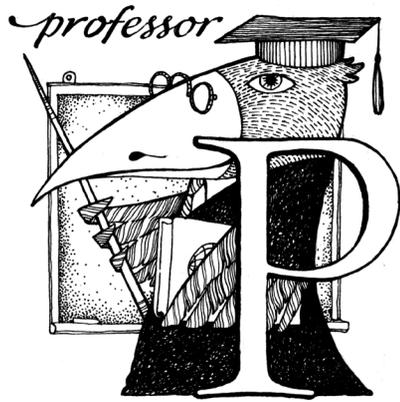


"And out of darkness came the hands  
That reach thro' nature, moulding men".

— Lord Alfred Tennyson



pace and scope of transformations in the global world dictate that the universities become increasingly flexible in order to keep up with the ever changing demands. In this issue The HSE Look would like to tell about HSE's response to these external challenges and to share the experience of Academic Supervisors of two English-taught Master's programmes: one has a predominantly academic focus and another places emphasis on a blend of policy research and work in the industry. As per tradition, we announce the upcoming visits of scholars invited to HSE who share their experience of teaching and research, and would also like to draw your attention to the ongoing call for obtaining funding through a Visiting Scholars programme. Last but not least, The HSE Look presents a new venue for faculty and students - English Philosophy Colloquium meetings, which are open to participants from all faculties and provide a good opportunity to meet colleagues for an interesting discussion.

**Yulia Grinkevich**  
Director of Internationalisation

## Transformations in Education Model at HSE

HSE aims to be a globally competitive university both in research and in education, focusing on economics, social sciences, IT and humanities. Part of its mission is to provide international quality of education and to spread best international practices in Russian academic environment.

In order to make its educational products better suited to the global audience, the university works both on the content of programmes and on their structure.

### Flexible curriculum

Traditionally, curriculum in Russian universities used to be rather rigid, with a very limited number of elective courses, and it made responding to the labour market's changing demands rather difficult. In order to ensure the employability of its students, HSE changed the model of its undergraduate programmes, allowing for more flexibility through individualised study tracks, early exposure to the professional environment and intercultural experience.

This transformation was achieved through introducing the following key features of the education process:

- undergraduate courses are grouped into clusters of majors and minors: there is a number of structured minors (e.g. philosophy, economics, etc.) available to all HSE students, which also allows for greater exposure to students from other faculties;
- students have the opportunity to choose which competences they want to acquire and to get practical experience during their studies;
- research and project work became an integral part of the study process, empowering the students to immerse early into professional life;
- MOOCs can be incorporated into the students' curriculum, either through a «white list» specified by the Academic Council of the programme, or on a case by case basis.

Employers are increasingly interested in graduates with intercultural experience, and both outgoing and incoming mobility serve this purpose. While it is impossible to send 100% of students for outgoing mobility exchange, incoming students from partner universities help to create a more complex and intercultural classroom dynamic, thus contributing to the 'internationalisation at home'.

It is difficult to attract a large number of students internationally without offering courses in English, and HSE has been placing a heavy emphasis on this for a long time. Over one-fifth of all courses at HSE are offered in English (over 20% of all courses in 2016/17 academic year), and 42 programmes are taught jointly with partner universities from UK, Germany, Austria, France, USA, Finland, etc., including 37 double degree programmes. HSE wants to attract the best talents globally, be it students or faculty, and English-taught programmes play a vital role. At the moment there are 5 bachelor's programmes (2 in Moscow and 3 in St. Petersburg), and 22 master's programmes, with 3 more about to be launched in 2017.

#### Technical solutions for a spread-out campus

Flexible and individual tracks present a challenge in terms of organising the study process. Taking into account that HSE has a spread-out campus, with key buildings and faculties grouped in different parts of the city, the new model required lots of coordination.

