MODULE OUTLINE

(1) GENERAL INFORMATION

SCHOOL	School of Humanities		
PROGRAM COURSE	Education and Technologies in Distance Teaching and Learning Systems – Educational Sciences (ETA)		
LEVEL OF STUDY	POSTGRADUATE		
MODULE UNIT CODE	ETA 61	**ACADEMIC SEMESTER**	2nd
MODULE TITLE	Research methodology, design and writing of scientific work		
INDEPENDENT TEACHING ACTIVITIES *in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
Weekly Hours of study 32-33 x 13 Weeks		420	15 ECTS
COURSE TYPE COMPULSORY, OPTIONAL, OPTIONAL MANDATORY	COMPULSORY		
PREREQUISITE MODULES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMS:	GREEK		
THE MODULE IS OFFERED TO ERASMUS STUDENTS	YES		
MODULE WEBSITE (URL)	https://www.eap.gr/en/education-and-technology-in-distance-learning-and-learning-systems-education-sciences/topics/#e61 Each module has its own space in the Learning Management System of HOU (https://courses.eap.gr/login/index.php), with controlled access (use of code) for students and teaching staff.		

(2) LEARNING OUTCOMES

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

Search for, analysis and synthesis of data and information by the use of appropriate technologies,
Adapting to new situations
Decision-making
Individual/Independent work
Group/Team work
Working in an international environment
Working in an interdisciplinary environment
Introduction of innovative research
Project planning and management
Respect for diversity and multiculturalism
Environmental awareness
Social, professional and ethical responsibility and sensitivity to gender issues
Critical thinking
Development of free, creative and inductive thinking
……
(Other…….citizenship, spiritual freedom, social awareness, altruism etc.) …….

- Adaptation to new situations
- Search, analysis and synthesis of data and information, using the necessary technologies
- Autonomous work
- Work in an interdisciplinary environment
- Exercise criticism and self-criticism
- Generation of new research ideas
- Promotion of free, creative, and inductive thinking

Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:

APPENDIX A

- *Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.*
- *Descriptive indicators 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 "Research methodology, design and writing of scientific work", you will be able to:

- Fully understand the design of a research proposal for the realization of a postgraduate thesis
- Design the steps for the realization of a thesis to initiate it during the study of the module.
- Identify research questions or hypotheses within the scientific fields of the module "Methodology and research in distance education and technologies" or of the specific master program
- Identify and evaluate the sources available to carry out research
- Recognize the role and the importance of theories in both quantitative and qualitative research
- Search for and make use of contemporary references in scientific journals, conference books, etc. to perform the literature review of your research
- Formulate an appropriate theoretical framework for your research, keeping all the necessary criteria
- Analyze and critically interpret contemporary literature
- Document and describe the methodological choices in your research, then apply them
- Create the appropriate tools for the collection of data in qualitative and quantitative research,

and use them, for the realization of your research
- Recognize and use the categorization of research in education (applied, basic, evaluation, developmental, action research)
- Get acquainted with validation and argumentation during the realization of a research project in the specific postgraduate program
- Collect and analyse qualitative and quantitative data in distance education research
- Describe the limitations of your research
- Formulate evidence-based proposals for further research
- Recognize and adhere to research ethics in ethical issues and Copyright
- Present your research findings in written and oral form and discuss them critically
- Write scientific articles for publication in scientific journals and conferences

(3) MODULE CONTENT

Purpose of the Module: If we agree that a postgraduate program should focus on research, then it is crucial to reveal the basic principles of the scientific methods that are used in distance education, to discuss matters of ethics that should be kept in every step of our research design and to describe the specifications of academic writing.

(4) TEACHING METHODS—ASSESSMENT

<table>
<tr><td>MODES OF DELIVERY
Face-to-face, in-class lecturing, distance teaching and distance learning etc.</td><td>Distance Teaching and Learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY
Use of ICT in teaching, Laboratory Education, Communication with students</td><td>• Use of Information and Communication Technologies in Teaching
• Use of Information and Communication Technologies in Communication</td></tr>
<tr><td>MODULE DESIGN
Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc.
The study hours for each learning activity as well as the hours of selfdirected study are given following the principles of the ECTS.</td><td>
<table>
<tr><th>Activity/Method</th><th>Semester workload</th></tr>
<tr><td>3 Online Group Advisory Meetings (x 4 hours each)</td><td>12</td></tr>
<tr><td>4 Assessment Activities</td><td>55</td></tr>
<tr><td>Final Exams/project</td><td>3</td></tr>
<tr><td>Independent Study</td><td>350</td></tr>
<tr><td>Overall Working Load (hours)</td><td>420</td></tr>
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</td></tr>
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STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS *Detailed description of the evaluation procedures:* *Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other……etc.* *Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.*	**Evaluation Language:** Greek **Assessment methods:** A combination of 4 Assessment Activities and Final Exams • Assessment Activities: the evaluation method is mixed. • Final Exams: the evaluation method is summative. **Form of Evaluation**: • Assessment Activities: short answer questions, problem solving, short essay or report • Final exams: project. **Criteria:** Students must work with four (4) Assessment Activities (AA) that they will encounter during their study on their study platform. These activities appear in specific Study Weeks and students are given a period of 15 days to upload their response. Each of the activities is evaluated on a scale from 0 to 10. The total score of the four Assessment Activities corresponds to 40% of the total grade. In detail: the 1st AA corresponds to 8% of the total grade; The 2nd AA corresponds to 10%; the 3rd also corresponds to 10%, while the last AA corresponds to 12%. The tutor provides personalized feedback to each student in all four Aas in a personalized way, depending on the quality of their response. The total score of Final Exam corresponds to 60% of the total grade. All criteria are posted on each module's webpage, as well as on the study program's general page: https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf

(5) SUGGESTED BIBLIOGRAPHY:

-Suggested bibliography

Mills, G. E., Gay, L. R. & Airasian, P. (2017). Εκπαιδευτική Έρευνα: Ποσοτικές και Ποιοτικές Μέθοδοι - Ανάλυση και Εφαρμογές. Αθήνα: Εκδόσεις Προπομπός

Creswell, J. W. & Guetterman, T. (2018). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New York: Pearson

Holley, K. A. & Harris, M. S. (2019). *The Qualitative Dissertation in Education: A Guide for Integrating Research and Practice*. New York: Routledge

-Related scientific Journals

- The Journal of Educational Research: https://www.tandfonline.com/toc/vjer20/current
- European Journal of Educational Research: https://www.eu-jer.com/
- The International Journal of Educational Research: https://www.sciencedirect.com/journal/international-journal-of-educational-research
- The International Review of Research in Open and Distributed Learning: https://www.irrodl.org/index.php/irrodl
- Open Education: The Journal for Open and Distance Education and Educational Technology: https://ejournals.epublishing.ekt.gr/index.php/openjournal
- European Journal of Open, Distance and E-Learning: https://sciendo.com/journal/eurodl