

RESEARCH METHODS

Dual Degree in Economics and International Relations BIEBIR SEP-2024 RM-EIR.1.S.A

Area Economics

Number of sessions: 15

Academic year: 24-25

Degree course: FIRST

Number of credits: 3.0

Semester: 2^o

Category: COMPULSORY

Language: English

Professor: **ANTONELLA FAZIO**

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Researcher and adjunct professor at IE University. Cofounder and Chief Product Officer of Translucent Datalab

Antonella Fazio works as a postdoctoral researcher and adjunct Professor at IE University. She has been researching the activities of illegal online pharmacies under an ERC Starting Grant from the European Commission (2017). She has a special interest in empirical research and quantitative methods. Antonella is also a co-founder and CPO of Translucent Datalab, a startup tracking the activities of illegal online pharmacies. She is responsible for the strategic product direction of Translucent Datalab, which includes product design, product development, and product marketing. Antonella has worked with public and private institutions across different countries: the City Council of Bogotá, Milieu, an EU legal consultancy based in Brussels and the European Parliament. Antonella studied economics (BA and MA) and completed her PhD at the European University Institute, focusing on economic history. She was a postdoctoral researcher at the Department of Economics of the Universidad de los Andes and at SMAG and CriDIS at Université Catholique de Louvain (UCL - Belgium).

Office Hours

Office hours will be on request. Please contact at:

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SUBJECT DESCRIPTION

Throughout the course, students will receive an introduction to how to conduct independent research applicable to various professional contexts. The course will combine lectures where the professor will explain the main steps involved in a research project and activities where the students are expected to learn by doing. For this reason, the course is designed to be highly participative since the students will write their research proposal step by step throughout the sessions. Together with the professor, students will learn how to formulate a research question and critically analyze the literature and relevant theories. The students will receive an introduction to the different research methodologies that will help to identify the most appropriate method, considering the nature of their research while guaranteeing scientific integrity.

LEARNING OBJECTIVES

- Identify a research topic and formulate a research question/hypothesis.
- Differentiate scientific from non-scientific literature.
- Efficiently search and critically evaluate relevant literature.
- Identify a research approach that is suitable for your research question.
- Differentiate quantitative and qualitative methodologies at an introductory level.
- Develop scientific argumentation and structure a literature review.
- Write a research proposal using APA 7.
- Recognize and apply scientific integrity.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.7 %	20.0 hours
Discussions	6.7 %	5.0 hours
Exercises in class, Asynchronous sessions, Field Work	6.7 %	5.0 hours
Group work	26.7 %	20.0 hours
Individual studying	33.3 %	25.0 hours
TOTAL	100.0 %	75.0 hours

AI POLICY

Critical GenAI use is encouraged

In this course, the use of generative artificial intelligence (GenAI) is encouraged, with the goal of developing an informed critical perspective on potential uses and generated outputs.

However, be aware of the limits of GenAI in its current state of development:

- If you provide minimum effort prompts, you will get low quality results. You will need to refine

your prompts to get good outcomes. This will take work.

- Don't take ChatGPT's or any GenAI's output at face value. Assume it is wrong unless you either know the answer or can cross-check it with another source. You are responsible for any errors or omissions. You will be able to validate the outputs of GenAI for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Failure to do so is in violation of academic honesty policies. Acknowledging the use of AI will not impact your grade.

Suggested format to acknowledge the use of generative AI tools:

I acknowledge the use of [AI systems link] to [specify how you used generative AI]. The prompts used include [list of prompts]. The output of these prompts was used to [explain how you used the outputs in your work].

If you have chosen not to include any AI generated content in your assignment, the following disclosure is recommended:

No content generated by AI technologies has been used in this assignment.

