

National Research University
Higher School of Economics

Psychology Department

Syllabus for the course
“Research Seminar “Social and Cross-Cultural 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 good quality research in the field of social and cross-cultural psychology. During the seminar students will learn how to develop their own research projects, how to plan and organize their own research in the area of social and cross-cultural psychology, and to participate in the scientific discussion. Specific topics addressed are: (1) Standards and evaluation criteria of academic work; (2) Project proposal: structure and content. Formulating research questions and hypotheses; (3) Research methods in social psychology; (4) Using open-access databases for research: European Social Survey, World Value Survey, International Social Survey Programme; (5) Writing a theoretical overview: information search and quality standards; (6) Writing a year essay.

The main objectives of the course are:

- To introduce to students the international standards of good quality research in the field of social and cross-cultural 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 as an instrument for understanding and differentiating a good quality research. Students are asked to write reviews three times: at the beginning of the year they review a published article, then they participate in the conference, and review two presentations, and at the end of the year they review two 1st year papers written by their group mates.
- Group discussions at all stages of the development of students’ research projects. This gives students a unique opportunity to receive feedback not only from teachers, but also from the group, which helps to understand the weaknesses of the project, and improve it.
- Combination of practical sessions (working with electronic library or open-access databases) 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 connect the tasks 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”, “Cross-cultural psychology”, and “Experimental psychology”).

The language of instruction is English (teaching and all communications). Duration of the course is 4 modules (288 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, develop hypotheses, and appropriate research methods.
Student is familiar with the research methods of social psychology, and is able to use them appropriately.	Ability to choose research methods that can 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. Ability to use open-access databases (ESS, WVS, ISSP) to test hypotheses.
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 integrate international and Russian standards of scientific work, which is a new practice in the training of master students in the field of psychology 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 thesis.
- Course format is usual for master students training in Higher School of Economics, however it does not have analogues for master students training in “Social and Cross-Cultural Psychology” area in Russia.

Thematic plan

№	Topic	Hours in total	Seminars	Self-Studying
1	Introduction. Standards and evaluation criteria of academic work.	30	12	18
2	Project proposal: structure and content. Formulating research questions and hypotheses.	62	24	38
3	Research methods in social psychology.	38	18	20
4	Using open-access databases for research:	52	28	24



	European Social Survey, World Value Survey, International Social Survey Programme.			
5	Writing a theoretical overview: information search and quality standards.	74	34	40
6	Writing a year essay (1 st year paper).	48	20	28
	TOTAL	304	136	168

III. Program contents

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

Introduction to the course: thematic plan, homeworks’ 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 A).

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. 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. A special



emphasis is put on how to formulate problem statement, research questions, and hypotheses. As a results of this part of the course, students are required to prepare assignment 2 – an individual research project proposal (for the details, see Appendix B).

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.

Topic 3. Research methods in social psychology

The purpose of this topic is to discuss specifics of test development and adaptation in psychological studies. Legal and ethical aspects of tests adaptation and use are discussed. This topic also covers an issue of test adaptation for different cultures based on the international experience and standards. Particular attention is paid to psychometrical properties of the instruments (tests validity and reliability), and how to test them. As a result, students acquire theoretical knowledge and practical skills that will enable them to choose or develop appropriate instruments for their own research. At the end of this part of the course students prepare assignment 3 – development of a new scale (for the details, see Appendix C).

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 4. Using open-access databases for research:
European Social Survey, World Value Survey, International Social Survey Programme**

The benefits of open-access data-bases are discussed. During the practical sessions students get familiar with the structure and content of the websites of open-access data-bases, such as ESS, WVS, ISSP. Students learn how to generate research questions and hypotheses that can be tested using secondary data from these open-access sources. At the end of this part of the course students prepare assignment 4 – testing hypotheses with secondary data (for the details, see Appendix D).

Core reading:

1. APA (2010). *Publication Manual of the American Psychological Association*. 6th Ed. Washington, DC: APA. <http://www.apastyle.org/>
2. Reshef, D. N., et al. (2011). Detecting novel associations in large data sets. *Science*, 334, 1518-1524.

For further reading:

1. Field, A. (2005). *Discovering Statistics Using SPSS (and sex, drugs and rock'n'roll)*. London: Sage.



2. Field, A. P., & Gillett, R. (2010). How to do a meta-analysis. *British Journal of Mathematical and Statistical Psychology*, 63, 665-694.
3. Fraley, R. C. (2007). Using Internet for personality research. In: R. W. Robins, R. C. Fraley, & R. F. Krueger (Eds.), *Handbook of Research Methods in Personality Psychology* (pp. 130-148). N.Y.: Guilford Press.
4. International Test Commission (2014, April 10). ITC Statement On the Use of Tests and Other Assessment Instruments for Research Purposes.

