

National Research University
Higher School of Economics

Psychology Department

Syllabus for the course
“Research Seminar “Economic and organizational psychology”

English-taught Master’s programme “Applied Social Psychology”
(37.04.01 Psychological Sciences)

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I. Basic methodical principles

The research seminar is aimed to introduce to students the international standards of high quality research in the fields of economic and organizational psychology. At the seminar, students will learn how to develop their own research projects, how to plan and organize their own research in the area of economic and organizational psychology, and to participate in the scientific discussion. Specific topics that will be addressed are as follows: (1) Standards and evaluation criteria of academic work; (2) Project proposal: structure and content. Formulating research questions and hypotheses; (3) Academic writing and APA style; (4) Research methods in economic psychology; (5) Writing a theoretical overview: information search and quality standards; (6) Writing critical reviews.

The main objectives of the course are:

- To introduce to students the international standards of high quality research in the fields of economic and organizational psychology;
- To develop students' abilities to participate in the scientific discussion;
- To help students to develop their own research projects;
- To teach students how to plan and organize their own research.

Methodical novelty of the course:

- Use of reviews and feedback as an instrument for understanding and differentiating a high quality research. Students are actively involved into the discussion and assessment of each other’s work, both in class and at home. In the first module, they practice writing a review on academic paper. In the second and third modules, they are reviewing each others’ project proposals and provide each other with constructive feedback. At the end of the year they review the finalized project proposals, including the research design section, written by their group mates.
- Combination of practical sessions (working with electronic library or open-access databases, APA style) with analytical work (reviews) and development of their own research projects makes the course diverse and interesting for students.
- All work is organized in a way that students can always link the assignments with their own research interest, which increases students’ motivation significantly.

Course prerequisites and formed competencies

The course is designed for the first year master students, and is based on the previously learned courses (“Social Psychology”, “Research methods in Social and Behavioral Sciences”, and “Experimental psychology”).

The language of instruction is English (teaching and all communication with the lecturers and with peers). Duration of the course is 4 modules (304 academic hours, 8 credits).

Competencies

General competencies	Specific competencies
Student is able to plan and organize an	Ability to develop a project proposal: formulate



independent research project according to international academic standards.	research questions, problem statement, identify the novelty and potential contribution of the research to the field of economic and organizational psychology, develop hypotheses, and appropriate research methods.
Student is familiar with the research methods most commonly used in the fields of social, economic, and organizational, and is able to use them appropriately.	Ability to choose research methods that are the most appropriate to answer the formulated research questions, and to use them in accordance with ethical and academic standards.
Student is able to use modern IT technologies for information search and analysis	Ability to find appropriate literature in the electronic library databases of HSE.
Student is able to carry out research on the international level	Students are familiar with the international standards of academic work, and are able to present their research projects and participate in a scientific discussion.
Student is able to present the results of scientific work in a written and verbal form in English.	Ability to write a theoretical overview and a research project proposal in English. Ability to present this work using illustrations (e.g. Power Point slides) in English.

II. Course contents

Novelty of the course:

- The course is aimed to introduce the international standards of academic work and integrate them with the Russian ones, which is a new practice in the training of master psychology students in Russia.
- The integration is achieved through the adjustment of APA standards for conducting and presenting psychological study to the requirements of Higher School of Economics for master’s 1st year paper and master thesis.
- Course format can be regarded as novel; since we introduce peer-review practice as part of the seminars, which is not a common practice in HSE, as well as other universities in Russia.

Thematic plan

№	Topic	Hours in total	Seminars	Self-Studying
1	Introduction. Standards and evaluation criteria of academic work. Academic writing and APA style.	55	25	30
2	Project proposal: structure and content. Introduction. Formulating research	65	25	40



	questions and hypotheses.			
3	Writing a theoretical review: information search and quality standards.	65	25	40
4	Research design and methods in psychological research.	65	25	40
5	Writing a year essay (1 st year paper).	54	16	38
	TOTAL	304	116	188

III. Program contents

Topic 1. Introduction: Standards and evaluation criteria of academic work

Introduction to the course: thematic plan, the structure and content of the written assignments, methods of assessment and grading procedures. Group discussion about students’ research experience and interests. Lecture, followed by discussion about the types of articles according to APA, standards of conducting and reporting empirical research, criteria for writing a master thesis. Lecture on academic writing and APA style. Students present an overview and analysis of psychological studies that impressed them the most. Presentation of HSE library’s electronic resources. Practical session on using library’s electronic resources. At the end of this part of the course students prepare assignment 1 – review of a published empirical paper.

