**PROGRAM OF INTERNSHIP**

**FOR BACHELOR PROGRAMME**

**«SOCIOLOGY AND SOCIAL INFORMATICS»**

**Field of study 39.03.01 Sociology**

Designed by

“Sociology and Social Informatics” Educational Program

Approved by

Academic Council of Educational Programme ‘Sociology and Social Informatics’

HSE University, St. Petersburg

protocol № 8.3.2.3.1-11/301122-15 from November 30, 2022

The internship program includes the elements of the educational program’s curriculum description, organized in the elements of practical training (EPT) and grouped in the “Internships, Projects and/or Research Activity” module under the program’s curriculum for students enrolled in 2019.

**Section 1. GENERAL INFORMATION**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year of study** | **Type of internship** | **Element of practical training**  **(EPT)** | **Form** | **C.u. per student** | **Academic hours per student** | **Duration** |
| *1,2,3, 4* | Project | Project | Optional | 2+5+6+4 | 76+190+228+ 152 | 3 module 2019/2020 – 3 module 2022/2023 years of study |
| *3* | Research / Project | Term Paper | Mandatory | 5/5 | 190/190 | 2021/2022 year of study |
| *3* | Professional | Educational Internship | Mandatory | 4 | 152 | 07.03.2022-26.03.2022 |
| *4* | Professional | Work Experience Internship | Mandatory | 6 | 228 | 03.04.2023-28.04.2023 |

The 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

**Section 2. INTERNSHIP CONTENTS DESCRIPTION**

* 1. **MILESTONES**

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| --- | --- | --- | --- |
| **EPT** | Signing the student’s assignment | Submitting an interim version | Submitting a final text/report |
| Project | Not later than the official start of EPT | Assigned by Project Supervisor | Assigned by Project Supervisor, but not later than 5 working days after the official end of the EPT |
| Term Paper | Until October 28 | Assigned by Term Paper Supervisor | Until June 10 |
| Educational Internship | Not later than the official start of EPT | Assigned by Faculty’s Internship Supervisor | Not later than 5 working days after the official end of the EPT |
| Work Experience Internship | Not later than the official start of EPT | Assigned by Faculty’s Internship Supervisor | Not later than 5 working days after the official end of the EPT |

* 1. **PROJECT**

A project is an independent, organised activity aimed at finding a solution to a practical or theoretically significant problem. Projects enable students to acquire, consolidate or develop the practical knowledge or skills needed in their future career.

The project is selected by the student from the list of projects approved by the program management.

Projects are divided by the type of work: applied, service, research.

Students can select projects using the university-wide Project Fair website, based on their academic and professional interests.

* 1. **TERM PAPER**
     1. **General Requirements for a Term Paper Writing**

A term paper should be a self-conducted completed English-written research, performed by an author under the guidance of an academic supervisor.

A term paper may be conducted as a scientific paper, as a conference proceeding paper or as an extended abstract. In this case, an academic supervisor indicates the link on the scientific paper requirements of a journal (should be included into the ‘white’ list of journals, approved by HSE University) or Scopus/WoS-indexed conference in his or her review, as well as a student includes the link into the paper Preface.

If the term paper in the form of a scientific article is written by a student in a co-authorship with an academic supervisor, an academic supervisor in his or her review, as well as a student in a term paper preface, describes and assesses a contribution of the student into the work.

A term paper may be a result of an author’s work, accomplished under the frame of a research group activity. In this case, the term paper Preface must contain the information about the group study, necessary for the paper content understanding, as well as an accurate indication of the author’s contribution and the author’s personally obtained results.

A term paper should reflect the author’s skills on working with scientific literature, summarizing and analyzing factual material with the help of the theoretical knowledge and practical competencies obtained in the education process.