Topic 5. 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 5 – 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 6. 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 paper (see Appendix E), 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. Benet-Martinez, V. (2007). Cross-cultural personality research: Conceptual and methodological issues. In: R. W. Robins, R. C. Fraley, & R. F. Krueger (Eds.), *Handbook of Research Methods in Personality Psychology* (pp. 170-189). N.Y.: Guilford Press.
2. 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.
3. 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>
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. Rosenthal, R., & DiMatteo, M. R. (2001). Meta-analysis: Recent developments in quantitative methods for literature reviews. *Annual Reviews in Psychology, 52*, 59-82.
7. 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.
8. Sternberg, R. J. (Ed.) (2006). *Reviewing scientific works in psychology*. Washington, DC: APA.
9. Ylijoki, O.-H. (2001). Master’s thesis writing from a narrative approach. *Studies in Higher Education, 26*, 20-34.

Examples of test questions, home tasks

(1) Examples of home tasks

See Appendixes from A to D.

(2) Questions for final exam test

The year essay (1st year paper) and its presentation is the final examination hence it does not imply any questions or tests. For the assignment description for the year essay see Appendix E.



IV. Methods of assessment

Form of the assessment	Criteria
<p><i>Homework (3)</i></p> <p>1) Homework 1 <i>Writing a review.</i> Students should review 1 scientific paper with the results of empirical research chosen from the top journals in the area of social and/or cross-cultural psychology. Review should be presented as a written report. For the detailed assignment for HW 1 see Appendix A.</p> <p>2) Homework 2 <i>Project proposal.</i> Students should plan their research: formulate a research question, develop hypotheses, find appropriate research methods, and present this plan in a written form. Project proposal should also be presented in the class. For the detailed assignment for HW 2, see Appendix B.</p> <p>3) Homework 3 <i>Report on scale development.</i> Students should develop a new scale: give a short description of the measured construct. Based on the theories describing this construct, they should develop a pull of items, then collect data, test the factorial structure and the reliability of the scale, analyze the results, describe the limitations of the developed measure, and a plan for its future development. The report should be presented in written form. For the detailed assignment for HW 3, see Appendix C.</p> <p>4) Homework 4 <i>Report on open-access databases.</i> Students should test hypotheses that are related to their research area using open-access databases. The results should be reported both in a written and class presentation form. For the detailed assignment for HW 4, see Appendix D.</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.</p> <p>1. Adequacy of the research question(s). 2. Quality of the theoretical overview. 3. Adequacy of hypotheses. Connection of hypotheses with the theoretical overview. 4. Appropriateness of the research methods chosen to test the hypotheses. 5. Quality of the written proposal. 6. Quality of presentation.</p> <p>1. Quality of the theoretical overview. 3. Quality of items. 4. Appropriateness of chosen measurement scale, quality of test instruction and test form. 5. Quality of the psychometric analysis and presentation of the results in a report. 6. Quality of the discussion.</p> <p>1. Adequacy of hypotheses. Relevance of hypotheses to the student’s research area and databases’ potential. 2. Appropriateness of statistical methods chosen to test the hypotheses. 3. Adequacy of the statistical methods chosen to test the hypotheses, and quality of results interpretation. 4. Quality of the written report. 5. Quality of presentation.</p>



<p><i>Final examination</i></p> <p>Year essay. Students present the draft of their year essay in the class. For the detailed assignment for the year essay, see Appendix E.</p>	<ol style="list-style-type: none">1. Quality of the theoretical overview.2. Quality of the project proposal.3. Compliance with the standards of academic work.
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Formula for the grades

Final grade for course consists of:

- Class participation – 40%, which includes:
 - Attendance – 40%
 - Participation – 60%
- Homeworks – 40%, which includes
 - Article review (hw1) – 20%
 - Project proposal (hw2) – 30%
 - Scale develop (hw3) – 30%
 - Open-access database (hw4) – 20%
- Final exam (year essay pre-defense) – 20%

Formula for the final grade:

$$O_{\text{final}} = 0.4 \cdot (0.4 \cdot O_{\text{attendance}} + 0.6 \cdot O_{\text{participation}}) + 0.4 \cdot (0.2 \cdot O_{\text{hw1}} + 0.3 \cdot O_{\text{hw2}} + 0.3 \cdot O_{\text{hw3}} + 0.2 \cdot O_{\text{hw4}}) + 0.2 \cdot O_{\text{final exam}}$$



Appendix A

Homework 1. Paper review.

