

Course Syllabus

Title of the course	Social Research (offered in English)				
Title of the Academic Programme	BA “Sociology and Social Informatics”				
Type of the course	Obligatory				
Prerequisites	Sociological theory, Philosophy, Social and Economic Anthropology, Psychology				
ECTS workload	4				
Total indicative study hours	Directed Study	Self-directed study	Total		
	2	150	152		
Course Overview	<p>This blended course allows the student to deepen their expertise in modern social research, focusing on one of the areas most relevant to the thesis topic or professional interest, choosing and completing one of the MOOCs and building a reflexive professional development plan.</p> <p>Thematic block of the course are:</p> <ul style="list-style-type: none"> ● Natural language processing https://www.coursera.org/learn/language-processing ● Neuroeconomics https://www.coursera.org/learn/neuroeconomics ● International Relations Theory https://www.coursera.org/learn/international-relations-theory ● Communication Theory https://www.coursera.org/learn/communicationtheory-academia-practice ● Cultural and Creative Industries https://www.coursera.org/learn/cultural-creative-industries 				
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> - Acquire knowledge of new methods and application domain areas of social research - Plan and reflect on personal development using a variety of tools - Know and be able to apply concepts of life-long and self directed learning to personal development 				
Teaching and Learning Methods	Seminars, MOOC				
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Seminars	Tutorials	
1	Planning Personal Development in Social Research Career	22	2		20
2	Thematic block on social research	130	0		130

Total study hours	152	2	0	150
Indicative Assessment Methods and Strategy	<ul style="list-style-type: none"> • MOOC tests: 70% of the course grade • Reflexive Diary: 30% of the final grade Final MOOC mark is converted to the 10-point grade with arithmetic rounding.			
Readings / Indicative Learning Resources	<p><u>Mandatory</u> London, Manuel. 2011. <i>The Oxford Handbook of Lifelong Learning</i>. Oxford University Press. https://proxylibrary.hse.ru:4334/view/10.1093/oxfordhb/9780195390483.001.0001/oxfordhb-9780195390483</p> <p><u>Internet Resources</u> https://www.coursera.org/learn/language-processing https://www.coursera.org/learn/neuroeconomics https://www.coursera.org/learn/international-relations-theory https://www.coursera.org/learn/communicationtheory-academia-practice https://www.coursera.org/learn/cultural-creative-industries</p>			
Indicative Self- Study Strategies	Type	+/-	Hours	
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	-		
	Assignments for seminars / tutorials / labs	-		
	E-learning / distance learning (MOOC / LMS)	+	130	
	Fieldwork	-		
	Project work	-		
	Other (personal development research for reflexive diary)	+	20	
	Preparation for the exam	-		
Academic Support for the Course	Via e-mail and MOOC forums for each particular MOOC			
Facilities, Equipment and Software	Seminar room, PC with projector, presentation software			
Course Instructor	Ilya Musabirov MA MSc			

Intended Learning Outcomes (ILO) Delivering

Programme ILO(s)	Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
UC-2 Ability to identify the scientific essence of problems in one's professional area.	Acquire knowledge of new methods and application domain areas of social	MOOC, Seminars	MOOC tests

	research		
UC-5 Ability to work with information: find, evaluate and use necessary information from different sources in order to solve scientific and professional problems (including through the system approach)	Acquire knowledge of new methods and application domain areas of social research	MOOC, Seminars	MOOC tests
UC-6 Ability to undertake research, including problem analysis, setting tasks and objectives, identification of the research object and subject, of research methods as well as assess the quality of the conducted research	Acquire knowledge of new methods and application domain areas of social research	MOOC, Seminars	MOOC tests
UC-8 Ability to communicate efficiently based on communication goals and situations	Plan and reflect on personal development using a variety of tools	Seminars	Reflexive Diary
UC-9 Ability to critically evaluate and reassess accumulated experiences (personal and others'), reflect on professional and social activities	Know and be able to apply concepts of life-long and self directed learning to personal development	Seminars	Reflexive Diary
PC-2 Ability to critically perceive, summarize, and analyze professional information	Know and be able to apply concepts of life-long and self directed learning to personal development	Seminars	Reflexive Diary

Course Content

Planning Personal Development in Social Research Career

Lifelong Learning. Self-Directed Learning. Personal Development in Social Research Career. Learning Resources.

Thematic block on social research (description of each block corresponds to the MOOC description)

Natural language processing

This course covers a wide range of tasks in Natural Language Processing from basic to advanced: sentiment analysis, summarization, dialogue state tracking, to name a few. Upon completing, you will be able to recognize NLP tasks in your day-to-day work, propose approaches, and judge what techniques are likely to work well. The final project is devoted to one of the most hot topics in today's NLP. You will build your own conversational chat-bot that will assist with search on StackOverflow website. The project will be based on practical assignments of the course, that will give you hands-on experience with such tasks as text classification, named entities recognition, and duplicates detection.

