**SYLLABUS**

**of**

**«Methodology and practice of meta-analytical research in the Social Sciences»**

**4 ECTS Credits**

**Duration of the Course**

Autumn: October 26 - 31

Spring: April 5 - 10

The subject of the course is focused on understanding of meta-analysis techniques in the social sciences.

**Aim of the course:**

The aim of the course is to provide – form an understanding of the methodology and practice of meta-analytical research in the social Sciences, effectively navigate the variety of publications in order to find the most reliable information.

**Recommended previous courses:**

" Mathematical statistics and mathematical methods in psychology"

" History of psychology"

**Recommended previous skills and techniques:**

Practice in article reviews, critical thinking.

**After completing the course, the students are expected to be able to:**

* analyze alternative solutions to research and practical problems;
* use information resources on the subject of ongoing research do an systematic analysis of strategies and initiatives of child care and youth psychological services in foreign countries;
* present scientific results in the form of publications in journals.

**Cognitive abilities and non-subject specific skills**

During the course students will develop:

* logical skills;
* creative activity;
* practical skills.

The following **methods and forms o**f study are used in the course:

* Lectures;
* Discussions;
* Analyze the problem by using of reference journals and web resources.

The discipline can be implemented partially or completely using the University's EIOS (EO and DOT). Classroom classes and other forms of contact work between students and the teacher can be conducted using Microsoft Teams platforms, including online lectures and online seminars. The course «Methodology and practice of meta-analytical research in the social sciences» is implemented during the academic mobility week.

**Content of the discipline**

**Module 1.** Introduction to the theory and methodology of meta-analytical research in the social sciences.

A brief history of systematic reviews of empirical research.

Varieties of systematic reviews: quantitative and qualitative syntheses.

Meta-analysis as a systematic quantitative synthesis of data from various empirical studies.

Implementation of the meta-analytical research methodology.

Critical issues in the implementation of a typical meta-analytical study in the social sciences.

**Module 2.** Key components of practical implementation and critical analysis of a typical meta-analytical study in the social sciences.

Overview of the basic concepts of statistical analysis.

Rules and mechanisms for extracting "values of the effect».

Justification and selection of an analytical model for aggregation of individual effects values.

Systematic coding and analysis of modeling variables.

**Forms of control**

During each module of the course the students are supposed to participate in discussion and analyze the problem by using of reference journals and web resources.

The grade consists mostly of an interview. After the successful completion the students will gain 4 credits.

**Reading**

1. Abrami, P. C., Borokhovski, E., Bernard, R. M., Wade, C. A., Tamim, R., Persson, T., Bethel, E. C., Hanz, K., & Surkes, M. A. (2010). Issues in conducting and disseminating brief reviews. *Evidence and Policy: A Journal of Research, Debate and Practice*, *6*(3), 371-389.
2. APA Publication and Communication Board Working Group (2008). Reporting Standards for Research in Psychology. *American Psychologist, 63*(9), 839-851.
3. Bernard, R. M., Abrami, P. C., Wade, A., Borokhovski, E., Tamim, R., Surkes, M., et al. (2009). A meta-analysis of three interaction treatments in distance education. *Review Of Educational Research*, *79*(3), 1243-1289.
4. Bernard, R. M. & Borokhovski, E. F. (2015). Detecting and preventing bias in meta-analysis: What could you learn by systematically conducting systematic reviews? Psychology-Economics-Law, 1, 6-28. [Бернард Р.М. & Бороховский Е.Ф. (2015). Возможные искажения в мета-аналитических исследованиях. Психология. Экономика. Право. (1), 6-28.]
5. Bernard, R. M., Borokhovski, E., Schmid, R. F., Tamim, R. M. & Abrami, P. C. (2014). A meta-analysis of blended learning and technology use in higher education: From the general to the applied. Journal of Computing in Higher Education, 26(1), 87-122. http://dx.doi.org/10.1007/s12528-013-9077-3
6. Borenstein, M., Hedges, L. V., Higgins, J. P. T., & Rothstein, H. R. (2010). A basic introduction to fixed-effect and random-effects models for meta-analysis. Research Synthesis Methods, 1, 97-111.
7. Borenstein, M., Hedges, L., Higgins, J., & Rothstein, H. (2009). *Introduction to meta-analysis.* Chichester, UK: Wiley.
8. Cooper, H. & Hedges, L. V. (1994). Research synthesis as a scientific enterprise (Chapter 1). In: Cooper & Hedges (Eds.) The handbook of research synthesis (pp. 3-14). New York: Russell Sage Foundation
9. Cooper, H. M. (1982). Scientific Guidelines for Conducting Integrative Research Reviews. *Review of Educational Research 52*(2), 291-302.
10. Eysenk, H. J. (1978). An exercise in mega-silliness. *American Psychologist, 33*, 517.
11. Eysenk, H. J. (1984). Meta-analysis: An abuse of research integration. *The Journal of Special education, 18*, 41-59.
12. Eysenck, H. J. (1995). Meta-analysis squared – Does it make sense. *American Psychologist, 50*, 110-111.
13. Eysenk, H. J. (1952). The effects of psychotherapy: An evaluation. *Journal of Consulting Psychology, 16*, 319-324.
14. Glass, G. V., McGaw, B., & Smith, M. L. (1976). *Meta-analysis in social research*. Beverly Hills, CA: Sage.
15. Hedges, L. V., & Olkin, I. (1985). *Statistical methods for meta-analysis*. Orlando, FL: Academic Press.
16. Lipsey, M. W. (2003). Those confounded moderators in meta-analysis: Good, bad, and ugly. *The Annals of the American Academy, AAPSS, 587*, 69-81.
17. Lipsey, M. W., & Wilson, D. B. (2000). *Practical meta-analysis. London*: Sage Publications.
18. Lipsey, M. W., & Wilson, D. W. (1993). The Efficacy of Psychological, Educational, and Behavioral Treatment. Confirmation From Meta-Analysis. *American Psychologist, 48*(12), 1181-1209.