**Plagiarism in a term paper is prohibited**. In case of revealing the plagiarism, a term paper gets a negative review; at the further stage, a term paper gets an unsatisfactory grade, according to the ‘Regulation on disciplinary penalties of the academic norms in student papers at HSE University’ and the ‘Regulation of the control of student papers for the plagiarism and publication of the bachelor, specialist, and master thesis papers at the HSE University web-portal’. One can find the student papers via the link: <http://www.hse.ru/studyspravka/loc>

A term paper should be conducted in according with the following qualification requirements:

* The presence of an articulated research question
* Research and critical analysis of the scientific monographs, recognized Russian and international scientific papers and any other materials, related to the research topic
* Analysis and characterizing of a studied issue history, as well as its current state
* Usage of a well-reasoned research methodology, which is suitable for the stated research tasks
* Summarizing of the results, their reasoning, formulation of the detailed conclusions and possible practical recommendations
* Formatting of a term paper is in accordance with the standards, accepted by the given Program.

A term paper should be written in a scientific-style language, appropriate terminology, marking, abbreviations and symbols should be used. Using the media and usual life clichés, jargon words instead of scientific terminology is not allowed. Using informal emotional constructs and rhetorical questions is not allowed. A term paper text should be focused on the essence of the stated research problem; an argumentation should be clear and accurate, without using a conditional mood.

* + 1. **The Size, Structure and Formatting of a Term Paper**

A term paper should contain the following elements:

* Title page (Appendix 1)
* Table of Contents
* Introduction
* Body (with a structure comprising named sections and subsections)
* Conclusion
* References
* Appendices

At the *Introduction* section students have to provide a concise program of the research conducted, what, in turn, requires to:

* the reason the topic choice;
* provide a clear argumentation on the relevance, as well as scientific and practical importance of the stated problem;
* give an overview on size, structure and dynamics of the related research area, using the sociological and statistical data
* provide an outline of the paper structure and how its overall logic helps in accessing the paper goal;
* briefly mention the expected results and explain the limitations of the study.

*Conclusion. The conclusion* summarizes the outcomes of the conducted study/research project, and formulates the main findings.

*The size of the work.* The size of the work means the length of the text, excluding the reference list and appendices. The recommended size of a term paper is 30 000 – 50 000 characters, spaces included.

In case of submitting a term paper as a research article:

1. Academic supervisor indicates the link on the requirements of the journal (should be included into the ‘white’ list of journals, approved by HSE University) or the conference (Scopus- or WoS-indexed), which contains the structure, formatting and size requirements in his or her review on the student’s work
2. Student includes a Preface into his or her paper, which should be placed after the title page and before the table of content. At the preface the student indicates the title of the scientific publication, where he or she prepared the paper and the specifics of the structure and formatting related; the student describes the personal contribution into the published article.
3. In case the work was published as a conference proceeding (short text up to 20’000 characters), the student additionally provides an extended description, formatted according to the conference guidelines. The description should be focused on the theoretical overview, methodology, results’ discussion, and personal contribution (at least 30000 characters). If the paper was written in a co-authorship with more than one student, each of them submits his or her own description text, emphasizing a personal contribution. An original paper should be submitted as an appendix to the extended description text.

A conference presentation, highlighting the key findings of the research, can be counted as a term paper defense based on the academic supervisor’s decision.

* + 1. **Preparation and Defense of a Term Paper**

Students can propose his or her own topic if agreed with an academic supervisor. The suggested topics must be considered and approved/declined by the academic council of the study program. Students should decide on the topic no later than the established deadlines require and apply to the study office. The program is obliged to process the topic applications and make a decision.

The work is conducted under the guidance of an academic advisor, who must provide the support, control and student’s work evaluation.

Academic supervisor decides on the grade of the term paper on his or her own; it may not be equal to the arithmetic average, calculated based on the assessment bands; the bands play a role of an indicative assessment for the final grading (Appendix 2).

* 1. **EDUCATIONAL INTERNSHIP**
     1. **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, professional 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.
* to participate in Teaching Assistants Project as teachers’ assistants of BA “Sociology and social informatics”
  + 1. **Special Aspects and Arrangements**

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

Form of internship:internship is conducted discretely.

Practice can be also conducted in a distant format.

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 approved by officials of companies. Based on internship outcomes, students write a narrative report describing all stages of their work.

4) Teaching Assistants ProjectThe student may transfer the results of Teaching Assistants Project towards practice, but only in situation when they assisted the teacher on the courses for BA “Sociology and social informatics”. A student submits the following reporting documents: teaching assistant certificate, teaching assistant report and lecturer’s feedback and evaluation of the teaching assistant’s project work.

* + 1. **Assessment and Reporting Procedures**

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

1. an internship diary (Appendix 3), recording the student’s activities during the internship;
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 4).

**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 and internship report should be submitted to the Faculty’s Internship Supervisor by the student. The Organization’s Internship Supervisor submits «Supervisor Feedback and Evaluation of the Student’s Educational Internship» (Appendix 5) to the Faculty’s Internship Supervisor.

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

## Gfinal = 0.5 Gexam + 0.5 Ginternship, where

## Gexam – the grade for the diary and the report set by the Faculty’s Internship Supervisor

## Ginternship – the grade for the internship 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’s grade set by the Organization’s Internship Supervisor:***

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| --- | --- |
| **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 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 internship assignment is not fulfilled. Strong criticisms from the Organization’s Internship Supervisor. |

***The assessment of the reporting documentation 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 necessary requirements for the design of the report and diary 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 remarks on the text: design, structure, language.  There are minor flaws in the design of the report and diary. |
| «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.  The diary and the report are submitted after the deadline, but not more than 24 hours |
| «Fail» (0-3) | The diary and the report do not correspond to the Educational Internship Program, or was not submitted within the prescribed period.  Strong remarks on the documents: more than half of the parts of the documents are not presented. |

**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

* 1. **Work Experience Internship**
     1. **Goals and Objectives of Work Experience Internship**

The work experience internship for bachelors is carried out with the aim of developing students' skills in research work.

The purpose of the internship on the 4th year: collection and empirical material analysis for the final qualifying paper (hereinafter - FQP), individual or as part of a collective research project. If FQP is based on the secondary data analysis, selection and primary analysis of sources are expected.

Work experience internship as the most important element of the educational process has following objectives:

* + to consolidate and expand the theoretical and practical knowledge gained during the learning process of social theory, state statistics, research methods in sociology and data;
  + to get the competence of independent work in the data collection, data generalization and processing;
  + to gain experience in solving practical problems requiring the application of work experience knowledge and skills,
  + to improve the practical skills in the chosen work experience direction;
  + to acquire skills of social communication and work experience vision of social reality;
  + to analyze the materials obtained during the internship for the report-writing, as well as for writing the final qualifying work.
    1. **Special Aspects and Arrangements**

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

## Method of organizing the work experience internship: internship is conducted discretely.

## Practice can be also conducted in a distant format.

## During the internship students collect and analyze empirical material for the final qualifying paper, individual or as part of a collective research project.

* + 1. **Assessment and Reporting Procedures**

Based on the results of the work experience internship, the student provides:

* an internship diary (Appendix 6), recording the student’s activities during the internship, it’s plan, control points and results;
* an internship report as an electronic document (Appendix 7)

**Ongoing assessment**

Ongoing assessment is aimed to evaluate students` practical training and realized by the Internship Supervisor in the following forms:

* + control (monitoring) of the schedule plan for the internship;
  + control of completing of the personal assignment.

The internship diary and report are formed and supplemented by the student during the entire period of the internship. Documents should be submitted and assessed at the control points and should be fully updated by the time of internship defense.

The student provides an electronic database at the control points to the Internship Supervisor. The format of the electronic database is determined in an individual assignment by the Supervisor. The database must contain a complete array of collected data in primary and preprocessed form. The database should give the Supervisor the opportunity to assess the student's actual performance of the assigned tasks, the quality and readiness of the FQP database at each stage of internship.

The current internship evaluation is carried out in two stages. The reporting dates are determined by the individual assignment. For each of the stages, a grade is given.

At the beginning of the first stage, student with Internship Supervisor agree on the internship plan with the requirements for the types and amount of empirical data collection, preliminary data processing and analysis. They enter this information in the internship diary.

Based on the first stage results, the student reports on the collection and preliminary processing of empirical data, as well as on the research object description. The Internship Supervisor is provided with an electronic database with collected empirical data and a chapter of the internship report devoted to the methodology, research methods and data descriptive description. By the end of the first stage, at least 70% of planned data volume must be completed. Necessary improvements are discussed with the Supervisor.

