

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДЕРЖАВНИЙ УНІВЕРСИТЕТ ЕКОНОМІКИ І ТЕХНОЛОГІЙ
НАВЧАЛЬНО-НАУКОВИЙ ІНСТИТУТ ЕКОНОМІКИ ТА БІЗНЕС-ОСВІТИ
КАФЕДРА МІЖНАРОДНИХ ВІДНОСИН**

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
ДО ПРАКТИЧНИХ ЗАНЯТЬ, САМОСТІЙНОЇ ТА
ІНДИВІДУАЛЬНОЇ РОБОТИ**

з освітнього компонента «Фахова іноземна мова (академічне письмо та міжкультурна комунікація)» для здобувачів спеціальностей D4 «Публічне управління та адміністрування» та D8 «Право» третього (освітньо-наукового) рівня (доктор філософії) вищої освіти денної та заочної форм здобуття вищої освіти

РЕКОМЕНДОВАНО
на засіданні кафедри міжнародних відносин
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бізнес-освіти
(протокол №1 від «25» серпня 2026 р.)

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Методичні рекомендації до практичних занять, самостійної та індивідуальної роботи з освітнього компонента «Фахова іноземна мова (академічне письмо та міжкультурна комунікація)» для здобувачів спеціальностей D4 «Публічне управління та адміністрування» та D8 «Право» третього (освітньо-наукового) рівня (доктор філософії) вищої освіти денної та заочної форм здобуття вищої освіти/ уклад. О. ЧИЖИКОВА. Кривий Ріг: ДУЕТ, 2026. 48 с.

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Методичні рекомендації до практичних занять, самостійної та індивідуальної роботи з освітнього компонента «Фахова іноземна мова (академічне письмо та міжкультурна комунікація)» призначені для здобувачів спеціальностей D4 «Публічне управління та адміністрування» та D8 «Право» третього (освітньо-наукового) рівня (доктор філософії) вищої освіти денної та заочної форм навчання.

Методичні рекомендації спрямовані на розвиток академічної іншомовної комунікативної компетентності аспірантів, зокрема навичок академічного письма, читання й аналізу наукових джерел, усного мовлення та презентації результатів досліджень англійською мовою. Особливу увагу приділено формуванню академічного словника, опануванню мовних особливостей сучасного наукового стилю, а також розвитку міжкультурної комунікативної компетентності, необхідної для ефективної взаємодії в міжнародному академічному середовищі. Рекомендації охоплюють питання міжкультурної комунікації, зокрема особливості академічної поведінки, професійного етикету, норм академічного спілкування, культурно зумовлених комунікативних стратегій та подолання міжкультурних бар'єрів у процесі наукової співпраці.

Загальною метою рекомендацій є підвищення рівня мовної та мовленнєвої автономії аспірантів, формування культури академічної доброчесності, а також забезпечення готовності до ефективної участі в міжнародних наукових проєктах, конференціях, програмах академічної мобільності та публікаційній діяльності.

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Вступ

У сучасних умовах глобалізації наукового простору, інтернаціоналізації вищої освіти та активного розвитку міжнародного співробітництва володіння англійською мовою є невід'ємною складовою професійної та наукової підготовки здобувачів третього (освітньо-наукового) рівня вищої освіти.

Для майбутніх докторів філософії зі спеціальностей D4 «Публічне управління та адміністрування» та D8 «Право» англійська мова є важливим інструментом доступу до сучасних наукових знань, участі в міжнародному академічному діалозі, обміну професійним досвідом, представлення результатів власних досліджень на міжнародному рівні та інтеграції у світову наукову спільноту.

Опанування фахової іноземної мови, академічного письма та міжкультурної комунікації забезпечує формування компетентностей, необхідних для здійснення ефективної наукової діяльності у сфері публічного управління, адміністрування та права. Особливої актуальності набуває розвиток умінь працювати з англійськими науковими джерелами, критично аналізувати сучасні дослідження, готувати академічні тексти відповідно до міжнародних стандартів, презентувати результати наукової роботи, вести професійні дискусії та здійснювати міжкультурну комунікацію в міжнародному академічному середовищі.

Особливу увагу приділено розвитку навичок академічного письма та усного наукового мовлення, розширенню фахового й академічного словникового запасу, удосконаленню граматичної компетентності, необхідної для створення наукових текстів англійською мовою, а також формуванню навичок міжкультурної комунікації, що є важливою складовою професійної діяльності сучасного дослідника у сферах публічного управління й права.

Методичні рекомендації розроблено з урахуванням сучасних підходів до викладання англійської мови для академічних цілей (English for Academic Purposes, EAP), принципів міжкультурної комунікації, вимог освітньо-наукової програми підготовки докторів філософії та специфіки наукових досліджень у галузі публічного управління, адміністрування й права. Методичні рекомендації передбачають використання автентичних англійських матеріалів, пов'язаних із проблематикою державного управління, публічної політики, міжнародного, європейського та національного права, що сприяє розвитку фахової іншомовної компетентності аспірантів. Використання рекомендацій сприятиме розвитку академічної мобільності здобувачів, підвищенню їхньої конкурентоспроможності у міжнародному науковому середовищі та формуванню готовності до професійної комунікації англійською мовою.

Мета та завдання

Метою методичних рекомендацій з фахової іноземної мови (академічне письмо та міжкультурна комунікація)» для здобувачів спеціальності D4 «Публічне управління та адміністрування» та D8 «Право» третього (освітньо-наукового) рівня (доктор філософії) вищої освіти денної та заочної форм здобуття вищої освіти є формування та вдосконалення іншомовної академічної комунікативної компетентності здобувачів. Рекомендації спрямовані на розвиток навичок академічного читання й аналізу англомовної наукової літератури, написання наукових текстів різних жанрів, підготовки анотацій, тез, наукових статей і презентацій, ведення академічної дискусії, аргументованого представлення результатів власного дослідження, а також ефективної міжкультурної взаємодії в професійному та науковому середовищі.

Рекомендації спрямовані на системне опанування академічної лексики, а також на вдосконалення навичок академічного усного та писемного мовлення й здатності до ефективного академічного спілкування англійською мовою

Методичні рекомендації містять практичні завдання за темами, визначеними програмою, завданнями для самостійної та індивідуальної роботи.

Практичні завдання спрямовані на формування навичок академічного письма, говоріння, а також засвоєння академічної лексики та граматичних структур англійської мови, необхідних для успішної навчальної, науково-дослідної та професійної діяльності в міжнародному академічному середовищі.

Самостійна робота передбачає опрацювання теоретичного матеріалу, виконання лексико-граматичних вправ, підготовку усних повідомлень, кейсів, написання письмових робіт і роботу з автентичними англомовними джерелами.

Індивідуальна робота спрямована на розвиток навичок академічного письма, презентації результатів наукової діяльності, виконання мініпроектів, вирішення кейсів, підготовку презентацій та дослідницьких завдань відповідно до тематики дисертаційного дослідження.

Навчальні матеріали орієнтовані на формування фахової іншомовної комунікативної компетентності, необхідної для успішної науково-дослідної діяльності, міжнародної співпраці та професійної взаємодії у сферах публічного управління, адміністрування й права.

Особливу увагу приділено розвитку навичок академічного письма як ключової складової дисципліни, зокрема написанню анотацій, опису структурних елементів дисертаційного дослідження, підготовці мотиваційного листа, академічної презентації, а також коректному опису графіків, таблиць, схем і діаграм відповідно до норм сучасної академічної англійської мови. Значне місце відведено розвитку навичок фахового та академічного усного мовлення, презентації та аргументованого обговорення результатів власного дослідження, а також формуванню міжкультурної комунікативної компетентності, необхідної для ефективної взаємодії в міжнародному науковому середовищі.

