

### DISCIPLINE CHART

NAME OF DISCIPLINE		PARADIGMS OF KNOWLEDGE AND COMMUNICATION				CODE: <b>SC 3</b>	
CICLE OF STUDIES DE STUDII (L-BA/M-MA/D-Ph.D.) AND YEAR OF STUDIES 1, 2, 3, 4		PHD	Semester	1	THE STATUS OF DISCIPLINE (OB-compulsory/OP-optional/F-facultative)		OB
NUMBER OF HOURS PER WEEK		TOTAL HOURS SEMESTER	TOTAL HOURS SEMESTER *	NUMBER S OF CREDITS	TYPE OF EVALUATION (P-along the way, C-colloquium, E-exam, M-mixed)		TEACHING LANGUAGE
C	S	L	Pr				
0,75	0,75			22,5	62,5	10	M
							RO

HOLDER OF THE ACTIVITIES OF COURSE	DIDACTIC AND SCIENTIFIC DEGREE, FIRST NAME, SURNAME	DEPARTMENT

HOLDER OF THE ACTIVITIES OF SEMINAR / PRACTIC WORK	DIDACTIC AND SCIENTIFIC DEGREE, FIRST NAME, SURNAME	DEPARTMENT

PREVIOUSLY COMPLETED DISCIPLINES	
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OBJECTIVES	<b>GENERAL</b> 1. Grasping the role that research paradigms play in designing and conducting the social research 2. Understanding the link between the theoretical frame, the research questions and the methods selection  <b>SPECIFIC</b> 1. Identifying ways to use the mixed methods in the doctoral research 2. Reflecting upon reliability and validity in the social research 3. Understanding the sociological debates about roles of triangulation in social research
	<b>SPECIFIC COMPETENCES GAINED</b>
PROFESSIONAL COMPETENCES	<b>C1.</b> Acquiring an advanced knowledge in social theory and methodology <b>C2.</b> Capacity of formulating and resolving the issues involved by the research in the sociological field <b>C3.</b> Mastery of methods and techniques of advanced research <b>C4.</b> Development and improvement of techniques of research and documentation at the doctoral level
TRANSVERSAL COMPETENCES	<b>CT1.</b> Development of written and oral communication and analysis skills <b>CT2.</b> Ability to perform a good self-asesment of one's abilities and skills as a researcher in Sociology
CONTENT OF COURSE	1. Conducting research in the social science: theoretical perspectives and metodological approaches 2. Triangulation in social research: meanings and applications