Core reading:

1. APA (2010). *Publication Manual of the American Psychological Association*. 6th Ed. Washington, DC: APA. <http://www.apastyle.org/>
2. Internet resource: <https://owl.english.purdue.edu/owl/resource/560/01/>

For further reading:

1. Bern, D. J. (1987). Writing the empirical journal article. In M. P. Zanna & J. M. Darley (Eds.), *The complete academic: A practical guide for the beginning social scientist* (pp. 171-201). New York: Random House.
2. Bourke, S., Holbrook, A.P. (2013) Examining PhD and research master theses. *Assessment and Evaluation in Higher Education*, 38, 407-416. <http://dx.doi.org/10.1080/02602938.2011.638738>
3. Johnson, R. B., & Christensen, L. (2008). Mixed research: mixed method and mixed model research. In: R. B. Johnson & L. Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. Sage.
4. Mertens, D. M. (2014). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Sage publications.
5. Sternberg, R. J. (Ed.) (2006). *Reviewing scientific works in psychology*. Washington, DC: APA.

Topic 2. Project proposal: structure and content. Formulating research questions and hypotheses

Discussion of the purpose of research project proposal in the process of planning and conducting



an empirical study. Description and discussion of the standards, structure and content of the research project proposal. Analysis of the examples of different project proposals. Writing the introduction to the project proposal, including the problem statement, aim of the research of a research question, and novelty of the study and its potential contribution to the field. As a results of this part of the course, students are required to prepare their second course assignment – an introduction of their project proposal.

Core reading:

1. APA (2010). *Publication Manual of the American Psychological Association*. 6th Ed. Washington, DC: APA. <http://www.apastyle.org/>
2. Smith, E. (2000). Research design. In: H. T. Reis & C. M. Judd (Eds.), *Handbook of Research Methods in Social and Personality Psychology* (pp. 17-39). Cambridge: Cambridge University Press.

For further reading:

1. Bern, D. J. (1987). Writing the empirical journal article. In M. P. Zanna & J. M. Darley (Eds.), *The complete academic: A practical guide for the beginning social scientist* (pp. 171-201). New York: Random House.
2. Bourke, S., Holbrook, A.P. (2013) Examining PhD and research master theses. *Assessment and Evaluation in Higher Education*, 38, 407-416. <http://dx.doi.org/10.1080/02602938.2011.638738>
3. Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Boston: Houghton Mifflin.
4. Goodwin, C. J. (2010). *Research in Psychology: Methods and Design*. Hoboken, NJ: Wiley.
5. Johnson, R. B., & Christensen, L. (2008). Mixed research: mixed method and mixed model research. In: R. B. Johnson & L. Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. Sage.
6. Mertens, D. M. (2014). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Sage publications.
7. Shaughnessy, J. J., & Zechmeister, E. B. (1985). *Research methods in psychology*. Alfred A. Knopf.

Topic 3. Writing a theoretical overview: information search and quality standards

The guidelines for writing a good-quality theoretical overview are given, and the criteria for its assessment are discussed. Students perform a series of related assignments that lead them at the end to a logically organized, fully-developed theoretical overview. They describe the operationalization of the key concepts of their study, describe the key ideas of the future overview, and present the contents of this overview. Instructors and students in the group give feedback at all stages. As a result, students prepare assignment 3 – a theoretical overview of their research topic.

Core reading:

1. APA (2010). *Publication Manual of the American Psychological Association*. 6th Ed. Washington, DC: APA. <http://www.apastyle.org/>



2. Baumeister, R.F., Leary, M.R. (1997). Writing narrative literature reviews. *Review of General Psychology, 1*, 311-320.
3. Webster, J., & Watson, R.T. (2002). Analyzing the Past to Prepare for the Future: Writing a Literature Review. *MIS Quarterly, 26*, xiii-xxiii.

