**MODULE SPECIFICATION**

**Bibliography research in English**

1. **GENERAL**

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| **SCHOOL** | School of Economic and Regional Studies | | | | |
| **DEPARTMENT** | Department of Economics | | | | |
| **LEVEL OF STUDY** | Undergraduate | | | | |
| **MODULE CODE** | ΞΓ0105 | **SEMESTER OF STUDY** | | 5th, 7th | |
| **MODULE TITLE** | Bibliography Research in English | | | | |
| **INSTRUCTOR** | Papadopoulou Iris | | | | |
| INDEPENDENT TEACHING ACTIVITIES   |  | | --- | | *If credits are awarded on separate module components break-down the hours of teaching activity per component, e.g. lectures, laboratory exercises, etc.*  *If the credits are awarded on the entire module, provide the weekly teaching hours and the total credits* | | | | TEACHING HOURS  PER WEEK | | CREDITS (ECTS) |
|  | | | **4** | | **5** |
| **MODULE STATUS** | Elective, Competency building | | | | |
| **PRE-REQUISITE MODULES:** | Νο | | | | |
| **INSTRUCTION AND EXAMINATION LANGUAGE:** | English | | | | |
| **THE MODULE IS OFFERED TO ERASMUS STUDENTS** | Yes | | | | |
| **MODULE WEBPAGE (URL)** | https://openeclass.uom.gr/courses/UNI102/ | | | | |

1. **LEARNING OUTCOMES**

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| **Learning Outcomes** |
| *The module learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the module are described.* |
| |  | | --- | | Upon successful completion of the course, the student will have the skills required to conduct bibliography research in his/her discipline, such as:   * Finding a research topic by identifying gaps in the relevant literature or conflicting viewpoints * Doing intelligent keyword research by ‘translating’ the topic into different keyword combinations * Evaluating sources for readability, reliability and relevance to the research topic * Time budgeting research * Rephrasing to avoid plagiarism | |
| **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…* | |
| * Working independently * Project planning and management * Time and workload budgeting * Search for, analysis and synthesis of data and information, with the use of the necessary technology (Google scholar and library databases) * Developing academic responsibility and integrity * Decision-making * Critical thinking |

1. **MODULE OUTLINE**

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| The course aims at presenting and practicing the methodology of conducting bibliography research. The first part of the course builds the theoretical background, while in the second part of the course students practices the relevant skills on a series of economics and political science texts. The structure of the syllabus is as follows:  1. From research area to appropriate topic  2. Doing bibliography research (eg. on google scholar)  3. Evaluating sources (in terms of relevance to the topic, readability and reliability.)  4. The language of the research paper (formal, concise, impersonal)  5. Annotation. Plagiarism awareness building through examples  6.Rephrasing practice (quoting, paraphrasing, summarizing)  7. The research paradigm.  8-13. The students study economic, political science, sociology or history texts, juxtapose sources and do further research on the topics. Typically the aim is to juxtapose worldviews, or paradigms. The texts examined may vary according to the students’ interests.  Some of the topics examined are:  - Four Worldviews of Global Environmental Change  (Clapp, J. (2005). Peril or Prosperity? Mapping Worldviews of Global Environmental Change. In Clapp, J., &Dauvergne, P. *Paths to a Green World The Political Economy of the Global Environment*. Academic MIT Press.)  - Steady state economics  (Economics and Policy for Sustainability Research Group Report)  - Two Views on Globalization  (John Gray and Leslie Sklair from the LSE Global Dimensions 2000 discussion forum)  - Towards an Emergent Global Culture  (Allan Bird and Michael J. Stevens. (2003). Toward an emergent global culture and the effects of globalization on obsolescing national cultures. *Journal of International Management 9: 4*, 395-407)  - Changing citizenship in the digital age.  (Bennett, W. L. (2008). Changing citizenship in the digital age. Civic life online: Learning how digital media can engage youth, 1, 1-24.) |
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1. **TEACHING AND LEARNING METHODS - ASSESSMENT**

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| **DELIVERY METHOD** *Face-to-face, Distance Learning, etc.* | Face to face | |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**  *Use of ICT in teaching, laboratory education, communication with students* | Use of ICT in teaching, research and communication with students  Use of electronic platform eclass | |
| **TEACHING METHODS**  *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.*  *The student's study hours for each learning activity are given as well as the hours of semi-guided study according to the principles of the ECTS* | **Activity** | **Semester Workload** |
| Lectures | **13X4=52** |
| Literature research and analysis | 48 |
| Continuous assessment tasks | 50 |
| **Module Total** | 150 |
| **STUDENT ASSESSMENT METHODS**  *Description of the assessment procedure*  *Language of assessment, methods of assessment, 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* | Language of assessment: English  2 options:  1. **Annotating 3 research papers** (approximate length: 10 pages) that the students choose.  Summary of main arguments in about 350 words  Evaluation of reliability and worldview of about 150  Topic the student can be inspired to do research in, after reading the paper (eg. conflicting views, gap in the argumentation)  Evaluation criteria (out of 10):  Content- 3  Rephrasing for originality and avoiding plagiarism- 2  Coherence/ rearrangement of ideas- 3  Source evaluation - 2  2. **End-of-term exam:**  750-word long research paper excerpt followed by:  Comprehension questions/ rephrasing exercises/ summary of argumentation  Evaluation of the text  Comparison of the text with another: juxtaposition of views and comment on the paradigm represented.  Entering the source using the APA system. | |

1. **SUGGESTED BIBLIOGRAPHY**

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| **-** Creme, Ph. & Lea, M.R. (2008). *Writing at university. A guide for students. (3rd ed.).* Maidenhead: Open University Press.  *- P*apadopoulou, I. (2015) *Research Reading and Writing Skills: Advanced English for Academic Purposes course for Students of Economic and Social Sciences. University of Macedonia Press.*  *Ιστοσελίδες*  *Uni of Edinburgh:*  [*http://www.ed.ac.uk/information-services/library-museum-gallery/finding-resources*](http://www.ed.ac.uk/information-services/library-museum-gallery/finding-resources)  *Uni of Harvard:*  [*http://isites.harvard.edu/icb*](http://isites.harvard.edu/icb)  *Uni of Maryland:*  [*http://www.lib.umd.edu/tl/guides*](http://www.lib.umd.edu/tl/guides) |

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| **ACADEMIC YEAR** | 2021-2022 |