

Course syllabus «Research seminar» 1 course

Author	As. Prof. Alexandra Shubenkova, As. Prof. Ekaterina Slobodenyuk, As. Prof. Vladimir Kozlov
Number of credits	8
Contact hours	80
Self-study hours	224
Course	1
Educational format	Without use of online course

1. Course Description

The purpose of the RS is to develop research skills and apply these skills to conduct own research and write the course term paper. Research Seminar (RS) is a "playground" for academic communication between the students and the staff of the Institute of Demography and the Faculty of Social Sciences, visiting scholars and the staff of other departments at HSE. The course provides a guided development of research (academic) skills and later – research paper. During the course students get acquainted with guidelines and methods how to perform all stages of academic study, and perform various academic routines individually or in team collaboration. Thus, the seminar focuses on critical reading and reviewing, academic writing and ethics, cross-peer review, argumentation, planning and implementation of a research, oral presentation and discussion of results.

The seminar is designed to provide a smooth transition from learning to conducting own research. Apart of specific academic skills, the seminar widens academic scope of students, and diversifies and deepens their thematic specialization. The course solves a wide-scale mission to form understanding of professional perspectives and available academic directions.

2. Learning Objectives

The objectives of the seminar are:

1. to guide students in choosing appropriate research directions and topics among related research fields;
2. to provide a coherent understanding of the academic study cycle and its stages and techniques;
3. to develop academic writing and text reviewing skills;
4. to advance presentation skills, questioning and argumentation;
5. ~~to enhance skills of analytical work in small groups, group discussions; PROJECT SEMINAR, NOT RESEARCH~~
6. ~~to practice academic discussion, moderation, constructive criticism of others' opinions and provision of extensive written and verbal feedback to one's assignments; adequate self-evaluation;~~
7. to form skills of elaboration and writing of the term paper and qualification thesis – i.e. the design of the structure, the style of presentation, the ways of presenting statistical information and research results etc.

3. Learning Outcomes

- By the end of the 1st year Research seminar course students are expected to be skilled to:
1. summarize existing scholarship by critical assessment of literature and evaluation of ideas;
 2. construct their own explanatory and causality models, test and verify hypotheses, post statements in argumentative manner;
 3. to plan, elaborate and discuss own academic research project;
 4. Present own research in written and oral forms in a proper academic manner;
 5. Describe own contribution to the field of study.

4. Course Plan

Introduction – 4 hours

Topic	Quantity of hours	Expected learning outcomes that will be controlled	Forms of control
Section 1. Elements of academic research: an overview of the research cycle	12	Knows elements and stages	Academic paper oral revision
Section 2. Literature review	12	Summarizes and groups knowledge	Written literature review
Section 3. Making research proposal. Develops database, research hypotheses, methods	24	Find the most suitable methods of research, data sources, develops hypotheses and the ways to test it	Project proposal
Section 4. Academic writing	8	Argumentation Academic language Bridging linking and hedging Editing	Cross-peer review of research proposals
Section 5. Miscellaneous . Surveys, visualization, presentation skills	16	Additional useful for the paper writing skills	Different. Does not influence a final grade
Section 6. Practical presentation skills	4	Presents the materials, able to answer the questions and suggestions	Defence – paper draft

5. Reading List

Main Literature

1. Flamez, B., Lenz, A. S., Balkin, R. S., & Smith, R. L. (2017). *A Counselor's Guide to the Dissertation Process: Where to Start and how to Finish*. John Wiley & Sons. [<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4875219&query=>]

2. Broussard M.S. (2017). *Reading, Research, and Writing: Teaching Information Literacy with Process-Based Research Assignments*. ACRL. [<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4845046&query=>]

Additional literature

1. Bernard, H. R. (2017). *Research methods in anthropology: Qualitative and quantitative approaches*. Rowman & Littlefield. [<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=5113478&query=Research+methods+in+anthropology>]
2. Legg, J. C., & Fuller, W. A. (2009). Two-phase sampling. In *Handbook of statistics* (Vol. 29, pp. 55-70). Elsevier. [<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=456083&query=>]
3. McCormick, K., & Salcedo, J. (2017). *SPSS Statistics for data analysis and visualization*. John Wiley & Sons. [<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4845212&query=>]
4. Hoque, M. N., Pecotte, B., & McGehee, M. A. (Eds.). (2016). *Applied Demography and Public Health in the 21st Century*(Vol. 8). Springer. [<https://link.springer.com/book/10.1007/978-3-319-43688-3>]

6. Grading system

The elements of the final grade with the weights:

5% = Oral presentation of a relevant academic study (short reports up to 10 minutes)

20% = Literature review (Written reports)

5% = Project proposal edits from the Academic writing point of view (Cross-peer review 2 papers)

40% = Research proposal methodology (Written text: 2 parts)

30% = Defense (Oral presentation 10-15 minutes and questions from the jury)

Seminar activity could bring additional 1 point

Also additional points (no more than 3 points altogether) could be gained from:

Conferences (0.8 – 1.2)

Papers (0.5 - 2)

April conference (1)

Schools and courses (0.5-0.7)

7. Examination Type

No blocking elements. The final control will be as a presentation of the projects

8. Methods of Instruction

Various discussions and tasks, lectures and master-classes.

