

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES		
ACADEMIC UNIT	DEPARTMENT OF MEDITERRANEAN STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΥΕ-07	SEMESTER	6th
COURSE TITLE	RESEARCH METHODOLOGY IN LINGUISTICS		
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	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>	3	5	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)	https://eclass.aegean.gr/courses/TMS348/		

(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>With the successful completion of the course the students will have the knowledge and skills in order to:</p> <ul style="list-style-type: none"> • search and classify bibliographic material • choose the most appropriate method of analysis for a specific question and be able to explain why this is preferable to other methods • collect and record data • compose basic texts of oral and written academic discourse for the dissemination of research findings • provide a bibliography (citations & references) • apply for a position and specific role in a research team
<p>General Competences</p> <p><i>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></p> <p><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>Respect for difference and multiculturalism</i></p>

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

(3) SYLLABUS

This course prepares anyone interested in research in the field of Linguistics. Issues discussed include research as an occupation (necessary qualifications, the research team), issues relating to the conduct of research (research methodology and analysis of the language data, bibliographic search, ethics and morals during the process of data collection), and issues relating to the dissemination of the research findings (writing and publishing).

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <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> <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>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39h (1.56 ECTS)
	Personal study	63h (2.52 ECTS)
	Preparation and oral presentation of assignment	20h (0,8 ECTS)
	Final exam	3h (0.12 ECTS)
	Total	125h (5 ECTS)
STUDENT PERFORMANCE EVALUATION <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</i>	Language of evaluation: Greek 1. Oral presentation of assignment during lectures - Compulsory [25% of final grade] 2. End of semester written exam with short-answer questions – Compulsory [75% of final grade]	

presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

Bibliography

Ίσαρη, Φ., Πουρκός, Μ., 2015. *Ποιοτική μεθοδολογία έρευνας*. [ηλεκτρ. βιβλ.] Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Available at: <http://hdl.handle.net/11419/5826>

Λατινόπουλος, Π. (2010). Τα πρώτα βήματα στην έρευνα: Ένας χρηστικός οδηγός για νέους ερευνητές. Αθήνα: Κριτική.

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Additional bibliography

(in Greek)

Γούτσος, Δ., Φραγκάκη, Γ. (2015). *Εισαγωγή στη γλωσσολογία σωμάτων κειμένων*. [ηλεκτρ. βιβλ.] Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: <https://repository.kallipos.gr/handle/11419/1932>

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Approaches edited by John Bitchenet, Neomy Storch, and Rosemary Witte, 21-41. London: Routledge.

McCarthy, M. and O’Keeffe, A. (2010). What are corpora and how have they evolved? In A. O’Keeffe & M. McCarthy (Eds.), *The Routledge Handbook of Corpus Linguistics* (pp. 3- 13). London: Routledge.

Murphy, V., & Macaro, E. (2017). It isn't child's play: conducting research with children as participants. In J. McKinley & H. Rose (Eds.) *Doing Research in Applied Linguistics. Realities, dilemmas and solutions* (pp. 103–113). Abingdon, U.K.: Routledge.

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Seals, C.A. (2017). Dealing with Participant Attrition in Longitudinal Studies. In H. Rose & J. McKinley, eds. *Doing Research in Applied Linguistics: Realities, Dilemmas, and Solutions* (pp. 72-80). London: Routledge.