Для досягнення поставленої мети методичні рекомендації передбачають виконання таких завдань:

- сформувати навички активного використання академічної та професійно орієнтованої англійської лексики у сферах публічного управління та адміністрування й права;
- розвинути вміння академічного усного мовлення та міжкультурної комунікації під час обговорення актуальних питань науки, освіти й професійної діяльності;
- удосконалити навички академічного письма, необхідні для підготовки анотацій, тез, наукових статей, презентацій, мотиваційних листів та інших жанрів академічного дискурсу;
- сформувати вміння представляти, аналізувати та інтерпретувати результати наукових досліджень англійською мовою, використовуючи графіки, таблиці, схеми й діаграми;
- закріпити граматичні структури та мовні засоби, характерні для академічного стилю сучасної англійської мови;
- розвинути навички самостійної навчальної, дослідницької та комунікативної діяльності засобами англійської мови;
- сформувати усвідомлене ставлення до принципів академічної доброчесності та академічної культури;
- підготувати здобувачів до участі в міжнародних наукових конференціях, академічній мобільності, міжнародних дослідницьких проєктах і публікаційній діяльності.

Реалізація змісту освітнього компонента «Фахова іноземна мова (академічне письмо та міжкультурна комунікація)» сприятиме розвитку іншомовної академічної та фахової міжкультурної комунікативної компетентності, підвищенню мовної автономії здобувачів, формуванню культури академічної доброчесності та готовності до ефективної наукової й професійної діяльності в міжнародному академічному середовищі.

I ПРАКТИЧНІ ЗАВДАННЯ

TOPIC 1. PROFESSIONAL SCIENTIFIC COMMUNICATION IN ENGLISH. PLANNING A SCIENTIFIC CAREER

1. Discussion: Talk about your scientific career plan.

1. Why did you decide to become a researcher?
2. What qualities should a successful researcher possess?
3. What motivates you to conduct research?
4. What is your current research area, and why did you choose it?
5. What skills do you hope to develop during your PhD studies?
6. How do you see your scientific career in five or ten years?
7. What challenges do you expect to face in your research career, and how will you overcome them?
8. How do you plan to contribute to your field of research and society?
9. What research topics in public administration or law are you most interested in?
10. Why is English important for your academic and professional development?

2. Academic Vocabulary Exercises.

2.1. Fill in the gaps:

How Should I Choose a Research Topic?

careers / research / skills / progress / research topic / importance / solve / interests / creative / boring

The choice of 1) _____ is an important challenge that scientists are faced with early on in their 2) _____. Laureates have wide-ranging advice, and some of it can be surprising.

Tim Hunt advises people to choose a research problem they can 3) _____ in their lifetime. It should be difficult but doable in a reasonable timeframe, particularly because funding depends on demonstrating your 4) _____.

You don't instantly need to be able to see the application of your research though, and laureates often speak about the 5) _____ of curiosity-driven research. Barry Marshall, for example, encourages people to tackle a problem that 6) _____ them, and who knows what this new knowledge might lead to.

It's also important to think about how much you will enjoy doing your 7) _____, and what you will learn. Brian Kobilka therefore tells people to choose projects that will expose them to new techniques and 8) _____.

Not everyone will agree with your choice of research topic, in fact Michael Brown advises people to choose a topic that others think is 9) _____. Scientists should be prepared for criticism and early criticism in an indicator they are onto something 10) _____.

2.2. Choose the most appropriate word to complete each sentence:

1. Recent debates in cognitive science centre on the *concept / framework / principle* of embodied cognition and its implications for artificial intelligence research.

2. In her dissertation, the student adopted a mixed-methods *paradigm / framework / topic* to analyse cross-cultural communication practices.

3. The researcher proposed a new *paradigm / hypothesis / theme* to explain the unexpected fluctuations observed in the experimental data.

4. According to Kuhn, a scientific *concept / assumption / paradigm* may shift when the existing model can no longer account for accumulating anomalies.

5. Before constructing the statistical model, the team identified motivation as a key *variable / concept / topic* influencing participants' performance.

6. The study is based on the *variable / assumption / model* that language shapes perception, although this claim remains controversial in contemporary linguistics.

7. Environmental *topics / issues / principles* should be at the top of today's political agenda.

8. In the exam students had to choose three from a choice of ten essay *subjects / theories / topics*.

9. There are still people who are reluctant to accept Darwin's *nature / topic / theory* of evolution.

10. The professor decided to take moral courage as the *issue / theme / model* for his inaugural lecture.

2.3. Choose the correct word to complete each sentence.

Complex / potential / rigorous / specific / qualitative / comprehensive / subtle / approximate / feasible / consistent

1. The plant is difficult to grow and needs very _____ conditions to survive.

2. His tutor was critical of his work for not being _____ enough.

3. In the past the northern tribes looked on the tribes of the south as _____ enemies.

4. We chose a _____ approach to our research and interviewed individuals personally.

5. A set _____ of circumstances led to a civil war.

6. The researcher provided a _____ analysis of the factors influencing climate-induced migration.

7. Detecting _____ changes in tone and expression is essential for effective discourse analysis.

8. The results only allow us to draw an _____ estimate of the population affected by the policy.

9. The team concluded that the proposed method was not _____ with the resources available.

10. To validate the theory, the findings must remain _____ across multiple experiments.

2.4. Matching: Complete the collocations for the phrasal verbs.

1 to carry out

a) your results, your research, a report

2 to write up

b) flaws, errors, mistakes

3 to put forward

c) your notes, your work, figures

4 to point up

d) an experiment, a research project

5 to go through

e) an experiment, a survey, research

6 to set up

f) an idea, an argument

- | | |
|-------------------|---|
| 7 to look into | g) differences, variations, discrepancies |
| 8 to come up with | h) a solution, a model, a hypothesis |
| 9 to account for | i) a problem, a case, an issue |
| 10 to be based on | j) data, the results |

2.5. Complete the table with the noun forms of the adjectives.

significant	_____	broad	_____
relevant	_____	modern	_____
interesting	_____	sad	_____
frequent	_____	urgent	_____
important	_____	democratic	_____
valuable	_____	beautiful	_____
useful	_____	accurate	_____

3. Speaking.

3.1. Round-table discussion:

My Scientific Career Plan

1. How and why did you choose a scientific career in Public Administration and Administration or Law?
2. What motivates you to conduct research?
3. What is your current research area, and why did you choose it?
4. Why is it important for PhD students to participate actively in academic, research, and professional activities beyond the classroom?
4. Is the choice of research topic an important challenge that scientists are faced with?
5. How did you choose your research topic?
6. Can you mention a challenge that you faced in your last role and how you overcame it?
7. Which aspect of your future career do you find more rewarding: research, teaching, or public service? Why?
8. What is the most challenging part of your job?
9. How important is teamwork in research projects? What qualities make an effective team member?
10. Why are academic writing and intercultural communication essential for a successful researcher?

3.2. Interview Activity.

Work in pairs: Student A — interviewer, student B — research scientist.