Notes and structure

Based on:

<http://www.sagepub.com/journalgateway/howToReview.htm> and

http://www.senseaboutscience.org/data/files/resources/99/Peer-review_The-nuts-and-bolts.pdf

Deadline: _____

- Report presentation:**
1. Printed text (the whole review for tutors’ consideration)
 2. Presentation at class (main ideas and comments)

Section A. Preliminary notes:

1. For the inexperienced or first time reviewer the peer review process can seem like a daunting one. Below we present some advice and guidance about how to conduct a review and put together a reviewer report that will be effective and beneficial to authors. Also see this guide that has been published by the team at Sense about Science examining the peer review process, which reviewers should find useful and informative http://www.senseaboutscience.org/data/files/resources/99/Peer-review_The-nuts-and-bolts.pdf
2. It is usually the case that the best reviews are the ones that provide a thorough analysis of the content and discuss how it contributes (or maybe doesn’t contribute!) to the specific field.
3. Before writing a review **read the paper very carefully** and evaluate:
 - Relevance to the publication (most editors will reject at submission those articles that do not match the aims and scope of the journal, but it is worth considering this as you read the paper).
 - Significance of the research within the field.
 - The methodology employed during the research.
 - Technical accuracy.
 - Accuracy of references.
 - Structure of the paper overall, communication of main points and flow of argument.
 - Quality of written language and structure of the article.
 - Whether the argument is clear and logical and the conclusions presented are supported by the results or evidence presented.



- Whether the title of the article is suitable or effective.
 - Whether the abstract is a good summary of the article.
 - Whether the work meets with the article types accepted by the journal.
 - The accessibility of the paper to a broad readership.
 - Whether the paper is internally consistent.
4. Feedback in your reviewer report. Please, be as objective as possible in your comments and criticisms and avoid making negative comments about work referenced in the article. Be specific and as constructive as possible in your criticism. Be clear about what needs to be added or revised.

Section B. Review structure

Your review report should answer questions below:

1. Whether the **title of the article** is suitable or effective. Whether the **abstract** is a good summary of the article.
2. Whether the **structure** of the paper overall, **communication of main points** and **flow of argument** is logical. Is quality of written language good.
3. Is the **research question** clear?
4. Was the **approach** appropriate?
5. Is the **study design**, methods and analysis appropriate to the question being studied?
6. Is the study **innovative** or original?
7. Does the study challenge existing paradigms or **add to** existing knowledge?
8. Does it **develop novel concepts**?
9. **Does it matter**?
10. Are the **methods** described clearly enough for other researchers to **replicate**?
11. Are the methods of **statistical** analysis and level of significance appropriate?
12. Could **presentation** of the results be improved and do they answer the question?
13. If humans, human tissues or animals are involved, was **ethics** approval gained and was the study ethical?
14. Are the **conclusions** appropriate?

In addition, please, describe the strategy you use to find the article.



Appendix B

Homework 2. Project Proposal

Structure and content

Deadline: _____

Title page should include:

- a. Name of the institution (Higher School of Economics), the department (Psychology), and the Master’s Program (Applied Social Psychology)
- b. Title of the study
- c. Author’s (student’s) full name
- d. Supervisor(s)’ second name and initials
- e. Year

Introduction

- a. The importance of the study is clearly described
- b. Problem statement,
- c. the goal of the study,
- d. and the research question(s) and/or the hypotheses are clearly reported

Background:

- a. The literature is sufficient in terms of number of references and relevance
- b. The literature is integrated and critically described
- c. Concise but complete evidence is provided for the hypotheses

Study design:

- a. The sample,
- b. the research design,
- c. and the variables (dependent & independent, if applicable) are concisely, clearly and completely described

Procedure & materials:

- a. The materials (questionnaires, methods),
- b. and the procedure are concisely, clearly and completely described

Calculation and argumentation of sample size (per experiment in case of a research line): (please try to use appropriate software (e.g. G*Power: <http://www.gpower.hhu.de/>) for the calculation of sample sizes).

This is especially relevant for the experimental studies, and surveys with group comparison. It is not necessary only in the case where there are no previous studies which you can take the effect sizes from.

