



Course unit English denomination	Research Questions - Diving deep into research
SS	Course on transversal skills
Teacher in charge (if defined)	dott.ssa Sara Tonini, PhD
Teaching Hours	12
Number of ECTS credits allocated	2
Course period	January
Course delivery method	<input type="checkbox"/> In presence <input type="checkbox"/> Remotely <input checked="" type="checkbox"/> Blended
Language of instruction	English
Mandatory attendance	<input checked="" type="checkbox"/> Yes (% minimum of presence: 80%) <input type="checkbox"/> No
Course unit contents	<ul style="list-style-type: none">• Academic research and the research process• The research proposal and the research question• Crafting your own research question (workshop)
Learning goals	<p>The 12-hour course "Research Questions: Diving Deep into Research" at the PhD programme is designed to equip doctoral students with essential skills to develop and refine their research questions effectively. The course is divided into three sessions, each focusing on critical aspects of the research process. The main learning goals for each session are as follows:</p> <p>1. Academic Research and the Research Process</p> <ul style="list-style-type: none">- Understanding the nature of academic research: PhD students will learn about the foundations of scholarly inquiry, focusing on the importance of rigorous methodology and scholarly contribution.- Familiarity with the research lifecycle: This session aims to introduce the stages of academic research, from conceptualization to publication, highlighting the importance of aligning each stage with the research question.- Critical engagement with literature: Students will explore how to critically review existing research to identify gaps, inconsistencies, and opportunities for new research questions.- Establishing a clear research framework: Participants will gain insights into the conceptual frameworks and paradigms that guide high-quality academic research. <p>2. The Research Proposal and the Research Question</p>



	<ul style="list-style-type: none"> - Learning how to formulate a clear research proposal: The focus is on understanding the structure of a solid research proposal, including the introduction, problem statement, and the proposed methodology. - Identifying research gaps and formulating questions: Students will explore techniques for narrowing down broad research interests into focused, manageable, and original research questions. - Aligning research questions with methodology: This session will emphasize how the formulation of a research question shapes the methodological approach, ensuring that the question is answerable through appropriate research methods. <p>3. Crafting Your Own Research Question (Workshop)</p> <ul style="list-style-type: none"> - Hands-on experience in formulating research questions: This workshop is designed to allow students to actively apply the concepts learned in the previous sessions by crafting their own research questions with peer and instructor feedback. - Personalized feedback and refinement: Students will engage in peer reviews and discussions, allowing them to refine and improve their research questions, making them more focused, relevant, and researchable. - Developing a research roadmap: The final goal is to leave the workshop with a clear and well-defined research question that can guide the rest of their PhD journey. This session will also help in creating a research roadmap that aligns with their question. - Practical problem-solving: Participants will also learn how to troubleshoot common challenges in question formulation, ensuring they create feasible and impactful questions. <p>By the end of this course, PhD students should be able to clearly define a research question, understand how it fits within the broader academic context, and develop a research proposal that effectively outlines the significance and methodology of their study.</p>
Teaching methods	The teaching methods for this course include a combination of lectures to provide foundational knowledge, interactive discussions to engage students in critical thinking, and a hands-on workshop where students actively craft and refine their research questions with peer and instructor feedback.
Course on transversal, interdisciplinary, transdisciplinary skills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Available for PhD students from other courses	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Prerequisites (not mandatory)	none
Examination methods (in applicable)	n.a
Suggested readings	To be delivered by the teacher during classes



Course unit English denomination	Bibliographical research, Reference management and Academic Publishing
SS	Course on transversal skills
Teacher in charge (if defined)	<ul style="list-style-type: none"> • Elisa Rubino, • Michele Visentin • Michela Zorzi
Teaching Hours	6
Number of ECTS credits allocated	1
Course period	November/December
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	English
Mandatory attendance	<input checked="" type="checkbox"/> Yes (80% minimum of presence) <input type="checkbox"/> No
Course unit contents	<ul style="list-style-type: none"> • Zotero: how to use free and open-source reference management software, to support collecting, organizing, annotating, citing, and sharing research. • Library 101 (workshop) teaches about library services and research methodology for writing thesis • Academic Publishing and UniPD's research data archive
Learning goals	<p>Master Zotero for Research Management:</p> <ul style="list-style-type: none"> • Ability to efficiently use Zotero to collect, organize, annotate, and cite research sources. • Skills in sharing and collaborating on research projects using Zotero features. <p>Utilize Library Services for Thesis Writing:</p> <ul style="list-style-type: none"> • Understanding of key library resources and services available to support advanced research. • Proficiency in research methodologies taught through practical exercises in the Library 101 workshop, enhancing the ability to locate and use academic sources for writing a thesis. <p>Improved Thesis Research:</p> <ul style="list-style-type: none"> • Ability to integrate effective research management and library tools into the thesis writing process for better organization, source tracking, and academic integrity. <p>Academic Publishing and UniPD's Research Data Archive:</p> <ul style="list-style-type: none"> • Gain knowledge of key bibliometric indicators and develop the ability to interpret and apply bibliometric metrics in the context of one's own research. • Understand the academic publishing process and the various options available.



