MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
V.N. KARAZIN KHARKIV NATIONAL UNIVERSITY
Department of International and European Law

"APPROVED" by
Dean of the School of Law

Vitalii SEROHIN

"31" august 2025

Course program

METHODOLOGY AND ORGANIZATION OF SCIENTIFIC RESEARCH

Level of academic degree:	**second (master's degree)**
Subject area:	**D Business, Administration and Law**
Special field:	**D9 International Law**
Program of study:	**International Law**
Type of discipline:	**Compulsory**
Faculty:	**School of Law**

2026/2027 academic year

The program is recommended for approval by the Academic Council of School of Law

"31" August 2026, Protocol №1

DEVELOPER: O. Havrylenko, professor at the department of International and European Law of V.N. Karazin Kharkiv National University, Doctor of Law, Professor.

The program was approved at the meeting of the department of International and European Law

Protocol of "28" August 2026, №1

Head of the department of
International and European Law Tetiana SYROID

The program was agreed with the guarantor of the educational and professional program of the second (master's) level of higher education in the specialty D9 International Law

Guarantor of the educational and professional program of the
second (master's) level of higher education "International Law"
Doctor of Law, Professor Oleksandr HAVRYLENKO

The program is approved by the Scientific and Methodological Committee of School of Law

Protocol of "31" August 2026, №1

Head of the Scientific and Methodological Committee Hanna ZUBENKO

INTRODUCTION

The program of the study discipline "Methodology and organization of scientific research" is compiled in accordance with the educational-professional (educational-scientific) master's training program of the field of knowledge 29 International relations, specialty D9 International law.

1. Description of the discipline

1.1. The purpose of teaching the academic discipline

The purpose of the educational discipline is to form scientific and practical knowledge of the methodology of scientific research and practical skills of its application in professional activity.

1.2. The main tasks of studying the discipline

The main tasks of studying the discipline are: disclosure of theoretical and organizational foundations of scientific research; formation of skills for independent solution of scientific and practical tasks; the ability to carry out qualified scientific research in the field of law, in particular to identify scientific problems, formulate topics and tasks of scientific research in international law; mastering the skills of designing and publishing the results of scientific research, to introduce the results of scientific research into practical rule-making and law enforcement activities; the ability to apply general philosophical approaches, general scientific and special legal methods of scientific research in practical scientific activity; the ability to conduct scientific research at both the empirical and theoretical levels; acquisition of special competence SC 8. Ability to manage complex, unpredictable and those that require new strategic approaches working and/or educational processes in the professional field. SC. 10. The ability to solve problems of a research and/or innovative nature in the field of international law, EU law, comparative jurisprudence. SC 11. Ability to observe professional and academic integrity, bear responsibility for the reliability of the obtained results of scientific research.

1.3. The number of credits is 3

1.4. The total number of hours is 90

1.5. Characteristics of the discipline The subject of the academic discipline: the process of scientific research. The program of the academic discipline consists of one part, which examines the formation and development of science, the organization of scientific research work in Ukraine, the basics of the methodology of scientific research activity, the technology of scientific research, the method of preparation and design of essays, coursework and qualification papers of the educational and qualification levels of the bachelor, specialist, master's degree, design of scientific work and transfer of information, types of scientific research work of students, training of scientific and scientific-pedagogical staff, features of organizational support and effectiveness of scientific research	
Normative / Optional Normative	
Full-time education	Part-time (distance) form of education
Year of preparation	
1	1
Semester	
1	1
Lectures	
16 hours	4 hours
Seminar classes	
16 hours	4 hours
Laboratory classes	
-	-

Independent work	
58 hours	82 hours
Control work	
1	1
Form of control: test	

1.6. List of competencies developed by this course

In accordance with the requirements of the educational-professional program, students must acquire the following competencies: GC 1. Ability for critical thinking, analysis, and synthesis. GC 4. Ability to generate new ideas (creativity). GC 5. Ability to develop and manage projects. GC 6. Ability to conduct research at an appropriate level. GC 10. Ability to use information and communication technologies. SC 8. Ability to manage complex and unpredictable work and/or learning processes in the professional sphere that require new strategic approaches. SC 10. Ability to solve research-oriented and/or innovative problems in the fields of international law, EU law, and comparative law. SC 11. Ability to adhere to professional and academic integrity and to take responsibility for the reliability of obtained research results.

1.7. List of learning outcomes developed by this course

In accordance with the requirements of the educational-professional program, students must achieve the following program learning outcomes: LO 1. Identify, analyze, and propose solutions to multifaceted problems involving international and national legal issues. LO 2. Generate new ideas for solving practical tasks within the sphere of professional legal practice. LO 3. Communicate fluently in the state language and foreign languages, both orally and in writing, to discuss professional issues, research and innovation results, and to search for and analyze relevant information. LO 13. Develop and implement innovative and research projects in the field of international law, taking into account legal, social, economic, and ethical aspects. LO 14. Convey one's own knowledge, conclusions, and arguments clearly and unambiguously to both specialists and non-specialists. LO 15. Participate in the development and execution of research projects, including international ones, and assess necessary resources and potential risks. LO 16. Evaluate the credibility of information and the reliability of sources, analyze such information, and utilize it for research and

professional activities in the field of international law. LO 17. Organize team work, ensure the professional development of team members, and facilitate the achievement of established goals.

