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Course Package “Research and writing”

Work Package	WP3: Development of Course Materials for the Reformed MA Programmes, Deliverable 3.1
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1. General information about the course

Explanation: Please fill in the table below.

Title of the course (as specified in the reformed curriculum)	Research and writing
Name of the teacher	Mariam Voskanyan
Novelty of the course (please select as appropriate)	This course is an updated and revised version of a course which already existed in the curriculum
Year of the course in the curriculum	1
Semester of the course in the curriculum	2
Language of instruction of the course	Russian, English
Number of ECTS credits	2

2. Learning outcomes of the course

Explanation: Please specify the learning outcomes of the course.

The course aims to equip master students with the necessary skills to write reports, essays, and research papers and to carry out their independent research project - a dissertation by the end of their academic programmes. The teaching sessions are to familiarise master students with the concept of methodology for research projects, components of methodology and significance of methodology in a multidisciplinary and interdisciplinary research.

The learning outcomes of the course are following:

LO Level	After competing this course students should be able to
Applying	<ul style="list-style-type: none">• Comprehend a concept of methodology in research• Avoid plagiarism• Support central arguments• Test a hypothesis• Write a methodology for a research project• Write a literature review• Design a research proposal• Structure a research project• Present and defend a research proposal• Conduct a multidisciplinary and interdisciplinary research• Chose appropriate components for the methodology and a research project• Understand research skills, techniques and tools for conducting a research project
Analysing	<ul style="list-style-type: none">• Make accurate referencing and citations• Use academic databases and academic sources
Evaluating	<ul style="list-style-type: none">• Collect primary and secondary data• Understand the place of quantitative and qualitative methods in research• Use evidence when constructing arguments and supporting a hypothesis• Do data coding and analysis

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3. Syllabus of the course

The course is devoted to the basic concepts of conducting research, research methodology, key skills in the research process.

Explanation: Please provide a detailed syllabus of the course (broken down in weeks) – maximum 2 pages

Part 1. Introduction to scientific activities for master students.	2		
What is scientific work on master level? What kind of scientific activities master students have to pass in the process of studying?		2	
Part 2. Introduction to research and writing	4		
What is a Research? What is a Literature Survey (sources and databases, referencing)? What is a Literature Review? What is a Plagiarism? Writing a Research Project (essay, paper, report, and dissertation).		4	
Part 3. Methodology	2		
What is a Methodology? Research Methods, Research Techniques, and Research Tools. Qualitative Research Methods. Discourse Analysis. Content Analysis. Case Study. Interviewing, Survey Research, Focus Groups, Observation and Field Work. Mixed-Methods Approach. Triangulation. Socio-Legal Research and Analysis. Impact Assessment Methods. Reliability and Validity. Introduction to Quantitative Research Methods.		2	
Part 4. Research Proposal	2		
Writing Your Research Proposal.		2	
Part 5. What is Synopsis?	2		
Preparation, writing synopsis.		2	
Part 6. Synopsis Submission and Presentation	6		6
TOTAL	18	12	6

4. Teaching methodology of the course

Explanation: Please explain the teaching methodology and pedagogical approaches of the course – maximum ½ page

- **Lecturing**, which includes the explanation of the topic of the syllabus to the master students. The emphasis is on the presentation of the content. Provide master students with all information about research methods for writing master thesis.
- **Classroom discussion, workshops.** It is supposed to discuss all topics of master thesis during classroom discussion. Giving some examples from different kinds of research.
- **Presentation** of the lectures, all necessary materials about the topics.
- **Brain storm.** Discussing specific topics of researches, giving some views on solving the scientific problems.
- **SWOT** analyze. Analyzing the topics of master thesis and the main idea of future research.

5. Labour market relevance of the course

Explanation: Please explain the labour market relevance of the course (linked to findings of WP1) – maximum ½ page

The relationship between discipline and the labor market is that master students learn to do research competently, which will increase the competitiveness of students in the labor market. They can use these skills both in Armenia and in international labor market.

With the ability to do research, master students will be able to apply for more qualified and well-paid jobs. Specially it can help them with their career development in financial sector in Armenia.

Researcher skills allow students to more flexibly solve tasks in the workplace. Specially in banking sector in Armenia.

6. Assessment and grading

Explanation: Please explain the form of assessment of the course – maximum ½ page

Students will be assessed based on the synopsis they submit (50% of the final grade) and present at the end of the course (50% of the final grade). First part of grading means that master students have to write and submit on time synopsis of master thesis. Second part of grading means that master students have to present their synopsis to the lecture and audience during last three weeks of the course.