Match the questions with the answers given below:

1. What are the roles of a research scientist?
2. What are some of the qualities that a research scientist needs to be effective?
3. What is your daily routine?
4. Briefly describe your experience.
5. Mention a strategy and mindset required for this role.
6. Mention a challenge that you foresee in this role?
7. Mention the time that you failed in this role and the lesson you learnt.
8. How do you organize, plan and prioritize your work?
9. How do you normally persuade others to adopt your line of thinking?

a) I understand just how important it is to at times persuade others to adopt my line of thinking in this job. To do this successfully, I normally explain my view and convince them of the perks we stand to gain by relying on it. I also give them time to ask questions, which I answer dutifully and with great detail.

b) A research scientist plans and conducts experiments, writes research papers and reports, collects different samples, conducts other types of fieldwork, monitors experiments, and records data. Other roles are supervising junior staff members, demonstrating different procedures and staying updated on different developments.

c) My day as a research scientist mainly revolves around planning and performing experiments, analyzing data, generating reports, attending meetings with different people and talking to the line manager when briefing him/her about my Work.

d) A research scientists should be curious and willing to learn more about their subjects of expertise. They should also have leadership skills that can make the work atmosphere productive and enthusiastic. Other qualities include open-mindedness, analytical skills and the ability to work in team settings (make sure that you can relate all the attributes that you have mentioned to the position at hand)

e) There are lots of strategies that one can adopt in this job. However, I have discovered that using peer-reviewed articles in one's research papers is essential. It ensures that you will work with accurate and well-cited information, essential for any research scientist. As for the right mindset, one needs to be open-minded and receptive to new information.

f) I have been in this field for the last ten years. I began shortly after completing my Master's degree, which taught me teaching skills, research paper writing, public speaking and advanced mathematics. I have worked in five labs in my years of practice and a record five schools. I also pursued a doctorate which made my dreams of being a leading research scientist come to pass.

g) I normally list all my activities in my planner at the beginning of the day. I then prioritize them by beginning with the most urgent before progressing to the ones with flexible deadlines. I also set alarms for every task, which I always strive to achieve. Therefore, I normally meet deadlines.

h) During my early days as a research scientist, I failed to use peer-reviewed articles and resorted to a common search engine. Most of the information turned out to be inaccurate, and my boss was really mad. However, I managed to convince him and redid the article, this time with peer-reviewed articles. I learnt the importance of using credible sources when conducting research. I haven't looked back since.

i) Having been in this field for quite some time, I have realized that most of the challenges cut across. I have dealt with them all through my career, always finding new ways or modifying previous solutions. Therefore, I believe that with your help, I will solve any challenge that comes my way in this job.

4. Academic grammar. Verb agreement: choose the right variant:

1. Of these studies, less than a third focuses / focus on environmental factors.
2. A number of researchers has / have suggested alternative interpretations.

3. The number of citations per paper is / are indicated in Figure 2.
4. The majority of experiments produces / produce consistent outcomes.
5. This set of figures includes / include the main comparative data.
6. Five litres is / are sufficient for the chemical reaction.
7. Several hundred euros is / are needed to purchase the equipment.
8. People is / are becoming more aware of data privacy issues.
9. The police is / are investigating the laboratory incident.
10. Twenty per cent is / are considered an acceptable error margin.
11. A variety of methods has / have been used to obtain the results.
12. None of the samples shows / show any contamination.
13. There is / are a microscope and a centrifuge on the bench.
14. Both theoretical and empirical evidence supports / support this conclusion.

TOPIC 2. THINKING CRITICALLY IN SCIENCE AND TECHNOLOGY

1. Academic Vocabulary Exercises. Fill in the gaps.

Instead, instruction, monitored, complexity, initiative, memorizing, employability, manage, prioritization, goals, personal development planning

University graduates are expected to be independent learners – to demonstrate 1) _____ and the ability to manage themselves and their work. They should not require continuous 2) _____ during their studies, or expect knowledge to be given to them, or need their work to be constantly 3) _____. Independent learning – which is also known as ‘self-directed learning’ or ‘autonomous learning’ - is key to 4) _____, postgraduate study and life-long learning.

A university education is not necessarily about receiving and 5) _____ ‘facts’ in order to provide ‘correct’ answers in assignments. 7) _____, a university education is more about developing an understanding of your subject, and recognizing the 8) _____ of ideas and range of conflicting opinions that exist within it. To achieve this, students need to explore new ideas and approaches on their own.

Good time management and planning are, therefore, key to being an independent learner. As a student, this means learning how to: set your own 9) _____, identify your own resources, take responsibility for attending all aspects of your studies and catching-up, monitor and 10) _____ your time and progress honestly and effectively, produce assignments that meet the assessment criteria on time.

These skills will help you become an independent learner: organizational skills including 11) _____ and time management, efficient and effective reading and note-taking, reflection and 12) _____.

2. Fill in the gaps:

Cloud Computing

Public cloud /optimal / applications/ internet / types /Private cloud / use /hybrid clouds /delivery /efficiently

Simply put, cloud computing is the _____ of computing services—including servers, storage, databases, networking, software, analytics, and intelligence—over the _____ (“the cloud”) to offer faster innovation, flexible resources, and economies of scale. You typically pay only for cloud services you _____, helping you lower your operating costs, run your infrastructure more _____, and scale as your business needs change.

When adopting cloud architecture, there are three different _____ of cloud deployment models that help deliver cloud computing services: public cloud, private cloud, and hybrid cloud.

_____ deliver resources, such as compute, storage, network, develop-and-deploy environments, and _____ over the internet. They are owned and run by third-party cloud service providers like Google Cloud.

_____ are built, run, and used by a single organization, typically located on-premises. They provide greater control, customization, and data security but come with similar costs and resource limitations associated with traditional IT environments.

Environments that mix at least one private computing environment (traditional IT infrastructure or private cloud, including edge) with one or more public clouds are called _____. They allow you to leverage the resources and services from different computing environments and choose which is the most _____ for the workloads.

3. Academic grammar:

3.1. Put the verb into the *past simple* or *present perfect*.

1. We were / have been informed that you are an expert in the field.
2. Since my last email to you I have ascertained / ascertained that...
3. Ahmed phoned / has phoned and said / has said that...
4. Umesh Patel called / has called this morning.
5. Sorry for the delay in getting back to you but I have been / was out of the office.
6. For some reason my last email had / has had delivery problems. So here it is again just in case you didn't get / haven't got it first time round.
7. Sorry I accidentally hit / have hit the send button.
8. OK, I'm sorry – you are right. I misunderstood / have misunderstood what you were saying.
9. Sorry about that, we obviously had / have had our wires crossed!
10. I am sorry that I am not able to provide you with the information you requested / have requested.

3.2. Put the verb into the *past simple* or *past continuous*.

1. Overall, a preference for symmetry was / was being more marked when females assessed / were assessing male faces rather than female faces.
2. The study shows that the assistants who planned / were planning to leave their present employment within the next three months were / were being better educated than those who planned / were planning to stay.

3. Analysis on whether a helmet was worn / was being worn at the time of the accident showed / was showing that no fractures occurred / were occurring in the six instances when a helmet was worn / was being worn.
4. Most of the patients were treated / were being treated with no other medications, except for five who received / were receiving hypnotics. Written informed consent was obtained / was being obtained from all subjects.
5. Questionnaires were administered / were being administered to international travelers departing from Heathrow Airport and who went / were going to destinations that were high risk for malaria.
6. In the late 2000s, Rupert Burgess worked / was working on robotics at the University of Manchester, while I worked / was working on neo-androids at the University of Sussex. This shared interest led / was leading to our joint collaboration

TOPIC 3. ACADEMIC SUCCESS

1. Academic Vocabulary Exercises. Choose the best variant.

Successful production of a written product for submission to a peer-reviewed scientific journal requires substantial effort. *However / Despite*, describing one's research work in a format that is comprehensible to others and acceptable for publication is not an easy task. *Furthermore / On the contrary*, the ability to effectively communicate research findings is crucial for success in all scientific spheres. Thus, *on the one hand / firstly* it seems to be a complicated task, but *on the other hand / secondly* disclosing the results of your research is an essential part of the process.

