

**A COURSE SYLLABUS – DOCTORAL SCHOOL  
REGARDING THE QUALIFICATION CYCLE FROM 2021 TO 2022**

<b>GENERAL INFORMATION ABOUT COURSE</b>				
Course title		<b>Scientific Research Methodology</b>		
Name of the unit running the course		Doctoral School at University of Rzeszów		
Type of course ( <i>obligatory, optional</i> )		obligatory		
Year and semester of studies		1 <sup>st</sup> , winter semester		
Discipline		Sociological sciences		
Language of Course		Polish		
Name of Course coordinator		Prof. dr hab. Jolanta Szempruch (associate professor)		
Name of Course lecturer		Prof. dr hab. Jolanta Szempruch (associate professor)		
Prerequisites		No prerequisites required		
<b>BRIEF DESCRIPTION OF COURSE (100-200 words)</b>				
The content of the course introduces the students to the scope and depth of sociological sciences (integrity of the cognitive perspective and dependencies) to the extent which allows a revision of the existing paradigms, and also contexts of sociological phenomena in the form of conditions and effects as well as the methodology of scientific research. It develops the ability to use scientific knowledge in solving problems and undertaking research tasks.				
<b>COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES</b>				
Learning outcome	The description of the learning outcome defined for the course	Relation to the degree programme outcomes (symbol)	Learning Format (Lectures, classes,...)	Method of assessment of learning outcomes (e.g. test, oral exam, written exam, project,...)
<b>Knowledge (no.)</b>				
1.	A graduate knows and understands to the extent which allows a revision of the existing paradigms – the world's achievements relating to theoretical foundations as well as general and selected specific issues – relevant to the scientific or artistic discipline	<b>P8S-WG/1</b>	lectures, classes	oral exam, project
2.	A graduate knows and understands the main development tendencies in the scientific or artistic disciplines essential to the study programme	<b>P8S-WG/2</b>	lectures, classes	oral exam
3.	A graduate knows and understands the methodology of scientific research	<b>P8S-WG/3</b>	lectures, classes	oral exam, project
4.	A graduate knows and understands the rules for the dissemination of the results of scientific activity, also through open access model	<b>P8S-WG/4</b>	classes	oral exam
<b>Skills (no.)</b>				
1.	A graduate is able to take advantage of knowledge from different academic or artistic fields	<b>P8S-UW/1</b>	classes	oral exam, project

	to creatively identify and innovatively solve complex problems or perform research activities, especially: - to define the aim and subject of the research, formulate a research hypothesis, - develop research methods, techniques and tools and use them creatively, - draw conclusions on the basis of research results					
2.	A graduate is able to perform a critical analysis and evaluation of scientific research results, expert activities and other creative works and their contribution to the development of knowledge	P8S-UW/2	lectures, classes	oral exam, project		
<b>Social competence (no.)</b>						
1.	A graduate is ready to critically evaluate the achievements of one's academic or artistic discipline	P8S-KK/1	lectures, classes	oral exam		
2.	A graduate is ready to uphold and develop the ethos of the research and artistic communities, including: - conducting research in an independent manner - respecting the principle of the public ownership of academic research results, taking into account intellectual property rights	P8S-KR	lectures, classes	oral exam, project		
<b>LEARNING FORMAT – NUMBER OF HOURS</b>						
Semester (no.)	Lectures	Seminars	Lab classes	Internships	others	ECTS
I	10	20	-	-	-	0
<b>METHODS OF INSTRUCTION</b>						
An informative lecture, a problem-solving lecture, a discussion, subject classes, a project, a presentation						
<b>COURSE CONTENT</b>						
<p><b>1. Lectures/ Seminars: 10 hours</b>  <b>Elements of knowledge about science and scientific cognition</b>  - The concept of science  - The concept of scientific theory  - Features and principles of scientific cognition  - The effects of scientific cognition  - Scientific explanations and their types</p> <p><b>Types of sciences and their methodological differences</b>  <b>Different perceptions of methodology</b></p>						

Teaching objectives of methodology

**Methodological scheme of scientific research**

Structure of the research process

- the subject and objectives of the research
- research problems and hypotheses
- variables and their indicators
- research methods
- research techniques and tools
- research site and sample selection
- research stages

**Qualitative research techniques**

**Grounded theory**

**2. Seminars / Lab classes/ others: 20 hours**

Social phenomena and the corresponding concepts

Conceptualization, operationalization and measurement

Indexes, scales and typologies

The logic of sampling

Survey research

Qualitative field research

Evaluation research

Qualitative and quantitative data analysis

Theory building, practical applications of the results of sociological research

Ethics in social research

**COURSE ASSESSMENT CRITERIA**

Oral exam.