1.8. Prerequisites

In accordance with the requirements of the educational-professional program, prior to studying this discipline, students must have mastered the following courses: Public International Law (theoretical foundations), History of International Law, Public International Law (main branches), Private International Law, European Union Law, and Human Rights in International Law.

2. Thematic plan of the discipline

Topic 1. The Science of International Law and the Research Activities of an International Law Specialist

The concept of science, its functions, and its significance for the development of society and the legal system. Scientific cognition and scientific research. The science of international law as a component of legal science. The subject matter and objectives of the science of international law. The relationship between the science of international law, international legal doctrine, and the practice of applying international law.

Research activity as a component of the professional training and work of an international law specialist. Types and forms of scientific work for higher education students: scientific essays, analytical notes, term papers, research assignments, scientific presentations, conference abstracts, research articles, and master's theses. Participation in scientific conferences, seminars, roundtables, research paper competitions, and student research groups.

Fundamental and applied research in international law. Theoretical and empirical research. Doctrinal, historical-legal, comparative-legal, interdisciplinary, and applied research in the field of international law.

Topic 2. History and Current State of the Science of International Law

Prerequisites for the emergence of a scientific understanding of international relations and international legal phenomena. International legal concepts in antiquity. The development of international legal thought during the Middle Ages. The formation of the classical science of international law. Contributions of Francisco de Vitoria, Francisco Suárez, Hugo Grotius, Cornelius van Bynkershoek, Alberico Gentili, Emer de Vattel, and other representatives of classical doctrine.

Development of the science of international law in European states during the 19th century. Major schools and currents of international legal thought.

Development of the science of international law in Ukrainian lands and at Ukrainian universities. Scholarly legacy of representatives of Ukrainian legal scholarship.

Transformation of the science of international law in the 20th century. Influence of the League of Nations, the United Nations, and international judicial institutions on the development of international legal doctrine. Contemporary trends in the science of international law. International legal scholarship in the 21st century: globalization, fragmentation, and interdisciplinarity.

Topic 3. Methodology of International Legal Research

Concepts of methodology, methodological approach, and scientific research method. Methodological foundations of international legal research. Scientific cognition and its levels. Relationship between empirical and theoretical levels of research. Object, subject matter, subject, and boundaries of international legal research.

General scientific methods in international law research: analysis and synthesis, induction and deduction, abstraction and concretization, generalization, systematization, analogy, modeling. Systems approach and systems analysis.

Specialized scientific and specialized legal methods. Formal-legal, comparative-legal, historical-legal, systemic-structural, functional, and institutional methods. The method of interpreting international legal norms. Doctrinal analysis. The case-based method and analysis of judicial practice. Interdisciplinary approach in international law research.

Selection of methodology based on the subject, aim, and objectives of the research. Combination of methods. Methodological errors and ways to prevent them.

Topic 4. Organization and logic of international legal research

Scientific problem, research area, and research topic. Selection and formulation of the international legal research topic. Criteria for the topic's relevance. Scientific novelty and practical significance of the research.

Aim, objectives, object, and subject of international legal research. Formulation of research questions. Working hypothesis and its significance. Logic of structuring scientific research.

Development of the research program. Stages of conducting scientific work. Planning research activities and the schedule. Defining the source base and methodology. Systematic accumulation, classification, and analysis of material.

Specifics of organizing research in the field of international law. Working with international treaties, international legal customs, acts of international organizations, the practice of international courts and tribunals, national legislation, diplomatic documents, and legal doctrine.

Topic 5. Source and information base of international legal research

Concept and types of scientific information sources. Primary and secondary sources. Specifics of the source base for research in the field of

international law. International treaties and other international agreements as sources for research. International legal custom and state practice. General principles of law. Acts of international organizations. Practice of international courts and tribunals. Diplomatic documents. National legislation and judicial practice as materials for international legal research. Scholarly doctrine and its significance for evidence and argumentation.

Searching for and critically evaluating scholarly information. Libraries, bibliographic catalogs, digital libraries, and academic databases. Searching for international legal sources and scholarly literature. Verification of sources; determining their authority, reliability, and relevance.

Systematization of processed materials. Working with the bibliography. Excerpts, notes, abstracts, bibliographic cards, and electronic source management systems. Compiling a bibliography for international legal research.

Topic 6. Information and Communication Technologies and Digital Tools in International Law Research

Digital transformation of legal scholarship. Information and communication technologies in the professional and research activities of an international law specialist.

Electronic databases of international treaties, documents of international organizations, judicial decisions, and scholarly publications. Search engines and specialized legal information resources. Working with official web resources of international organizations, international judicial bodies, government agencies, and research institutions.