Postgraduate students are encouraged to publish early and often, *and / otherwise* professional scientists are generally evaluated by the quantity of articles published and the number of citations those articles receive. *Therefore / However*, it is important that students receive a solid foundation in scientific writing early in their academic careers.

In spite of the fact / In addition that many scientists and engineers consider themselves poor writers or find the writing process difficult or challenging, it is not considered to be an insurmountable obstacle. The good news is that you do not have to be a talented writer to produce a good scientific paper, *furthermore / but* you do have to be a careful writer. *Meanwhile / In particular*, writing for a peer-reviewed scientific or engineering journal requires learning and executing a specific formula for presenting scientific work.

2. Answer the questions in a short oral or written form.

1. What does “academic success” mean to you?
2. What factors contribute most to academic success (motivation, discipline, talent, environment, critical thinking, academic writing, leadership, communication)?
3. How do time management and planning influence academic performance?

4. What challenges can prevent students from achieving academic success?
5. How do you personally evaluate your academic progress (publications, conference presentations, dissertation milestones, research impact, teaching activities)?
6. What strategies do you use to improve your academic results?
7. Can failure be considered part of academic success? Why or why not?
8. How can your doctoral research contribute to improving public governance, public policy, public service delivery, or the development of legal systems, legislation, and the administration of justice?

3. Academic grammar: Complete the sentences with the correct form of verbs.

Attempted, classifying, be seen, accounted, establish, present, develop, show

1. As can _____ from Table II, participation figures have been steadily falling since 1970.
2. Different authors have _____ for the President's actions in different ways.
3. Mendel attempted to devise a system for _____ the many different types of pea plant that he grew.
4. It is often most effective to _____ your data in a chart or table.
5. The data we have collected _____ that there has been a downward trend with regard to job satisfaction over the last 50 years.
6. The aim of the research is to _____ a new software application which will help aviation engineers design more sophisticated aircraft .
7. The archaeologists should be able to use carbon dating techniques to _____ exactly how old the bones are.
8. Charles Darwin _____ to explain the existence of different species in terms of evolution.

TOPIC 4. INNOVATION AND INVENTION. GREAT IDEAS

1. Discussion. Agree or disagree with the following statements. Give reasons and examples to support your opinion.

1. There is no distinction between invention and innovation.
2. There are no new ideas.
3. Innovation in public administration or law is as important as innovation in business.
4. Digital transformation is improving the quality and accessibility of public services or law.
5. Artificial intelligence will fundamentally change public administration and law in the next decade.
6. Ethical considerations should always take priority over technological innovation.
7. Intercultural communication is an essential competence for researchers.
8. Most of the best ideas are discovered by accident.
9. Research and development are the keys to great ideas.
10. There is nothing wrong with copying and improving the ideas of others.
11. The best way to kill an idea is to take it to a meeting.

12. Peer review improves research quality.
13. Failure is a more valuable teacher than success in research.
14. Replication should be rewarded as much as original research.

2. Discussion. Innovations in Public Administration and Law.

Decide which of the following innovations has had the greatest impact on public administration, governance, or legal systems: e-government, digital public services, open data, electronic justice (e-Justice), artificial intelligence, blockchain technologies, electronic document management, or cybersecurity systems. Can you think of other important innovations relevant to public administration or law?

Compare these innovations using the following criteria:

- effectiveness and quality of public service delivery;
- transparency and accountability;
- access to justice and protection of human rights;
- efficiency of public administration or legal institutions;
- cost reduction and resource optimization;
- public trust and citizen engagement;
- legal and ethical implications;
- impact on institutional development and digital transformation;
- contribution to sustainable development.

Can you think of other important innovations in public governance?

3. Academic grammar.

3.1 Insert a, an or one.

1. This is designated with a / an / one L not a / an / one N.
2. There is a / an / one complex hierarchy in the company.
3. We went to a / an / one hotel. It took a / an / one hour to get there.
4. I went to a / an / one university in England.
5. It has a / an / one unique value.
6. It increased by a / an / one order of magnitude.
7. We'll do it a / an / one day next week.
8. We used a / an / one after the other.
9. This is just a / an / one way to achieve such performance.
10. If you make even a / an / one mistake you will fail the test.
11. We only did a / an / one test before the + broke down.
12. All these lamps need just a / an / one bulb. For this lamp we need a /
13. an / one 80 watt bulb and for this lamp a / an / one 60 watt bulb.
14. There were a / an / one hundred people not two hundred.
15. This is a / an / one EU directive.
16. This is a / an / one European Union directive.

3.2. Insert a, an or zero article (Ø).

1. In an / the examination room students are only allowed a / the
2. monolingual dictionary.

3. A / The dictionary I use the most is an / the online one called Word's Worth.
4. In the 1950s a / the television changed the way advertising was done.
5. This paper investigates the role of the / Ø church and the media in the
6. UK by analyzing how many people go to the / Ø church every Sunday in relation to how many have a / the television.
7. All the patients had been operated either on the / Ø eyes or on the / Ø nose.
8. These values can be used in an / Ø input.
9. She is acting as a / Ø manager while her boss is away.
10. These cells are interpreted as a / Ø codomain of x and y.
11. An / Ø examination of the residues showed that...
12. This is detectable at a / Ø subcellular level in neurons.

3.3. Insert the or zero article (Ø).

1. The / Ø aim of this paper is to review all the / Ø relevant works in the / Ø literature.
2. We wanted to test for any toxic affects of copper in fruit. The / Ø Samples of the / Ø fruit were collected at the / Ø harvest time to test for the / Ø residues of copper in the / Ø edible parts.
3. The / Ø presence of copper contaminants was confirmed by GC-MS.
4. The/Ø snow samples were analyzed after the/Ø melting. These samples were...
5. In general, the / Ø formation of the / Ø clouds seems to depend on...
6. Using this toothpaste totally prevents the / Ø plaque formation.
7. The / Ø force triggers the / Ø mechanism described above.
8. The / Ø Blake's hypothesis suggests that the / Ø Boolean value cannot be estimated in such cases.
9. With regard to the / Ø passive immunization, the / Ø administration of an antibody that recognizes the disease in the / Ø patients with the / Ø mild to moderate symptoms is very useful.
10. The / Ø rapamycin is a naturally occurring compound with the / Ø immunosuppressant activity that is used to prevent the / Ø organ rejection, especially in the / Ø kidney.
11. This can be seen in the / Ø figure.
12. The / Ø Table 1 highlights that...
13. Please see the / Ø appendix for further details.
14. This is the / Ø story of my life.
15. I work at the / Ø Dept. of X at the / Ø University of Shanghai in the / Ø China. Before I worked in the / Ø UK.
16. We found that the / Ø 15% of these samples were contaminated.
17. I was the / Ø best student in the / Ø class.
18. The / Ø pollution has significantly affected the / Ø environment.

19. The / Ø Italians are not very patriotic but the / Ø French are.
20. The / Ø most of the / Ø samples were tested using this method.
21. We carried out this research the / Ø last year.
22. There is a congress in the / Ø last week of September the / Ø next year.
23. We found this data on the / Ø Internet, but it is not referred to in the / Ø literature.
24. The / Ø knowledge of the mechanisms involved is essential. But the / Ø knowledge we currently have is insufficient.
25. This paper investigates the / Ø effect of the / Ø removal of gas, vapor, dust and aerosol from the / Ø atmosphere.

3.4. Conditionals: Type 1 and Type 2 (The First Conditional or The Second Conditional).

1. If you press / will press it too hard, it will / would break.
2. If I am / were the prime minister, I will / would increase taxes.
3. I carried / would carry on working as a researcher if the salary would be / were high enough.
4. If we would choose / chose to have a single currency it will / would be better.
5. I will / would be delighted if they held / hold the conference here.