Based on the 1st stage results Supervisor makes a note in the internship diary and assess the outcome.

At the end of the second stage, the student reports on the data analysis results. The Supervisor is provided with an electronic database with the collected empirical data, including additions made after the first stage, the data analysis results, as well as a chapter of the internship report devoted to data analysis. By the control point of the second stage, data collection should be totally or almost totally completed, analytical models should be built and the main meaningful results should be described.

Based on the 2nd stage results Supervisor makes a note in the internship diary and assess the outcome.

**Interim assessment**

Interim assessment of internship is carried out in the exam form. The exam is carried out as an assessment of the reporting documentation.

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

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

Gfinal = 0,4•GData collection and preprocessing (stage 1) +   
0,4•GAnalysis (stage 2) +0,2•Gdefense

Each form of control is assessed with the help of 10-point scale.

The grades are rounded out arithmetically.

According to the results of **the first stage** the Internship Supervisor assess:

* quality of fieldwork, data collected and data preprocessing, including: the electronic database was handed over at the end of the first stage and contains at least 70% of the planned material
* quality of interim report;
* quality of independent work organization during the 2-nd stage.

The database should contain data in both primary and preprocessed form, in the format fixed in the individual assignment, allowing the Supervisor to check the quality of data collection and the absence of falsification in the data.

The grade is defined as the arithmetic mean according to the following criteria.

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| --- | --- | --- | --- |
| **Grade** | **Evaluation criteria** | | |
| ***Database and data collection*** | ***Report*** | ***Work organization*** |
| «Excellent» (8-10) | The database contains 70% or more of the planned material, has a clear structure and description of the structure. The preliminary analysis has been completed and the data are ready for the final analysis planned for the FQP. The sample of respondents (or other objects for analysis) covers the studied general population and corresponds to the planned research design.  The collected data allows answering all research questions. The data is provided in both primary and preprocessed formats. | The report contains a detailed description of the data collection and processing strategy; chosen strategy is methodologically correct. The data potential and limitations are described. The data collection methodology is supported by literature references. Descriptive statistics are provided in the case of a quantitative study and complete description of the respondents` characteristics (or other subjects of analysis) in the case of a qualitative study. | The student has demonstrated initiative and high level of skill in self-organization and time management at the stage of data collection and preliminary analysis. |
| «Good» (6-7) | The database contains 70% or more of the planned material, preliminary data processing is not completed or performed poorly. The sample of respondents (or other objects of analysis) deviates from the planned structure, but allows answering research questions. The student provides structured data and the description of this structure. The data is provided in both primary and preprocessed form, allowing starting the analysis. | The report provides a picture of the data collection and preprocessing strategy, provides a description of variables for analysis in the case of quantitative data, or a list of respondents` characteristics (or other objects of analysis), but contains errors and / or inaccuracies. The methodology of collection and preliminary analysis is described, but the critical analysis in the context of the literature is not finalized. | The student has demonstrated skills in self-organization and time management at the stage of data analysis. |
| «Satisfactory» (4-5) | The database contains less than 70% of the planned material. The sample has significant deviations from the planned design, does not reflect the studied general population and does not allow fully answering the research questions without significant redrafting. Significant revision is required to bring the database into a state suitable for further research. | The report contains a generalized description of the data collection process, but the methodology contains serious violations and requires adjustments; omits details that are important to describe the design. Data description provided but contains design or calculation errors or significant gaps. | The student has demonstrated weak skills of self-organization and time management at the stage of collecting and preliminary analysis of data; did not demonstrate initiative and high level of involvement. |
| «Fail» (0-3) | The database contains less than 60% of the planned material; preliminary data processing was not carried out by the time the database was handed over; the database does not have a clear and easy-to-analyze structure; data provided in primary form only.  The sample design is significantly distorted.  Research questions cannot be answered based on the collected data. | The report does not describe, or poorly describes the process of collecting and preprocessing data. There is no step-by-step description of preliminary data analysis or is not relevant to the study. Descriptive statistics are missing or not relevant to the study. The reasoning of the chosen methodology is absent or formal. | The student did not demonstrate skills of self-organization and time management at the stage of collecting and preliminary analysis of data; demonstrated very low level of involvement. |

According to the results of **the second stage**:

* completed database and the report about the first stage results
* quality of data analysis: an electronic database with collected empirical data and analysis results has been submitted, contains a full or almost complete amount of collected data (at least 90% of the planned material), the results of analytical models constructing
* report quality and second stage results
* quality of independent work organization during the stage.