The key elements in making the logistics of a flexible model manageable are the electronic schedule and personal timetable builder. As a back-office tool, the schedule allows the programmes to match the lecturers, time slots and rooms. For the public use, the individual schedule is available on every teacher's page and each student can find the timetable of their courses in HSE Learning Management System (LMS) or through a mobile app. The system displays the most relevant information about the classes— when and where they are held, what is the language of instruction, and in the case of changes or cancellations notifications are sent to HSE e-mail accounts of the students who chose this course and the changes are reflected in the mobile app.

While degree students have a more predictable choice of courses even in the flexible system, exchange students from partner universities often face the challenge of how to pick the classes which their home university is going to approve and which are not going to overlap. HSE developed a Personal Timetable Builder tool, which allows filtering courses by the language of instruction, the level of education and module, as well as search by course title. The student can easily browse available courses and their syllabi and see how the selected courses match in their personal schedule.

#### Going Online

A different solution to the problem of arranging classes in physical space is to add online courses as part of the curriculum. HSE is offering 53 MOOCs on Coursera, 19 of them in English, and plans to double this number. In addition to attracting the external audience, the university is interested in using this resource for its own students. HSE Academic Council approved the requirement for every Master's programme to offer a list of MOOCs which the students can include into the elective part of their study plan, and undergraduate programmes are going to utilise the MOOC's potential for developing their students' soft skills.

HSE is preparing to launch a self-service video course recording studio, so that faculty can use this tool for their courses at the university programmes, and the experience of those professors who already developed MOOCs can come in handy (see March 2016 issue of *The HSE Look* for interviews).

#### Academic governance

Last but not least novelty is the introduction of a new academic governance model for the programmes, which allows them to develop individually. Previously the priorities we set at the Faculty or Department level, and under the new model each undergraduate and graduate programme has an Academic Supervisor. It is a faculty member responsible for the decisions on the curriculum, partnerships, for building connections with potential internship places. Some of the programmes choose to also form an Academic Council – a governing body, comprised of HSE faculty, researchers and professors from other institutions and partners from the industry, who help to make the programme and its graduates competitive on the market.

Several programmes are headed academically by the international faculty, and it gives them a unique perspective, since from the very start they envision an outreach beyond the country borders for the programme. In this issue of *The HSE Look* two Academic Supervisors of English-taught Master's programmes will share their experience of developing them at HSE.

# Running a Comparative Empirical Programme in Social Research



**Christian Fröhlich** is Assistant Professor at the School of Sociology and has been at HSE since 2014. He also supervises an English-taught Master's Programme 'Comparative Social Research' and told The HSE Look about its design, partnerships and lessons learned from running the programme.

## What is the most distinct feature of your Master Programme 'Comparative Social Research'?

We are a relatively small graduate programme with a focus on academic research, and there are at least three features which set it apart. The first one concerns the content of the programme; it is focused on comparative social research. The programme is closely related with the Department of Sociology, but it is interdisciplinary in social sciences. Most of our students come from sociology, but some also from political science, history, etc. The courses always provide a comparative perspective as well as the relevant methodology, and this should be a part of the students' master theses as well, because comparison allows us to approach a cohesive understanding of social reality today.

The second feature which makes us unique is a very strong drive for internationalisation of the education for our students. We have a unique relationship with the Laboratory for Comparative Social Research (LCSR), they have the world-wide renown researchers in the lab, such as **Ronald Inglehart** and **Christian Welzel**, and access to the World Value Survey. **Eduard Ponarin** and **Anna Almakaeva** from LCSR teach courses at the programme, and we invite laboratory's guest researchers to give lectures to students and supervise their research projects as well. We are inviting lecturers from outside Russia on our own as well, such as **Monika Wohlrab-Sahr** (Professor of Cultural Sociology at the University of Leipzig), **Alejandro Moreno** (Professor of Political Science at Instituto Tecnológico Autónomo de México), and **Tim Reeskeens** (Assistant Professor in sociology at Tilburg University).

Thirdly, our programme places a heavy emphasis on practical research; we dedicate a whole semester to an academic internship, either at a Russian institution or abroad. All the courses are taught during the first year, leaving the second one for practical research during the internship, research seminar and the writing of the master thesis per se. At least a third of our students spend their internship abroad, gathering data and doing research for their master thesis.