3.5. Conditionals: Type 2 and Type 3 (The Second Conditional or The Third Conditional).

1. I'm really sorry. I would tell / would have told you earlier if I had / had had the chance, but I've been busy all day.
2. If I were / had been in charge of the last project I would delegate / would have delegated a little more than the project manager did.
3. She seems a bit reluctant to do the presentation. Perhaps if we gave / had given her some help with the slides, she would accept / would have accepted.
4. We ran out of time at the meeting. If we had / had had more time, we would cover / would have covered all the items on the agenda.
5. We have not yet been able to explain whether $x = y$. A larger sample would enable / would have enabled us to make more accurate predictions and this is why we are beginning sampling again.

TOPIC 5. FACING CHALLENGES

1. Put the following contemporary challenges in order of importance for public administrators, policymakers, and legal professionals:

- ensuring the rule of law and access to justice;
- combating corruption and promoting transparency;
- digital transformation and cybersecurity;
- environmental protection and climate change;

- protection of human rights;
- public health and emergency preparedness.

Discuss what you understand by each of these challenges.

How can effective public governance and legal regulation help address these issues?

Make your own proposal for the future. What policies, legal reforms, or administrative measures would you recommend? What are your predictions for the future development of public administration and legal systems in response to these challenges?

2. Match the given challenges with their description:

1) Children's poor access to healthcare, education and safety	a. By 2050, this problem could force 216 million people to relocate within their own nations. The changes in weather may worsen water stress and reduce crop output, particularly in the most food-insecure areas of the world.
2) Access to food and the fight against hunger	One of the major problems on our planet is linked to global temperatures that are continually rising. By 2100, studies show that there is a 50% likelihood of facing global warming that is higher than 3.5 degrees Celsius and a 10% probability of witnessing warming higher than 4.7 degrees Celsius relative to temperatures registered between 1850 and 1900. This would result in more severe shifts in weather patterns, food and resource shortages, and the more rapid spread of diseases.
3) Wars and military conflicts	Experts believe that from 2030 to 2050, the consequences of the problem such as malnutrition, malaria, diarrhea and heat stress will lead to 250,000 more fatalities a year. By 2030, the costs of direct health harm are projected to be between US\$2 and US\$4 billion annually.
4) Climate Change	<i>Possible solutions:</i> A reduction in greenhouse gas emissions and increased awareness of the necessity to turn green are among the solutions that can make a significant difference. In addition, strategies to cut carbon emissions and opting for replanting are among the effective ways to address the problem.
5) Disability rights	b. Maintaining peace and security is crucial to preventing poverty and high numbers of refugees and asylum seekers. With an increasing number of territories becoming conflict zones, the number of poor and displaced women and children is on rise, causing the spread of diseases and a halt to economic progress. Individuals with disabilities and the elderly are the most vulnerable because they may not be able to escape high-risk regions.
6) Mental health	c. By 2030, it is less likely that the world will achieve Sustainable Development Goal 2: Zero Hunger, according to international agencies and media. The situation in countries
7) Cybersecurity	

that have faced food insecurity and where populations suffer from hunger has worsened further as a result of the health and socioeconomic effects of the COVID-19 pandemic.

The global population today exceeds 8 billion people, and there is enough food to feed them all. Based on the most recent State of Food Security and Nutrition in the World (SOFI) report, 733 million people experienced hunger in 2023. Between 2022 and 2023, hunger worsened in the Caribbean, Western Asia, and the majority of African sub-regions.

If we fail to end extreme poverty, experts anticipate that 582 million people will suffer from chronic undernutrition by 2030, half of whom will be in Africa, according to the World Health Organization. According to the World Food Program, around 9 million people die each year from hunger-related factors – most of them being children aged 5 or younger.

d. Every child must benefit from the right to proper healthcare, access to education, and grow in safety, and every society benefits from increasing children's life prospects. Despite this, millions of children worldwide face serious challenges linked with their birthplace, gender, or circumstances.

Over 72 million children around the world who are old enough to attend elementary school are not enrolled. Marginalization and poverty are two major social issues.

Possible solutions to protect children's rights: Encourage education for both children and adults in less developed countries, provide clean water, ensure basic healthcare, tackle gender inequality, improve childhood nutrition.

e. Globally, almost 1 billion people have some form of mental disorder. The pandemic made the world's mental health worse. According to a scientific brief from the WHO, there's been a 25% increase in anxiety and depression worldwide. Causes include social isolation, fear of sickness, grief, and financial anxieties. Health workers were also severely impacted, as well as young women and girls. The brief also highlights how the pandemic disrupted many mental health services, including services for substance abuse. Countries need to ensure access to mental health services as part of their COVID-19 recovery plans and beyond. It's an economic decision, as well. The Lancet states that anxiety and depression alone cost the global economy around \$1 trillion a year.

f. According to the WHO, over 1 billion people have

	some form of disability. Half can't afford healthcare. They're also more likely to live in poverty than those without a disability, have poorer health outcomes, and have less access to work and education opportunities. Human Rights Watch lists other discriminations disabled people face, such as an increased risk of violence. There's been progress regarding disability rights, but many countries lack strong protections. The world still has a long way to go to ensure equality for those with disabilities. g. The WEF's Global Risks Report 2022 (page 9) listed cybersecurity vulnerabilities as a concern. The reason is rapid digitalization, which was triggered in part by COVID-19. Many "advanced economies" are now at a higher risk for cyberattacks. GRPS respondents identified cybersecurity failure as a critical short-term risk. In 2020, malware and ransomware attacks went up by 358% and 435%. There are a few reasons for this, including better (and easier) attack methods and poor governance. Cyberattacks have a swath of serious consequences and erode public trust. As countries become more dependent on digitalization, their cybersecurity needs to keep up.
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3. Academic grammar: Put the verb into the *future simple* or *future continuous*.

1. Interest in this technology is growing and managers will see / will be seeing many "success stories" in this field in the short term.
2. Next year China will conduct / will be conducting its third, and final, test.
3. Future users will search / will be searching for results which are orders of magnitude longer than those common today. It will thus be / will thus be being impractical to store the entire text string in the main memory.
4. Before beginning the experiment the following text was read to the students: 'I will show / will be showing you various texts and you will then decide / will then be deciding approximately in what year each text was written'.
5. This year, approximately 10 million women will turn / will be turning 50, at a rate of 5,000 per day. Based on the age incidence data for breast cancer, within the next 10 years 269,000 women per year will be / will be being afflicted with breast cancer.
6. This is going to have major implications for the way languages will be / will be being taught. At a time when more and more people will need / will be needing to communicate in a language other than English, the pool of teachers who can teach these languages will shrink / will be shrinking.
7. Future work will investigate / will be investigating how to prevent these accidents from happening.

8. The project will be / will be being structured as follows: stage one will entail / will be entailing a review of the state of the art.

TOPIC 6. ACADEMIC WRITING

1. Structure of the article.

Scientific article writing standards vary depending on the requirements of the journal, conference, or publication venue. Commonly found elements include:

1. Title
2. Abstract: Summarize the problem, your methods, results and conclusions.
3. Introduction: State the problem, why it matters, and how your research moves us forward. Literature Reviews, which help place your research in the context of prior work, may also be included here.
4. Methods: Explain what you did and why.
5. Results: Present your findings in this section.
6. Discussion: Analyze your results and discuss their significance.
7. References: Include citations to works which you used in preparing for your research. Citation style will be determined by the journal where you will submit your paper.

Often the main sections of the paper are abbreviated as IMRaD (Introduction, Methods, Results and Discussion).

