

Course Title	<b>DEFENSE OF RESEARCH PROPOSAL</b>				
Course Code	ESSRE711				
Course Type	CORE				
Level	PhD (Level 3)				
Year / Semester	3 <sup>rd</sup> / Fall				
Teacher's Name	<p>Research Advisor and Advisory Committee</p> <p>Each doctoral student is assigned with a Research Advisor and an Advisory Committee consisted of the Research Advisor and two more members, according to the Programme Rules and Regulations.</p>				
ECTS	10	Lectures / week	N/A	Laboratories / week	N/A
Course Purpose	<p>The course aims to facilitate students to become able to design and submit scientifically sound research proposals based on specifications and guidelines given to students. The course enables students to identify research topics that are relevant to societal and industry challenges, contemporary, innovative and original, and of interest to them and the society. The course, furthermore, encourages students to submit research proposals to funding bodies in order to secure funding for their research activities. The course also focuses on academic style of writing and publication specifications set by scientific organisations (e.g. APA).</p>				
Learning Outcomes	<p>Students are expected to:</p> <ol style="list-style-type: none"> <li>1. Identify innovative and original research questions that could be addressed by a doctoral dissertation.</li> <li>2. Critically and strategically review the literature by outlining their research's theoretical framework.</li> <li>3. Pose research questions/hypotheses that are worthwhile investigating and have potential for innovation and contribution in both theory and practice.</li> <li>4. Epistemologically and scientifically justify the production of new knowledge.</li> <li>5. Propose and adopt appropriate methodologies for addressing research questions /hypotheses.</li> <li>6. Identify advantages and limitations published research, by considering widely accepted criteria for evaluating research.</li> <li>7. Define time and resources limitations for carrying-out research projects within the scope of a doctoral dissertation.</li> </ol>				

	<p>7. Use the most recent American Psychological Association Publication Manual for drafting their manuscripts.</p> <p>8. Locate funding and collaboration opportunities locally, regionally and internationally.</p> <p>9. Design the stages of a doctoral dissertation, calculate the cost and draft a project management scheme.</p>		
Prerequisites	N/A	Corequisites	N/A
Course Content	<p>1. Selecting a topic for a doctoral dissertation. Topic interest, innovation, importance and necessity. Contribution to theory and practice.</p> <p>2. Defining and limiting a theoretical framework.</p> <p>3. Literature review using online databases.</p> <p>4. Selecting methodology, sampling methods and data collection tools. Time and resource constrains.</p> <p>5. Doctoral Dissertation Manual. The APA Publication Manual.</p> <p>6. Funding opportunities. Structure of research proposals submitted for funding in local, regional and international agencies.</p> <p>7. Networking opportunities.</p> <p>8. Designing a sound research plan. Management and budgeting.</p> <p>9. Submitting research work in scientific conferences.</p>		
Teaching Methodology	<p><b>Information of the teaching methods to be used can be found in the Teaching Guidelines approved by the Senate (available from the Rectors Office). Furthermore, useful information on the different teaching methods that can be used, can be found in the Faculty Course Evaluation form (IQC101).</b></p>		
Bibliography	<p><b>(a) <u>Textbooks:</u> List the main books to be used in the class. Typically one to two books. (In some courses there might be more textbooks, according to the nature of the course). Keep in mind that the mentioned textbooks are the books that the students are expected to have (buy), while copies of the textbooks are expected to be found in the library). Lecturer’s notes can be considered as a textbook only if they are in a book-like form. Class presentation notes and class supplementary material is not considered to be a textbook. Lecturer’s notes can be considered as a textbook if there is no other suitable textbook, but they must be in the form of a book (Keep in mind that an external examiner might ask to see this).</b></p> <p><b>(b) <u>References:</u> List of books, manuals, periodicals, journals/articles, web links (url) etc that you will use partially in your lectures, or the students will be referred for supplementary reading information, or sources to be consulted for their assignments. Avoid lengthy lists of books obtained from publishers catalogues.</b></p>		

	<p>It is essential that the bibliography used is related with the current developments in the field. Therefore, special attention should be given on the publication year of the books used. In specific courses the list of textbooks and references can include 'old' books as well.</p>
<p>Assessment</p>	<p><b>(a) Methods:</b> Outline how the students will be assessed. Refer to coursework (tests, problem solving assignments, design assignments, literature reviews, case studies, paper reviews, reports, presentations etc) and final exam (all courses must have a final exam components, which can be a written/oral exam, a project report or a presentation/defense). For courses with laboratory components you should also describe how the lab-work will be assessed. If it is considered essential you may also refer to the type of questions to be used (open questions, multiple choice, etc) but this might be restrictive.</p> <p><b>(b) Criteria:</b> Assessment criteria refers to how the marks corresponding to an assessment module will be allocated according to the answer of the student. For example, if the maximum marks for a literature review in a report is 20, then the criteria could be that the student gets 17 to 20 marks if the review covers all related work with a detail analysis and comparison, 14 to 16 if the review covers all related work with a rough analysis, etc. Usually assessment criteria are presented in a tabular form providing the criteria for each component and the assessment or grade range for each level. Even though many course description templates refer to assessment methods and criteria, it is difficult to describe them here, since the criteria are different for each assessment module. Usually, these criteria are provided when an assignment is given to the students, in the description of an exam question, in the project guidelines etc. To avoid lengthy descriptions, if necessary, provide an overview of the criteria or state where they can be made available to the students.</p> <p><b>(c) Weights:</b> Provides the weights to be used for the calculation of the final grade (eg mid-term 10%, laboratory work 20%, ..... final exam 40%)</p> <p>More information of the assessment methods to be used is can be found in the Assessment Guidelines approved by the Senate (available from the Rectors Office). Furthermore, useful information on the different teaching methods that can be used, can be found in the Faculty Course Evaluation form (IQC101).</p>
<p>Language</p>	<p>Official language used for the delivery of the of course.</p>