

MODULE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES		
PROGRAM MODULE	EDUCATION (EKP)		
LEVEL OF STUDIES	POSTGRADUATE		
MODULE CODE	EKP51	YEAR OF STUDY	1 st
MODULE TITLE	Applied Educational Research		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the module, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the module, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Weekly workload: 26-27 hours x 32 weeks		840	30 ECTS
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
MODULE TYPE	Compulsory		
PREREQUISITE MODULES:	There are no prerequisites for this module		
LANGUAGE OF INSTRUCTION and EXAMINATIONS :	Greek		
IS THE MODULE OFFERED TO ERASMUS STUDENTS	No, due to annual duration of the module		
MODULE WEBSITE (URL)	https://www.eap.gr/en/educational-sciences/topics/?_gl=1*m59db4*_ga*NjMzOTIzMDc3LjE2NzU5NzAyNzc.*_up*M_Q.. Each module has its own space in the educational platform (Learning Management System) of HOU (http://study.eap.gr), with controlled access (password-protected) for students and teaching staff (tutors).		

(2) LEARNING OUTCOMES

Learning outcomes

The module learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the module are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Upon completion of the module, students will be expected to be able to:

- Identify a specific dimension of an educational topic in order to examine it through empirical research.
- Formulate appropriate research questions or working hypotheses.
- Identify the theoretical framework of their research.
- Conduct a literature review to document (a) the necessity and originality of the proposed research, (b) the theoretical framework of the research, and (c) the methodological choices.
- Adopt an appropriate approach (quantitative and/or qualitative) to data collection and analysis.
- Implement the empirical research design that they have structured.
- Discuss the findings of their research in relation to the existing literature and the adopted theoretical framework.
- Identify the limitations of their empirical research.
- Formulate recommendations for further research.
- Write a report on the empirical research suitable for publication in a peer-reviewed scholarly journal.

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 module aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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

(3) MODULE CONTENT

Module subjects:

Educational Research (Research design, Qualitative and quantitative approaches in educational research, Examples of educational research, Writing of educational research).

The main purpose of module “Applied Educational Research” (EKP51) is to introduce and familiarise students with the procedures and issues of research design by conducting small-scale empirical research.

The aim of module “Applied Educational Research” (EKP51) is to develop students’ knowledge and skills related to the following issues:

- The process of conducting empirical educational research (research design phases)
- Approaches to empirical educational research (quantitative, qualitative, mixed methods)
- Identification and formulation of the research problem
- Literature review (search, retrieval, organisation and use of available literature)
- Identification of research aim and research questions or working hypotheses
- Research designs (correlational, experimental, ethnographic, narrative, action research, mixed methods)
- Selection and documentation of the appropriateness of research techniques
- Collection, processing, analysis, presentation and interpretation of qualitative and quantitative data
- Ethics in empirical educational research
- Research reporting and evaluation
- Writing a scientific paper

(4) TEACHING and LEARNING METHODS - ASSESSMENT

MODES OF DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Distance learning by conducting at least five online Tutorials during the academic year on weekends.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	In Module Tutorials and/or in communication with students, the following are used: • Remote meeting tools (Cisco Webex, Skype, MS teams), • Presentation software (e.g., Power point), • Specialised software, such as Summon Discovery Service, • Web browsers • Digital questionnaire configuration applications (e.g., Google Forms) • Quantitative data analysis applications (e.g., IBM SPSS, xls) • Use of HOU educational platforms (study.eap.gr, open.eap.gr) In addition, students use office automation tools as well as e-readers for digital books.

TEACHING METHODS <i>The manner and methods of teaching are described in detail. 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> <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>	<table><tr><th><i>Activity</i></th><th><i>Year workload</i></th></tr><tr><td>5 Module Tutorials (x 4 hours)</td><td>20 hours</td></tr><tr><td>Minimum 4 additional Tutorials, supporting and enhancing students' understanding (x 2 hours)</td><td>8 hours</td></tr><tr><td>Preparation of module assignments (4 assignments x 60 hours)</td><td>240 hours</td></tr><tr><td>Exams</td><td>40 minutes</td></tr><tr><td>Individual study</td><td>581 hours</td></tr><tr><td>Total module workload (hours)</td><td>850 hours</td></tr></table>	<i>Activity</i>	<i>Year workload</i>	5 Module Tutorials (x 4 hours)	20 hours	Minimum 4 additional Tutorials, supporting and enhancing students' understanding (x 2 hours)	8 hours	Preparation of module assignments (4 assignments x 60 hours)	240 hours	Exams	40 minutes	Individual study	581 hours	Total module workload (hours)	850 hours
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STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS <i>Description of the evaluation procedure</i> <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> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment of module EKP51 consists of four (4) written assignments in Greek during the academic year and a written final exam. These four (4) written assignments are closely interrelated and have a continuity (existence of thematic and methodological consistency). In addition, written assignments include, but are not limited to, collecting and analysing data and writing a research report. The topics of the four (4) written assignments are posted throughout the year on platform study.eap.gr (see https://study.eap.gr/mod/folder/view.php?id=11751). For the evaluation of these four (4) written assignments, a list of specific evaluation criteria for each written assignment is posted, each academic year, on the study platform.(see https://study.eap.gr/mod/folder/view.php?id=11751) Grading rubrics for each assignment are posted each academic year in the Tutors' forum of EKP51 module (see https://study.eap.gr/mod/forum/view.php?id=2365). The average grade of the written assignments contributes to the final grade of the module by 30%, if a passing (promotable) grade is achieved in the final or resit written exam. <u>Final or resit written exam</u> The written assessment in the final or resit online exam includes multiple-choice questions, and potential oral support of the handed answers. The grade of the final or resit written exam contributes by 70% in the formation of the final grade of the module (see relevant														