7. References

Explanation: Please provide the main references and recommended reading for the course – maximum 1 page

Core Readings

1. Bruce L. Berg (2007), *Qualitative Research Methods for the Social Sciences*, 4th edition (or newer), Allyn and Bacon, A Pearson Education Company
2. David Silverman (2001), *Interpreting Qualitative Data*, Second Edition, Sage
3. Alan Bryman and Robert G. Burgess (2002), *Analyzing Qualitative Data*, Taylor & Francis e-Library, Routledge
4. Alan Agresti and Barbara Finley (2009), *Statistical Methods for the Social Sciences*, New Jersey: Pearson Education, International edition, 4th edition
5. Reza Banakar and Max Travers (2005), *Theory and Method in Socio-Legal Research*, Onati International Series in Law and Society, Hart Publishing
6. Robert K. Yin (2003), *Case Study Research: Design and Methods*, Applied Social Research Methods Series, Vol. 5. London: Sage
7. John Geering (2004), What is a Case Study and What is it Good For?, *American Political Science Review* 98(2), pp.341-354
8. Jerome Kirk and Marc L. Miller (1989), *Reliability and Validity in Qualitative Research: Qualitative Research Methods Volume 1*, Sage Publications, Inc.
9. Florian Kohlbacher (2006), The Use of Qualitative Content Analysis in Case Study Research, *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, Volume 7, No. 1, Art. 21, January
10. Robert P. Weber (1990), Basic Content Analysis, *Series: Quantitative Applications in the Social Science*, 49. London: Sage, pp.1-80

Miscellaneous

1. Modern Humanities Research Association (2008), *MHRA Style Guide: a Handbook for Authors, Editors, and Writers of Theses*, Second Edition

2. Sandra Meredith and Donal Nolan (2010), OSCOLA, Fourth Edition, University of Oxford, Faculty of Law, November
3. Imperial College London (2012), Citing & Referencing: Harvard Style, July, London
4. Joe Glaser (1998), Understanding Style, Oxford University Press, Oxford
5. Mohammed Ali Bapir, Is it Possible for Qualitative Research to be Properly Valid and Reliable?, The University of Warwick
6. Todd Landman (2004), Measuring Human Rights: Principle, Practice, and Policy, Human Rights Quarterly 26 (2004), pp. 906–931, The Johns Hopkins University Press
7. Moss, G. and Kubacki, K. (2007), Researchers in Higher Education: a Neglected Focus of Study?, Journal of Further and Higher Education, 31:3, 297 – 310
8. Alan Bradshaw, Pierre McDonagh, David Marshall & Harry Bradshaw (2005), Exiled Music Herself, Pushed to the Edge of Existence: The Experience of Musicians Who Perform Background Music, Consumption, Markets and Culture, Vol. 8, No. 3, September, pp. 219–239
9. Kimberly A. Neuendorf (2002), The Content Analysis Handbook, Thousand Oaks, CA: Sage.
10. Todd Landman (2006), Studying Human Rights, Routledge
11. Marina Kurkchyan (2006), The Armenian Media in Context: Soviet Heritage, the Politics of Transition, and the Rule of Law, 14(2) Demokratizatsiya: The Journal of Post-Soviet Democratization, 266-282
12. University College London, Fieldwork: Approved Code of Practice, UCL Safety Services
13. The British Library, Socio-legal Studies: an Introduction, available at <<http://www.bl.uk/reshelp/findhelpsubject/busmanlaw/legalstudies/soclegal/sociolegal.html>>
14. Alena V. Ledeneva (1998), Russia's Economy of Favours: Blat, Networking and Informal Exchange, Cambridge: Cambridge University Press
15. EU Twinning Project: Support to the Ministry of Economy of the Republic of Armenia, Manual on Regulatory Impact Assessment
16. Levin, Jack, James Fox, and David Ford (2009), Elementary Statistics in Social Research, 11th Edition (international ed.), Pearson/Allyn and Bacon.
17. Scott J. Long (1997), Regression Models for Categorical and Limited Dependent Variables, London: Sage Publications
18. University College London, MPhil/PhD Degrees in All Aspects of Politics and International Relations, MPhil/PhD Research Proposal Template, available at <http://www.ucl.ac.uk/spp/teaching/doctoral/tabs/MPhil_PhD-Research-Proposal-Template.doc>

8. Course assignments

Explanation: Please provide two assignments for the course (e.g. group work, project, essay, case study, homework).

8.1 Assignment 1

Submission of synopsis of the Master thesis (50% of the final grade).

During first 2 weeks of the semester students must choose the topic of the master thesis and supervisor. Then, they have 2 weeks to discuss with supervisor structure of master thesis, main parts of future research, the main aim, hypothesis, method of research. At the 5th week of semester master students must submit final version of synopsis.

8.2 Assignment 2

Presentation of synopsis of the Master thesis (50% of the final grade).

The main idea of this part of assignment is to make sure, that students are clearly understand topic of their research. Master students have to present their synopsis in 3-5 minutes. Then we spent several minutes for questions and discussing the topic.

Annex: Presentation slides

Explanation: Please provide presentation slides for your course (this can be done in a separate document, e.g. Power Point (Minimum: 25 slides))