

COURSE/MODULE DESCRIPTION (SYLLABUS)

1.	Course/module Methodology	
2.	Department or unit Institute of Sociology, University of Wrocław	
3.	Course/module code	
4.	Course/module type: core (mandatory) or elective (optional) Core (mandatory)	
5.	University subject (program or major) Master in Sociology, Speciality Intercultural Mediation	
6.	Program level: (undergraduate, graduate, postgraduate) Graduate (Master Programme)	
7.	Year: (1st, 2nd, 3rd, 4th) 1 st	
8.	Semester: (fall, spring) Spring	
9.	Form of tuition and number of hours Classroom instruction (60 hours) combined with field work exercise (150 hours of students' own work)	
10.	Instructor's full name and academic title Dr Grzegorz Kozdraś, dr hab. Katarzyna Kajdanek	
11.	Prerequisites for taking the course/module Knowledge, skills and competences acquired during Bachelor Programme in Social Sciences or equivalent and Semester 1 of the Master Programme in Sociology - Intercultural Mediation or equivalent	
12.	Objectives The main goal of this course is to get students acquainted with main problems and questions that emerge when making decisions about suitable methodological approaches to selected research questions. The course is divided in two parts: first dedicated to quantitative and the second to qualitative methodologies.	
13.	Learning outcomes	Outcome symbols
	A student knows in an in-depth manner the methods of empirical data collection for qualitative and quantitative analysis and the basic techniques of data processing which are used in the sociological descriptions of the various elements of social systems, processes within the systems and social phenomena and social facts that can be registered	K2A_WO6

	within them.	
	A student knows general principles related to the development of market enterprises which aim at offering, collecting and selling processed data on the various aspects of social life and providing information which is necessary for carrying out business activity and the public activity of entities which manage the life of social groups	K2A_W11
	A student can conceptualise research problems according to a perspective (sociological theory) taken, taking into account the results of earlier research on phenomena or process that interest her or him. A student is also capable of designing the process of data collection and applying various empirical techniques of sociology in accordance with the earlier developed conceptualisation. A student can carry on a critical evaluation of various data and theoretical concepts with respect to their explanatory usefulness. A student can formulate own opinions about the effectiveness of various research methods to study the courses of processes and phenomena.	K2A_U02
	A student can apply the principles of induction, deduction, statistical inference and qualitative data analysis to reconstruct the causes and courses of social process with regard to all dimensions of social life distinguished by sociology, taking into account the specificity of these dimensions (for instance, cultural, political, economic, legal, moral dimensions). A student knows the procedures of verification and falsification of research hypotheses.	K2A_U03
	A student can formulate solutions to ethical and methodological dilemmas (emerging as a result of the potential contradictions between the interests and rights of various parties that emerge during research), which are based on the earlier acquired normative knowledge and are in line with the regulations included in relevant normative codes. A student can critically evaluate proposed solutions and justify them by referring to their expected outcomes and various normative systems.	K2A_U06
	A student possesses skills at preparing complex report from empirical research in English which explores in an in-depth manner the problem under study and includes the correctly prepared and presented analysis of empirical data in accordance with the rules of its presentation established separately for quantitative and qualitative data, as well as conclusions which relate to this data. A student can make use of these skills independently of the methods used and the area of social life concerned.	K2A_U09
	A student understands the need for enhancing and developing his/her specialised and methodological knowledge with respect to the techniques of	K2A_K06

	collecting, processing and analysing empirical data and with regard to basic facts and data concerning various aspects of life in contemporary societies. S/he can independently define the areas of knowledge which s/he needs to supplement and is well acquainted with similar (social sciences) disciplines.	
	A student is guided in projecting his/her professional plans by entrepreneurship understood as the rationalisation of goals and activities based on the skilled balancing of costs. S/he can make it both with regard to simple actions and comprehensive projects.	K2A_K07

14. Content

In the first part of this course will be focus on: An introduction to sociological inquiry: differences between human inquiry and science (class 1); the basics of research design(class 2); conceptualization, operationalization and measurement in social science (class 3); scales, indexes and typologies (class 4) sampling in quantitative research (class 5); introduction to experiments (class 6); introduction to survey design and data collection techniques and measurement tools in quantitative research(class7); coding the data (class 8); introduction to quantitative data analyses (class 9);

In the second part the focus will be on answering question of key features of qualitative research: qualitative/quantitative research: technical and methodological/paradigmatic differences (class 10); what questions are suitable for qualitative research - qualitative research design (class 11); qualitative research design (class 12); sampling (introduction) (class 13); data collection techniques in qualitative research (class 14-19), introduction to data analysis in qualitative research (class 14-20)

15. Sources and readings:

1.An introduction to sociological inquiry: differences between human inquiry and science
 -Babbie Earl, "The Basics of Social Research" (2011), Wadsworth, chapter: Human Inquiry and Science;
 -Mills C. Wright, "The Sociological Imagination" (2000) Oxford Univ. Press, NY, chapter: The Promise;

2.The basics of research design
 - Babbie Earl, "The Basics of Social Research" (2011), Wadsworth, chapter: Research Design;
 - Sharon Anderson Dannels "Research Design" in "The Reviewer's Guide to Quantitative Methods in the Social Science", ed. Gregory R. Hancock, Ralph (2010) Routledge,

3. Conceptualization, operationalization and measurement in social science
 -Babbie Earl, "The Basics of Social Research" (2011), Wadsworth, chapter: Conceptualization, Operationalization and Measurement;

- Mark R. Sirkin "Statistics for the Social Sciences" (2006), Sage, chapter: Defining Variables
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4. Construction of Scales, indexes and typologies
 - Babbie Earl, "The Basics of Social Research" (2011), Wadsworth, chapter: Indexes,