Nevertheless / When you invest a lot of time and energy in your research, you become emotionally involved. *Likewise/Consequently*, you are convinced of the value of your research, and of its importance for the scientific community.

Overall/firstly, while writing an article from scratch may appear a daunting task for many young researchers, the process can be largely facilitated by good groundwork when preparing your research project, and a systematic approach to the writing. It is worth the effort of taking enough time to prepare your article adequately, because seeing it in publication is a gratifying reward.

2. Describing graphs. Fill in the gaps.

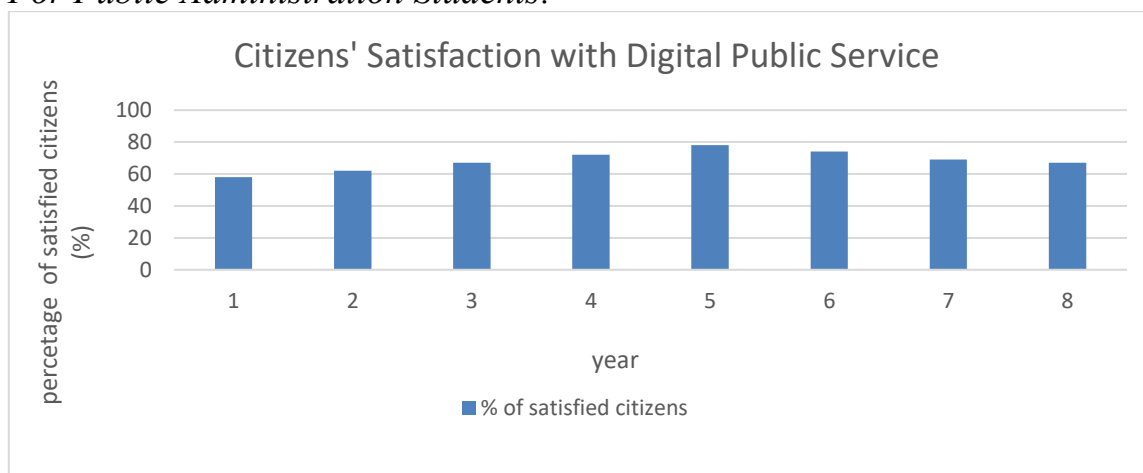
Explained / surveyed /indicates /presents /reaches /shows (2) /see

The graph 1) _____ data relating to teenagers and pocket money. A random sample of 1,000 teenagers were 2) _____ and the average pocket money received at each age has been plotted on the graph. The x axis or horizontal axis 3) _____ age and the y axis or vertical axis 4) _____ the amount of money received per week. The graph 5) _____ that 15-year-olds receive twice as much pocket money as 13-year-olds. From the graph we can 6) _____ that the amount received 7) _____ a peak at the age of 18 and then starts to decline. This decline can perhaps be 8) _____ by the fact that many teenagers start earning and stop receiving pocket money at the age of 18.

3. Describing a bar chart.

Look at the chart and complete the text with the missing words.

For Public Administration Students:



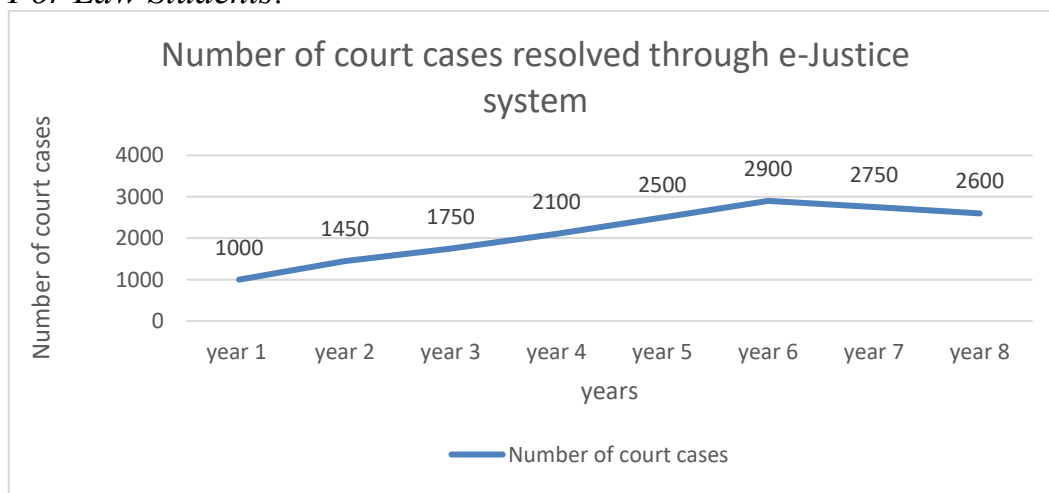
The chart 1) _____ the percentage of citizens satisfied with digital public services in a large city over an eight-year period (Years 1–8). The percentages are shown on the 2) _____ axis, while the years are shown on the 3) _____ axis. In the top right corner of the graph, we can see the 4) _____.

Overall, the level of public satisfaction 5) _____ during the period. It gradually rose in the first five years and 6) _____ a 7) _____ in Year 5. After that, satisfaction began to 8) _____ slightly.

This trend can be 9) _____ by the 10) _____ that several large-scale digital transformation projects experienced implementation delays and budget reductions after Year 5.

Words: illustrates, vertical, horizontal, legend, increased, reached, peak, decline, explained, fact.

For Law Students:



The chart 1) _____ the number of resolved court cases through electronic justice (e-Justice) systems over an eight-year period (Years 1–8). The number of cases is shown on the 2) _____ axis, while the years are shown on the 3) _____ axis. In the top right corner of the graph, we can see the 4) _____.

Overall, the number of cases resolved through e-Justice 5) _____ during the period. It gradually rose in the first six years and 6) _____ a 7) _____ in Year 6. During the final two years, the figure began to 8) _____ slightly.

This trend can be 9) _____ by the 10) _____ that legislative changes, limited funding, and technical challenges affected the further expansion of digital justice services.

Words: illustrates, vertical, horizontal, legend, increased, reached, peak, decline, explained, fact.

4. Replace the underlined words with more precise, academic words.

The different *bits* of the pie chart show the numbers of people in each age group. She kept a record by *marking* the midday temperature on a graph for a month. People's salaries usually reach their *highest point* when they are in their late 40s. This flowchart shows the different *bits* of our project over the next five years. The two lines on the graph *cross each other* at point A. Draw a line connecting the points that are *next* to each other. The government's popularity in the opinion polls is beginning to *go down*. If you look along the third *line* of the table you can see the figures for the 1950s.

5. Academic grammar:

5.1. Choose the correct preposition.

1. The article focuses in / on economic changes.
2. The origins of the festival have been traced on / to a medieval celebration.
3. The professor commented in / on the students' essays in some detail.
4. It took the politicians some time to convince others in / of the need for change.
5. The theory is based in / on a series of hypotheses.
6. Jackson departed from / off his usual style in his final novel.
7. The research relies in / on some unusual experiments.
8. You must concentrate in / on your studies if you are to do well in your exams.
9. The author has drawn in / on some interesting primary sources.
10. Clark never spoke of / at his life during the 1930s.

5.2. Correct the mistakes with prepositions in the sentences. There may more than one mistake in each sentence.

1. Her dissertation produced some interesting insights to how young children develop a visual sense and the age in which development is most noticeable.
2. The reason of people being unwilling to be interviewed after the demonstration was that they were afraid of being arrested later.
3. As regards solar phenomena, Hierstat's approach at the analysis is different from that of Donewski. He questioned the assumptions under much of the previous research.
4. Changes of the temperature of the soil were measured over time.
5. A lack in funding led to the project being cancelled, and social scientists blamed the government's negative attitude on social science research.
6. Jawil's article puts great emphasis into the need of more research over the problem and argues the case of greater attention on the underlying causes.