Throughout the lectures, we will aim at finding a balance between traditional and deep learning techniques in NLP and cover them in parallel. For example, we will discuss word alignment models in machine translation and see how similar it is to attention mechanism in encoder-decoder neural networks. Core techniques are not treated as black boxes. On the contrary, you will get in-depth understanding of what's happening inside. To succeed in that, we expect your familiarity with the basics of linear algebra and probability theory, machine learning setup, and deep neural networks. Some materials are based on one-month-old papers and introduce you to the very state-of-the-art in NLP research

Neuroeconomics

Economics, psychology, and neuroscience are converging today into a unified discipline of Neuroeconomics with the ultimate aim of creating a single, general theory of human decision-making.

Neuroeconomics provides biologists, economists, psychologists and social scientists with a deeper understanding of how they make their own decisions and how others decide. Neuroscience, when allied with psychology and economics, creates powerful new models to explain why we make decisions. Neurobiological mechanisms of decision-making, decisions under risk, trust and cooperation will be central issues in this course. You will be provided with the most recent evidence from brain-imaging techniques (fMRI, TMS, etc.) and introduced to the explanatory models behind them.

The course structure is as follows: During each video, you will have to answer some relevant questions. Your answers will not affect your final grade. At the end of each module, you must complete a quiz consisting of 15 questions. To pass the course, you must reach a satisfactory standard in all the course modules by completing all graded quizzes and the final exam. In addition to watching video lectures and taking quizzes, you will receive an invitation to join our forum. We plan to join the discussions in the forum on a weekly basis.

Communication Theory

This course is about communication on various levels. Over these 9 weeks we will cover a number of theories, cases and applications in the field of communication science. We will start

with the foundational concepts of communication theory, defining what the theory is and going through a number of approaches to communication itself.

Each week you will have a test to check on your progress and understanding. We also have a final text in the end of the course and a little bit of writing. As Oscar Wilde said, if you cannot write, you cannot think. If you cannot think, others will do thinking for you. So we find writing and reflecting pretty important for our classes. Along the course we provide you with in-class materials: lecture presentations, articles and additional readings. If you really want to get into the topic, don't avoid this extra work.

Although a substantial part of this course is theory-based, communication theory has a very practical application. Communication is an underlying process which creates and develops relationships, communities, societies. We communicate on a daily basis via a variety of means and channels. In our globalised and increasingly interconnected world, communication skills are essential in both the personal and professional spheres. It is our goal to leave you with a contextualisation and conceptualisation of communicative processes that will poise you to hone your own communicative skills — in other words, to put theory into practice.

International Development Theory

The course aims to introduce the key assumptions of the international relations theory as a part of social science and as an analytic tool, focusing on the problems of war and peace, foreign policy decision-making, etc. The course combines historic approach and analysis of the modern political problems. The historic part shows the evolution of the international relations theory from being a part of political philosophy to its emergence as a special branch of political science, which is essential to understand the key ideas of the IR science. The lectures also include broad outline of the modern concepts and debates in the context of the contemporary political problems, such as rise of China and other emerging powers, threat of terrorism, US-Russia confrontation, etc.

The lectures of the two outstanding Russian scholars and political analysts – Timofey Bordachev and Dmitry Suslov - cover such fields as the problems of international security and conflict resolution, international economic relations, foreign policy decision-making, global governance, the role of power in the IR.

Creative and Cultural Industries

Main objective of this course is to trace the development of the Cultural and Creative Industries as an idea and as concept and to identify the key points of changes within it in relations with contemporary digital connected world. Another important task of this course is to provide the deep understanding of the difference between cultural and symbolic meaning products (such as films, recorded music, book and periodicals, online media content etc) and other kind of goods.

This course uses a large number of concepts coming from different fields of science: political economy of communications, cultural studies, sociology etc. Some aspects of the course are

commented by known scholars in this field such as David Hesmondhalgh (University of Leeds), Phillipe Bouquillion (University Paris 13 Nord), Bernard Miege (Grenoble Alpes University).

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	MOOC tests	*			
	Reflexive Diary	*			

Assessment Criteria

MOOC tests

Final MOOC mark is converted to percentage and then the 10-point grade with arithmetic rounding. Only mandatory exercises are taken into account. If the course does not contain grade or percentage info, passing all exercises equal to mark “10”, otherwise student gets “0” mark.

Reflexive Diary

800-1000 words structured reflexion on the thematic block and personal development, involving concepts from life-long learning and additional sources.

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical reflexion. Shows strong evidence and broad background knowledge. Connected and critically analyses personal experience, relevant theories and empirical material.
«Good» (6-7)	Clearly organized diary, showing evidence of a good overall knowledge of the topic. Some minor flaws in logic or connections to experience, theory or material.
«Satisfactory» (4-5)	Not clearly organized diary, showing no or weak evidence of a overall knowledge of the topic, LL and SRL theories. Major (or many minor) flaws in logic or connections to experience, theory or material.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

Recommendations for students about organization of self-study

Plan for MOOC deadlines, do not postpone multiple week content. Make notes during watching videos and exercises, both content-related and about connections to your research and professional plans.

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;

- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 videos which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the course materials with illustrations. It should be defined by an actual task of the teacher.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.