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction to the course and defining research

- Syllabus presentation
- Defining research and its scope
- General introduction to the steps involved in research

SESSION 2 (LIVE IN-PERSON)

Preparing for scientific research

- Research topic selection
- Formulating a research question
- Sourcing & referencing (APA standards)

Homework for next session: Select your potential research topic

Book Chapters: Tricks of the Trade How to Think about Your Research While You're Doing It - chapter 1 (See Bibliography)

SESSION 3 (LIVE IN-PERSON)

Finding sources in research:

- Literature Review
- Finding sources for a relevant bibliography

Book Chapters: Doing a literature search: a comprehensive guide for the social sciences - Chapter 1 (See Bibliography)

Book Chapters: Digital Paper A Manual for Research and Writing with Library and Internet Materials - Chapter 6 (CED)

SESSION 4 (LIVE IN-PERSON)

Conducting a literature review

- Steps for conducting a literature review: Delimiting the topic, search process, and critical analysis of the extant debate.
- Reliability of the sources
- Avoiding plagiarism
- Writing Structure

Book Chapters: Doing a literature search : a comprehensive guide for the social sciences. Chapter 2 (See Bibliography)

SESSION 5 (LIVE IN-PERSON)

Building a conceptual argument:

- Defining a theoretical framework
- Deriving a hypothesis from the conceptual argument
- Theoretical framework vs a literature review

Article: The Colonial Origins of Comparative Development: An Empirical Investigation (The American Economic Review Vol 91, No. 5, pp1360- 1401) (JSTOR)

SESSION 6 (LIVE IN-PERSON)

Building a conceptual argument:

- Theoretical framework vs a literature review

Article: Agriculture, climate, and technology: why are the tropics falling behind? (American journal of agricultural economics 82(3), 731-737) (JSTOR)

SESSION 7 (LIVE IN-PERSON)

Midterm Exam

SESSION 8 (LIVE IN-PERSON)

Introduction to data collection and sampling methods

- Data availability
- Population and sampling
- Introduction to different sampling techniques.

Book Chapters: Statistical Methods for the Social Sciences. Chapter 2 (See Bibliography)

SESSION 9 (LIVE IN-PERSON)

Introduction to Methods:

- Quantitative versus Qualitative methods
- Introduction to Experimental Methods

SESSION 10 (LIVE IN-PERSON)

Introduction to quantitative Methods - Non Experimental Methods:

- Appropriateness
- Correlation versus causation

- Why do economists use regression techniques?

SESSION 11 (LIVE IN-PERSON)

Introduction to Qualitative Methods

- Observation
- Interviews

SESSION 12 (LIVE IN-PERSON)

Introduction to Qualitative Methods

- Text Analysis

SESSION 13 (LIVE IN-PERSON)

Ethics in Research:

- What is ethics?
- What is ethics in research?
- Why is ethics important in Economics?
- Ethics and research methods

SESSIONS 14 - 15 (ASYNCHRONOUS)

Final Exam Preparation

EVALUATION CRITERIA

criteria	percentage	Learning Objectives	Comments
Final Exam	60 %		
Intermediate tests	40 %		

RE-SIT / RE-TAKE POLICY

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- Dates and location of the retakes will be posted in advance and will not be changed.
- The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

BIBLIOGRAPHY

Recommended

- Babbie, E. R.. (2021). *The practice of social research*. 15th Edition. Cengage learning. ISBN 9780357360767 (Printed)

- Greenlaw, S.. (2003). *Doing economics. A guide to understand and carrying out economic research*. Charles Hartford Ed. ISBN 0618379835 (Printed)
- Thomson W. (2001). *A Guide for the Young economist*. The MIT Press. ISBN 9780262016162 (Digital)
- Agresti Alan. *Statistical Methods for the Social Sciences*. Prentice Hall. ISBN 9780134507101 (Digital)
- Howard S. Becker. *Tricks of the Trade: How to Think about Your Research While You're Doing It*. Chicago Press. ISBN 9782913264045 (Digital)
- Chris Hart. *Doing a Literature Search: A Comprehensive Guide for the Social Sciences*. SAGE. ISBN 9780761968092 (Digital)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.

UNIVERSITY