The grade is defined as the arithmetic mean according to 4 criteria.

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| --- | --- | --- | --- | --- |
| **Grade** | **Evaluation criteria** | | | |
| ***Database and data processing on the first stage results*** | ***Data analysis*** | ***Report*** | ***Work organization*** |
| «Excellent» (8-10) | The database contains 90% of the planned material, all the shortcomings indicated by the Supervisor after the first stage were eliminated. | Data analysis is complete or requires minor improvements; the analysis was performed correctly and meets the methodological requirements of a particular analytical approach (qualitative or quantitative). The analytical strategy is consistent with the methodological principles of this research field, which is supported by references to the literature. The analysis method was applied correctly, the results were interpreted correctly. The limitations and potential of the analytical method are discussed and supported by arguments from the literature. | The report provides complete information about the collection and preprocessing of data, about the database structure and a data description. The methodological procedure chosen for data analysis is fully and described in detail; the description of the methodological choices is substantiated by references to the literature. The preliminary results giving answers to all the questions and hypotheses posed in the FQP are ready and described correctly. | The student has demonstrated initiative and high level of skill in self-organization and time management at the stage of data collection and preliminary analysis. |
| «Good» (6-7) | The database contains 90% of the planned material, a significant part of the shortcomings noted by the Supervisor after the first stage were eliminated. | Data analysis is at the final stage, some steps performed in the analytical process require revision or correction; the main method / methods are selected and applied correctly, but the interpretation of the results requires clarifications and improvements. Critical analysis of methods and results is incomplete. | The report provides complete information about the data collection and preprocessing, provides information about the database structure and data description, including descriptive statistics. Descriptions of analytical methods and procedures are included in the report, but there are no references to literature that would support analytical choices. The results obtained require revision and rechecking, or are described with violations. | The student has demonstrated skills in self-organization and time management at the stage of data analysis. |
| «Satisfactory» (4-5) | The database contains 70-90% of the planned material. Many shortcomings noted by the Supervisor after the first stage have not been eliminated. | Data analysis is incomplete; the results for answering research questions or hypotheses are not ready or incorrect. The analytical method is irrelevant to the research question and the hypotheses, or is applied with serious violations that entail results bias. | The report superficially describes the data collection strategy, particularly of data, analytical methods and analytical results, reasoning for choosing an analytical strategy. | The student has demonstrated weak skills of self-organization and time management at the stage of collecting and preliminary data analysis; did not demonstrate initiative and high level of involvement. |
| «Fail» (0-3) | The database contains less than 70% of the planned material, most of the shortcomings noted by the Supervisor after the first stage have not been eliminated. | Data analysis is performed by less than 50%, or with gross errors that invalidate the results. | The report does not provide a database description, analytical procedure and results. | The student did not demonstrate skills of self-organization and time management at the stage of collecting and preliminary data analysis; demonstrated very low level of involvement. |

During the internship, the student must promptly inform the Internship Supervisor about all problems and difficulties that hinder the normal course of internship performing the individual activities.

