

Syllabus for the course

“Research Seminar “Economic and organizational psychology”

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Credits	8 ECTS units (credits)
Contact hours	116
Self-study hours	188
Course	Master's programme 1 st year
Format of studying the discipline	Without online courses usage

I. COURSE OBJECTIVES, LEARNING OUTCOMES AND COURSE PREREQUISITE

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.

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.

Learning outcomes:

After fulfilling the course students:

- Know the international standards of high quality research in the fields of economic and organizational psychology;
- Are able to participate in the scientific discussion;

- Know how to develop their own research projects;
- Know how to plan and organize their own research.

Prerequisites

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 independent research project according to international academic standards.	Ability to develop a project proposal: formulate 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.

The content

Topic 1. Introduction. Standards and evaluation criteria of academic work. Academic writing and APA style.

Introduction to the course: thematic plan, homework’s structure and content, 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. 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 (for the details, *see Appendix 1*).

Topic 2. Project proposal: structure and content. Introduction. 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.

Topic 3. Writing a theoretical review: 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.

Topic 4. Research design and methods in psychological research.

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.

Topic 5. Writing a year essay (1st year paper).

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.

III. ASSESSMENT

Course grade consists of cumulative grade and the final exam grade. The cumulative grade is calculated as the weighted total of grades received for all ongoing assessments. Ongoing assessment methods are conducted for such activities as class participation and four home tasks. Final examination is arranged in a a form of presenting a draft of year essay (both ppt and textual form) and answering the questions about it. The 1st year paper preliminary defense is the final examination, hence it does not imply any questions or tests.

Formula for the grades

Final exam

Grades on the following forms of knowledge assessment constitute O_{final} – the final grade:

Final grade for course consists of:

- Class activity (attendance, participation) – 30%:
- Homework – 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:

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

There are no blocking elements among the forms of assessment for the course.

Knowledge are assessed in 10-point scale: “Excellent” – 8 to 10 points (on a 10-point scale); “Good” – 6-7 points (on a 10-point scale); “Satisfactory” – 4-5 points (on a 10-point scale); “Fail” – 0-3 points (on a 10-point scale).

An academic failure includes a final grade of less than four (4) points (on a 10-point scale) for a final grade or the result of a student’s absence from the examination without a valid reason.

If student failed, two (2) retakes of a final examination are permitted. Retake is organized in a form which are the same to the final examination: student should present his/her year essay. At the first retake, only a grade received at the examination is eligible for revision. At the second retake, conducted by a special examination board, consisting of at least three examiners, as an exception, ongoing assessment results may be disregard and a final grade may be given on the basis of the evaluation of a year essay.

IV. EXAMPLES OF ASSESSMENT TOOLS

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>
<p>Procedure of the study; Design of the study; Variables: operationalization of the constructs (description of dependent & independent variables, if applicable)</p>	<p>2. Adequacy of the statistical methods chosen to test the hypotheses 3. Adequacy of the proposed sample, measures, and procedure 4. APA style</p>
<p><i>Final examination</i></p> <p>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.</p>	<p>1. Overall quality of the project proposal. 2. Compliance with the standards of academic work.</p>

V.RESOURCES

1) 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. Levitt, H. M., Motulsky, S. L., Wertz, F. J., Morrow, S. L., & Ponterotto, J. G. (2017). Recommendations for designing and reviewing qualitative research in psychology: Promoting methodological integrity. *Qualitative Psychology*, 4(1), 2-22.
4. Siddaway, A. P., Wood, A. M., & Hedges, L. V. (2018). How to Do a Systematic Review: A Best Practice Guide for Conducting and Reporting Narrative Reviews, Meta-Analyses, and Meta-Syntheses. *Annual review of psychology*.
5. The International Test Commission Guidelines on the Security of Tests, Examinations, and Other Assessments. (2016). *International Journal of Testing*, 16(3), 181–204.
6. Webster, J., & Watson, R.T. (2002). Analyzing the Past to Prepare for the Future: Writing a Literature Review. *MIS Quarterly*, 26, xiii-xxiii.
7. White, L. (2005). Writes of Passage: Writing an Empirical Journal Article. *Journal of Marriage & Family*, 67(4), 791–798.