TOPIC 7. CULTURE, SCIENCE AND SOCIETY

1. Academic Vocabulary Exercises. Explain the Meaning of the Words.

Work in pairs. Explain the meaning of the following terms in English and use each of them in a sentence related to science or society.

- culture
- scientific research
- innovation
- diversity
- ethics
- sustainability
- globalization
- cultural heritage
- interdisciplinary research
- social responsibility

2. Agree or Disagree. Work in small groups. Read each statement and decide whether you agree or disagree. Give reasons to support your opinion:

1. Science should always serve the needs of society.
2. Cultural diversity promotes scientific innovation.
3. Researchers have a responsibility to address global challenges.
4. Scientific progress is more important than preserving cultural traditions.
5. International collaboration leads to better research outcomes.
6. Artificial intelligence will significantly change scientific research.
7. Scientists should communicate their research to the general public.
8. Ethical principles are essential in every research project.

3. Work in pairs. Discuss the following questions:

- How does culture influence scientific research?
- Why is international cooperation important in science?
- What role does science play in solving social problems?
- How can researchers contribute to sustainable development?
- Why is research ethics important?

4. Academic grammar:

4.1. Changing from Active into Passive.

1. In this paper we address the need to promote awareness.
2. We summarize the latest developments in search engines.
3. This survey has highlighted the urgency of the situation.
4. This work aims to find an alternative to school education.
5. We have not included details on this progress in this document.
6. In Section 4 we attempt to make some sense of these findings.
7. Future work will deal with this aspect.
8. One of the advantages of PCA analysis is that it enables one to classify new samples quickly.

4.2. Changing from Passive into Active.

1. All the relevant values are reported in Table 1.
2. The results are shown in Figure 2.
3. This quantity was determined from the values in Table 2.
4. This meant that the values could be determined.
5. The model was built in accordance with Smith and Jones.
6. An increase in the speed that the reader can read the paper was recorded.
7. Ten datasets were generated.
8. In the present study a new methodology for solving the meaning of life was developed.
9. The approach that was adopted in this work is highly innovative.
10. The results that were obtained in this study show that a lot of money has been wasted by the department.
11. Future work will be dedicated to investigating the cerebral life of ants.
12. The languages analyzed, all the differences in tense usage, and numbers of words are listed in Table 3.

TOPIC 8. LAW AND SCIENCE

1. Understanding Plagiarism.

1. What exactly is plagiarism? How is plagiarism understood in academic research, public administration, and legal studies?
2. Why do universities disapprove of plagiarism or any kind of associated misconduct?
3. What are the most common forms of plagiarism in doctoral research (e.g., direct plagiarism, copying, self-plagiarism, inappropriate use of AI-generated content)?
4. What strategies can doctoral researchers use to avoid plagiarism when writing research papers, policy reports, legal analyses, dissertations, or scholarly articles?
5. Is paraphrasing the same as plagiarizing if you change the words but keep the idea?
6. What is self-plagiarism, and under what circumstances can it occur in academic publishing?
7. Why is proper citation especially important when using legislation, court decisions, government documents, policy papers, statistical data, international treaties, legal commentaries, or international reports?
8. How can reference management software (e.g., Zotero, Mendeley, EndNote) help researchers maintain academic integrity and organize legal and policy sources?
9. What are the possible academic, professional, and ethical consequences of plagiarism for a doctoral student, public administration researcher, or legal scholar?
10. What is the relationship between academic integrity and professional responsibility in public administration and the legal field?

2. Decide which chunk in each set has a different meaning. Explain why it is different.

1. in general, by means of which, as a rule, on the whole.
2. as regards X, as far as X is concerned, with the exception of X, with respect to X.

3. as a whole, in addition to, for the most part, in general.

3. Choose the best chunk to complete each sentence.

1. _____ our discussion I'd like to focus on the US context.

A For the purposes of B In the sense that C From the point of view of

2. There is some evidence of an improvement in the economy but, _____, there is unlikely to be much change before next year.

A for this reason B as a rule C be that as it may

3. I'd like to consider education _____ industry.

A in the case of B from the point of view of C with the exception of

4. I'm not sure _____ you agree with Qian's theory.

A by means of which B to what extent C as regards

5. We will now discuss the development of the Surrealist Movement _____.

A on the whole B to some extent C in more detail.

4. Academic grammar: Use the Infinitive or -ing form.

1. Passing / For passing / To pass this exam you need to study / studying.

2. For not failing / To not fail / To don't fail / In order not to fail / So as not to fail

I suggest that you study as much as possible.

3. To carry / Carrying out this request entails to do / doing a lot of research.

4. To live / Living in Europe is often easier than to live / living in Africa.

5. To live / Living well in Japan you need a high salary.

6. Not to have / To don't have / Not having access to email would be a problem for most people.

7. I visited the mosque before to come / coming to the conference.

8. This section is devoted to analyze / analyzing the production process.

9. This is dedicated to provide / providing a good service for everyone.

10. This article contributes to understand/ understanding how the process works.

11. What responsibilities do doctoral researchers have to ensure transparency, originality, and ethical standards in public administration research?

TOPIC 9. PLANNING

1. Academic Vocabulary. Match the terms with their definitions.

Term

Definition

1. Strategic planning

a) Alternative plan for emergencies

2. Milestone

b) Desired result to be achieved

3. Risk assessment

c) Long-term organizational planning

4. Resource allocation

d) Schedule of project activities

5. Timeline

e) Distribution of available resources

6. Feasibility study

f) Evaluation of project viability

7. Contingency plan

g) Identifying possible future problems

8. Objective

h) A significant stage in a project

2. Agree or disagree. Prove your opinion.

1. Strategic planning is essential for effective public governance and the development of sustainable legal policies.
2. Public policies and legal regulations should remain flexible and be revised in response to changing social, economic, technological, or political conditions.
3. Evidence-based decision-making leads to better public policies and more effective legal reforms than decisions based primarily on political considerations.
4. Governments and legal institutions should always be prepared for unexpected crises and develop appropriate administrative and legal mechanisms to respond to them.
5. Excessive regulation and overly detailed legal frameworks may reduce innovation, efficiency, and flexibility in public administration.
6. Long-term strategic planning and stable legal frameworks are more important than short-term political priorities.
7. Successful public administration and effective legal systems depend not only on careful planning but also on crisis management, institutional capacity, and adaptive leadership.
8. Digital technologies and artificial intelligence should play a greater role in strategic planning, public decision-making, legal research, and the administration of justice.
9. Public participation improves the quality, legitimacy, and democratic nature of public policies and legal decision-making processes.
10. Transparency, accountability, and the rule of law are more important than the speed of decision-making in public administration and legal practice.

TOPIC 10. MANAGING PEOPLE

1. Explain the Meaning of the Words

Work in pairs. Explain the meaning of the following terms in English without translating them into your native language. Give an example of how each term can be used in the context of public administration, governance, legal practice, or public sector management: *public leadership, motivation, policy coordination, teamwork, delegation of authority, decision-making, conflict resolution, organizational culture, employee engagement, performance management, innovation in public services, legal regulation, legal reform, access to justice, judicial independence, legal accountability, human rights protection, public interest litigation, evidence-based legal policy.*

2. Agree or Disagree. Support your opinion with at least two arguments.

1. Effective public leaders and legal professionals can develop their leadership skills through education, professional training, and practical experience.
2. Financial incentives are not the only factor that motivates public sector employees and professionals working in legal institutions.
3. Collaborative governance and cooperation between public authorities, legal institutions, and stakeholders produce better results when addressing complex social problems.
4. Public administrators and legal decision-makers should involve experts, researchers, and stakeholders when developing policies or making important decisions.