Software tools for organizing and analyzing research work. Word processors, spreadsheets, bibliography management systems, data visualization tools, and other digital tools.

Artificial intelligence in international legal research: opportunities, limitations, and risks. Using generative AI for information retrieval, systematization, and analysis. Verification of results, the issue of "hallucinations," authorship, and academic integrity. The principle of researcher accountability for the outcomes of using digital tools.

Topic 7. Academic Integrity, Research Ethics, and the Culture of International Legal Research

Research ethics and principles of academic integrity. Ethical foundations of the researcher's work. Objectivity, impartiality, reliability, substantiation, and responsibility in scientific research.

Academic plagiarism, self-plagiarism, fabrication, falsification, and other violations of academic integrity. Rules for the proper use of others' ideas, texts, data, and research results. Citation, paraphrasing, and source attribution.

Specific ethical issues in international legal research. Politically and value-sensitive issues in international law. Distinguishing between scholarly analysis, legal argumentation, and political assessment. The issue of researcher bias.

Authorship of a scholarly work. Co-authorship and the distribution of contributions. Conflicts of interest. Peer review and the reviewer's responsibility. Publication ethics. Academic communication and the culture of scholarly debate.

Topic 8. Processing, formatting, and presenting the results of international legal research

Analysis, systematization, and synthesis of research results. Verification and interpretation of obtained results. Aligning results with the research aim, objectives, and questions.

Main forms of presenting research results in international law: scholarly paper, conference abstract, policy brief, research article, research report, master's thesis, dissertation, monograph. Structural and content-related features of scholarly legal texts.

Logic and structure of a research article. Problem statement, review of prior research, formulation of the aim, presentation of the main material, and conclusions. Argumentation in international legal research. Handling counter-arguments. Formulation of scientific propositions and conclusions.

Scientific style and language in international legal research. Precision of legal terminology. Citation and referencing of international treaties, case law, legal doctrine, and other sources. Bibliographic formatting of the research paper.

Preparation and presentation of research results. Oral scientific presentation, slide presentation, and poster presentation. Scientific discussion and responding to questions. Peer review of the research paper. Self-assessment of research results. Criteria for scientific novelty, as well as theoretical and practical significance. Preparing the research paper for defense.

3. Structure of the discipline

Назви тем	Course hours											
	Full-time						Part-time					
	totaly	including					totaly	including				
		lec	pr	lab	in/w	in/t		lec	pr	lab	in/w	in/t
	2	3	4	5	6	7	8	9	10	11	12	13
Topic № 1. The Science of International Law and the Research Activities of an International	11	2	2			7	5	0	0			10

Law Specialist												
Topic № 2 History and Current State of the Science of International Law	11	2	2			7	5	0	0			10
Topic № 3. Methodology of International Legal Research	12	2	2			8	7	2	2			10
Topic № 4. Organization and logic of international legal research	12	2	2			8	6	2	2			10
Topic № 5. Source and information base of international legal research	11	2	2			7	7	0	0			10
Topic № 6. Information and Communication Technologies and Digital Tools in International Law Research	11	2	2			7	7	0	0			11
Topic № 7. Academic Integrity, Research Ethics, and the Culture of International Legal Research	11	2	2			7	5	0	0			10
Topic № 8. Processing, formatting, and presenting the results of	11	2	2			7	5	0	0			11

international legal research												
Total hours	90	16	16			58	90	4	4			82

4. Topics of the seminars

Full-time

№	Title of topic	Number of hours
1	The Science of International Law and the Research Activities of an International Law Specialist	2
2	History and Current State of the Science of International Law	2
3	Methodology of International Legal Research	2
4	Organization and logic of international legal research	2
5	Source and information base of international legal research	2
6	Information and Communication Technologies and Digital Tools in International Law Research	2
7	Academic Integrity, Research Ethics, and the Culture of International Legal Research	2
8	Processing, formatting, and presenting the results of international legal research	2
Total hours		**16**

Part-time

№	Title of topic	Number of hours
1	History and current state of the science of international law. Methodology of international legal research: organization and logic. Sources and information base for international legal research. Information and communication technologies and	2

	digital tools in international legal research.	
2	Academic integrity, research ethics, and the culture of international legal research. Processing, formatting, and presentation of international legal research results.	2
Total hours		**4**