The internship defense is carried out as a public presentation on the results to a commission consisting of the FQP Supervisors (FQP Supervisor and at least one other faculty members). It is possible presence of the heads of organizations, faculty, as well as students who participated in the study. All the necessary documents for internship must be presented at the defense.

|  |  |
| --- | --- |
| **Grade** | **Evaluation criteria** |
| «Excellent» (8-10) | The presentation on the results of research work, data collection and analysis gives the audience a complete understanding of the research empirical part.  The necessary details of the methodology and analysis are provided and reasoned by relevant sources, the results are discussed with the relevant application of the theoretical framework.  The student can competently and completely answer all or almost all of the additional questions from the commission.  Collected data provide an opportunity to get answers to research questions.  Documents and reports provided and fully prepared.  All the shortcomings noted by the Supervisor at the previous analytical stages have been eliminated. |
| «Good» (6-7) | The student presents the research work, data collection and analysis in a form that is understandable and accessible to listeners.  The discussion of the methodology and results within the selected theoretical framework is presented, on the whole, correctly, there may be shortcomings in the argumentation.  The student is not always able to fully answer the additional questions from the commission.  The collected data as a whole provide an opportunity to get answers to research questions.  Documents and reports are ready and do not require significant modifications.  The main shortcomings noted by the Supervisor at the previous analytical stages have been eliminated. |
| «Satisfactory» (4-5) | The student demonstrates poor presentation skills, is unable / able to fully convey to the audience the strategies of the data collection and analysis, as well as the final findings of the study.  The discussion of the methodology and results within the selected theoretical is not presented completely correctly.  The answers to the questions contain significant errors or gaps.  The collected data casts doubt on the possibility to answer the research questions because of insufficient quality or volume.  Internship documents and reports require revision.  The main shortcomings noted by the Supervisor at the previous analytical stages have not been eliminated. |
| «Fail» (0-3) | The student is not able / is able to present the results of research work, data collection and analysis, to correctly motivate the possibility of achieving the research goals.  The collected data do not allow answering the research questions due to insufficient quality or volume.  Some or all of the internship reports and documents have not been prepared.  The shortcomings noted by the Supervisor at the previous analytical stages have not been eliminated by more than 50%. |

The internship diary is checked and endorsed by the Supervisor.

The internship report should include:

* + goals and research tasks of the FQP;
  + if the project was carried out as part of a collective project, a description of the entire project, its goals and objectives; a description of the organization that carried out this project; the place of the FQP research in the entire project;
  + description of choosing methods, the justification for the choice;
  + description of research tool creating and its application;
  + description of the data collection process and its results;
  + description of the data analysis methodology and its preliminary results;
  + open questions of data collection and analysis, their reflective comprehension;
  + description of the student's level of participation in all the listed stages, his independence / integration into entire project.

The report should consist of two main parts - the text of the report itself and the appendixes.

The report length should be at least 15 thousand characters. Without fail, the report includes information about the amount of collected and processed data (transcripts, datasets). The report elements can be used by the student in the FQP.

The appendixes to the internship report include various documents as well as materials related to data collection. It could be:

* + documents related to the entire project, during which FQP study carried out;
  + questionnaires, guides, code sheets and other data collection tools;
  + the data itself or data models (models of transcribed interviews, encoded texts, entered questionnaires);
  + other documents and information that the student considers necessary to reflect.

All appendixes must be numbered. The textual part of the internship report should contain links to the relevant appendixes.

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

The fund of assessment tools includes individual assignments for students, reporting templates, internship feedback template, assessment criteria, rating scale, assessment formula for interim assessment.

