RESEARCH TRACK WORKSHOP(S) **Connecting academic, research and civil communities** **(What Academia does not tell you about Academia, research and the outside world)**
Course Code:
Language of Instruction: ENGLISH
Course Instructor(s) / Tutor: **Dr Luc Ampleman (luc.ampleman@uj.edu.pl)** Transport researcher, geopolitical scientist and lecturer at the Institute of European Studies. Luc holds a MA in Philosophy, a MA in Urban Planning and a PH.D in Political Sciences & IR. Besides his academic practice, he has been working for more than 15 years in the fields of transport policies and project management. His own key research interests include: mobility policies, transport diplomacy, geopolitics, remote areas, structural geography and territorial morphodynamics.
Description: The Research track activity is based around workshops that aim to talk about **the social, political, economic, ethical** as well as **cognitive barriers and enablers related to** the world of academic and non-academic **research**. While students are getting into programs, their lecturers and the academic staff often do not have the time to share about the difficulties related to research activities. Then many students (and scholars!) have this "normal" feeling of being unprepared for research even with a few years of practice. This tutorial activity aims to fill this gap by discussing with the students about what "Academia does not tell you about Academia". The tutorials and workshops are especially designed for (Euroculture) MA students wishing to develop a career in the research field or improve their research skills as well as their own self-confidence about dealing with research narratives.
Type of course: *mandatory for second year MA in Euroculture Research Track students*
Year of Studies: *2*
Number of ECTS points: 4 ECTS (within 25 ECTS points for the whole research track)
Prerequisites (if applicable): Having completed the second semester of the MA in Euroculture program. Having chosen the Research track as the main track for the third semester in the mentioned program.
Intended Learning Outcomes: *K_W04: The student has advanced knowledge of methods and research tools as well as techniques used to collect and analyse data.* *K_K01: The student is aware of the level of his or her own knowledge and skills, understands the need for long-life learning in terms of professional and personal development, can determine the directions of his or her own professional and personal development.* *K_K03: The student can precisely determine his or her own goals, giving them different priorities* *K_K07: The student can apply his or her knowledge and understanding in occupational contexts* *K_U10: The student has the ability to prepare presentations and communicate information, ideas problems and solutions (in Polish or in language of study programme) individually or in a group.*
Notices and announcements: *By email though the Euroculture platform and the lecturer's mentioned email.*

COURSE ORGANISATION
Winter Semester **Time and Place**: Every second Friday (approximately – see below) **Course type**: *Tutorial and workshops*
Contact hours: 20 hours
Breakdown of ECTS credits: Please note that 1 ECTS point = approx. 25-30 hours of work for the student. 0,5 ECTS = 20h of workshop and tutorial 0,5 ECTS = 20h preparation and reading 2 ECTS= 60h work on various deliverables: (See table)
Didactic methods used: Short Lecture Problem-solving Project work discussion Didactic games
Mode and criteria of assessment of learning outcomes:
Assessment The current activity consists of a series of workshops that aim to accompany the students within the field of academic research. The workshops also intend to help the students achieve different sub-projects that will be evaluated within and outside the workshops themselves during the whole semester. The whole research track is built on a 25-ECTS program. **The breakdown of activities for the research track is annexed to this syllabus**.

COURSE STRUCTURE

No.	TIME	Session Title	Instructor
1	2:30	My Research area(s). Above methodological and academic competencies.	Dr Luc Ampleman
2	2:30	Research oecumene: Where's Mine? From the academic literature to people and institutions behind it all.	
3	2:30	Research dissemination and the world of publishing.	
4	2:30	Research outside vs. inside of academia. Networking, integrating, developing your skills and career.	
5	2:00	Getting out of the ivory tower. Reaching out to the civil community, media and collaborating with others.	
6	2:00	Developing a research agenda and building an academic portfolio.	
7	6:00	SEMINAR/RESPONSIO	
8	2:00	FEEDBACK MEETING:	

DETAILED COURSE STRUCTURE

Session no. 1	My Research area(s). Above methodological and academic competencies.
Format	Tutorial & Workshop
Aim of the session, main issues discussed	- Discuss with the students the importance of research within and outside academia and provide them with some pointers to better identify useful skills for research projects/a career; - Help the students to get started with a research agenda or program;
Content	**Research Community:** - Distinction between research design; research project(s) and research management; - Research institutions, teams, fields, organizations and people; - Disciplines vs. research areas vs. research field vs. theoretical frames vs. research paradigms; - Identifying my scope of research; broad topic; Research problems; research questions; - The research agenda.
Questions for class discussion (based on readings)	- How is my relation to "research" and "academia"? - What are my fears and what makes me happy about research? **Why should I develop research management skills?**
Additional/further readings	Appropriate further readings and media content will be suggested during the session.