## What are the research topics the students work on?

Every work is an empirical study, either quantitative or qualitative. For quantitative research the students often analyze pre-existing data sets, testing different hypotheses. For example, one work examined the students of St. Petersburg campus and how they perceive each other and which clusters they identify in terms of perceived ethnicity. It was a very interesting study in terms of de(mark)ation and boundary-making between students of different ethnicities. First, it showed us that ethnicity is still very important even for young people in terms of how they categorize the world; second, it was interesting to see what clusters emerge through people's imaginations and ideas about other ethnicities.

For qualitative research we teach the students how best to use interviews and ethnographic methods. An example of this type of work we had recently is Deconstruction of Normality among Gay Men in Santiago de Chile; it revealed how heterosexual normality is reproduced in the city's gay community.

## Are there any specific internship opportunities for the students? Do they carry out research mostly in Russia or abroad?

This very much depends on the individual initiative of each student: some of them have very specific ideas about what they want, but most students are not so active. It is very individual; we sit down with students and discuss her or his research ideas and topics, so as to find a proper place to go to. Typically, several students go to HSE research units for internship, and LCSR is also one of the options. Others go to external organisations and abroad, for example, to Free University of Berlin, University of Tilburg and King's College.

Students look for funding through different sources: Erasmus Plus scholarships, commission at the Faculty level, scholarships from organisations abroad which support student and research mobility, and the programme provides

recommendations and helps to look for specific local opportunities through the academic connections of our faculty members. In the end, it is all very handcrafted and takes a lot of time, but it pays off: students come back after having conducted unique research projects.

### How many international students do you have at the programme?

We are a very young programme, it is only our third year, and we have several international students, but not as much as we would like to. During the admissions period we review all the portfolios of international students and arrange Skype interviews with the short-listed candidates. In terms of quality we are quite comparable with programmes everywhere in Western universities; but the need to move to Russia for two years plays against us.

In order to make the programme more globally attractive, we are launching a double degree with Free University of Berlin (FUB) in 2018. Hopefully, a chance to get two degrees will increase the appeal of the programme for the best international students. Both the HSE and FUB are interested in the double degree programme, and we believe that it will be a success. The existing partnerships with universities also help to promote the programme: for example, we have an

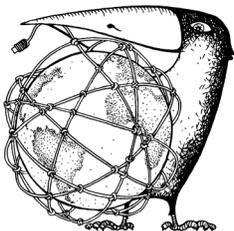
informal exchange for lecturers and internship opportunities for students with University of Tilburg (the Netherlands).

### What advice could you give to those who want to supervise an English-taught programme?

One of the biggest challenges for all programmes is resources; but while it is difficult to accomplish some things as one programme, cooperation may offer solutions. For example, every programme wants to introduce some unique courses as electives, but it is challenging to offer a wide variety and at the same time to meet the minimum requirement for the number of students. Discussing options for joint courses with other programmes at HSE is a working solution in such cases. As a result, we try to get another programme on board with including the course into the elective part of the curriculum before opening something new.

Again, exploring cooperation opportunities is the key, so do not hesitate to contact both Russian and international colleagues at HSE if you need more lecturers for your English courses. Either they will be interested and available themselves, or they could recommend potential guest researchers from universities abroad.

## Building an International Master's Programme: Design of Curriculum and Role of Partnerships



**Dirk Meissner**, Professor at the Institute for Statistical Studies and Economics of Knowledge and the Academic supervisor of the Master's Programme 'Governance of Science, Technology and Innovation', told The HSE Look about its development and achievements.

### What are the unique features of the Master's Programme 'Governance of Science, Technology and Innovation'?

We have two different types of students: first are the HSE students and second are the students of a double degree programme with Technische Universität Berlin in Germany. Not all applicants can get into the double degree track: both we and Berlin have a rigorous selection process and choose the best, and students are required to spend 1 year at the partner university. Currently 3 HSE students are in Berlin and 4 TU Berlin students are in Moscow.

