

# RESEARCH METHODOLOGY IN CLASSICS

Instructor: Helen Gasti

Professor

## COURSE OUTLINE

### 1. GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOLOGY		
LEVEL OF STUDIES	GRADUATE		
COURSE CODE	ΕΛΦ001	SEMESTER	1 <sup>st</sup>
COURSE TITLE	RESEARCH METHODOLOGY IN CLASSICS		
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
		3	20
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised, general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Modern Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in Modern Greek)		
COURSE WEBSITE (URL)	+++++		

### 2. LEARNING OUTCOMES

#### Learning outcomes

*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.*

*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*

This course is an introduction to academic research and writing. It aims to help students acquire research skills, understand how applied research is conducted and its specific steps. Students will learn how to define a research topic, formulate their research hypothesis, and write a research proposal.

Upon successful completion of the course students should be able to:

Understand how to write a scientific article, how to write an undergraduate or postgraduate thesis, and how to write a monograph.

Understand the process of writing bibliographical research

Understand the primary sources used

Collect and analyse a variety of secondary data, understand their limitations and conduct online research.

Organize the material collected

Define research methodology.

Know how to write up and present research.

Define the topic to be studied for the dissertation

Set their research within broader scientific trends in the specific field.

Understand and evaluate the methodologies and approaches that have been applied to the study of the ancient world.

Extract information from ancient texts, materials and sites.

Access and utilise the most important IT resources in Classics.

Identify and use the most important bibliography of the main strands of Classical scholarship.

Demonstrate proficiency in oral presentation and discussion.

Analyse and assess the arguments of research papers, articles or books.

### **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 course 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*

*.....*

*Others...*

*.....*

Ability to carry out independent, original work.

Search, analyze, and synthesize data and information from printed and electronic sources.

Exercise critical thinking and self-criticism.

Generate new research ideas.

Promote free, creative, and inductive thinking.

### **3. SYLLABUS**

1. Introduction: Introduction to Classics. The basis of research.

Writing rules and evaluation criteria. Brief guidelines on how to conduct research, write papers, etc. Presentation of general rules for the design and writing of any kind of high-quality work, including ethical criteria with regard to the needs and requirements of a complete scientific work.

(Week 1).

2. Parts of the paper:

1. Introduction: What the introduction should contain and why it is important.

General references and explanations of the topic under discussion are included in this section. In addition, there is a summary of the prevailing views on the subject, a review of the literature, the critical approach of the researcher and a tentative assessment of agreement or disagreement with the prevailing views on the subject. Samples of published work are provided for better understanding, along with practical applications (Weeks 2-3).

2. Status quaestionis: Research questions and scope of the research.

Why is this study important? What is the contribution of the paper to the field in the end? Will opinions, perceptions, attitudes, etc. be changed? How will it be demonstrated that this area requires further and better research? (Week 4)

3. Research challenges: Time constraints, submission deadlines, limited access to relevant libraries, scarce literature, complexity of the topic.

(Week 5).

4. Methodological issues: What are the possible approaches and methods for the analysis of the topic? Researcher presents chosen (or developed) methodology, briefly explains it and justifies why it was chosen over others (Weeks 6-7).
5. Body of the essay: An in-depth analysis and investigation of the topic and its context is carried out, based on the chosen methodology (week 7).
6. Writing conclusions: Conclusion writing techniques (week 8).
7. Bibliography: How to organise bibliographical sources, how to cite and ethical issues involved in scientific writing. For a better understanding, examples of published work will be provided, together with a practical application (weeks 9 - 10).
8. Practical application: Selecting a topic, defining and formulating a specific research question, designing the basic structure of the paper, organising the key sections, searching for relevant foreign and Greek scientific literature, formulating research questions and drafting a research plan (weeks 11-12).
9. Discuss and clarify: Answering questions, discussing and guiding the writing of the dissertation (week 13).
10. Student presentations are scheduled on a separate day beyond the 13 weeks of lectures. These will include critical analyses of articles, reviews of the literature and the study and critical presentation of the literature on a particular topic.

#### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	<ul style="list-style-type: none"> <li>• Face-to-face.</li> <li>• Asynchronous distance learning through the electronic platform ecourse.</li> <li>• Synchronous distance learning through the electronic platform Microsoft Teams, when required.</li> <li>• PowerPoint will be used for the presentations</li> <li>•</li> </ul>	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Support of the learning process through the electronic platform ecourse. (Uploading of lecture notes and other course material)</li> <li>• Use of ICT in teaching (PowerPoint presentations)</li> <li>• Communication with students via e-mail.</li> <li>• Posting of announcements on the electronic platform ecourse.</li> </ul>	
<b>TEACHING METHODS</b> <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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures in interaction with students	39 hours (13 weeks x 3 hours)
	Weekly Non-directed Study	130 hours (13 weeks x 10 hours)
	Independent Study of Secondary Literature	130 hours (13 weeks x 10 hours)
	Final Essay	201 hours