For further reading:

1. Bern, D. J. (1987). Writing the empirical journal article. In M. P. Zanna & J. M. Darley (Eds.), *The complete academic: A practical guide for the beginning social scientist* (pp. 171-201). New York: Random House.
2. Bourke, S., Holbrook, A.P. (2013) Examining PhD and research master theses. *Assessment and Evaluation in Higher Education, 38*, 407-416. <http://dx.doi.org/10.1080/02602938.2011.638738>
3. Rosenthal, R., & DiMatteo, M. R. (2001). Meta-analysis: Recent developments in quantitative methods for literature reviews. *Annual Reviews in Psychology, 52*, 59-82.
4. Sternberg, R. J. (Ed.) (2006). *Reviewing scientific works in psychology*. Washington, DC: APA.
5. Ylijoki, O.-H. (2001). Master’s thesis writing from a narrative approach. *Studies in Higher Education, 26*, 20-34.

Topic 4. Research design and methods in social psychology

The purpose of this topic is to discuss specifics of research design section in the research proposal. The subtopics discussed within this topic are as follows: (1) Sample structure and sampling strategies; (2) Measures and materials; (3) Procedure. As a result, students prepare the fourth written assignment – the method section of their study.

Core reading:

1. APA (2010). *Publication Manual of the American Psychological Association*. 6th Ed. Washington, DC: APA. <http://www.apastyle.org/>
2. Goodwin, C. J. (2010). *Research in Psychology: Methods and Design*. Hoboken, NJ: Wiley.
3. Kline, P. (2000). *The handbook of psychological testing* (2nd ed.). London: Routledge
4. Miller, R. L. Ethical issues in psychological research with human participants. In: S. F. Davis (Ed.), *Handbook of Research Methods in Experimental Psychology* (pp. 127-150). Malden, MA: Blackwell.
5. Smith, E. (2000). Research design. In: H. T. Reis & C. M. Judd (Eds.), *Handbook of Research Methods in Social and Personality Psychology* (pp. 17-39). Cambridge: Cambridge University Press.

For further reading:

1. Gregory, R. J. (2011). *Psychological testing*. Boston: Allyn and Bacon.
2. International Test Commission (2001). International Guidelines for Test Use, *International Journal of Testing, 1*(2), 93-114.
3. International Test Commission (2005). International Guidelines on Test Adaptation. [www.intestcom.org].
4. International Test Commission(2014). ITC Statement On the Use of Tests and Other Assessment Instruments for Research purposes [www.intestcom.org].
5. Johnson, R. B., & Christensen, L. (2008). Mixed research: mixed method and mixed



- model research. In: R. B. Johnson & L. Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. Sage.
6. Michell, J. (2003). The quantitative imperative: Positivism, naïve realism, and the place of qualitative methods in psychology. *Theory and Psychology*, 13(1), 5-31.
 7. Reis, H. T., & Judd, C. M. (Eds.) (2000). *Handbook of Research Methods in Social and Personality Psychology*. Cambridge: Cambridge University Press.
 8. Robins, R. W., Fraley, R. C., & Krueger, R. F. (Eds.). (2007). *Handbook of Research Methods in Personality Psychology*. N.Y.: Guilford Press.
 9. Rosenthal, R., & DiMatteo, M. R. (2001). Meta-analysis: Recent developments in quantitative methods for literature reviews. *Annual Reviews in Psychology*, 52, 59-82.
 10. Smith, J. A. (Ed.) (2008). *Qualitative Psychology: A Practical Guide to Research Methods*. 2nd Ed. London: Sage.

Topic 5. Writing a year essay

Students integrate all the knowledge and skills acquired during the course (reviewing research papers, preparing research project proposal, writing a theoretical overview), to write their 1st year paper (year essay). The drafts of these papers are discussed in small groups. Each student receives 4 reviews of their paper – 2 from the instructors, and 2 from their group-mates, who work on a related topic. Then all the reviews are discussed in these groups during the classes. As a result, students prepare the final text of their 1st year paper and present it at the last class of the research seminar before the official defense.

Core reading:

1. APA (2010). *Publication Manual of the American Psychological Association*. 6th Ed. Washington, DC: APA. <http://www.apastyle.org/>
2. Baumeister, R.F., Leary, M.R. (1997). Writing narrative literature reviews. *Review of General Psychology*, 1, 311-320.
3. Webster, J., & Watson, R.T. (2002). Analyzing the Past to Prepare for the Future: Writing a Literature Review. *MIS Quarterly*, 26, xiii-xxiii.