Proposed statistical analyses:

Clear argumentation for all statistical procedures should be given

Scientific and societal relevance:

Where the results of this study can be applied?



Appendix C

Homework 3. Report on test development

Structure and content

Deadline: _____

Title page should include:

- a. Name of the institution (Higher School of Economics), the department (Psychology), and the Master’s Program (Applied Social Psychology)
- b. Title of the study
- c. Author’s (student’s) full name
- d. Supervisor(s)’ second name and initials
- e. Year

Introduction

- a. The importance of the study is clearly described
- b. The goal of the study
- c. The research question(s) are clearly reported

Background:

- a. The measured construct is defined and content validity is established
- b. The literature is sufficient in terms of number of references and relevance
- c. The literature is integrated and critically described

Study method:

- a. The sample,
- b. The instrument(s),
- c. and procedure are concisely, clearly and completely described

Results:

- a. Items analysis
- b. Factor analysis (to establish the factorial structure of the scale)
- c. Reliability analysis
- d. The other types of validity and reliability can be established (not obligatory).
- e. Clear argumentation and description for all statistical procedures should be given.

Discussion:

- f. The analysis of the results
- g. The description of study limitations
- h. The description of a plan for further development of the scale, e.g. sample size for future studies, other kinds of reliability and validity.



Appendix D

Homework 4. Report on open-access databases

Structure and content

Deadline: _____

Section A. Step by step procedure:

1. Select from such international sociological databases as WVS (World Values Survey) and ESS (European Social Survey) those variables that: a) either are related to the topic of your thesis; b) either are interesting for you.
2. Postulate hypothesis (hypotheses) which you will check, formulate also aim of your analysis and main objectives. This might be hypothesis of relationships, structure, differences, and temporal dynamics and so on.
3. Test your hypothesis using knowledge of statistical analysis and knowledge of these databases.
4. Write a report based on results of analysis and send it till _____ of March. You should present results of such analysis at the class (presentation should be made according to structure and logic of report).
5. Presentation should be made on ___th
6. , ___th and ___th of March, after you will make presentation on literature review for your thesis (see e-mail from seminar instructors of _____ (date)).

Section B. Report structure:

1. Introduction:

- research goal;
- research objectives/tasks (optional);
- hypothesis (hypotheses);

2. Method:

- psychological constructs and ways to measure them (operationalization);
- variable’ numbers from databases, representing these constructs, corresponding questions and response scales;
- sample description.

3. **Results** and its brief description. Results may be presented as tables, graphs, and histograms. Design of tables and figures should be in accordance with the standards of master's theses design (see design in three sample theses in application).

4. **Result analysis.** In this paragraph you should interpret obtained results. Explain the extent to which your hypotheses were supported.

5. **Conclusions.** Make a brief conclusions based on research results, describe obtained new facts.



Appendix E

Structure of the 1st year paper

1st page: Title page

Title page should include:

- f. Name of the institution (Higher School of Economics), the department (Psychology), and the Master’s Program (Applied Social Psychology)
- g. Title of the study
- h. Author’s (student’s) full name
- i. Supervisor(s)’ second name and initials
- j. Year

2nd page: Table of contents

Introduction (1-3 pages)

- d. Problem statement;
- e. Goal of the study;
- f. The research question(s) and/or the hypotheses;
- g. Importance (relevance) of the study, where the results of this study can be applied?

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.

Chapter 1: Theoretical chapter (10-15 pages)

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.

- d. Chapters should be logically ordered;
- e. The literature should be sufficient in terms of number and relevance of references;
- f. All of the key concepts should be clearly defined;
- g. The literature should be integrated and critically described;
- h. Concise but complete evidence should be provided for the hypotheses;
- i. 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.

Chapter 2: Research proposal (10-15 pages)



- c. Sample description (Participants). Argumentation of the sample size¹;
- d. Procedure of the study*;
- e. Design of the study*;
- f. Variables: operationalization of the constructs (description of dependent & independent variables, if applicable)*;
- g. Materials/measures used* (please specify sources of your methods, information about their validity and reliability);
- h. 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)

For formatting please use APA style: <http://www.apastyle.org/> or <https://owl.english.purdue.edu/owl/resource/560/01/>

The paper should be at least **30 pages long** (around 6000 words).

¹ Please try to use appropriate software (e.g. G*Power: <http://www.gpower.hhu.de/>) for the calculation of sample sizes. This is especially relevant for the experimental studies, and surveys with group comparison. It is not necessary only in the case where there are no previous studies which you can take the effect sizes from.