# Section 3. ACADEMIC AND INFORMATIONAL SUPPORT OF INTERNSHIP

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

|  |  |
| --- | --- |
| **№** | **Name** |
| Educational literature | |
| Mandatory literature | |
| **1** | Becker S, Bryman A. Understanding Research for Social Policy and Social Work (Second Edition) : Themes, Methods and Approaches. Vol Second edition. Policy Press; 2012.  <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1573415&site=eds-live> |
| **2** | Jaccard, J. (2013). 5 Theory Construction, Model Building, and Model Selection. The Oxford Handbook of Quantitative Methods, 82. Retrieved from <https://academic.oup.com/edited-volume/41258/chapter/350830152?login=true> |
| **3** | John Adams, Hafiz T. A. Khan, Robert Raeside. Research Methods for Business and Social Science Students. Vol Second edition. Sage Publications Pvt. Ltd; 2014. Retrieved from: <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=784882&site=eds-live> |
| **4** | Kravchenko, A.I. Methodology and methods of sociological research: a textbook for bachelors / A.I. Kravchenko. - M.: Yurayt Publishing House, 2015 .-- 828 p. - (Series: Bachelor. Academic course). — ISBN 978-5-9916-3330-7. - Retrieved from: <https://urait.ru/book/metodologiya-i-metody-sociologicheskih-issledovaniy-v-2-ch-chast-2-509757> |
| **5** | Lise-Hélène Smith, Anjana Narayan. Research Beyond Borders : Multidisciplinary Reflections. Lexington Books; 2011. Accessed December 8, 2022. <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=852323&lang=ru> |
| Additional literature | |
| **1** | Applied Sociology: Methodology and Methods: Textbook / M.K. Gorshkov, F.E. Sheregi. - M .: Alpha-M: INFRA-M, 2009. - 416 p .: ill .; 60x90 1/16. (binding) ISBN 978-5-98281-155-4 - Retrieved from: <http://znanium.com/catalog/product/147600> |
| **2** | Cetina, K., & Preda, A. (Eds.) (2012), The Oxford Handbook of the Sociology of Finance. : Oxford University Press. 1 Nov. 2019, Retrieved from <https://academic.oup.com/edited-volume/34327> |
| **3** | Field, A. An Adventure in Statistics: The Reality Enigma. Sage, 2016. |
| **4** | John Adams, Hafiz T. A. Khan, Robert Raeside. Research Methods for Business and Social Science Students. Vol Second edition. Sage Publications Pvt. Ltd; 2014. Retrieved from: <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=784882&site=eds-live> |
| **5** | Methodology and methods of sociological research: Textbook / Dudina V.I., Smirnova E.E. - SPb: SPbSU, 2014 .-- 388 p.: ISBN 978-5-288-05537-9 - Retrieved from: <http://znanium.com/catalog/product/940854> |
| **6** | Peter Hedström, Peter Bearman. *The Oxford Handbook of Analytical Sociology*. OUP Oxford; 2009.. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=381029&site=eds-live> |
| **7** | Pierre Demeulenaere. Analytical Sociology and Social Mechanisms. Cambridge University Press; 2011.. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=366296&site=eds-live> |
| **8** | Powell JL. Issues in Sociology. Nova Science Publishers, Inc; 2013. Accessed December 8, 2022. <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=621682&lang=ru> |
| **9** | 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 |
| **10** | Swanson, Richard A., and Elwood F. Holton III (eds). Research in Organizations: Foundations and Methods of Inquiry. Berrett-Koehler Publishers. 2005. Books24x7. <https://proxylibrary.hse.ru:2137/toc.aspx?bookid=11859> |
|  | Online resources |
| **1** | Databases of Public Opinion Fund. Retrieved from: <https://bd.fom.ru/> |
| **2** | Databases of Russian Public Opinion Research Center. Retrieved from: <https://bd.wciom.ru/> |
| **3** | Federal State Statistics Service. Retrieved from: https://www.gks.ru/ |
| **4** | The World Values Survey (WVS): <http://www.worldvaluessurvey.org> |
| **5** | The European Social Survey (ESS): [www.europeansocialsurvey.org/](http://www.europeansocialsurvey.org/) |

**Section 4. 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.

**Section 5. 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 the 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 the 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. Title Page Template**

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION

FOR HIGHER PROFESSIONAL EDUCATION

NATIONAL RESEARCH UNIVERSITY HIGHER SCHOOL OF ECONOMICS

Saint-Petersburg School of Social Sciences and Area Studies

***Student’s full name***

***Term Paper Title***

Term paper

Field of study 39.03.01 Sociology

Bachelor Program ‘Sociology and Social Informatics’

|  |  |
| --- | --- |
|  | Supervisor: *Supervisor’s degree*  *Supervisor’s Full Name* |