Peer – review by a course speaker

Cross-peer review

Group tasks

Oral presentations

Written home assignments

9. Special Equipment and Software Support (if required)
Software

№ п/п	Name	Access conditions
1.	MicrosoftWindows 7 Professional RUS MicrosoftWindows 10 MicrosoftWindows 8.1 Professional RUS	<i>From the university's internal network (contract)</i>
2.	Microsoft Office Professional Plus 2010	<i>From the university's internal network (contract)</i>

Material and technical support

Classrooms for lectures on the discipline provide for the use and demonstration of thematic illustrations corresponding to the program of the discipline, consisting of:

- PC with Internet access (operating system, office software, antivirus software);
- multimedia projector with remote control.

Course syllabus «Research seminar» 2 course

Author	As. Prof. Alexandra Shubenkova, As. Prof. Ekaterina Slobodenyuk, As. Prof. Vladimir Kozlov
Number of credits	8
Contact hours	84
Self-study hours	220
Course	2
Educational format	Without use of online course

1. Course Description

Research Seminar (RS) is a "playground" for academic communication between the students and the staff of the Institute of Demography and Department of Social Sciences, visiting scholars and the staff of other departments at HSE. A guided development of research papers within the seminar environment provides a foundation to shape basic academic skills: critical reading and reviewing, academic writing and ethics, mutual learning, widening of scientific specialization, team-working, collaborative implementation of research projects. Therefore, the purpose of the RS is to develop research skills and apply these skills to conduct own research and write the thesis.

2. Learning Objectives

The objectives of the seminar are:

- to provide a smooth transition from learning to conducting own research;
- to guide students in choosing appropriate research directions and topics;
- to form understanding of professional activity perspectives and possible directions of professional implementation;
- to enlighten related research fields;
- to deepen understanding of the academic activity: well-organized process of searching and re-viewing theoretical and methodological literature, justifying the goal, research questions, methods, stating the hypotheses, selection of relevant methodology and evaluation of its constraints;
- To develop academic writing skills and text reviewing;
- to advance presentation skills for further reporting within thesis defence procedure, conference talks or poster-reports;
- to enhance skills of analytical work in small groups, group- discussions;
- to practice academic discussion, moderation, constructive criticism of others' opinions and pro-vision of extensive written and verbal feedback to one's assignments; adequate self-evaluation;
- to form skills of elaboration and writing of the term paper and qualification thesis – i.e. the de-sign of the structure, the style of presentation, the ways of presenting statistical information and research results etc.

3. Learning Outcomes

By the end of the course students are expected to know how to critically assess readings, evaluate ideas and their own contribution to the field, construct their own explanatory and causality models, test and verify hypotheses, analyze current social and demographic phenomena employing the most recent concepts and relevant research design and tools, to plan and elaborate their own academic research project.

4. Course Plan

Introduction – 4 hours

Topic	Quantity of hours	Expected learning outcomes that will be controlled	Forms of control
Application as an academic genre. Academic grants, scholarships, PhD programmes, internships	4	Knows strategies of an application	Find a grant relevant to own topic Cross peer-review of an application (not a part of the grading system)
Advanced methods and topic in P&D studies Non-government organizations Demographic methods in Stata Data quality	16	Knows additional methods useful for demography and development studies	Different not a part of the grading system)
Data and empirical results presentation. Map-making (QGIS) and visualisation	14	Knows how to present data or results in visual manner	An illustration of some phenomenon / data / empirical result
Interpretation of results in an academic study Discussion chapter , theoretical implications, Conclusion Policy recommendations	8	Knows how to ground a policy recommendation, outline of a policy paper,	Text with the discussion
Data and empirical results	20	Knows how to use and summarize the empirical results of the paper	Chapter draft – written form

Predefences	20	<i>Criteria of evaluation</i> Full cycle own study	Predefence
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5. Reading List

Flamez, B., Lenz, A. S., Balkin, R. S., & Smith, R. L. (2017). *A Counselor's Guide to the Dissertation Process: Where to Start and how to Finish*. John Wiley & Sons. [<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4875219&query=>]

Additional Literature

Sowey, E., & Petocz, P. (2017). A panorama of statistics : perspectives, puzzles and paradoxes in statistics. [Retrieved from <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4778031&query=>]

Tanaka, K. (2017). Time series analysis : nonstationary and noninvertible distribution theory. [Retrieved from <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4834063&query=>]

Liam, L. et al (2015) *Beyond the un Global Compact : Institutions and Regulations*, Emerald Publishing Limited. [ProQuest Ebook Central <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=2030624&query=>]

Bryce, H. J. (2017). *Financial and strategic management for nonprofit organizations*, fourth edition. [Retrieved from <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4810136&query=>]

Bryce, H. J. (2017). *Nonprofits as policy solutions to the burden of government*. [Retrieved from <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4810139&query=>]

Prof. Thomas K. Burch in *Demographic Research Monographs* (2018) *Model-Based Demography . Essays on Integrating Data, Technique and Theory* [<https://link.springer.com/book/10.1007/978-3-319-65433-1>]

M.Nazrul Hoque, Lloyd B. Potter in *Applied Demography Series* (2015) *Emerging Techniques in Applied Demography* [<https://link.springer.com/book/10.1007/978-94-017-8990-5>]

6. Grading system

The elements of the final grade with the weights:

15% = Visualization task

10% = Map-making task

20% = Empirical part essay

10% = Conclusion and discussion task

35% = Predefence (Oral presentation 10-15 minutes and questions from the jury)

10% = Review of a group-mate predefence

Seminar activity could bring additional 1 point

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