. (2009). <i>Doing qualitative research: A practical handbook</i>, (3rd ed.). London: Sage.</p>

	<p>Silverman, S. J., Locke, L. F., & Spirduso, W. W. (2007). <i>Proposals that work: A guide for planning dissertations and grant proposals</i>. London: Sage Publications.</p> <p>Wang, L., Peng, L. & Qutub K. (2018). <i>Research Methods in Education</i>. Sage Publications.</p> <p>Wellington, J. (2000). <i>Educational research: Contemporary issues and practical approaches</i>. London: Continuum.</p> <p>Wentz, E. (2014). <i>How to design, write and present a successful dissertation proposal</i>. Sage Publications.</p>
Assessment	<ul style="list-style-type: none"> • For the evaluation of the content of the first part of the course a midterm examination is used (30%) • Participation at quizzes for self-assessment (10%) • Literature Review and Methodology (chapters in progress): 60%
Language	Greek or English