

COURSE OUTLINE: SOCIO-ECONOMIC DATA ANALYSIS

(1) GENERAL

SCHOOL	School of Economic Sciences		
ACADEMIC UNIT	Department of Accounting and Finance		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	AF402	SEMESTER	4 TH
COURSE TITLE	Socio-economic Data Analysis		
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
Lectures and exercises		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
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)			

(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>Consult Appendix A</p> <ul style="list-style-type: none"> • 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 		
<p>The aim of the course is to teach students the statistical methods used for the study of social phenomena. In this framework, upon the successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> • Decide how to achieve accurate analysis of empirical data to address specific research questions. • Evaluate the validity of the results. • Present and comment on the findings of the analysis 		
<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> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <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> </td> <td style="vertical-align: top; width: 50%;"> <i>Project planning and management</i> <i>Respect for difference and multiculturalism</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>.....</i> </td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <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>Project planning and management</i> <i>Respect for difference and multiculturalism</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>.....</i>
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Production of new research ideas

Others...

.....

- Production of free, creative, and inductive thinking
- Production of analytical and synthetic thinking
- Working in an interdisciplinary environment
- Production of new research ideas
- Working independently
- Team work

(3) SYLLABUS

- Statistical approach to social phenomena
- Questionnaire coding. Monitoring of responses.
- Check for typing errors and investigation of missing values.
- Data analysis: preparation, coding and recoding of variables.
- Basic techniques of statistical analysis of qualitative variables.
- Correlations, contingency tables and independent variables.
- Hypotheses testing.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face (in class)	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of specialized software Office – Power Point for the course theory and specialized software for the laboratory exercises.	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></p> <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>	Activity	Semester workload
	lectures	15
	written assignment	50
	exercises	30
	independent study	55
	Course total	150
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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>In order to provide students with options according to their preferences and personal time management, their performance evaluation takes place in three ways:</p> <ol style="list-style-type: none"> I. Reports (60%) and written assignment (40%). Student participation in the reports is optional. Students are examined in every single unit of the course. Written assignment is also optional, but it requires intensive commitment to the course subject. Instructions on how to carry out the assignment as well as information about the submission deadline are announced on e-class. II. Written assignment (40%) and final written exams (60%). Written assignment is optional, but it requires intensive commitment to the course subject. III. Final written exams (100%) for students who neither opt for reports nor carry out a written assignment. <p>Language of examination: Greek</p> <p>Final examination: the exam timetable is announced 20 days before the exams on the secretariat website.</p>	

(5) SUGGESTED BIBLIOGRAPHY

1. Σιάρδος Γεώργιος (2005) Μέθοδοι Πολυμεταβλητής Στατιστικής Ανάλυσης με την επίλυση ασκήσεων μέσω του προγράμματος SPSS, 3η έκδοση. Εκδοσεις Σταμούλη Α.Ε.
2. David de Vaus (2011) Ανάλυση Κοινωνικών Δεδομένων: 50 βασικά θέματα. Εκδόσεις Ελληνικά Γράμματα
3. Καλαματιανού Α. (2003) Κοινωνική στατιστική. Εκδ. Α.ΠΑΠΑΖΗΣΗΣ
4. David Bartholomew, Fiona Steele, Irini Moustaki, Jane Galbraith (2007) Ανάλυση Πολυμεταβλητών Δεδομένων για Κοινωνικές Επιστήμες. Εκδοσεις Επικεντρο
5. Aron A., Aron E.N, Coups E. (2007) Statistics for the Behavioral and Social Sciences: A brief course (4th Edition) PrenticeHall