5. Tasks for independent work

№	Types, content of independent work	Number of hours
1	Topic: The Science of International Law and the Research Activities of an International Law Specialist Task: familiarize yourself with the lecture material, educational literature, prepare answers to control questions	7/10
2	Topic: History and Current State of the Science of International Law Task: read the lecture material, educational literature, prepare answers to control questions	7/10
3	Topic: Methodology of International Legal Research Task: read the lecture material, prepare answers to control questions. Familiarize yourself with the regulatory and legal acts of Ukraine in the field of regulation of scientific activity.	8/10
4	Topic: Organization and logic of international legal research Task: read the lecture material, educational literature, prepare answers to control questions.	8/10
5	Topic: Source and information base of international legal research Task: read the lecture material, prepare answers to control questions.	7/10
6	Topic: Information and Communication Technologies and Digital Tools in International Law Research Task: familiarize yourself with the lecture material, the rules for citations and bibliographic references in the texts of	7/11

	scientific and educational works. Make a bibliography.	
7	Topic: Academic Integrity, Research Ethics, and the Culture of International Legal Research Task: read the lecture material, prepare answers to control questions. Make a sample plan for writing a scientific article.	7/10
8	Topic: Processing, formatting, and presenting the results of international legal research Task: read the lecture material, prepare answers to control questions. Make a plan for the bachelor's qualification work. Write an essay on any topic.	7/11
	Total hours	58/82

6. Individual Tasks

An individual task is a kind of out of class independent work of a student of educational or educational-research character. Such work of students is mainly aimed at in-depth study of discipline. In doing so, they must learn how to work with scientific publications, methodological literature, conduct a search on the Internet, conduct a theoretical study, etc. At the second year students carry out tasks of a semi-algorithmic experimental model (awareness of the problem to be investigated, analytical processing of scientific sources, determination of the ways of realization of the research problem). The result of such a study may be an analytical review, an abstract, a presentation, an oral report.

The assignment may be chosen by the student either on his own initiative or at the request of the teacher to work out the missed class or in case of improper preparation for the seminar.

List of topics:

Topic 1. The Science of International Law and the Research Activities of an International Law Specialist

1. The science of international law as a component of legal science: subject matter, functions, and contemporary tasks.
2. The science of international law, international legal doctrine, and practice: the relationship between concepts and forms of scientific knowledge.
3. Fundamental and applied research in international law: characteristics, objectives, and results.
4. Theoretical and empirical research in international law: the relationship between approaches and methods.
5. Historical-legal research as a type of scientific activity in the field of international law.

6. Comparative legal research on international legal systems and institutions: methodological possibilities.

7. Interdisciplinarity in the modern science of international law: limits and opportunities for utilizing knowledge from other disciplines.

Topic 2. History and Current State of the Science of International Law

8. The formation of scientific concepts regarding international law in the ancient world: from philosophical ideas to legal concepts.

9. Augustine and Thomas Aquinas in the development of the medieval doctrine of just war: a historical-legal analysis.

10. Francisco de Vitoria and the formation of the early modern science of international law.

11. Alberico Gentili and Hugo Grotius: two approaches to shaping the classical doctrine of the law of nations.

12. Francisco Suárez in the development of the doctrine of natural law and the law of nations.

13. Emer de Vattel and the transformation of the classical doctrine of international law in the 18th century. 14. Major European schools of international legal scholarship in the 19th century: a comparative analysis.

15. D.I. Kachenovsky: theoretical and historical approaches in the science of international law.

16. The development of international legal scholarship in Ukrainian universities during the 19th and early 20th centuries.

17. The transformation of international legal scholarship in the 20th century under the influence of the League of Nations, the UN, and international judicial bodies.

18. Contemporary international legal scholarship: globalization, fragmentation, and interdisciplinarity.

Topic 3. Methodology of international legal research

19. Methodology, methodological approach, and method in international legal research: the relationship between the concepts.

20. The systems approach in international legal research: possibilities and methodological limitations.

21. The formal-legal method in the study of international legal norms: possibilities and limits of application.

22. The comparative legal method in international legal research: research procedures and criteria for comparison.

23. The historical-legal method in the study of the development of international legal institutions.

24. The interpretation of international treaties as a methodological issue: application of the provisions of the 1969 Vienna Convention.

25. The method of analyzing case law in international legal research: based on the practice of the International Court of Justice.

26. Doctrinal analysis in international law: addressing competing scholarly positions. 27. Interdisciplinary approach in international legal research: combining legal, historical, political, and economic analysis.

Topic 4. Organization and logic of international legal research

28. Selecting and formulating a master's research topic in international law: criteria for scientific relevance and feasibility.

29. From scientific problem to research question: developing the logical framework of international legal research.

30. Formulating the aim, objectives, object, and subject of international legal research: common errors and ways to avoid them.

31. Working hypothesis in international legal research: formulation, verification, and adjustment.

32. Developing the program and schedule for master's research in the field of international law.

33. Logic of structuring scientific research: the interrelationship between the problem, aim, objectives, methods, sources, and conclusions.

34. Organizing comprehensive research on an international legal problem based on various types of sources.

Topic 5. Source and information base of international legal research

35. Primary and secondary sources in international legal research: criteria for distinction and rules of use.

36. International treaties as objects of scientific research: the procedure for source-based and legal analysis.

37. Researching international legal custom: methodology for establishing state practice and *opinio juris*.

38. Acts of international organizations within the source base of international legal research: legal nature and evidentiary value. 39. The practice of international courts and tribunals as a source of scholarly information: methodology for searching, selecting, and analyzing judicial decisions.