For further reading:

1. Bern, D. J. (1987). Writing the empirical journal article. In M. P. Zanna & J. M. Darley (Eds.), *The complete academic: A practical guide for the beginning social scientist* (pp. 171-201). New York: Random House.
2. Bourke, S., Holbrook, A.P. (2013) Examining PhD and research master theses. *Assessment and Evaluation in Higher Education*, 38, 407-416. <http://dx.doi.org/10.1080/02602938.2011.638738>
3. Goodwin, C. J. (2010). *Research in Psychology: Methods and Design*. Hoboken, NJ: Wiley.
4. Johnson, R. B., & Christensen, L. (2008). Mixed research: mixed method and mixed model research. In: R. B. Johnson & L. Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. Sage.
5. Rosenthal, R., & DiMatteo, M. R. (2001). Meta-analysis: Recent developments in quantitative methods for literature reviews. *Annual Reviews in Psychology*, 52, 59-82.
6. Smith, E. (2000). Research design. In: H. T. Reis & C. M. Judd (Eds.), *Handbook of Research Methods in Social and Personality Psychology* (pp. 17-39). Cambridge:



Cambridge University Press.

7. Sternberg, R. J. (Ed.) (2006). *Reviewing scientific works in psychology*. Washington, DC: APA.
8. Ylijoki, O.-H. (2001). Master’s thesis writing from a narrative approach. *Studies in Higher Education*, 26, 20-34.

(1) Final exam

The 1st year paper preliminary defense is the final examination, hence it does not imply any questions or tests.

IV. Methods of assessment

Form of the assessment	Criteria
<p><i>Homework (3)</i></p> <p>1) Homework 1 <i>Writing a critical review.</i> Students should review 1 scientific paper with the results of empirical research chosen from the top journals in the area of social, economic or organizational psychology. Review should be presented as a written report.</p> <p>2) Homework 2 Introduction of the research proposal Students should plan the introduction part that contain: Research topic, Problem statement, Research question/research aim, Novelty and potential contribution to the field. Introduction should be presented in written and at the class.</p> <p>3) Homework 3 <i>Theoretical background.</i> Student should present first part of MT. The literature should be integrated and critically described; Concise but complete evidence should be provided for the hypotheses; theoretical chapter should be finished with a chapter “The present research”, where you develop the hypotheses for your empirical study.</p> <p>4) Homework 4 ◦ <i>Research design.</i> Students should give sample description (Participants). Justification of the sample size:</p>	<p>1. Student used all the necessary standards for the evaluation of academic paper. 2. Student understands these standards, and can see the strengths and weaknesses of the paper. 3. Student is able to differentiate and recognize a good from a poor quality research. 4. APA style</p> <p>1. Adequacy of the research question(s). 2. Quality of the problem statement. 3. Ability to identify the novelty and potential contribution of the proposed study. 4. Quality of presentation. 5. APA style</p> <p>1. Quality of the theoretical overview. 2. Adequacy of the hypotheses. 3. Hypotheses justification. 4. Logic and structure of the text 5. APA style</p> <p>1. Appropriateness of the design chosen to test the hypotheses.</p>



Procedure of the study; Design of the study; Variables: operationalization of the constructs (description of dependent & independent variables, if applicable)	2. Adequacy of the statistical methods chosen to test the hypotheses 3. Adequacy of the proposed sample, measures, and procedure 4. APA style
<i>Final examination</i> First year paper. The students present the draft of their year paper in the class. For the detailed assignment for the year essay, see Appendix E.	1. Overall quality of the project proposal. 2. Compliance with the standards of academic work.

Formula for the grades

Final grade for course consists of:

- Class activity (attendance, participation) – 30%:
- Homeworks – 50%, which includes
 - Article review (hw1) – 25%
 - Introduction of the research proposal (hw2) – 25%
 - Theoretical background (hw3) – 25%
 - *Research design* (hw4) – 25%
- Final exam (year essay pre-defense) – 20%

Formula for the final grade:

$$O_{\text{final}} = 0.3 * \text{Class activity} + 0.5 * (0.25 * O_{\text{hw1}} + 0.25 * \text{hw2} + 0.25 * O_{\text{hw3}} + 0.25 * O_{\text{hw4}}) + 0.2 * O_{\text{final exam}}$$