

### PHDHS 116, PHDHS 119, PHDHS 122, PHDHS 125 – Graduate Research Seminars

<b>Course Title</b>	<b>Research Seminars</b>			
<b>Course Code</b>	PHDHS 116, PHDHS 119, PHDHS 122, PHDHS 125,			
<b>Course Type</b>	Compulsory			
<b>Level</b>	PhD (Level 3)			
<b>Year / Semester</b>	2nd year, 4th semester			
<b>Teacher's Name</b>	Dr Charalambous Georgios			
<b>ECTS</b>	10	Lectures / week		Laboratories/week NA
<b>Course Purpose</b>	<p>Throughout their doctoral studies, students are required to attend research/scientific seminars, talks and conferences. This is achieved through the six Graduate Seminar courses. To satisfy the requirements of each one of these courses the student must attend at least three talks during each semester, with a minimum of 24 talks for all six courses. One-day seminars count as two talks, while conferences count as two talks per day. Furthermore, a student is required to present his research work in at least one seminar series organized by the Department.</p> <p>Research seminars are organized in the first, second and third study years. A research seminar in any given semester is organized for students of all study years and is attended jointly by all enrolled students (e.g. students in the second and fourth semester and students in the third and fifth semester). This allows the students attending the first and the second study years to benefit from the insights into the research of their older colleagues. Mentors will where possible attend the research seminars. Research seminars are facilitated by professors who are members of the doctoral program faculty.</p> <p>During the research seminar doctoral students present their research activities, key challenges and insights. Other participants and mentors challenge them, as well as give own ideas and proposals related to the presented work.</p>			
<b>Learning Outcomes</b>	<p>After completion of the course students will be able to:</p> <ul style="list-style-type: none"> <li>• present, discuss and analyse main issues and important themes of research in the field addressed by the seminar.</li> <li>• relate to and describe the field in a reflexive manner.</li> <li>• compare different methodological and theoretical approaches within the field.</li> <li>• co-ordinate and participate in a seminar(s) on current research issues; and successfully implement an in-depth research seminar utilizing field experts and collegial discussions/input.</li> <li>• develop and refine your PhD project.</li> <li>• increase the feasibility of the project, focusing on specific objectives during the process and a realistic plan for its completion.</li> <li>• at an early stage provide you with training in how to present and provide reasons for your own research</li> </ul>			

<b>Prerequisites</b>	----	<b>Corequisites</b>	<i>None</i>
<b>Course Content</b>	<p>This course provides a forum for students to discuss and generate ideas on issues related to a variety of applied health research. Students conduct an in-depth study of a research topic of their choice, discuss issues with experts in the field of research, work in discussion groups, debate and problem solve on selected issues. In the research seminar, the students are given an opportunity to integrate their knowledge, skills and practical experience gained in the program.</p> <p>This seminar is arranged every semester. The PhD candidates complete the seminar during their first or second semester in the programme. In the outline seminar, the students present their project outlines (up to 10 pages, to be submitted in advance) to the other participants in the PhD programme, the head of research, the supervisors and two opponents appointed by the department. In addition to substantial plans (research questions, identification of academic discourses to which the thesis will seek to contribute, theoretical perspectives and design of the investigation), emphasis is placed on the project plan, including the structure of the thesis and progress plan, as well as any exchange periods abroad. The students are expected to participate actively in the discussion of each of the project outlines submitted, and they will also receive feedback on the content and feasibility of their own projects. The participants will summarize the lessons learned from this feedback in a short practice memo (outline memo) to be submitted to the department and supervisors after the seminar.</p>		
<b>Teaching Methodology</b>	<p>This course will use a few live lectures (early), along with supplemental handouts and articles and in class discussions. The bulk of the time will be reserved for student presentations and feedback.</p>		
<b>Bibliography</b>			
<b>Assessment</b>	<p>This is a "Pass" / "Fail" course. A student is granted a passing grade if he gets a passing grade in the parts of the Qualifying Exam.</p>		
<b>Language</b>	<p>Greek and English</p>		