Session no. 2	Research oecumene: Where's Mine? From the academic literature to people and institutions behind
Format	Tutorial & Workshop
Aim of the session, main issues discussed	- Provide the students with some tips to better map their research community and issues related to their field (research problems); - Learn how to process academic and non-academic sources more efficiently in your field of research and in other fields. - Learn how to make use of search engines to identify the key elements of student research oecumene (key authors, journals, seminal works, etc.)
Content	**Research Community:** - Research approach and methodology: impact of my work on the research community; - First contact with my potential research community; - Starting with literature: Selecting the right research engines and sources; - Starting writing; - Research log and other tools; - How to get to work.
Questions for class discussion (based on readings)	- In research: Who's who and who does what? - How can I find my research community? - What can the research community expect from me?
Additional/further readings	Appropriate further readings and media content will be suggested during the session.

DETAILED COURSE STRUCTURE (NEXT)

Session no. 3	Research dissemination and the strange world of publishing.
Format	Tutorial & Workshop
Aim of the session, main issues discussed	• Understand the publication industry and its implication for research and science communication. • Understand how to take advantage of conferences, congresses, symposiums and other forms of scholar and professional networks
content	**On the planet of publishers** • Why is publishing important? • How publishing became an industry; Some important publishers; • The publishing process: How does it work? • Fake academia and predatory publishers **Going to conferences, yes! A few things to know beforehand.** • Evaluating conference relevancy for your agenda • Answering a conference's call for papers • sending an abstract & proposing a conference session
Questions for class discussion (based on readings)	• What are your tips for processing information? • What to read? When to stop? • Should I/you publish or not….? • How to make the best of conferences.
Additional/further readings	Appropriate further readings and media content will be suggested during the session.

Session no. 4	Research outside vs. inside of academia. Networking, integrating, developing your skills and career
Format	Tutorial and discussion
Aim of the session, main issues discussed	• Provide the students with tools to undertake a professional career as a researcher or better use the research skills developed
Key readings for the session	**Academia vs professional paths for researchers: Where to go, where to look** • Research management skills • Research Business card and branding • Getting references • Finding a mentor (alongside your research director) **Scientific Networking** • Making contact with researchers I have never met • Working on my 'scientific' trademark • Developing a scientific escalator pitch • Some marketing tools for scientists • Academic and non-academic conferences • Survival kits to meet new people, exchange and simply have fun…. **Managing 'non-scientific' problems and your mental health** • Do I want to make career in research? / How do I know I should quit 'Research'; / Problems when starting research; / Problems when the research or the project is already started and advanced; / Problems in concluding a research project;/ Dealing with uncertainty & low motivation • Financial issue. Do I need it for research / Material starting kit for research comfort

Questions for class discussion (based on readings)	• How can I take advantage of my research skills outside research?
Additional/further readings	Appropriate further readings and media content will be suggested during the session

Session no. 5	Getting out of the ivory tower. Reaching out to the civil community, media and collaborating with others
Format	Tutorial & Workshop
Aim of the session, main issues discussed	• Provide the students with some pointers about the world of research and the relations between civil society and research communities; • Provide some tips to be better prepared for communicating outside the academic / research circles. • Learn about the benefits to open our horizons as researchers and team up with good people
Content	**Did you say 'interdisciplinary'?** • Taking advantage and integrating results from research in other disciplines; • Knowing and expressing my limits; **Dealing with non-scholarly sources & integrating public feedback;** • Approaching non-academic organization and cooperating with civil society • Presenting your research results to media and civil society • Tips to increase your self-confidence • Some reminders about scientific presentation • Listening and answering questions / Dealing with critiques • Following-up after your presentation • Dealing with the non-scientific approach **Engaging into a public debate vs. Disputes in Science** • mainstream assessment vs. new positions • Scientific skepticism and academic bullying culture • Presenting different scientific stand points 'objectively' and respectfully • Comparing and criticizing different scientific positions **Working within a team** • Teamwork in academia • Find your research body! • Writing a paper with four hands
Questions for class discussion (based on readings)	• How to work with others? Some tips.
Additional/further readings	Appropriate further readings and media content will be suggested during the session.

Session no. 6	Developing a research agenda and building a portfolio
Format	Tutorial and discussion
Aim of the session, main issues discussed	• Advise the student on how to develop a research agenda and a convincing portfolio
Key readings for the session	**Keeping track of your credentials** • CV for researchers • research agenda • teaching portfolio • conferences and speaking engagements • publication lists

	• list of contacts
Questions for class discussion (based on readings)	• What should I put in my portfolio and how to prepare a research agenda
Additional/further readings	Appropriate further readings and media content will be suggested during the session

Session no. 7	**RESPONSIO**
Format	Presentation and discussion
Aim of the session, main issues discussed	• Obtaining and dealing with feedback during and after and presentation • Listening and giving constructive feedback to other peer-scholars

Session no. 8	**General feedback session…Researchers also like to be loved…..**
Format	Discussion
Aim of the session, main issues discussed	• Provide students the opportunity to express their thoughts about research and talk about their research agenda following the research track • Learning to identify factors that help researchers to be better researchers.

RESEARCH TRACK – STUDENT PROGRAMME AND EVALUATION

Breakdown of grade for the research track

STUDENT: _____

Component		ECTS points	Weighting	Grade	Grade weight	REMARKS
Chosen Classes		4,5	4,5	18%			Students may take more than one course
Workshop/ Tutorial "Connecting academic, research and civil communities"	**Research Mapping** • RM1: Scope of research & theoretical framework • RM2: Research network • RM3: Networking strategy; dissemination map and first research calendar	2	7	28%			
	Research products branding and networking strategy • RB1: Short bio / WIDI + email • RB2: Training agenda + PhD programs + job opportunity list • RB3: Short list of institutional resources + 3 referrers	2					
	Research report & agenda • RA1: academic beacons • RA2: portfolio • RA3: research agenda • RA4: Auto-evaluation Report	3					
RESEARCH PROJECT / TUTORIAL	RT1: Literature search and key research protagonists/ 1st & 2nd version	1	3	12%			
	RT2: Annotated Mediagraphy + map	2					
Dissemination Activities	D1: Press sample(s) D2: two page-blog about the issue + visual	2	3	12%			
	D3: Mocked Call for session	1					
	D4: Term paper	4,5	4,5	18%			
	D5: Responsio/Seminar Presentation	3	3	12%			
FINAL		25	25	100%			FINAL MARK

RESEARCH TRACK – STUDENT DELIVERY SCHEDULE

	Workshops "Connecting academic, research and civil communities"	RESEARCH MAPPING / RESEARCHER BRANDING (Deliverables)	"TUTORIAL" ACTIVITY SERIES (Deliverables)	DISSEMINATION ACTIVITIES PAPER / RESPONSIO
	First meeting 2.5 hours			
	Second Meeting (weekend workshop) 2.5 hours	• RM1: Scope of research & theoretical framework (draft)		• PAPER – Outline (500 words)
	Third meeting 2.5 hours	• RM2: Research network	• RT1a: first version - Literature search and key research protagonists/: Academic papers only [100-150 articles]	• PAPER – Outline (1000 words)
	Fourth meeting 2.5 hours	• RM3: Networking strategy; dissemination map and first research calendar	• RT1b: Second version Literature search and key research protagonists: Selected articles & others sources [25 sources] • Research Problem visual • Abstract	• PAPER – Outline (1500 words)
			• RT2: Annotated Mediagraphy + map [25 sources]	• PAPER – Outline (2500 words)
	Fifth meeting 2 hours	• RB1: Short bio / widi + email	D1: Press sample(s) + D3: call for Conference session D2: two page-blog about the issue + visual	
		• RB2: Training agenda + PhD programs + job opportunity list		• PAPER – Outline (4000 words)
	Sixth meeting 2 hours	• RB3: Short list of institutional resources + 3 referrers		• PAPER – Draft version (5000 words)
	D5: RESPONSIO / SEMINAR 4 hours (minimum)			
	FEEDBACK SESSION 2hours	RA1-4: Research report & agenda		
				D5: PAPER – Final version (5000 words) (January 28th)