	postings in the module EKP51 site on HOU's educational platform study.eap.gr https://www.eap.gr/education/postgraduate/annual/educational-sciences/topics/#e51) and in the general HOU study regulations (https://www.eap.gr/education/study-regulations/). All of the above is accessible to both students and Tutors of the module EKP51.
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(5) SUGGESTED BIBLIOGRAPHY

Required Main Bibliography (students' material):

- Androusou, A., & Petrogiannis, K. (2008). *I paratirisi stin ekpaideftiki erevna. [Observation in educational research]*. Hellenic Open University.
- Bryman, A. (2017). *Methodoi Koinonikis Erevnas. [Social Research Methods]*. Gutenberg.
- Embalotis, A., & Katsis, A. (2008). *Diadikasia eisagogis, diacheirisis, epexergasias kai parousiasis erevnitikon dedomenon me ti voitheia tou SPSS for Windows (Enallaktiko Didaktiko Yliko). [Entering, managing, processing and presenting research data with the use of SPSS for Windows]* (Alternative Teaching Material). Hellenic Open University.
- Hatzinikita, B., & Retali, K. (Eds) (2020-21). *Odigos Meletis gia to ekpaideftiko yliko tis «Ekpaideftikis Erevnas stin Praxi» (EKP51). [Study Guide for the educational material of Module "Applied Educational Research" (EKP51)]*. Hellenic Open University.
https://repository.kallipos.gr/bitstream/11419/5826/4/15327_Isari-KOY.pdf
- Isari, F., & Pourkos, M. (2015). *Poiotiki Methodologia Erevnas. Efarmoges stin Psychologia kai stin Ekpaidefsi. Athina: Ellinika Akadimaika Ilektronika Synggrammata kai Voithimata (Kallipos). [Qualitative Research Methodology. Applications in Psychology and Education]*. Greek Academic Electronic Textbooks and Aids (Kallipos)(posted at study.eap.gr) [Available at link:
- Petrogiannis, K., & Andrianopoulou, P. (Eds) (2022). *Genikes odigies syntaxis vivliografikon parapompon & anaforon me vasi to vivliografiko systima tis American Psychological Association [General guidelines for writing bibliographic citations and references based on the bibliographic style of the American Psychological Association – APA (7th ed.)]*. Greek Open University.
- Tsiolis, G. (2018). *I thematiki analysi poiotikon dedomenon. Sto G. Zaimakis (Ed), Erevnitikes diadromes stis Koinonikes Epistimes: Theoritikes – methodologikes symvoles kai meletes periptosis (pp. 97-125). [Thematic analysis of qualitative data. In G. Zaimakis (Ed), Research pathways in Social Sciences: Theoretical-methodological contributions and case studies (pp. 97-125)]*. University of Crete – Laboratory of Social Analysis & Applied Social Research. [Available on the study.eap.gr platform]

Further Readings:

In each unit included in the *Study Guide for the educational material of Applied Educational Research (EKP51)*", which is posted in *Teaching Materials area* of Module EKP51 on the platform study.eap.gr, suggested further readings are provided for deeper understanding (see <https://study.eap.gr/mod/glossary/view.php?id=2372>)

Additionally, you can attend the free online training courses offered by the National Research Infrastructure for the Social Sciences SoDaNet (National Centre for Social Research) at the following link: <https://sodanet.gr/>

The training services provided by SoDaNet support the life cycle of research data from their planning, data collection to data processing, dissemination and reuse.

Related scientific journals:

- American Educational Research Journal
- British Educational Research Journal
- Educational Research
- Educational Research and Evaluation
- Educational Research Review
- Educational Researcher
- Journal of Educational Psychology
- Journal of Educational Research
- Journal of Mixed Methods Research
- Review of Educational Research
- Review of Research in Education
- Epitheorisi Koinonikon Erevnon [The Greek Review of Social Research]
- Themata Epistimon kai Technologias stin Ekpaidefsi [Themes in Science and Technology Education]
- Paidagogiki Epitheorisi [Pedagogical Review]
- To Vima ton Koinonikon Epistimon [The Social Science Tribune]