For a long time we saw many double degrees at HSE which were rather one-sided: there was no reciprocal student mobility, and sometimes the lecturers from the partner university were coming to HSE. Surviving the immersion into a different language, culture and all the bureaucratic issues is good for students, their personal development and it broadens their experience and horizon. We see that other programmes are also choosing to have double degree programmes which require student mobility in both directions.

**When originally the design of the programme was agreed on, was double degree a part of it? If not, how did it come to be?**

In November 2013 we decided to develop the Master programme, with first students to be enrolled in September 2014. In February 2014 I met a German colleague in Berlin, and we decided to make a double degree track for the programme. Personal networks play a big role in finding partners for such initiatives.

Double degrees are a major source of attraction for international students, and they are a good instrument for overcoming the usual perception and questionable image that students might have about Russia and its universities. Firstly, it's just one year, not two. Secondly, you will get two diplomas: from a Russian university and its foreign partner. Already from the first cohort of students I can say that we achieved more than we expected originally.

**What about regular exchange agreements – how active is the student mobility?**

We have exchange agreements with several universities: Seoul National University in Republic of Korea, University of Bremen in Germany, Middle East Technical University in Turkey and Maastricht University in The Netherlands. These agreements are not institutional; they are specifically between our programme and another university.

When our students go for an exchange on a university-wide agreement, it is always a struggle to match the courses they take with the curriculum at home. It concerns both the content and the administrative side: we need to know not only that the course was 3 ECTS worth, but how many lecture and self-study hours there were, what's their ratio.

With our partner universities we first look through the list of courses, find out what they teach, and then we can establish the good matches for exchange. After that, it does not matter for us where the student took the course: at HSE or abroad, we can be sure about the quality of what they learned.

**Do you plan to expand the number of programme-specific agreements?**

At the moment we have four exchange agreements and two double-degrees. We are planning to get two more of each kind over the next 2-3 years. As we know from previous experience, we have to go through a rather bureaucratic process to get the agreement formally approved and signed by the partner university and HSE. In order to develop effectively the programmes need one-stop service in such matters as double degree agreements. It would also help to have more flexibility in regulations concerning enrollment, especially of self-financed students, and curriculum.

We are a strong programme that has international students, and we could attract even more of them with double degree opportunities. It would also bring more international faculty and scholars here, since the curriculum of double degree or exchange programme will be very well matched.

**What do students prefer: to spend a semester abroad or to try and enroll in a double degree? What do they find valuable in this experience?**

There are two perspectives to consider. The first aspect is that for Russian students going abroad one of the main motivations is to get a second degree from TU Berlin, which allows them to apply for PhD positions in Europe without worrying that they will need to certify or legalize their HSE diploma.

The second aspect to consider is career branding, and it is relevant for both Russian and international students. They get experience of living and studying abroad, in a different cultural and linguistic environment. Furthermore, it is most useful when their destination is not the most mainstream, like Seoul and Russia instead of Anglo-Saxon universities. We have a unique advantage here, which should also be used for marketing HSE to international students.

**What about the alumni: do you know where they went to study and work?**

Once per year we send out a small survey, asking how they are doing, how they are developing professionally, whether they want to learn something new, etc. We are in touch with the first cohort of graduates; some of them work at the Institute for Statistical Studies and Economics of Knowledge at HSE, several went to get their PhD abroad. When we designed the programmes, we thought of the following career paths: academic career, industry and public policy. So far the distribution is as we planned, about a third each.

One of the good things we achieved for students is internship opportunities. We are the only programme globally that offers two students an internship at the Organisation for Economic Cooperation and Development (OECD). We have a strong competition; the pre-selection of candidates is done by the programme, and the final choice is made by the OECD. As a first step, two students go for a 10-week internship in summer to Paris; as a second step, OECD staff act as co-supervisors of these students' research papers. It's a unique opportunity, and we tell about it on the programme's website.

