

FUNDAMENTALS OF ACADEMIC RESEARCH

Course code	<i>HUM169</i>
Compulsory in the programmes	<i>Entrepreneurship and Innovation</i>
Level of studies	<i>Undergraduate</i>
Number of credits	<i>3 ECTS (24 in-class hours + 3 consultation hours + 2 exam hours, 52 individual work hours)</i>
Course coordinator (title and name)	<i>Dr. Eimantė Survilaitė</i>
Prerequisites	<i>none</i>
Language of instruction	<i>English</i>

THE AIM OF THE COURSE:

The course introduces students to the foundations of academic research in the social sciences and management-related disciplines. It is designed as a practice-oriented introduction to scholarly inquiry, focusing on how research problems are formulated, how scientific literature is identified and critically analyzed, how conceptual research models are developed, and how qualitative and quantitative research designs are selected and justified. Students will also learn the fundamentals of academic writing, ethical research conduct, and proper citation using APA style.

A central feature of the course is a semester-long group research project, leading to a short academic paper. The best student papers will be selected for presentation at a student research conference organized jointly with the program director. Outstanding papers will be evaluated by an internal academic committee and recognized with an award.

MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESMENT AND TEACHING METHODS

Course level learning outcomes (objectives)	Degree level learning objectives (Number of LO)	Assessment methods	Teaching methods
CLO1. Students will understand the purpose, logic, and stages of academic research and distinguish academic research from non-academic forms of inquiry.	BLO 1.1	Midterm exam, research paper	Lectures, workshops
CLO2. Students will be able to identify, read, and critically evaluate scholarly literature, and synthesize prior research to justify a research problem and research question.	BLO 1.1, 1.2	Homework task, research paper	Lectures, workshops, homework assignment
CLO3. Students will be able to locate, evaluate, and correctly reference scholarly sources using appropriate academic databases and APA style.	BLO 1.1	Homework task, research paper	Lectures, guest speaker, workshops
CLO4. Students will be able to develop a basic conceptual research model and select an appropriate qualitative or quantitative research design aligned with the research question.	BLO 1.2	Research paper	Lectures, workshops, homework assignment
CLO5. Students will be able to communicate research ideas, methods, and findings effectively in written and oral academic formats and critically evaluate others' work by providing constructive peer feedback on research presentations.	BLO 4.1, 4.2, 4.3	Research paper, research presentation, peer review	Lectures, workshops

CLO6. Students will be able to organize their learning process and work autonomously on writing projects. They should also demonstrate understanding of academic responsibility and integrity.	BLO 2.1	Research paper	Lectures, workshops
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ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM remind students that they are expected to adhere to and maintain the same academic honesty and integrity that they would in a classroom setting.

COURSE OUTLINE

Topic	In-class hours	Readings
Introduction to academic research. What is academic research? Types of research and disciplines. Overview of the research process.	2	Will be announced on e-learning
Research topics and research questions. Characteristics of good research questions.	2	Will be announced on e-learning
Scholarly literature and sources. Databases and search strategies. Reading academic articles critically.	2	Will be announced on e-learning
Literature review logic: purpose and structure. Synthesizing vs. summarizing. Identifying research gaps.	2	Will be announced on e-learning
Conceptual frameworks and models. Role of theory in research. Variables, constructs, and relationships. Developing a conceptual research model.	2	Will be announced on e-learning
Data collection types. Qualitative and quantitative research design. Surveys and basic measurement concepts. Sampling. Interview guide.	2	Will be announced on e-learning
Midterm exam: (Topics 1-6)	2	
APA requirements: formatting. In-text citation: quoting, paraphrasing, summarising. Reference lists. Hands-on referencing workshop	2	Will be announced on e-learning
Research ethics and academic integrity. Ethical research conduct. Plagiarism and responsible authorship.	2	Will be announced on e-learning
Research presentation skills. Preparing for the student conference.	2	Will be announced on e-learning
Research project presentations and peer review	2	
Research project presentations and peer review.	2	
	Total: 24 hours	

CONSULTATIONS	3	
FINAL EXAMINATION (Topics 7-12)	2	

FINAL GRADE COMPOSITION

Type of assignment	%
<i>Pair Component 70 %</i>	
<i>Research proposal defense</i>	10
<i>Research presentation</i>	20
<i>Research paper</i>	30
<i>Peer review of other teams' presentations</i>	10
<i>Individual Components 30 %</i>	
<i>Midterm exam</i>	20
<i>Homework assignments</i>	10
Total:	100

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

Pair components (70%)

Research proposal defense (10%): Students will develop and present a structured research proposal that will serve as the foundation for their final paper. The research proposal should outline the research topic, research problem, preliminary literature positioning, research question(s), and a proposed methodological approach. Topics are related to youth- and entrepreneurship-oriented themes (e.g., Gen Z entrepreneurship, women entrepreneurship, startup success and failure, perceptions of entrepreneurs). The proposal is defended orally in class, simulating an academic proposal defense.