<p><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></p>	Independent Study	
	Course total (25 hours per credit)	500 hours (20 ECTS)
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Evaluation methods:</p> <p>Mid-term presentations (70%): Students will be assessed on the basis of their individual project, which they will present during the lectures using presentation software (PowerPoint, Google Slides, etc.).</p> <p>Individual or group project (30%): The purpose of the project is to assess students' knowledge of the tools and techniques of research methodology and their ability to design and carry out a project either independently or as part of a team. All projects will be the subject of presentation and feedback in a seminar course in the presence of members of the postgraduate programme faculty.</p>	

## 5. ATTACHED BIBLIOGRAPHY

### - Suggested bibliography:

- Allan, B. (2003). Supporting research students, London.
- Bakhtin, M.M. (1995-1996). «Προς μια μεθοδολογία των ανθρωπιστικών επιστημών», (μτφρ. Μ. Γνησίου – Δ. Αγγελάτος), Σημείο 3: 170-85.
- Bell, J. (2007). Πώς να συντάξετε μια επιστημονική εργασία: οδηγός ερευνητικής μεθοδολογίας, (μτφρ. Ε. Πανάγου), Αθήνα.
- Δαμασκηνίδης, Γ & Α. Χριστοδούλου (2014), *Η ερευνητική πρόταση στη μεταπτυχιακή και διδακτορική έρευνα*, Αθήνα
- Dunleavy, P. (2003), *Η διδακτορική διατριβή: Οργάνωση, σχεδιασμός, συγγραφή, ολοκλήρωση*, μτφρ. Ν. Ηλιάδη, Αθήνα
- Δημητρόπουλος, Ε. (2004). Εισαγωγή στη μεθοδολογία της επιστημονικής έρευνας: προς ένα συστηματικό δυναμικό μοντέλο μεθοδολογίας επιστημονικής έρευνας, Αθήνα.
- Ζαφειρόπουλος, Κ. (2015). Πώς γίνεται μια επιστημονική εργασία; Επιστημονική έρευνα και συγγραφή εργασιών, Αθήνα.
- Howard, K. – J. Sharp (1996). Η επιστημονική μελέτη. Οδηγός σχεδιασμού και διαχείρισης πανεπιστημιακών ερευνητικών εργασιών, (μτφρ. Π. Νταλάκου, Κ.Μ. Σοφούλη), Αθήνα.
- Θεοφανίδης, Σ. (2002). Μεθοδολογία της επιστημονικής σκέψης και έρευνας. Πώς γίνεται η επιστημονική έρευνα και πώς γράφεται μια επιστημονική εργασία, Αθήνα.
- Θεοφιλίδης, Χ. (2002). Η συγγραφή επιστημονικής εργασίας. Από τη θεωρία στην πράξη, Αθήνα.
- Λατινόπουλος, Π. (2010). Τα πρώτα βήματα στην έρευνα. Ένας χρηστικός οδηγός για νέους ερευνητές, Αθήνα.
- Martin, J. R. – M. A. K. Halliday (2004). Η γλώσσα της επιστήμης, (μτφρ. Γ. Γιαννουλοπούλου), Αθήνα.
- Ντάνος, Α. (2016). Μεθοδολογία συγγραφής πτυχιακών εργασιών και επιστημονικών μελετών, Αθήνα.
- Παππας, Θ. (2002). Η μεθοδολογία της επιστημονικής έρευνας στις ανθρωπιστικές επιστήμες, Αθήνα.
- Παρασκευόπουλος, Ι. Ν. (1993). *Μεθοδολογία επιστημονικής έρευνας*, τόμος 1ος και 2ος. Αθήνα
- Πίκουλας, Γ.Α. (2006) *Εισαγωγή στην Αρχαία Ελληνική Ιστορία και Αρχαιογνωσία*, Αθήνα εκδ. ΚΑΡΔΑΜΙΤΣΑ.
- Τσιπλητάρης, Α. Φ. – Θ. Κ. Μπάμπαλης (2011). Δέκα παραδείγματα μεθοδολογίας επιστημονικής έρευνας. Από τη θεωρία στην πράξη, Αθήνα.

Schaps, D.M., Handbook for Classical Research (London: Routledge, 2011)

During the course, references and suggested books, for the areas covered, will be given

- Related academic journals:

L' Année Philologique (APh) [www.annee-philologique.com/aph](http://www.annee-philologique.com/aph)

BMCR [Bryn Mawr Classical Review] [//ccat.sas.upenn.edu/bmcr](http://ccat.sas.upenn.edu/bmcr)

Gnomon on line [www.gnomon.ku-eichstaett.de/Gnomon/Gnomon.html](http://www.gnomon.ku-eichstaett.de/Gnomon/Gnomon.html)