40. National legislation and state judicial practice in the study of international legal issues.

41. International legal doctrine as a source of scholarly argumentation: criteria for the selection and critical evaluation of scholarly works.

42. Compiling and systematizing the bibliography for international legal research: from source searching to creating a working bibliographic database.

Topic 6. Information and communication technologies and digital tools in international law research

43. Electronic databases of international legal information: a comparative analysis of search capabilities and source verification.

44. Official digital resources of international organizations as a tool for research: methodology for searching and verifying documents.

45. Bibliographic management systems in international legal research: organizing an electronic bibliographic database.

46. Artificial intelligence in international legal research: capabilities, limitations, and methods for verifying results.

47. The issue of generative AI "hallucinations" when working with international legal sources: detection and prevention methods.

Topic 7. Academic integrity, research ethics, and the culture of international legal research

48. Academic integrity in international legal research: plagiarism, fabrication, falsification, and researcher accountability.

49. Scientific impartiality in research on politically and ethically sensitive issues of international law.

50. Authorship, co-authorship, conflicts of interest, and publication ethics in contemporary international legal research.

7. Teaching methods

The teaching method is an interrelated activity of the teacher and the student, aimed at the assimilation of the system of knowledge by students, the acquisition of skills and abilities, their education and general development.

Explanatory and illustrative method or informational and receptive method. Students gain knowledge at lectures, educational or methodological literature. Students perceive and comprehend facts, assessments, conclusions and stay within the limits of reproductive thinking. This method is widely used to transmit a large amount of information.

Reproductive method. Students' activities are algorithmic in nature, that is, they are performed according to instructions, prescriptions, rules in situations that are analogous, similar to the sample shown. Students' activities are organized according to the repeated reproduction of the acquired knowledge. For this purpose, a variety of exercises, practical tasks, programmable control, and various forms of self-control are used.

Problem-based presentation method. Before presenting the material, the scientific and pedagogical worker poses a problem, formulates a cognitive task on the basis of various sources and means. He/she shows a way to solve a problem. The way to achieve the goal is to reveal the system of evidence, compare points of view, different approaches. Students become witnesses and participants in scientific research. Students not only perceive, comprehend and memorize ready-made information, but also follow the logic of evidence, the movement of thought of scientific and pedagogical workers.

Partial-search, or heuristic, method. It consists in the organisation of an active search for solutions to the cognitive tasks put forward in the training (or formulated independently). The search for a solution takes place under the guidance of the scientific and pedagogical worker. The thinking process becomes productive. The thinking process is gradually directed and controlled by the

academic staff or by the students themselves on the basis of work on programs (including computer programs) and textbooks. The method helps to activate students' thinking and arouse their interest in learning at seminars.

Research method. The material, the formulation of problems and tasks, and brief oral or written instruction of students are analyzed. Students independently study literature, sources, and perform other search activities. Tasks that are performed using the research method should contain all the elements of an independent research process (task statement, justification, assumptions, search for appropriate sources of necessary information, task solution process).

Discussion methods. Elements of discussion (disputes, clashes of positions, deliberate exacerbation and even exaggeration of contradictions in the discussed content) can be used in almost any organizational form of learning, including lectures.

Modeling method. Modeling situations during the educational process is the creation of such situations-models where real objects are replaced by symbols and the relationships between the participants in the activity are not natural, but are organized specifically under the guidance of the scientific and pedagogical worker, that is, artificially.

8. Methods of control

Control methods are methods of diagnostic activity that allow feedback in the learning process to obtain data on the success of learning, the effectiveness of the learning process.

Control measures determine the compliance of the level of knowledge, skills and abilities acquired by students with the requirements of normative documents on higher education.

Self-control is intended for self-evaluation by higher education graduates of the acquisition of the educational material of the discipline (section, themes). For this purpose, in the training manuals for each topic (section), as well as in methodological developments for seminars, questions are foreseen for self-control.

The control of the cathedral is conducted in order to assess the level of preparation of students in the discipline at various stages of its study and is carried out in the form of entrance, current, rubric and semester control.

In the educational process, the following types of control of learning outcomes are used: input, current during the semester, control work, provided by the curriculum, individual tasks, coursework, final semester, postponed control.

The entrance examination is conducted before studying a new course in order to determine the level of preparation of students from the disciplines that provide this course. Entrance control is carried out in the first class on the tasks corresponding to the programs of preliminary training. The results of the control are analyzed at the cathedral (intercultural) meetings and meetings of the methodical commissions together with the scientific and pedagogical workers who conduct classes with the provisioning discipline. According to the results of

the entrance control, measures are being developed to provide individual assistance to students, adjusting the educational process.

Current control is carried out on all types of classroom lessons during the semester. Current control can be conducted in the form of oral questioning or written control at practical, seminars, lectures, in the form of a colloquium, speeches of students when discussing issues at seminars, in the form of computer testing, etc. Specific forms of ongoing control and criteria for assessing the level of knowledge are determined by the curriculum. The results of student evaluation should be communicated to students in a timely manner. The form of current control is rector's control work. The results of the evaluation of the rector's tests may be counted as the results of the implementation of the control work provided for by the curriculum.