BIBLIOGRAPHY (SELECTIVE)	<p>Archibald M. M. (2016). „Investigator triangulation: A collaborative strategy with potential for mixed methods research”. <i>Journal of Mixed Methods Research</i>, 10, pp.228-250.</p> <p>Bazeley P., Kemp L. (2012). Mosaics, triangles, and DNA: Metaphors for integrated analysis in mixed methods research. <i>Journal of Mixed Methods Research</i>, 6, pp. 55-72.</p> <p>Begley, C. (1996). “Using triangulation in nursing research”, <i>Journal of Advanced Nursing</i>, 24 (1), pp.122-128.</p> <p>Blaikie, N., Priest, J.(2017). <i>Social research: paradigms in action</i>, Polity.</p> <p>Bryman A. (2004). <i>Social research methods</i> (2nd ed.). Oxford, UK: Oxford University Press</p> <p>Bryman A. (2006). „Integrating quantitative and qualitative research: How is it done?” <i>Qualitative Research</i>, 6, pp.97-113</p> <p>Creswell J. W. (2015). <i>A concise introduction to mixed methods research</i>. Los Angeles, SAGE.</p> <p>Crotty, M.(2003). <i>The foundations of social research</i>, SAGE.</p> <p>Denzin, N., 2010, „Moments, mixed methods and paradigm dialogue” <i>Qualitative inquiry</i>, 16, pp.419-427. Flick U. (1992). Triangulation revisited: Strategy of validation or alternative? <i>Journal for the Theory of Social Behaviour</i>, 22, pp. 175-197.</p> <p>Flick, U. (2017). „The Disenchantment of Mixed-Methods Research and Revisiting Triangulation as a Perspective”, <i>Qualitative Inquiry</i>, 23, pp. 46-57.</p> <p>Guba, E.G., 1990, <i>The paradigm dialogue</i>, SAGE.</p> <p>Tashakkori A., Teddlie C. (2003). The past and the future of mixed model research: From “data triangulation” to “mixed model designs.” In Tashakkori A., Teddlie C. (Eds.), <i>Handbook of mixed methods in social and behavioral research</i>, pp. 671-701, SAGE.</p> <p>Tashakkori A., Teddlie C. (Eds.). (2010). <i>The SAGE handbook of mixed methods in social and behavioral research</i> (2nd ed.). Thousand Oaks, SAGE.</p>
CONTENT OF THE WORKS OF SEMINAR / LABORATORY	<p>1. Conducting research in the social science: theoretical perspectives and metodological approaches</p> <p>2. Triangulation in social research: meanings and applications</p>
BIBLIOGRAPHY (SELECTIVE)	<p>Archibald M. M. (2016). „Investigator triangulation: A collaborative strategy with potential for mixed methods research”. <i>Journal of Mixed Methods Research</i>, 10, pp.228-250.</p> <p>Bazeley P., Kemp L. (2012). Mosaics, triangles, and DNA: Metaphors for integrated analysis in mixed methods research. <i>Journal of Mixed Methods Research</i>, 6, pp. 55-72.</p> <p>Begley, C. (1996). “Using triangulation in nursing research”, <i>Journal of Advanced Nursing</i>, 24 (1), pp.122-128.</p> <p>Blaikie, N., Priest, J.(2017). <i>Social research: paradigms in action</i>, Polity.</p> <p>Bryman A. (2004). <i>Social research methods</i> (2nd ed.). Oxford, UK: Oxford University Press</p> <p>Bryman A. (2006). „Integrating quantitative and qualitative research: How is it done?” <i>Qualitative Research</i>, 6, pp.97-113</p> <p>Creswell J. W. (2015). <i>A concise introduction to mixed methods research</i>. Los Angeles, SAGE.</p> <p>Crotty, M.(2003). <i>The foundations of social research</i>, SAGE.</p> <p>Denzin, N., 2010, „Moments, mixed methods and paradigm dialogue” <i>Qualitative inquiry</i>, 16, pp.419-427. Flick U. (1992). Triangulation revisited: Strategy of validation or alternative? <i>Journal for the Theory of Social Behaviour</i>, 22, pp. 175-197.</p> <p>Flick, U. (2017). „The Disenchantment of Mixed-Methods Research and Revisiting Triangulation as a Perspective”, <i>Qualitative Inquiry</i>, 23, pp. 46-57.</p> <p>Guba, E.G., 1990, <i>The paradigm dialogue</i>, SAGE.</p> <p>Tashakkori A., Teddlie C. (2003). The past and the future of mixed model research: From “data triangulation” to “mixed model designs.” In Tashakkori A., Teddlie C. (Eds.), <i>Handbook of mixed methods in social and behavioral research</i>, pp. 671-701, SAGE.</p> <p>Tashakkori A., Teddlie C. (Eds.). (2010). <i>The SAGE handbook of mixed methods in social and behavioral research</i> (2nd ed.). Thousand Oaks, SAGE.</p>
METHODOLOGICAL LANDMARKS	Lecture, problematization, analysis, interpretation, debates, case studies

EVALUATION	methods	Interpretation, text	
	forms	analysis, conversation Writing and presenting a paper with a theme that connects the Ph.D. thesis' subject of the Ph.D.students with the themes in course	

	Weight of evaluation forms in the formula of final grade	50% seminar activity 50% assessment of course knowledge	
	Minimal standards of performance	<ul style="list-style-type: none"> <li>• Knowledge of fundamental concepts and theories</li> <li>• Coherence and scientific relevance of analyzes and interpretations</li> <li>• Ability to design research in the field of sociology</li> <li>• Ability to analyze and interpret social research data</li> </ul>	

Date of filing:  
holder  
29.0.2021

Signature of course holder

Signature of seminar

Date of approval in department: 4.10.2021

Signature of director of doctoral school: