**PROGRAM OF INTERNSHIP**

**FOR BACHELOR PROGRAMME**

**«SOCIOLOGY AND SOCIAL INFORMATICS»**

**Field of study 39.03.01 Sociology**

Approved by

Academic Council of EP

Protocol No. 1 "30" August 2019

|  |  |
| --- | --- |
| Author | Irina Lisovskaya, Maria Matskevich |
| Credits | 4 |
| Duration of internship in academic hours, incl. the amount of contact work per hour, or the duration of the internship in weeks | 152 academic hours, incl. 2 hours of contact work  or  3 weeks, incl. 2 hours of contact work |
| Year of study | 3 |
| Form of internship | educational |
| Type of internship | educational |

# GENERAL PROVISIONS

## Goals and objectives of educational internship

The goal of the educational internship is to consolidate and deepen theoretical training and the acquisition by students of skills and competences in the field of research and project activities.

Internship objectives are following:

• to participate in designing and conducting academic and applied sociological researches at various stages (development of research design; data gathering, processing and analysis);

• to process social, demographic, economic and other relevant empirical information on a base of modern information technologies, computer facilities, and communications;

• to make analysis of research data and other relevant empirical information, with tools provided by sociological theory;

• to participate in development of methodology, standards, and other tools for conducting researches, analytical and consulting project activities;

• to participate in developing and conducting analysis, evaluation, and development of social indices, processes and relations;

• to participate in development, implementation and dissemination of public opinion research outcomes.

## The place of internship in the curriculum of the Degree Programme

This educational internship belongs to the block "Internships, Projects and/or Research Activity"

The educational internship is based on the following disciplines of the basic curriculum of the Bachelor programme:

1. Sociological Theory

2. Social Structure and Social Stratification

3. Methodology and Methods of Sociological Research

4. Social and Economic Anthropology

## **Method of educational internship: on-the-job training**

1) Educational internship in laboratories and research centers of the Higher School of Economics (HSE) St. Petersburg.

This educational internship is aimed at students’ inclusion in research processes and project activities carried out at university. Students are placed in laboratories and research centers as requested by the laboratories and centers and as agreed upon by the Supervisors of the 3rd year internship.

The educational internship involves a combination of educational technologies based on advanced researches of the laboratories and centers: the Center for Youth Studies, the Laboratory "Sociology of Education and Science", the Social and Cognitive Informatics Laboratory, and the Laboratory for Comparative Social Research, etc. Researchers and research centers conduct researches, held scientific seminars, working meetings, and discussions, conferences, etc. Lecturers at the Department of Sociology at the Higher School of Economics, employees of laboratories and research centers evaluate a success of assignments. Heads of laboratories and research centers (or appointed faculty members) provide students with individual instruction and assistance in drawing up a work schedule for the internship.

2) Educational internship in sociological research companies/units

Educational internship in companies, public service institutions and public administration agencies involves a development of sociological skills aimed at solving research problems in relation to the work of business, government and non-governmental scientific and research structures. Within the framework of internships, students implement or participate in research projects with goals and objectives set by heads of institutions/organizations/companies and their subdivisions. The faculty of the HSE University St-Petersburg evaluates both relevance and quality of work completed by students during an internship.

During this type of internship students may perform the following activities: participation in research projects of research and marketing companies. During the internship students should get acquainted with a working processes of research companies or companies’ research units. Students need also to take part in research projects as researchers/interviewers/field supervisors. They need to collect data, and, if possible, participate in a development of research tools and data analysis. Types of work are set by heads of companies/ units. Those officials assess quality of the work done by students. Based on internship results, students submit a report describing a company/unit structure, activities and research projects; assigned tasks’ nature and volume; a review of students’ work experience.

3) Educational internship at companies that do not have a research profile.

In agreement with the Academic Supervisor of the educational program, students are entitled to take internships at external organizations when drawing up the relevant documents.

As part of the internship, students are required to conduct independent research relevant to the company's actual tasks and research guidelines. Research goals are set by heads of companies/units where students take internships. Students are required to perform all research stages: research design, development of research tools, data collection and analysis.

The Department of Sociology faculty and fellows/heads of companies, or government agencies assess students’ performance. Officials at companies set individual internship assignments to students and help to make a working schedule. Individual assignments and working schedules are recorded in an internship diary and signed by officials of companies. Based on internship outcomes, students write a narrative report describing all stages of their work.