Scales and Typologies

5. Introduction to sampling in quantitative research

- Babbie Earl, "The Basics of Social Research" (2011), Wadsworth, chapter: The Logic of Sample

6. Experiments in social sciences

- Babbie Earl, "The Basics of Social Research" (2011), Wadsworth, chapter: Experiments

7 - 8. Introduction to survey design - data collection techniques and measurement tools in quantitative

- Babbie Earl, "The Basics of Social Research" (2011), Wadsworth, chapter: Survey Research;

9. Database constructing and coding the data

- Pete Greasley, "Quantitative Data Analysis Using SPSS. An Introduction for Health & Social Science" (2008), Open University Press, chapter: Coding the data for SPSS, setting up an SPSS database and entering the data

10. Introduction to quantitative data analyses

- Mark R. Sirkin "Statistics for the Social Sciences" (2006), Sage, chapter: Measuring Central Tendency ; chapter: Measuring Dispersion, chapter: Constructing and Interpreting Contingency Tables

11. Qualitative / quantitative research: technical and methodological / paradigmatic differences;

- Silverman David "Doing Qualitative Research" (2010), Sage: London, chapters:; Why Do Students Use Qualitative Methods?; Are Qualitative Methods Always the Best?, Should You Use Qualitative Methods?

- Flick Uwe; Designing Qualitative Research, (2008), Sage: London; chapter: What Is Qualitative Research

- Punch Keith, Introduction to social research, Second edition, Sage: London: chapter 2: some central issues

12. What questions are suitable for qualitative research;

- Silverman David "Doing Qualitative Research" (2010), Sage: London, What You Can (and Can't) Do with Qualitative Research

- Flick Uwe; Designing Qualitative Research, (2008), Sage: London; chapter: From an Idea to a Research Question

- Punch Keith, Introduction to social research, Second edition, Sage: London: chapter 3: Research Questions

13. Qualitative research design

- Silverman David "Doing Qualitative Research" (2010), Sage: London, part two.

- Flick Uwe; Designing Qualitative Research, (2008), Sage: London; chapter: Qualitative Research Designs

- Punch Keith, Introduction to social research, Second edition, Sage: London: chapter 4: From research questions to data

	<p>14. Design in Qualitative research</p> <ul style="list-style-type: none"> - Punch Keith, Introduction to social research, Second edition, Sage: London: chapter 8: Design in qualitative research (case studies, ethnography, grounded theory) <p>15. Sampling (introduction)</p> <ul style="list-style-type: none"> - Silverman David "Doing Qualitative Research" (2010), Sage: London, chapters: purposive Sampling; Theoretical Sampling - Flick Uwe; Designing Qualitative Research, (2008), Sage: London, chapter: Sampling, Selecting and Access <p>16-20. Data collection techniques in qualitative research; participant observation (16-17), interviews (18-19) and focus groups (20)</p> <ul style="list-style-type: none"> - Verbal data - - Flick Uwe; Designing Qualitative Research, (2008), Sage: London, chapter: Verbal data - Qualitative Research Methods: A DATA COLLECTOR'S FIELD GUIDE Punch Keith, Introduction to social research, Second edition, Sage: London: chapter 9 and 10: Collecting qualitative data and The Analysis of qualitative data 																	
8.	<p>Course assessment</p> <p>1. Assessment of the participation in group discussions during the classes</p>	<p>K2A_WO6 K2A_UO2 K2A_UO6</p> <p>K2A_K06 K2A_K07</p>																
	<p>Assessment of the exercises on research design (in qualitative research design - Exercise 1: writing an abstract on a selected literature; Exercise 2: sampling for the planned piece of research; Exercise 3: drafting a research tool (e.g. observation scheme or list of topics for a semi-structured interview) and the process of data collection and the partial and overall results of data analysis of individual cases</p>	<p>K2A_UO3 K2A_UO9 K2A_W11</p>																
9.	<p>Language of instruction</p> <p>English</p>																	
10.	<p>Student's workload</p> <table border="1" data-bbox="264 1597 1469 2031"> <thead> <tr> <th data-bbox="264 1597 1082 1648">Activities</th> <th data-bbox="1082 1597 1469 1648">Estimated workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="264 1648 1082 1715">Classroom instruction:</td> <td data-bbox="1082 1648 1469 1715"></td> </tr> <tr> <td data-bbox="264 1715 1082 1749">Classroom instruction</td> <td data-bbox="1082 1715 1469 1749">40</td> </tr> <tr> <td data-bbox="264 1749 1082 1827">Regular contact with academic teachers</td> <td data-bbox="1082 1749 1469 1827">20</td> </tr> <tr> <td data-bbox="264 1827 1082 1861">Student's own work</td> <td data-bbox="1082 1827 1469 1861"></td> </tr> <tr> <td data-bbox="264 1861 1082 1895">- pre-readings for classes</td> <td data-bbox="1082 1861 1469 1895">50</td> </tr> <tr> <td data-bbox="264 1895 1082 1928">- preparation of practical exercises</td> <td data-bbox="1082 1895 1469 1928">70</td> </tr> <tr> <td data-bbox="264 1928 1082 1962">- preparation for final tests</td> <td data-bbox="1082 1928 1469 1962">30</td> </tr> </tbody> </table>		Activities	Estimated workload	Classroom instruction:		Classroom instruction	40	Regular contact with academic teachers	20	Student's own work		- pre-readings for classes	50	- preparation of practical exercises	70	- preparation for final tests	30
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	Total hours	210
	ECTS credit value	7