**Are there any other special internship opportunities, besides OECD? What about internships for international students from partner universities?**

We have two more partners in Vienna (Austria), one in Seville (Spain), one in Netherlands. We are planning to have several internship opportunities in Korea. Locally, we have students taking internships in the Ministries for Economic Development, Education, and so on. A few students went to Skolkovo Foundation.

As far as international students are concerned, when German students come here for the double degree, they need to take an internship here in Moscow. It is very challenging because of migration regulation: usually the visa allows them to have internships only at HSE. Some also go to foreign companies or organisations.

**How much are the students involved in research? What are the topics and the formats?**

Several students at the moment are employed at ISSEK and its laboratories; they help with gathering and analyzing data. The classes are held only during the evening hours, so it allows students to engage in research. HSE has several working papers series under its Basic Research Programme, and our students published three papers in 'Science, Technology and

Innovation'. One more has prepared a book chapter which will come out soon, and there is more in the works.

**What would you recommend to other international faculty who want to launch a Master's programme?**

Setting up the admissions process is crucial. In 2016 we had around 90 Russian and 60 international applications for 40 places, so it was rather competitive. It is quite a challenge to review them all in a short period of time, but it gives us a good understanding of who the student is, what they want from the programme and whether they can meet our academic criteria.

HSE requires a portfolio to be submitted, but that alone is not enough for us to get to know the candidate. First of all, we want to learn about the motivation and expectations; second, we check their level of English and how well they are able to communicate in an academic setting. Examining the portfolio is only the first stage, after which we schedule interviews in person or via Skype, in case of international applicants. There are three people interviewing the prospective students, so that the assessment is not subjective; the examiners' decision has to be unanimous. We also make sure that these small commissions are always mixed in terms of gender, so that there is no bias.

## Visiting Scholars at HSE: Calls for Funding Open



The following visits are scheduled for February, March and early April 2017. If you are interested in this programme and would like to know details on how to submit a proposal, please, consult your department or [visiting scholar@hse.ru](mailto:visiting scholar@hse.ru).

**Stefan Höhne**, Assistant Professor at Technical University of Berlin, Germany

Host department at HSE: School of Sociology

**Dates: February 20 - 25, 2017**

**Barth Lawrence**, Professor of Urbanism in the Housing and Urbanism Programme at the Graduate School of the Architectural

Host programme at HSE: Master's programme 'Urban Development and Spatial Planning'

**Dates: February 24 - March 02, 2017**

**Kisselev (Kirichenko) Olesya**, PhD Candidate (ABD) in Applied Linguistics, the Pennsylvania State University, University Park, Pennsylvania

Host programme at HSE: Master's programme 'Linguistic Theory and Language Description'

**Dates: March 25 - April 02, 2017**

**Labov Jessie**, Professor of Center for Media, Data, and Society, Central European University

Host programme at HSE: Bachelor's programme 'History

**Dates: April 09 - 15, 2017**

**Herman Joost**, Professor in Globalisation Studies and Humanitarian Action, Director of Globalisation Studies at Groningen University, President of Network On Humanitarian Action, Board Member and Head of General Secretariat of the International Humanitarian Study Association

Host programme at HSE: Master's programme 'Population and Development'

**Dates: April 09 - 13, 2017**

**Seel Norbert M.**, Founder and co-editor of the journal 'Technology, Instruction, Cognition and Learning', co-editor of the book series "Modeling and Simulation in Education", editor of social sciences section of 'SpringerPlus' (multifunctional edition)

Host programme at HSE: Master's programme 'Management in Higher Education'

**Dates: April 16 - 23, 2017**

**The HSE Look** is happy to promote the opportunity to invite colleagues from universities abroad for lectures and collaboration to HSE. Please, find details at [visitingscholar.hse.ru/en/website](http://visitingscholar.hse.ru/en/website).

The calls for funding are open at the Faculties and at the university-wide commission.