**Form of internship:**

Internship is conducted discretely.

# LIST OF INTENDED LEARNING outcomes

The internship is aimed at the development of the following learning outcomes:

Table 1

|  |  |  |
| --- | --- | --- |
| The LO сode | LO description | Professional tasks that require this LO |
| PC 3 | Ability to analyze socially significant problems and processes with impartiality and scientific objectivity | Research activities  Project activities  Organizational and Managerial activities  Pedagogical activities |
| PC 5 | Ability to use the basic laws of natural sciences in professional activities, apply the methods of mathematical analysis and modeling and theoretical and experimental research when solving professional problems | Research activities  Project activities |
| PC 7 | Ability to participate in the preparation and drawing up of scientific/technical documentation and scientific reports | Research activities  Project activities  Organizational and Managerial activities |
| PC 8 | Ability to present the results of sociological study while taking into account the specifics of the potential audience | Research activities |
| PC 14 | Ability to develop syllabi for teaching sociology and conduct training sessions | Pedagogical activities |

# STRUCTURE AND CONTENT of the educational internship

Table 2

|  |  |  |  |
| --- | --- | --- | --- |
| № | Types of student practical work | Description of activities | The LO сode |
| 1 | Research activities | Preparation for research work in practice.  Acquaintance with the principles of work and the structure of organizations and units in which students undergo internships, familiarization with goals, objectives, preliminary training/ instruction at the place of internship. Development of research tools.  Participation in research projects of laboratories, research centers and companies | PC 3  PC 5  PC 7  PC 8 |
| 2 | Project activities | Participation in research projects of laboratories, research centers and companies | PC 3  PC 5  PC 7 |
| 3 | Organizational and Managerial activities | Preparation for research work in practice.  Participation in the preparation of analytical reports, presentation of research results, preparation of a report on internship.  The collection and synthesis of material necessary for the preparation of reporting documents on internship | PC 3  PC 7 |
| 4 | Pedagogical activities | Participation in team-work, discussion during all steps of research  Participation in the preparation of analytical reports, presentation of research results, preparation of a report on internship. | PC 14 |

# Internship report forms

Based on the results of the educational internship, the student provides:

1. an internship diary (Appendix 1), recording the student’s activities during the internship; includes the Organization’s Internship Supervisor’s feedback and assessment;
2. an internship report which is a document containing detailed information about the work done during the internship, about the skills, abilities and competencies developed by the student (Appendix 2).

**V. Ongoing and interim internship assesSment**

Ongoing assessment

Ongoing assessment is aimed to evaluate practical training of students and is made in discrete time period by the Faculty’s Internship Supervisor in the following forms:

- control (monitoring) of the schedule plan for the internship;

- control of completing of the personal assignment.

Examples of questions for ongoing assessment

- Explain the goal and objectives, as well as the organizational structure of the organization (or structural unit of HSE) – internship place;

- Provide common characteristics of the main local regulatory acts of the organization (or structural unit of HSE);

- Point out main priorities of the organization – internship place, as well as its mission and key target groups;

- Describe main functions of the structural unit you are working as an intern in;

- List key ethical norms of the organization – internship place;

- Analyze the compliance of your personal tasks with job descriptions of structural unit and with the personal assignment for the internship

- Give a practical example of certain solution for the professional task in the organization.

Interim assessment

Interim assessment of internship is carried out in the form of an exam. The exam is carried out in the form of an assessment of the reporting documentation prepared by the student during the educational internship.

**Criteria and grading scale for interim internship assessment**

Both the internship diary (including the Organization’s Internship Supervisor’s evaluation and feedback) and internship report should be submitted to the Faculty’s Internship Supervisor

## The final assessment is set on a 10-point scale according to the following formula:

## Gfinal = 0.5 Ginternship report + 0.5 Ginternship diary , where

## Ginternship report – the grade for the report set by the Faculty’s Internship Supervisor

## Ginternship diary – the grade for the diary set by the Organization’s Internship Supervisor

The final grade is rounded out arithmetically.

Plagiarism and falsification of documents are scored at 0.

The following components are included in the assessment:

- quality of fieldwork and data collected;

- quality, completeness, and timeliness of the internship reporting.