Semester score is the form of final control, which consists in evaluating students' acquisition of the lecture material, as well as certain works performed by them at seminars. The semester deposit does not stipulate the obligatory presence of students provided that they complete all types of work stipulated by the curriculum for the semester.

The maximum amount of points that a student can score when completing an exam (credit) from a discipline is 40.

Assessment of final control is based on the national scale as the sum of the points scored by the applicant during the semester during the implementation of the control measures envisaged by the program of the discipline (practice) and the points scored during the semester exam (score).

The maximum amount of points that a student can score in studying a discipline (passing a practice) is 100.

9. Scoring scheme

The total number of points – 100.

The number of points for the exam/credit – 40.

The number of points during the semester – 60:

Number of points for answers in seminar classes ∑40 = 40:

Calculation formula

$$\sum 40 = \frac{\sum 1}{\sum 2} \text{ X 8 (eight)}$$

Note:

∑40 – the sum of the maximum number of points

∑1 – the sum of points received by the student for answers in seminar classes.

∑2 – the number of seminar classes during the semester.

8 – the coefficient.

Control work – 20 points.

Current control						Course work	Control work provided by the curriculum	Together	Exam / creditt	Sum
T1	T2	T3	T4	T5	TN					
∑40						-	20	60	40	100

T1, T2 ... TN – topics.

To be admitted to the final assessment (pass/fail test), the higher education student must earn at least 30 points in the academic discipline through continuous assessment, independent work, and individual assignments.

Criteria for assessing academic achievements

In the case of non-formal education, specify the platforms, course titles, and the number of points to be credited to the student upon successful completion of the relevant courses and submission of the appropriate documentation (certificate, diploma, etc.).

The use of artificial intelligence (AI) technologies during the study of the discipline is governed by the Artificial Intelligence Technology Use Policy of V. N. Karazin Kharkiv National University.

The following AI usage models apply within the discipline:

"AI Prohibited" Model.

The use of artificial intelligence technologies is not permitted during assessment activities designed to evaluate the student's individual knowledge and competence development—specifically oral questioning, modular tests, and exams (or pass/fail tests), unless otherwise specified by the instructor, as well as other forms of assessment where the instructor has restricted AI usage.

"AI as an Assistant" Model.

When preparing for practical classes and completing individual assignments, essays, analytical reviews, and other written work, the use of AI is permitted for: searching for and organizing information; selecting and conducting a preliminary analysis of academic sources; explaining complex concepts; improving text structure; checking grammar, style, and formatting; and generating ideas, work plans, or examples.

The final text of the work, conclusions, analysis, interpretation of results, and decisions made must be prepared independently by the student.

"AI as a Tool" Model.

For specific laboratory, practical, project, or research assignments, the use of artificial intelligence technologies may be a mandatory component of the task. In such cases, students may use generative AI models for: data analysis and preparation; generating, analyzing, and optimizing program code; comparing the results of different AI models; creating visualizations, diagrams, or images; analyzing large datasets; and conducting experiments using modern artificial intelligence tools.

All results obtained using AI are subject to critical analysis, verification, and refinement by the student.

Declaration of AI Use.

If artificial intelligence technologies are used, the student is required to specify: the name of the AI service or model; the date of use; and the nature of the assistance (e.g., idea generation, information search, data analysis, code generation, text editing). At the instructor's request, the student must provide the prompts used or explain how the AI tools were utilized.

Undeclared use of artificial intelligence technologies or the submission of AI-generated material as one's own academic work is considered a violation of the principles of academic integrity, in accordance with the University's internal regulations.

For effective scientific work (writing a scientific paper, theses of reports, participation in scientific and practical conferences, participation in the work of a circle, etc.) according to the profile of this discipline, according to the decision of the department in accordance with the criteria established by the program of the academic discipline, the student can receive up to 10 additional (incentive) points, but within the maximum total of 100 points.

The answer at the seminar – **1-5 points.**

Evaluation criteria for an oral answer.

Current control is carried out, in particular, in the form of a survey and verification of the results of presentations at seminars and practical classes on a five-point rating scale.

5 points are assigned under the following conditions:

- the student works actively during the entire practical session;

- gives a complete, correct, consistent, coherent, well-founded presentation of the issue, accompanied by correct examples from doctrinal sources and a

reference to current legislation;

- everything that is taught should indicate a deep understanding and orientation in the phenomena and processes being studied;

- correct comprehensive answers to the teacher's additional questions.

4 points are given under the following conditions:

- the student works actively during the practical session;

- gives a correct, complete description of the content of the textbook and the material presented by the teacher, but answers additional control questions that the teacher asks to clarify the depth of understanding and the ability to navigate phenomena and processes, only with some help from the teacher or colleagues;

- insufficiently comprehensive answers to the teacher's additional questions.

