

PHDPH102- Research Planning I - Research Methods

Course Title	Research Planning I - Research Methods				
Course Code	PHDPH102				
Course Type	Compulsory				
Level	PhD				
Year / Semester	1 st semester				
Teacher's Name	Dr Charalambous Georgios, Dr Dimitiris Panidis				
ECTS	10	Lectures / week	3	Laboratories / week	-
Course Purpose and Objectives	<p>The course offers an introduction to research methodology and how to write scientific research reports and project proposals. The course will introduce students to the challenges in research design and analysis as well as preparing students in writing their thesis. There will be offered both theoretical perspectives and practical exercises. This course focuses on topics such as science, research, validity, research processes and problems, research issues and questions and the significance of research.</p> <p>The course aims to provide students with a broad overview of different research designs in health sciences. A research design is a blueprint that connects the different stages of the research process in a logical way such that new knowledge can be generated in an unbiased and robust way.</p> <p>The choice of a research design should suit the research question to be answered. The research design determines which methods can be used to answer the question. Research designs for qualitative and for quantitative research as well as mixed-methods designs exist.</p> <p>The course improves students' skills around developing a strong and robust research design and outlines clear guidelines for distinguishing good research from bad research. In addition to exposure to a variety of designs and corresponding methods as well as the different stages of the research process, students will learn how to combine these different elements in order to increase the quality of their own research.</p> <p>Intended for students early in their doctoral studies, this course helps orient students toward their doctoral research and provides guidance in planning course work and writing that will facilitate dissertation completion. It introduces the dissertation process, including requirements, procedures, timelines, and research topics.</p> <p>COURSE GOALS</p> <p>Enable students to explain the requirements and procedures in dissertation research.</p>				

	<ul style="list-style-type: none"> - Increase awareness of strategies to facilitate dissertation completion. - Identify appropriate topics for dissertation research. - Write appropriate research questions. - Choose an appropriate research methodology. 		
<p>Learning Outcomes</p>	<p>Upon completing this course, each student will be able to:</p> <ul style="list-style-type: none"> - Demonstrate knowledge of research processes (reading, evaluating, and developing); - Perform literature reviews using print and online databases; - Identify, explain, compare, and prepare the key elements of a research proposal/report; - Define and develop a possible research interest area using specific research designs; - Compare and contrast quantitative and qualitative research paradigms - Describe, compare, and contrast descriptive and inferential statistics, and provide examples of their use in research; - Describe sampling methods, measurement scales and instruments, and appropriate uses of each; - Explain the rationale for research ethics, and the importance of the local processes for Institutional Review Board (IRB) review; and - Demonstrate how educational research contributes to the objectives of his/her doctoral program. <p>Knowledge</p> <ul style="list-style-type: none"> - Understand the different stages of a research process - Understand what a research question is and the importance of formulating relevant ones - Recognize the relationship between theory and evidence - Familiarize with the relationship between authors and readers and their different roles. - Become aware of ethical issues in research. <p>Skills</p> <ul style="list-style-type: none"> - Classify and evaluate the strengths and weaknesses of the research design of social research. - Describe scientific texts based on a general structure of such texts. - Write their own research proposal. - Define and use key concepts in research and research ethics. - Develop the ability to convert own interests and ideas into relevant research questions. - Develop answers to research questions in a scientific way. 		
<p>Prerequisites</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">-</td> <td style="width: 50%; text-align: center;">Required</td> </tr> </table>	-	Required
-	Required		
<p>Course Content</p>	<p>Module 1: Overview of Research Process, Resources, and Developing a Research Topic The role of research; the steps in conducting research; the broad area of research interest and potential research questions</p>		

	<p>Module 2: The Literature Review Identifying sources; strategizing the literature review.</p> <p>Module 3: Constructing Hypotheses, Identifying Variables How to identify concepts related to your research and develop operational definitions, building a conceptual model for your research, analyzing the relationships between identified variables to understand what data you need to collect in your research</p> <p>Module 4: Types of Study Designs Components of research design; differences between qualitative and quantitative designs; suitability of various study designs</p> <p>Module 5: Selecting a Method of Data Collection Choosing the appropriate method for data collection, the level of formality in interviews and surveys, and selecting samples; qualitative research and evaluation research</p> <p>Module 6: Selecting a Method of Data Collection Speculations and claims, reasoning and evidence; role of theory.</p> <p>Module 7: Putting it all together; Ethical Issues in Research, Validity and Reliability in Research Understanding ethical issues in research design, using the Institutional Research Board for research involving human subjects, understanding threats to internal and external validity in research</p>
Teaching Methodology	<p>The course is delivered to the students by means of lectures, conducted with the help of computer presentations. Discussion with students includes questions / answers, pros / cons, role play and case studies. In addition, recent research findings and reviews are included. Lecture notes and presentations are available through the e-learning facility. There are also laboratories performed in the computer labs of the university.</p>
Bibliography	<ul style="list-style-type: none"> • Tuckman, B. W. & Harper, B. E. (2012). Conducting educational research (6th ed.). Lanham, MD: Rowan & Littlefield Publishers. (ISBN: 978-1-4422-0964-0) Doctoral Student Handbook And Dissertation Style Guide. (2011). • Kumar, Ranjit. (2014). Research Methodology: A Step-by-Step Guide for Beginners. Fourth Edition. Thousand Oaks, California: Sage Publications. • Yin, R. K. (2013). Case study research: Design and methods. Sage publications • Creswell, J. (2016). Η Έρευνα στην Εκπαίδευση. Σχεδιασμός, Διεξαγωγή και Αξιολόγηση Ποσοτικής και Ποιοτικής Έρευνας (Επιμ.: Χ. Τσορπατζούδης, 2^η έκδ.). Αθήνα: Ίων. • Δαφέρμος, Μ., & Τσαούσης, Γ. (χχ). Οδηγός συγγραφής διπλωματικών εργασιών και διδακτορικών διατριβών. Ρέθυμνο: Τμήμα Ψυχολογίας Παν/μίου Κρήτης. • Ευδωρίδου, Ε., & Καρακασίδης, Θ. (2018). Ακαδημαϊκή γραφή (3η έκδ.). Αθήνα: Τζιόλας
Assessment	<p>This is a “Pass” / “Fail” course. The student is expected to submit a preliminary research proposal report, stating the research problem to be addressed, the motivation and novelty of the research work, and the proposed research hypothesis. The preliminary research proposal is assessed by the student’s Research Advisor in collaboration with the course teacher</p>
Language	Greek/English