**Evaluation criteria for the internship and the completion of the diary:**

|  |  |
| --- | --- |
| **Grade** | **Criteria** |
| «Excellent» (8-10) | The internship assignment is fulfilled in full or in excess: a valuable output of research, analytical or consulting activities is created. All the tasks of the Organization’s Internship Supervisor have been completed in full and on time. |
| «Good» (6-7) | The internship assignment has been fulfilled. Tasks set by the Organization’s Internship Supervisor have been completed, but not always met the deadlines. There are some minor remarks made by the Organization’s Internship Supervisor. |
| «Satisfactory» (4-5) | The diary is submitted after the deadline, but not more than 24 hours. The internship assignment is fulfilled partially, but at least 50% of the assignment is done. There are major criticisms by the Organization’s Internship Supervisor. |
| «Fail» (0-3) | The diary is not submitted or the internship assignment is not fulfilled. Strong criticisms from the Organization’s Internship Supervisor. |

***The report assessment is set on a 10-point scale by the Faculty’s Internship Supervisor***

|  |  |
| --- | --- |
| **Grade** | **Criteria** |
| «Excellent» (8-10) | The content of all necessary report sections is deeply and comprehensively elaborated; full conclusions and generalizations are made; all the necessary requirements for the design of the report are met. |
| «Good» (6-7) | The content of all necessary report sections is elaborated in sufficient volume; there are conclusions and generalizations; there are minor flaws in the design.  There are minor remarks on the text: design, structure, language. |
| «Satisfactory» (4-5) | The report contains only a schematic description of the work done; there are no independent conclusions; the design of the report does not meet the requirements.  There are substantial remarks on the text. |
| «Fail» (0-3) | The report does not correspond to the Educational Internship Program, or was not submitted within the prescribed period.  Strong remarks on the report: low literacy, no structure, essential parts are not presented (individual assignment, tasks completed, annexes specified in the report). |

**Fund of assessment tools for interim internship assessment**

The fund of assessment tools for carrying out interim assessment of the educational internship includes individual assignments for students that are designed taking into account the goals and objectives of the Educational Internship, examples of questions for ongoing assessment, criteria and grading scale for interim assessment of the internship.

Suggested research topics:

- Analysis of the corporate culture of a company

- Identification of market trends and prospects

- Thematic news monitoring

- Features of the organization of marketing research by a commercial company

- The structure of the labor market for sociologists

- Methods and algorithms for a social media analysis on a given topic

- Quantitative analysis of consumption: trends and structure

- Youth urban subcultures

- School choice by parents

- Ethnic relations in school

- The phenomenon of neighborhood: a sociological analysis of neighborhood practices

- Labor trajectories and women’ mobility: generational specifics

- Demographic and social reproduction of Russian families and the well-being of children: public and private dimensions

- The grounds and trends of the civilizational dynamics of Russian society: culture, politics, economics

- Socio-cultural changes and structuring of power relations in modern Russia

- A comparative study of individual and societal factors of health inequalities in Russia and European states

- Social sciences, social knowledge and its instrumental resources: structures and disciplinary cultures