Saint Petersburg 2022

**Appendix 2. Supervisor’s Report on Term Paper**

**Federal State Autonomous Educational Institution for Higher Professional Education**

**National Research University Higher School of Economics**

**St. Petersburg School of Social Sciences and Area Studies**

**Supervisor’s Report on Term Paper**

Prepared by the student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ,

full name

Year 3, level of study: Bachelor

Degree programme: Sociology and Social Informatics

Faculty: St. Petersburg School of Social Sciences and Area Studies

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  |  |  |
| --- | --- | --- |
| № п/п | **Assessment Criteria** | **Supervisor’s Grade** |
| 1. | Consistency of the term paper topic with the paper content |  |
| 2. | Research goals and research tasks performance |  |
| 3. | Contribution to research area or practice |  |
| 4. | Successful time management and term paper preparation organisation |  |
| 5 | Formatting |  |
|  | FINAL GRADE on the term paper text: |  |

Comments on grade:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor

academic degree, title

department/school

(place of employment)\_\_\_\_\_ /signature/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ last name and initials

Date

**Appendix 3. Educational internship diary**

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**

Saint Petersburg 202\_

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

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

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

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

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

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

1. **Individual Assignment**

1. **Internship schedule**

|  |  |  |
| --- | --- | --- |
| **№** | **Assignment** | **Period of execution** |
|
| **1** | **2** | **3** |
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**Grade for the reporting documentation:**

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

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

**Faculty’s Internship Supervisor**

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

**Appendix 4. Educational internship report**

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**

Saint Petersburg 202\_

**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.).

**Appendix 5. Supervisor Feedback and Evaluation of the Student’s Educational Internship**

**Federal State Autonomous Educational Institution for Higher Professional Education**

**National Research University Higher School of Economics**

**Faculty: St. Petersburg School of Social Sciences and Area Studies**

**Year 3. Degree programme: Sociology and Social Informatics**

**Student’s Full Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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

**Supervisor Feedback and Evaluation of the Student’s Educational Internship**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

« » 20\_\_г.

**Appendix 6. Work Experience Internship Diary**

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION

FOR HIGHER EDUCATION

NATIONAL RESEARCH UNIVERSITY HIGHER SCHOOL OF ECONOMICS

SAINT-PETERSBURG

**INTERNSHIP DIARY**

**Faculty: St. Petersburg School of Social Sciences and Area Studies**

**Year 4. Degree programme: Sociology and Social Informatics**

**Student’s Full Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Type of internship:** \_\_\_\_\_\_ Work Experience (Pre-diploma)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

**Internship Supervisor (position, full name):**

1. **Individual Assignment**

1.1 Collection and preprocessing of empirical data:

|  |  |
| --- | --- |
| Type and description of empirical data[[1]](#footnote-1), description of preliminary processing | Planning figure and measure unit |
|  |  |
|  |  |
|  |  |
|  |  |

1.2 Analysis of empirical data

1.3 Other

1. **Internship schedule**

|  |  |  |
| --- | --- | --- |
| № | Assignment | Period |
|
| 1 | 2 | 3 |
|  |  |  |
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**3. Feedback of the student's work during internship**

3.1 Supervisor feedback of the student’s internship:

3.2 Defense of practice (commission comments):

**4. Grade for the internship**

|  |  |  |
| --- | --- | --- |
| Criteria | Weight | Grade |
| 1) The fieldwork quality, data collection and preliminary empirical data processing (stage 1), including:   * the electronic database with the collected empirical data was submitted at the end of the first stage and contains at least 70% of planned data (0 at the end of the stage if not completed)   2) quality of the internship report with the results at the first stage;  3) quality of the independent work organization during the first stage. | 0.4 |  |
| 1) data analysis quality (stage 2)   * an electronic database with the collected empirical data and analysis results was submitted at the end of the second stage, contains the full or almost complete volume of data (at least 90% of the planned material), the results of building analytical models (0 at the end of the stage if not completed)   2) the quality of the internship report with the results at the second stage and finalization results  3) quality of the independent work organization during the stage. | 0.4 |  |
| Internship defense presentation | 0.2 |  |
| Final grade | 1.0 |  |

« \_\_\_» 20\_\_

**Appendix 7. Work Experience Internship Report**

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**

Saint Petersburg 202\_

1. Interviews, surveys, electronic data, etc., in the case of using existing databases - an emphasis on additional sources and preliminary data processing, in a theoretical work - literature sources. [↑](#footnote-ref-1)