2.Additional literature

1. Coolican, H. (2009). Research methods and statistics in psychology. 5th ed. London: Hodder Education, 703p.
2. Rosenthal, R., & DiMatteo, M. R. (2001). Meta-analysis: Recent developments in quantitative methods for literature reviews. *Annual Reviews in Psychology*, 52, 59-82.
3. Ylijoki, O.-H. (2001). Master's thesis writing from a narrative approach. *Studies in Higher Education*, 26, 20-34.

3.Software

№	Name	Access conditions
1.	Microsoft Windows 7 Professional RUS Microsoft Windows 10 Microsoft Windows 8.1 Professional RUS	From the local network of HSE (agreement)
2.	Microsoft Office Professional Plus 2010 IBM SPSS Statistics	From the local network of HSE (agreement)

4. Professional data base, informational referral systems, internet sources (electronic educational resources).

№	Name	Access conditions
	Professional data base, informational referral systems	
1.	Annual Reviews	From the local network of HSE (agreement) URL: https://www.annualreviews.org/
2.	EBSCO	From the local network of HSE (agreement) URL: http://search.ebscohost.com
3.	American Psychological Association (APA)	From the local network of HSE (agreement) URL: https://www.apa.org/

Internet sources (electronic educational resources)		
1.	APA Formatting And Style Guide	URL: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html https://www.apastyle.org

VI. Material and technical support of the discipline

Classrooms for lectures on the discipline enable the use and demonstration of thematic illustrations that correspond with the program disciplines and includes:

- Personal computers with Internet access (operating system, office software, antivirus software, statistical software packages);
- Multimedia projector with the remote control.

Classrooms for classes of the discipline have the Internet access to the electronic informational and educational environment of the HSE.

Appendix 1 – Structure of the 1st year paper (Research proposal)

1st page: Title page

Title page should include:

- 1) Name of the institution (Higher School of Economics), the department (Psychology), and the Master's Program (Applied Social Psychology)
- 2) Title of the study
- 3) Author's (student's) full name
- 4) Supervisor(s)' second name and initials
- 5) Year

You can find the title page template at the end of this document.

2nd page: Table of contents

3rd page: Abstract and key words

Introduction (around 10% of the text)

- a. Problem statement;
- b. The research question(s);
- c. Novelty and scientific significance of the study, how will your study contribute to the existing literature on the topic?

Note that the introduction should give a concise overview of your study. Reader should understand from your introduction what you are going to do, and why and how you are going to do that.

I. Theoretical background (around 60% of the text)

Theoretical chapter should include several logically ordered subchapters, each of which can consist of a number of more detailed subchapters. The structure and the content of this chapter depend on your research topic/question(s)/hypotheses, but below you can find some general guidelines how this chapter should be written.

- a. Chapters should be logically ordered;
- b. The literature should be sufficient in terms of number and relevance of references;
- c. All of the key concepts should be clearly defined;
- d. The literature should be integrated and critically described;
- e. Concise but complete evidence should be provided for the hypotheses;
- f. If the logic of your theoretical chapter allows, it would be good to finish this section with a chapter "The present research", where you develop the hypotheses for your empirical study.

II. Research design (around 30% of the text)

- a. Sample description (Participants). Justification of the sample size;
- b. Procedure of the study*;
- c. Design of the study*;
- d. Variables: operationalization of the constructs (description of dependent & independent variables, if applicable)*;
- e. Materials/measures used* (please specify sources of your methods, information about their validity and reliability);
- f. Clear argumentation for all statistical procedures that will be used.

**Note: The order of these parts (from e to h) can be different, and will depend on your study design. You can also combine some of these parts (for example, Procedure & Design, or Variables & Measures).*

References (min. 35 references)

Optional: Appendix (e.g. the questionnaire or stimuli materials)

The paper should be **4-5 thousand words** (14-18 pages, not including the references and appendix).

The text has to be in **Times New Roman, 12pt, double spaced**. For formatting please use **APA style**:

<http://www.apastyle.org/> or <https://owl.english.purdue.edu/owl/resource/560/01/>

Appendix 2 - Title page template

FEDERAL STATE AUTONOMOUS EDUCATIONAL
INSTITUTION OF TERTIARY EDUCATION
«NATIONAL RESEARCH UNIVERSITY HIGHER SCHOOL OF ECONOMICS»
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY
Master's Program «Applied Social Psychology»

Last Name, Name

Name of Your Topic

Term Paper

Supervisor
PhD in Soc. Psych.,
Associate Professor
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Moscow, 2018