Graded credit – PhD students' presentations and their active participation in the classes.

Presentations prepared by PhD students and presented by each participant of the classes should last about 15 minutes. The aim of the presentation is a critical description of the issue developed from the methodological point of view, i.e. indication of the main assumptions of a given methodological concept, its advantages and limitations in the context of its application to the specific research problems, formulation of problems, hypotheses, variables and indicators, as well as the selection of the sample.

**GRADING CRITERIA OF THE ACHIEVED LEARNING OUTCOMES FOR EACH LEARNING FORMAT:  
LECTURES/CLASSES**

<b>grade 3</b>	<b>grade 3,5</b>	<b>grade 4</b>	<b>Grade 4,5</b>	<b>Grade 5</b>
from 50% to 62% of all possible points to score*	from 63% to 74% of all possible points to score*	from 75% to 81% of all possible points to score*	from 82% to 89% of all possible points to score*	from 90% of all possible points to score*

\*Scoring for individual forms of student activity will be presented during the first class

**TOTAL PhD STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING  
OUTCOMES  
– NUMBER OF HOURS AND ECTS CREDITS**

<b>Activity</b>	<b>Number of hours</b>
Scheduled course contact hours	30
Other contact hours involving the teacher (consultation hours, examinations)	15

Non-contact hours – student`s own work (preparation for classes or examinations, project, etc.)	135
<b>Total number of hours</b>	180
<b>Total number of ECTS credits</b>	0

### INSTRUCTIONAL MATERIALS

Compulsory literature:	<ol style="list-style-type: none"> <li>1. A. Grobler, 2006, Metodologia nauk, Aureus, Znak, Kraków.</li> <li>2. E. Babbie, 2015, The practice of social research, Centage AU, Boston.</li> <li>3. J.W. Creswell, 2018, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, SAGE Publications , London.</li> <li>4.S. Nowak, 2006, Metodologia badań społecznych, PWN, Warszawa.</li> <li>5. N.K. Denzin, Y.S. Lincoln, 2018, The Sage Handbook of Qualitative Research, vol. 1 and 2, SAGE Publications , London.</li> <li>6.U. Flick, 2018, Managing Quality in Qualitative Research, SAGE Publications , London.</li> <li>7. D. Silverman, 2017, Doing Qualitative Research, SAGE Publications , London.</li> <li>8. D. Silverman, 2015, Interpreting qualitative data, SAGE Publications PWN, London.</li> <li>9. H.S. Becker, 2008, Tricks of the Trade: How to Think about Your Research While You're Doing It , University of Chicago Press, Chicago.</li> </ol>
Complementary literature:	<ol style="list-style-type: none"> <li>1.K. Charmaz, 2008, Constructing Grounded Theory, SAGE Publications , London.</li> <li>2.S. Krzychała (red.), 2004, Społeczne przestrzenie doświadczenia. Metoda interpretacji dokumentarnej, DSW, Wrocław.</li> <li>3.K.T. Konecki, 2000, Studia z metodologii badań jakościowych. Teoria ugruntowana, PWN, Warszawa.</li> <li>4.A. Sułek, 2002, Ogród metodologii socjologicznej, Scholar, Warszawa.</li> <li>5.G. Babiński, 2005, Metodologia a rzeczywistość społeczna. Dylematy badań etnicznych, Nomos, Kraków.</li> <li>6.L. Gruszczyński, 2003, Kwestionariusze w socjologii: budowa narzędzi do badań surveyowych, UŚ, Katowice.</li> <li>7.Pilch T., Bauman T., 2001, Zasady badań pedagogicznych : strategię ilościowe i jakościowe, Wyd. Żak, Warszawa.</li> <li>8.J. Brzeziński, 2007, Metodologia badań psychologicznych, PWN, Warszawa.</li> </ol>