



## Course and Examination Fact Sheet: Autumn Semester 2022

### 10,402: Proposal Colloquium

ECTS credits: 6

#### Overview examination/s

(binding regulations see below)

Decentral - Presentation (individual) (40%)

Examination time: term time

Decentral - Presentation (individual) (40%)

Examination time: term time

Decentral - Active participation (20%)

Examination time: term time

#### Attached courses

Timetable -- Language -- Lecturer

[10,402,1.00 Proposal Colloquium](#) -- Englisch -- [Freyburg Tina Margarete](#)

#### Course information

#### Course prerequisites

The Proposal Colloquium accompanies the writing of the PhD thesis.

Ideally, student participants will have progressed far enough in their research to have a structured proposal idea, including a clear research question and puzzle. They do not need to have reached the stage of having preliminary findings.

#### Learning objectives

It is the goal of the DIA Proposal Colloquium to help students with the effective writing of their PhD theses. During the colloquium, they will improve their research question and discuss appropriate research designs.

Upon finalizing the DIA Proposal Colloquium students are expected to show proficiency in:

- formulating a research question, motivated by a clear problem;
- applying fundamental concepts and/or theories to analyze the research question and to develop a research framework;
- selecting a coherent research design and defining appropriate data collection and analysis techniques (if applicable);
- effectively communicating the main ideas of a research project.

#### Course content

The proposal colloquium places the individual PhD project at the center. It exists for students to present and jointly discuss each other's work in progress.

The development of a coherent, consistent and feasible research proposal is a crucial stage in the writing of a PhD. Regardless of the stage of your PhD career, the colloquium pushes towards the development and improvement of a research proposal that can actually guide PhD researchers through the process of effectively and successfully implementing a PhD research project. Taken seriously, the colloquium is a meaningful step on the way towards the Colloquium on the Research Proposal ('Vorstudie' in HSG-speech). The colloquium not only sets an external incentive to address this crucial stage early on, but also provides an excellent opportunity for an exchange with fellow students who are in a similar situation.

The colloquium aims to establish a nice and comfortable environment, where you will feel welcome and be free to not only present and receive feedback on your research, but also address a wider range of questions concerning your PhD experience overall. Apart from offering feedback on your research question, related work, theory, methods and results, the colloquium also



aims to stimulate reflections on your motivation, research perspective and future implications of your work on practice and research.

## Course structure and indications of the learning and teaching design

The PhD colloquium will be highly interactive. Each participant will not only present their own research twice, they will also be appointed to comment on the research presented by other participants. This presentation format ensures a high level of engagement.

We will come together in a sequence of at least three seminar meetings, depending on the number of students enrolled.

We will ensure that each and all will get the opportunity to discuss their research proposal and receive feedback. We dedicate about 60 minutes to the discussion of each proposal presented. We invite the main supervisor to attend the second presentation as well.

## Course literature

Readings will be made available through Canvas.

The following textbooks might be helpful when working on the proposal:

- Hancké, B. (2009) Intelligent Research Design. A Guide for Beginning Researchers in the Social Sciences. Oxford University Press.
- Gerring, J. (2012): Social Science Methodology: A Unified Framework. Cambridge University Press.
- Gerring, J. & D. Christensen (2017). Applied Social Science Methodology: An Introductory Guide. Cambridge University Press.
- Kellstedt, P. & G. Whitten (2013). The Fundamentals of Political Science Research. Second Edition. Cambridge University Press.
- Toshkov, D. (2016). Research design in political science. Palgrave Macmillan.

## Additional course information

Tina Freyburg is Professor of Comparative Politics in the School of Economics and Political Sciences at the University of St.Gallen. She received her Ph.D. from ETH Zurich in 2011. In her research she explores the chances and challenges that emerge for democracy in a globalized and digitalized world. Prof Freyburg serves as the president of the research commission of the University of St.Gallen. Please visit her personal website for more information: [www.ipw.unisg.ch](http://www.ipw.unisg.ch).

## Examination information

### Examination sub part/s

#### 1. Examination sub part (1/3)

##### Examination time and form

Decentral - Presentation (individual) (40%)

Examination time: term time

##### Remark

part I: Research question & theory

##### Examination-aid rule

Practical examination

No examination-aid rule is necessary for such examination types. The rules and regulations of the University of St. Gallen apply in a subsidiary fashion.

##### Supplementary aids

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##### Examination languages



Question language: English

Answer language: English

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## 2. Examination sub part (2/3)

### Examination time and form

Decentral - Presentation (individual) (40%)

Examination time: term time

### Remark

part II: Research design and methods

### Examination-aid rule

Practical examination

No examination-aid rule is necessary for such examination types. The rules and regulations of the University of St. Gallen apply in a subsidiary fashion.

### Supplementary aids

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### Examination languages

Question language: English

Answer language: English

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## 3. Examination sub part (3/3)

### Examination time and form

Decentral - Active participation (20%)

Examination time: term time

### Remark

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### Examination-aid rule

Active classroom participation

In the "Active classroom participation" examination form, regular participation in class is assessed.

The assessment criteria can be as follows:

- Requests to speak enrich the discussion (productive) / requests to speak disturb the discussion (counterproductive);
- Requests to speak are correct/requests to speak are incorrect;
- Requests to speak are frequent/average/rare;
- No requests to speak, but students follow the lesson/no requests to speak and students do not noticeably follow the lessons.

### Supplementary aids

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### Examination languages

Question language: English

Answer language: English

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## Examination content

Students are expected to make the following contributions:



**Presentation individual (2 x 40%)** Participants give two short presentations (max. 12 minutes each). While the first presentation shall focus on the research question and theoretical framework, the second presentation shall focus on the research design and methods. Both presentations present opportunities to also highlight areas where students feel challenged or on which they would particularly welcome advice or feedback from fellow participants.

**Active participation (20%)** Students provide a short comment (max. 5 minutes) on the proposal of another participant to start the discussion in that session. They actively participate full-time in class, i.e. demonstrate excellent preparation, contribute to class discussion, and demonstrate active involvement in class activities.

20DIA students: Grading for the DIA Proposal Colloquium will be on a pass-fail basis. Criteria are punctual attendance, the degree of active participation throughout, and the quality of the presentations, including the learning curve.

## Examination relevant literature

Same as course literature.

### Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW51) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 42 are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 34 (Thursday, 25 August 2022);
- Examination information (regulations on aids, examination contents, examination literature) for decentralised examinations: in CW 42 (Monday, 17 October 2022);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 42 (Monday, 17 October 2022);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before the end of the registration period in CW 45 (Monday, 7 November 2022).