3 points are given under the following conditions:

- the student behaves passively during class, responds only when called upon by the teacher;

- in general demonstrates knowledge of the main educational material under consideration, but makes mistakes during the answer and becomes aware of them only after the instruction of the teacher;

- does not give answers to questions immediately, but only after some strain of memory, and the answers are unclear;

- unable to derive the relationship with other problems of the studied discipline without the help of a teacher;

2 points are given under the following conditions:

- makes significant mistakes or completely misses the material and partially corrects these mistakes only after the instruction of the teacher;

- the student shows ignorance of a significant part of the educational material, explains it illogically and uncertainly, there are pauses and interruptions in the answer, he cannot explain the problem, although he understands it;

- presents the material not coherently and consistently enough.

1 point is given under the following conditions:

- the student makes gross mistakes when presenting the material and does not correct these mistakes even when the teacher points them out;

- reveals a lack of understanding of the educational material and, as a result, a complete lack of skills both in the analysis of phenomena and in the subsequent performance of practical tasks.

Evaluation criteria of control and examination/credit papers.

Control and examination (credit) works are performed in written form. The control work consists of 20 test tasks, the examination/credit work consists of 40

test tasks. Each test item has five answer options, only one of which is correct; one point is awarded for each correct answer.

Grading scale

The amount of points for all types of educational activities during the semester	Score on a national scale	
	for an exam	for a final test
90 – 100	Excellent	Credited
70-89	Good	
50-69	Adequate	
1-49	Inadequate	Not credited

10. Recommended literature

Basic literature:

1. Abbott B.B., Bordens K. Research Design and Methods: A Process Approach. 10th Edition. McGraw-Hill Education, 2018. 621 p.
2. Huntington-Klein N. The Effect: An Introduction to Research Design. Boca Raton: CRC Press, 2022. 646 p.
3. O'Leary Z. The Essential Guide to Doing Your Research Project. Los Angeles: SAGE Publications Ltd, 2017. 415 p.
4. Shoja M.M, Arynchyna A., Loukas M., D′Antoni A.V., Buerger S.M., Karl M., Tubbs R.S. A Guide To The Scientific Career: Virtues, Communication, Research And Academic Writing. New York: Blackwell/John Wiley & Sons, 2020. 728 p.
5. Tantra R. A Survival Guide for Research Scientists. New York: Springer, 2019. 234 p.
6. Tracy Sarah. Qualitative Research Methods. Collecting Evidence, Crafting Analysis, Communicating Impact. John Wiley and Sons Ltd, 2012. 370 p.
7. Walliman N. Your Research Project: A Step-by-Step Guide for the First-Time Researcher. London: Sage Publications Ltd, 2001. 329 p.
8. Wilkinson D., Dokter D. The Researcher's Toolkit: The Complete Guide to Practitioner Research. 2nd edition. Routledge, 2023. 179 p.

Supplementary literature:

9. Alber S.M. A Toolkit for Action Research. Rowman & Littlefield Publishers, Inc. – 2011, 200 p.

10. Albuquerque U.P. Speaking in Public About Science: A Quick Guide for the Preparation of Good Lectures, Seminars, and Scientific Presentations. Springer, 2015. 68 p.

11. Alley M. The Craft of Scientific Presentations: Critical Steps to Succeed and Critical Errors to Avoid. 2nd ed. Springer, 2013. 286 p.

12. Anfara Jr. V.A., Mertz N.T. Theoretical Frameworks in Qualitative Research. 2nd ed. Sage Publications, Inc., 2014. 264 p.

13. Bell J. Doing Your Research Project: A guide for first-time researchers in education, health and social science. 4th ed. Berkshire; Open University Press, 2005. 267 p.

14. Bell J., Waters S. Doing Your Research Project: A Guide For First-Time Researchers. 6th ed. Berkshire: McGraw-Hill Education, 2014. 269 p.

15. DeNeef A.L., Goodwin C.D. The Academic's Handbook. New York: Duke University Press Books, 2007. - 409 p.

16. Frey B.B. (ed.). The SAGE Encyclopedia of Research Design. Second Edition. SAGE Publications, 2022. 2005 p.

17. Greenfield T. (ed.) Research Methods for Postgraduates. 3rd edition. John Wiley & Sons, 2016. 514 p.

18. Havrylenko O., Stashchak A. Principal stages in the formation and development of the historiography of international law and the science thereof. *Jus Gentium. Journal of International Legal History* (Talbot Publishing, USA). 2026. Vol. 11, No 1. P. 7-35.

19. Hegde D.S. (Ed.) Essays on Research Methodology. Springer, New Delhi, Heidelberg, New York, Dordrecht, London, 2015. 244 p.

20. Helliwell J.R. Skills for a Scientific Life. Boca Raton: CRC Press, 2016. 215 p.

21. Illingworth S., Allen G. Effective Science Communication: A practical guide to surviving as a scientist. 2nd edition. Bristol: IOP Publishing, 2020. 166 p.