	<ul style="list-style-type: none"> • Gain familiarity with Open Access principles and their implications for research dissemination. • Learn to efficiently deposit, manage, and retrieve one's research works in PRA/IRIS. • Learn the procedures for depositing and preserving PhD theses in the institutional repository
Teaching methods	<p>This 6-hour course employs a hands-on, interactive approach to teaching, blending practical instruction with real-time demonstrations. Students actively engage with tools like Zotero and participate in problem-solving tasks during the Library 101 workshop, applying their newly acquired skills directly to their thesis projects. The course also provides detailed examples of the doctoral thesis deposit process and illustrates the benefits of open access principles for research dissemination. This comprehensive methodology ensures that students can immediately implement what they learn, enhancing their research and academic publishing capabilities.</p>
Course on transversal, interdisciplinary, transdisciplinary skills	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
Available for PhD students from other courses	<p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>
Prerequisites (not mandatory)	
Examination methods (if applicable)	n.a.
Suggested readings	<p>Library 101 - for social sciences international students (Moodle course)</p> <p>https://elearning.unipd.it/sba/course/view.php?id=45</p>
Additional information	



Course unit English denomination	Frontiers in Business & Human Rights
SS	ECON-02/A STEC -01/A
Teacher in charge (if defined)	<ul style="list-style-type: none"> - Prof. Thomas Bassetti - Prof.ssa Donata Favaro - Prof. Gianfranco Tusset
Teaching Hours	12
Number of ECTS credits allocated	2
Course period	I and II Semesters (full year)
Course delivery method	<input type="checkbox"/> In presence <input type="checkbox"/> Remotely <input checked="" type="checkbox"/> Blended
Language of instruction	English
Mandatory attendance	<input checked="" type="checkbox"/> Yes (% minimum of presence: 80%) <input type="checkbox"/> No
Course unit contents	<p>The learning objectives are aligned with developing a deep understanding of social science methodological approaches and contemporary critical issues, such as gender inequality and climate justice, specifically:</p> <ol style="list-style-type: none"> 1. Develop competence in quantitative research methods: <ul style="list-style-type: none"> ○ Understand and apply quantitative research methods in the context of social sciences. ○ Acquire the ability to design, conduct, and critically evaluate empirical studies using statistical and numerical data. ○ Develop skills in using software and tools for data analysis and interpretation in social science research. 2. Examine social inequalities: <ul style="list-style-type: none"> ○ Critically explore methodological approaches to measuring inequality in various contexts (economics, politics, education, etc.). ○ Understand and evaluate empirical evidence related to inequalities in different societies and sectors. ○ Analyze factors contributing to the gap and examine solutions aimed at reducing disparities. 3. Engage in climate justice and political ecology: <ul style="list-style-type: none"> ○ Develop an understanding of climate justice and its connections to global social, economic, and environmental issues. ○ Study the principles of political ecology to understand how power dynamics, governance, and resource distribution affect environmental sustainability. ○ Investigate the role of social justice in climate policy and understand the challenges and debates on climate change mitigation and adaptation from a global and political perspective.



	<p>4. Integrate interdisciplinary approaches:</p> <ul style="list-style-type: none"> ○ Promote an interdisciplinary approach to connect quantitative analysis with broader social and environmental issues. ○ Critically analyze how different theoretical perspectives (e.g., political, ecological, and social) can be applied to real-world issues such as gender inequality and climate change. <p>5. Formulate critical and independent thinking:</p> <ul style="list-style-type: none"> ○ Develop critical thinking by engaging with complex empirical evidence and research methodologies. ○ Formulate independent research questions and conduct in-depth investigations into social phenomena using appropriate methodologies. ○ Improve the ability to critically evaluate scientific literature on gender studies, climate justice, and quantitative research in social sciences.
Learning goals	<p>Learning goals are aligned with developing a deep understanding of both methodological approaches in social sciences and critical contemporary issues - like people and planet exploitation for economic profits, and the intersection with human rights.</p> <p>In particular:</p> <ul style="list-style-type: none"> ● Understand contemporary debates inequality. ● Critically assess the implications of economic models on human rights.
Teaching methods	<p>The course equips students with both theoretical insights and practical tools to address human rights challenges in global business practices.</p> <p>Instructors: Experts from academia</p>
Course on transversal, interdisciplinary, transdisciplinary skills	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
Available for PhD students from other courses	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
Prerequisites (not mandatory)	<p>none</p>
Examination methods (in applicable)	<p>The course combines lectures, hands-on workshops, and case study analyses. Assessment is based on a research project where students apply the acquired methodologies to a real-world human rights issue.</p>
Suggested readings	<ol style="list-style-type: none"> 1. Stockemer, D., Stockemer, G., & Glaeser, J. (2019). <i>Quantitative methods for the social sciences</i> (Vol. 50, p. 185). Cham, Switzerland: Springer International Publishing. 2. Borjas G.J., <i>Labor Economics</i>, Chapter 9 "Labor Market Discrimination". McGraw-Hill International, 2016. 3. Rockström, J., Gupta, J., Qin, D. et al. <i>Safe and just Earth system boundaries</i>. Nature 619, 102–111 (2023). https://doi.org/10.1038/s41586-023-06083-8 <p>Teachers will provide slides and other suggested readings during the lessons</p>