Research presentation (20%): Students present their completed research paper at a student research conference organized as part of the course. The presentation follows an academic conference format and includes the study's motivation, literature background, research design, key findings, and implications.

Research paper (30%): In pairs, students write an **8–10 page academic paper** (excluding references), structured according to standard research article: introduction, literature review, research model or hypotheses (where applicable), methodology, analysis or expected findings, discussion, and conclusions.

Peer review of other teams' presentation (10%): Each team provides structured peer feedback on assigned presentations. The peer review focuses on the clarity of the research question, theoretical grounding, coherence of argumentation, and quality of presentation.

Individual components (30%)

Homework assignments (10%): The homework assignments will involve a focused academic skill, such as summarizing an academic article, identifying research gaps, developing a preliminary research idea, or critically evaluating a short piece of scholarly literature. Students will have to analyse an academic paper, linked to their research project topic, based on the provided literature review matrix.

Midterm exam (20%): The midterm exam will assess the main foundational and conceptual skills required for the research project. It will include multiple-choice and short-answer, applied questions to assess the understanding of key concepts.

RETAKE POLICY

Retake of the examination: If the final grade is negative, the student might be allowed to retake the final exam during the exam retake session. In that case the exam will consist of all semester material and be worth of 20% of the final grade. The retake examination may include multiple choice, open questions or/and an essay or shorter writing assignments. Other course assignments (papers and presentations) can NOT be retaken at a later time.

ADDITIONAL REMARKS

Late work: Students are responsible for all work assigned in this course. If a student is absent for a class period, he/she needs to check the syllabus in order to determine any work he/she may have missed. Any missing assignments will count against the student's grade at the end of the semester. Written papers can only be late one day and will receive 1-point grade deduction.

Paper formatting guidelines: All projects should be typed, double-spaced (or 1.5 p), formatted and structured according to APA 7th addition requirements, if not specified differently by the lecturer. Any submitted paper should include student's name and surname, study programme and group. **Papers that fail to follow the APA 7th edition formatting requirements will not be evaluated.**

Syllabus adjustments: As an instructor, I reserve the right to adjust the schedule according to the class progress. If any changes should occur, students will be notified in class.

Ethics. The strength of the university depends on academic and personal integrity. Ethical violations include cheating on exams, plagiarism, use of generative AI tools without proper acknowledgement, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty and unfair competition.

All the assignments and exams involving the acts of an academic misconduct will be assigned a 0 grade and the instance will be reported to the Committee on Ethics.

Email communication. You can contact me by e-mail (eimante.survilaite@ism.lt) to discuss studies related issues. I will respond to most within 24-48 hours. Please follow the standards of professional communication and use the university e-mails.

ADDITIONAL READINGS

1. Cooper S., Patton, R. (2004), *Writing Logically, Thinking Critically*, New York: Pearson Longman.
2. Swales J.M., Christine B. (2018). *Academic Writing for Graduate Students*. 3rd edition. The University of Michigan.
3. APA style 7th edition. (2020) <https://apastyle.apa.org/>
4. Purdue Online Writing Lab. (2020). <https://owl.purdue.edu/>

DEGREE LEVEL LEARNING OBJECTIVES

Learning objectives for the Bachelor of Business Management

Programmes:

*International Business and Communication,
Business Management and Marketing, Finance,
Entrepreneurship and Innovation*

Learning Goals	Learning Objectives
Students will be critical thinkers	BLO1.1. Students will be able to understand core concepts and methods in the business disciplines
	BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions
Students will be socially responsible in their related discipline	BLO2.1. Students will be knowledgeable about ethics and social responsibility
Students will be technology agile	BLO3.1. Students will demonstrate proficiency in common business software packages
	BLO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	BLO4.2. Students will be able to convey their ideas effectively through an oral presentation
	BLO4.3. Students will be able to convey their ideas effectively in a written paper

Learning objectives for the Bachelor of Social Science

Programmes:

*Economics and Data Analytics,
Economics and Politics*

Learning Goals	Learning Objectives
Students will be critical thinkers	ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines
	ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements
Students will have skills to employ economic thought for the common good	ELO2.1. Students will have a keen sense of ethical criteria for practical problem-solving
Students will be technology agile	ELO3.1. Students will demonstrate proficiency in common business software packages
	ELO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	ELO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	ELO4.2. Students will be able to convey their ideas effectively through an oral presentation
	ELO4.3. Students will be able to convey their ideas effectively in a written paper