- Social structuring of urban spaces in modern Russia

# Academic AND INFORMATIONAL SUPPORT OF internship

**The list of educational literature and resources of the Internet, necessary for internship**

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| --- | --- |
| **№** | **Name** |
| Educational literature | |
| Mandatory literature | |
| **1** | Jaccard, J. (2013). 5 Theory Construction, Model Building, and Model Selection. The Oxford Handbook of Quantitative Methods, 82. Retrieved from <https://proxylibrary.hse.ru:4334/view/10.1093/oxfordhb/9780199934874.001.0001/oxfordhb-9780199934874-e-005?rskey=neNsSV&result=1> |
| **3** | Rousseau, Nathan. (2014) Society Explained: An Introduction to Sociology, Rowman & Littlefield Publishers. Retrieved from <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1660821> |
| **3** | Maruyama, Geoffrey, and Carey S. Ryan. Research Methods in Social Relations, John Wiley & Sons, Incorporated, 2014. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibraryebooks/detail.action?docID=1712221> |
| Additional literature | |
| **1** | Smelser, Neil J., Baltes, Paul B. (eds.) (2001) International encyclopedia of the social & behavior-al sciences, Elsevier.  https://www.sciencedirect.com/referencework/9780080430768/international-encyclopedia-of-the-social-and-behavioral-sciences |
| **2** | Rugg, Gordon, and Marian Petre. Gentle Guide To Research Methods, McGraw-Hill Education, 2006. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibraryebooks/detail.action?docID=316319> |
| **3** | Field, A. An Adventure in Statistics: The Reality Enigma. Sage, 2016. |
| **4** | Cetina, K., & Preda, A. (Eds.) (2012), The Oxford Handbook of the Sociology of Finance. : Oxford University Press. Retrieved 1 Nov. 2019, from https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199590162.001.0001/oxfordhb-9780199590162. |
|  | Online resources |
| **1** | [www.europeansocialsurvey.org/](http://www.europeansocialsurvey.org/) The European Social Survey (ESS) is an academically driven cross-national survey conducted across Europe since 2001. Every two years, face-to-face interviews are conducted with newly selected, cross-sectional samples. The survey measures the attitudes, beliefs and behavior patterns of diverse populations in more than thirty nations. |
| **2** | <http://www.worldvaluessurvey.org> The World Values Survey (WVS), started in 1981, consists of nationally representative surveys conducted in almost 100 countries which contain almost 90 percent of the world’s population, using a common questionnaire. The WVS is the largest non-commercial, cross-national, time series investigation of human beliefs and values, currently including interviews with almost 400,000 respondents. |

# MATERIAL AND TECHNICAL SUPPORT OF internship

Classrooms or other areas equipped with desktops with Internet connection, beamers and software for data analysis and processing (Word, Excel, SPSS, R, Nvivo).

All equipment and material procurement must meet the current sanitary, fire safety, occupational health and safety standards.

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

If necessary, students with disabilities (at the request of the student) may be offered individual tasks and the following options for the perception of educational information, taking into account their individual psychophysical characteristics, including with the use of e-learning and distance technologies:

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.

Appendix 1

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION

FOR HIGHER EDUCATION

NATIONAL RESEARCH UNIVERSITY HIGHER SCHOOL OF ECONOMICS

Saint-Petersburg School of Social Sciences and Area Studies

Bachelor Programme ‘Sociology and Social Informatics’

**INTERNSHIP DIARY**

**Student**

**Course** \_\_\_\_\_\_\_\_\_\_\_\_ **Group**

**Organization’s Internship Supervisor (position, full name):**

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*(grade) (signature)*

*\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(date)*

Saint Petersburg 2020

**Type of internship:** \_\_\_\_\_\_educational\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Terms of internship: from**  **to**  **20\_\_.**

**Faculty’s Internship Supervisor** **(position, full name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Internship Place: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Organization’s Internship Supervisor (position, full name):**

1. **Individual Assignment**

**Faculty’s Internship Supervisor**

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**Organization’s Internship Supervisor**

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1. **Internship schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **№** | **Assignment** | **Period of execution** | **Completion** | |
| **Signature of the student** | **Signature of the Organization’s Internship Supervisor** |
| **1** | **2** | **3** | **4** | **5** |
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**3. Feedback and evaluation of the student’s work**

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**Grade (10-point scale):**

**Organization’s Internship Supervisor**  \_\_\_\_\_\\_\_\_\_\_\_\_\_\_

« » 20\_\_г.

**Final grade for the internship (including the grade for the report and the grade for the diary):**

**Faculty’s Internship Supervisor**

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Appendix 2

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION

FOR HIGHER EDUCATION

NATIONAL RESEARCH UNIVERSITY HIGHER SCHOOL OF ECONOMICS

Saint-Petersburg School of Social Sciences and Area Studies

Bachelor Program ‘Sociology and Social Informatics’

**INTERNSHIP REPORT**

**Student**

**Course** \_\_\_\_\_\_\_\_\_\_\_\_ **Group**

**Faculty’s Internship Supervisor (position, full name):**

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*(grade) (signature)*

*\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(date)*

Saint Petersburg 2020

**Report structure:**

1. Introduction (the time and place of the internship should be indicated, the goals and objectives of the educational internship and the extent of their achievement are included, the content of the work done during the internship is revealed)*.*
2. Main part (the description of the structure and decision-making process in the organization-the place of internship, the description of competencies to be developed during the internship, completed individual tasks).
3. Conclusion (including self-assessment of developed competencies).
4. Appendix (graphs, charts, tables, algorithms, illustrations, etc.).