Course unit English denomination	Frontiers in Inclusion and Psychological growth
SS	M-PSI/04
Teacher in charge (if defined)	- prof.ssa Laura Nota, - prof.ssa Maria Cristina Ginevra
Teaching Hours	12
Number of ECTS credits allocated	2
Course period	II Semester
Course delivery method	<input type="checkbox"/> In presence <input type="checkbox"/> Remotely <input checked="" type="checkbox"/> Blended
Language of instruction	English
Mandatory attendance	<input checked="" type="checkbox"/> Yes (80% minimum of presence) <input type="checkbox"/> No
Course unit contents	- Construction of inclusive contexts - Life and career design, career counseling for an inclusive future - Gender Equity
Learning goals	<p>This course addresses the areas of inclusion, social sustainability and psychological growth, closely related to human rights issues. Specifically, it will be focused on: (a) Construction of inclusive contexts. Lectures aim to enhance ability to conceptually define inclusion, analyze it in the light of the latest reference models in the literature, and to identify the features of inclusive contexts. (b) Life and career design, career counseling for an inclusive future. Lectures aim to examine the most recent and accredited theoretical models and constructs into career guidance international literature, to support people in their future career planning and to guarantee their right to decent work. (c) Gender Equity. Lectures aim to examine the stereotypes and discrimination that underlie asymmetries between genders. Emphasis will be given to interventions for the empowerment and promotion of equity between genders and to enable psychological growth. (d) Palliative care and quality of life. This psychological research investigates palliative care as a therapy to increase the quality of life by significantly reducing unnecessary pain, especially for those with chronic degenerative diseases. It investigates how to guarantee the right not to suffer and access to this therapy in a universal and non-discriminatory manner.</p> <p>Special attention will be given to methodological aspects of the investigation of the above issues, including the use of theoretical aspects and psychometric applications; techniques for assessing psychological variables, psychological measurement instruments; research methodology in psychological field.</p>



Teaching methods	During the lectures, discussions, exemplifications, and exercises will be realized. The participation of experts, researchers and scholars in the field of inclusion, social sustainability, and psychological growth will be guaranteed.
Course on transversal, interdisciplinary, transdisciplinary skills	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Available for PhD students from other courses	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Prerequisites (not mandatory)	None
Examination methods (if applicable)	/
Suggested readings	Made available by the teachers in the moodle
Additional information	/



Course unit English denomination	Emerging issues on climate change mitigation, adaptation and GIScience
SS	GEOG-01/A - GEOGRAFIA (M-GGR/01 – GEOGRAFIA)
Teacher in charge (if defined)	Massimo De Marchi Salvatore Pappalardo
Teaching Hours	24
Number of ECTS credits allocated	4
Course period	May-July 2026
Course delivery method	<input type="checkbox"/> In presence <input checked="" type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	English
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70 % minimum of presence) <input type="checkbox"/> No
Course unit contents	<ul style="list-style-type: none">- framing climate justice from multidisciplinary and multiscalar approaches, by considering intersectionality, theoretical debates, and practical implementations- Phasing out of fossil fuels and “just transition”: from policies to land use management- Urban ecology and climate justice in urbanized areas (mapping heat islands, soil sealing, green gentrification, urban green accessibility)- Inclusive Nature-based solutions: urban riparian ecosystems and proximity agroecological farming to counter climate change.- Citizens Science and “sensor things”: linking pixel to people in mapping landscapes and urban microclimates
Learning goals	Participants will acquire theoretical and methodological knowledge to independently move within the debate on climate justice and climate change, by contributing to public policies for mitigation and adaptation actions. Acquired knowledge will be essential for land management and for climate-resilient development paths at local, national, and international level. Dealing with emerging issues the course is designed to: acquire scientific knowledge on EU and international climate actions; to develop the ability, by adopting geographic information science, to analyse climate justice and just fossil fuel transition; to prepare researchers and professionals contributing to the implementation of climate policies; to stimulate the debate within civil society on Climate Justice, Just Fossil Fuel Transition, and EU Just Transition Policies.
Teaching methods	A participatory methodology will be used including seminars organized by the students, analysis of case studies, role play, interviews with actors in the sector, use of GIS and remote sensing for climate justice mapping and ecosystem services. During the first lesson the teacher will



deliver the list of texts that will be discussed during the course. The participants will be responsible for coordinating some seminars.

Course on transversal, interdisciplinary, transdisciplinary skills

☒ Yes
☐ No

Available for PhD students from other courses

☒ Yes
☐ No

Prerequisites
(not mandatory)

Examination methods
(in applicable)

Final assignment defined during the course.

Suggested readings

The Moodle platform will be updated with the readings

Additional information