22. Johnson A., Sumpter J. How to Be a Better Scientist. New York: Routledge, 2018. 260 p.

23. Kennett Brian. Planning and Managing Scientific Research: A guide for the beginning researcher. ANU Press, 2014. 93 p.

24. LeBrun J.-L. Scientific Writing: A Reader and Writer's Guide. Singapore: World Scientific, 2007. 224 p.

25. Leedy P.D., Ormrod J.E. Practical Research: Planning and Design. 11th ed. Pearson, 2015. 408 p.

26. Lury C., Fensham R., Heller-Nicholas et al. Routledge Handbook of Interdisciplinary Research Methods. Routledge, 2019. 391 p.

27. Marder M.P. Research Methods for Science. Cambridge: Cambridge University Press, 2011. 237 p.

28. Marusic A. (ed.). A Guide to Responsible Research. Springer, 2023. 139 p.

29. McNeill P., Chapman S. Research Methods. Third edition - Routledge, 2005. 225 p

30. Merriam S., Tisdell E. Qualitative Research: A Guide to Design and Implementation. 4th ed. John Wiley & Sons, 2016. 346 p.

31. Mirvis Philip, Mohrman Susan. How to Do Relevant Research: From the Ivory Tower to the Real World. Edward Elgar Publishing, 2021. 200 p.

32. Mulvihill T.M., Swaminathan R. Collaborative Qualitative Research. NY, London: Guilford Press, 2023. 291 p.

33. Nather A. Planning Your Research and How to Write It. Singapore: World Scientific, 2015. - 350p.

34. Patten M.L., Newhart M. Understanding Research Methods. London: Routledge, 2017. 353 p.

35. Pritchard A. Studying and Learning at University: Vital Skills for Success in Your Degree. SAGE Publishers, 2008. 216 p.

36. Reichardt C.S. The Method of Multiple Hypotheses: A Guide for Professional and Academic Researchers. New York: Routledge, 2021. 113 p.

37. Rodgers Paul A., Yee Joyce. The Routledge Companion to Design Research. Routledge, 2014. 538 p.

38. Rowe N. The Realities of Completing a PhD: How to Plan for Success. New York: Routledge, 2021. 100 p.

39. Rugg Gordon, Petre Marian. A Gentle Guide to Research Methods. Berkshire: Open University Press, 2007. 238 p.

40. Schiffer M.B. The Archaeology of Science: Studying the Creation of Useful Knowledge. Springer, 2013. 212 p.

41. Schmidt M.H. Being a Scientist: Tools for Science Students. Toronto: University of Toronto Press, 2019. 319 p.

42. Sharon R., Gretchen R. An Introduction To Qualitative Research: Learning in the Field. 4th ed. Sage Publications, 2017. 592 p.

43. Silverman D. Doing Qualitative Research. 4th edition. SAGE, 2013. 870 p.

44. Yin K. R. Case Study Research: Designs and Methods. 4th Edition. Издательство Sage, 2009. 219 pages.

45. Zanders E., MacLeod L. Presentation Skills For Scientists: A Practical Guide. Cambridge: Cambridge University Press, 2018. 93 p.

11. Links to information resources on the Internet, video lectures, and other methodological support:

1. United Nations Official Website. URL: http://www.un.org/en/index.html
2. National Library of Ukraine named after V.I. Vernadsky. URL: http://www.nbuv.gov.ua/
3. Electronic library TWIRPX. URL: http://www.twirpx.com/
4. International digital library. URL: https://www.wdl.org/en/
5. Europeans. URL: http://www.europeana.eu/portal/en
7. The Questia Online Library. URL: https://www.questia.com/
8. National Parliamentary Library of Ukraine. URL: http://nplu.org/
9. National Law Library. URL: http://nbuviap.gov.ua/index.php?option=com_content&view=article&id=27&Itemid=394
10. Scientific electronic library of periodicals of the National Academy of Sciences of Ukraine. URL: http://dspace.nbuv.gov.ua/
11. Scientific Library. M. Maksymovych of Kyiv National Taras Shevchenko University. URL: http://www.library.univ.kiev.ua/ukr/title4.php3
14. Google Scholar (Electronic Academy). URL: https://scholar.google.com/
15. World Wide Science. URL: https://worldwidescience.org/indextext
16. Virtual bibliographic reference. URL: http://chl.kiev.ua/cgi-bin/sp/index.php
18. SSM (Simple Search Metadata in Open Archives Ukraine). URL: http://oai.org.ua/
19. DOAJ (Directory of Open Access Journals). URL: https://doaj.org/
20. Scientific Research in Information Systems: Research Design. URL: https://www.youtube.com/watch?v=lbuKRBee6r4
21. Understanding the Scientific Research Process. URL: https://www.youtube.com/watch?v=nqv9CkEMDQY
22. Social research methods. URL: https://www.youtube.com/watch?v=PCBdkS1TCIo

23. ORCID. A free, unique, persistent identifier (PID) for individuals to use as they engage in research, scholarship, and innovation activities. URL: https://orcid.org/

24. Portal Funag. URL: http://www.funag.gov.br/loja/