To find the dates when HSE **faculties are accepting applications**, please **contact a coordinator from the list below**:

- Faculty of Humanities - *Maria Alexandrova*;
- Faculty of Social Sciences - *Aigul Mavletova*;
- Faculty of Economic Sciences - *Anna Volchina*;
- Moscow Institute of Electronics and Mathematics (HSE MIEM) - *Sergey Aksenov*;
- Faculty of Business and Management - *Svetlana Bityay*;
- Faculty of Law - *Tatyana Zhukova*;
- Faculty of Computer Science - *Artyom Glazistov*;
- Faculty of Communications, Media, and Design - *Elena Rymanova*;
- Faculty of World Economy and International Affairs - *Denis Shcherbakov*;

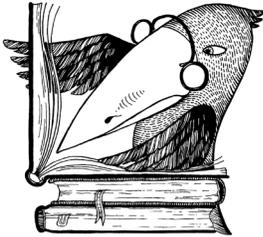
- Faculty of Mathematics - Natalia Hlustova.

University-wide commission accept applications until **February 28**:

- from HSE's regional campuses;
- from HSE's subdivisions that are not part of faculties and are not associated with them; applications with total requested funding in excess of 150 000 RUB (on the condition that at least 30% of the total amount is co-funded).

Travel and accommodation costs as well as honorarium can be requested in the application for inviting a visiting scholar to HSE. Please, mind, that there are certain limitations and procurement procedures which have to be followed if the application receives funding, so it is best to consult the coordinators at your faculty as well as follow the suggestions on [visitingscholar.hse.ru/en/website](http://visitingscholar.hse.ru/en/website).

# Discussing Research Together



Joint efforts tend to bring better and more interesting results: that's why the School of Philosophy has launched its Colloquium meetings where HSE faculty (both internationally and locally recruited) and visiting scholars will be presenting and discussing their research. The events are open to everyone, and the first talk, devoted to a popular for February topic of love, gathered faculty and students alike.

**Ulrika Carlsson**, Assistant Professor at HSE School of Philosophy, argued against the rationalist attempt to "save" the concept of love from low status in philosophy. Her major point was that in our ordinary lives we do not rationally appraise our loved ones and check the goodness of their qualities against all other people, but that our first visceral attraction is further augmented by the value we place on the relationship we come to have with them. The discussion mostly focused on normative value of love itself, on relations between ordinary experience and its

conceptualisation in philosophy, and on the ways abstract ideas such as beauty and status frame the perception of other qualities of a person. The students in particular were most interested in exploring the (ir)rationality of appraisal of qualities of the objects of love.

Those wishing to present their work should contact Ulrika Carlsson and Silver Bronzo, and abstracts for the upcoming talks can be found on the website [hsephilosophycolloquium.wordpress.com](http://hsephilosophycolloquium.wordpress.com).

**The meetings will be held every two weeks on Fridays from 16.40 to 18.00 at Staraya Basmannaya 24/1, and there is already quite a comprehensive schedule of talks for the upcoming semester:**

March 3 -- **Silver Bronzo**: Actions, Products, and Truth-Bearers: A Critique of Moltmann's Neo-Twardowskian Account

March 17 -- **Nadia Moro**: The Philosophical Relevance of Music Studies in the 19th Century

April 7 -- **Peter Denis** (London School of Economics): What Is Interpersonal Justification?

April 14 -- **Stefan Hessbrüggen-Walter**: Metaphysics and Physics in the Preface to Kant's \*Metaphysical Foundations of Natural Science\*

April 21 -- **Aaron Wendland**: Authenticity, Truth, and Cultural Transformation: A Critical Reading of John Haugeland's Heidegger

May 12 -- **Tudor Protopopescu**: Intuitionistic Knowledge and Fallibilism

May 19 -- **Annalisa Paese** (University of Pittsburgh): It Is Not Silent and Dark Within: Murdoch, Wittgenstein, and the Inner Life

May 26 -- **Nataliya Kanaeva**: The Beginning of the Foundations of Theoretical Knowledge in India

June 9 -- **Alexei Gloukhov**: On the Concept of Common Language

June 16 -- **Robert Simpson** (Monash University): Constructive Intrinsic Valuation

June 23 -- **Jorge Luis**: Art for Sharks. From Additional Sense Modalities to Animal Aesthetics