5. Emotional intelligence is a key competency for public administrators, judges, lawyers, and other professionals working in public institutions.
6. Constructive conflicts and professional debates can contribute to institutional learning, legal development, and improvement of decision-making processes.
7. Digital transformation changes the way public organizations manage employees, provide services, conduct legal procedures, and ensure access to justice.
8. Every public administration researcher and legal scholar should develop leadership, communication, and analytical skills.
9. Transparency, accountability, and respect for the rule of law are essential characteristics of effective public sector leadership and legal institutions.
10. Adaptive leadership is more important than traditional hierarchical management in times of crisis, legal uncertainty, and rapid social change.

3. Answer the questions.

1. What is the difference between public management, public leadership, and leadership in legal institutions?
2. Why is employee motivation important for the effectiveness of public institutions, courts, and other state organizations?
3. How can public sector managers and legal professionals resolve conflicts among employees, departments, institutions, or stakeholders?
4. What role does professional communication play in building trust between public institutions, legal bodies, and citizens?
5. Why is continuous professional development essential for public administrators, legal professionals, and researchers?
6. What qualities and competencies make an effective public sector leader, government official, or legal professional?
7. How can managers motivate highly qualified specialists working in government organizations, regulatory bodies, and legal institutions?
8. Why are teamwork and interdisciplinary cooperation important in public policy research, legal studies, and the development of effective governance solutions?
9. How do ethical leadership and professional responsibility influence public trust in government institutions and the justice system?
10. Why are communication skills, analytical thinking, and leadership abilities important for future researchers in public administration and law?

ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ

Topic 1. My Dissertation Topic: Writing a Research

1. Discussion: My Dissertation Topic. Writing a Research.

What topic have you chosen?

What interests you about this topic?

What is your broad question?

What is your particular area of interest?

Are you focusing on a specific time period? If so, when?

Is the focus on a particular geographical area? If so, where?

What influencing factors are involved in this topic?

What elements of the topic specifically would you like to research further?

What is your precise question?

How do you understand the phrase: “It is important that your chosen research question is clearly focused and well written; answering it must be achievable in the time available to you!”?

Agree or disagree:

1). Before deciding on a topic it is essential to investigate what research already exists. This initial searching exercise should enable you to see:

- Is there enough research on your topic?
- Is the scope of your topic realistic?
- Has your question already been answered?

2). Identify possible areas of research by understanding what already exists and working with your supervisor.

3). As part of your dissertation you will be appointed a dissertation supervisor. Your supervisor is there to provide ongoing guidance. This will usually include advice and feedback on:

- to choose the topic of your dissertation
- framing your research question
- building on theories and appropriate methodology
- the quality of your work and how you can improve it
- structuring your dissertation
- problems you have encountered
- finding resources and appropriate literature for your research
- editing your work or providing feedback highlighting misprints, name corrections, typos, poor English.

4). It is not essential to decide what research questions you would like to answer and set your objectives for how you will achieve them.

2. Academic Vocabulary.

2.1. Complete the table:

Noun	Verb
intention	_____
hypothesis	_____
definition	_____
practice	_____
application	_____
observation	_____
conclusion	_____
measurement	_____
discussion	_____
assumption	_____
investigation	_____
comparison	_____
interpretation	_____
_____	_____

base
 establish
 achieve
 recommend
 explain
 develop
 implement
 validate
 improve
 predict
 identify
 prioritize

2.2. Complete the sentences using the correct form of the words:

root / shift / adopt / encounter / underlie / philosophy / hold / ethical

1. The _____ principles of Asian and European _____ are very similar.
2. People tend _____ a more conservative stance as they get older.
3. She has always _____ the view that primary education should not start before the age of seven.
4. Many people have _____ objections to investing in companies which support corrupt regimes.
5. Some employers still have a deep _____ prejudice against employing older people, and many older people _____ such prejudice when they apply for jobs.
6. The government seems to have _____ its position recently.

2.3. Complete the collocations.

1. conduct _____	a) data
2. publish _____	b) a hypothesis
3. analyse _____	c) experimental results
4. collect _____	d) research findings
5. formulate _____	e) scientific papers
6. test _____	f) literature
7. obtain _____	g) a research problem
8. present _____	h) experiments
9. review _____	i) evidence
10. solve _____	j) conclusions

2.4. Prepare a written description of your dissertation topic (200–250 words). Include:

- the title of your research;
- the research problem;
- the relevance of the study;
- the aim and objectives;
- the expected scientific contribution.

2.5. Compile a glossary of 20–25 key academic and field-specific terms related to your research area. Provide English definitions or Ukrainian equivalents and use each term in a sentence.

3. Put the verb into the *present simple*, *present continuous*, *present perfect*, *present perfect continuous*.

1. In the last few years there is / has been considerable interest in...
2. Although many different approaches have been proposed / have been proposing, to date there is not / has not been an adequate analytical model to solve this issue.
3. For more than a decade analysts are developing / have been developing new ways to improve learning strategies.
4. In the literature there are / have been several examples of new strategies to perform these tests, which all entail / have entailed setting new parameters [Peters 1997, Grace 2004, Gatto 2005].
5. Since 2012 there are / have been many attempts to establish an index [Mithran 2012, Smithson 2014], but until now no one has managed / has been managing to solve the issue of...
6. As yet, a solution is not / has not been found, although three attempts have been made / have been making [Slimm 2011, Fatz 2013, Yui 2016].
7. Traditionally, researchers always see / have always seen the time factor as a constraint.
8. In the last two years we are investigating / have been investigating new ways to do this.
9. This receives / has received much attention in the past decade.
10. Recent developments in this field lead / have led researchers to consider new ways to do this. Such methods are showing / have been showing very good results.

Topic 2. The Qualities of a Research Scientist

1. Discussion: An Independent Learner

1.1 Postgraduate students are expected to be independent learners. Choose the sentences that describe independent learner. Which characteristics have you already obtained? Which ones should you develop? Explain your choice.

1. Set your own short- and long-term objectives.
2. Leave assignment writing until the last minute.
3. Postpone writing research papers or dissertation chapters until the deadline.
4. Know how to seek academic support from supervisors, researchers, and professional networks.
5. Know how to find reliable academic sources, policy documents, and official data.
6. Use academic databases, government reports, statistical resources, and digital research tools effectively.

7. Be aware of your research strengths, limitations, and areas for professional development.
8. Understand different research methodologies and strategies used in public administration studies and law.
9. Wait for your supervisor to provide all research ideas, sources, and instructions.
10. Identify research gaps and define further steps for developing your doctoral research.
11. Accept information from websites without critical evaluation.
12. Conduct independent research with limited guidance.
13. Develop intrinsic motivation and responsibility for achieving research outcomes.
14. Not necessary be intrinsically motivated.

2. Explain the qualities of a research scientist in your own words: *analytical thinking, critical thinking, creativity, teamwork, communication skills, problem-solving ability, time management, research ethics, policy analysis skills.*

Add two or three qualities that you consider important for a public administration researcher. Explain your choice.

3. Answer the questions:

1. Which qualities of an independent researcher do you consider your strengths?
2. Which research skills or competencies do you need to develop further?
3. Why is critical evaluation of information important for researchers?
4. How can researchers balance academic independence with cooperation with supervisors and research teams?
5. Provide one real or hypothetical example where a researcher uses each of these qualities.

4. Academic Vocabulary

4.1. Match the adverbs with their academic meaning.

- | | |
|-------------------------------------|---|
| 1 comparatively/relatively | a) mainly |
| 2 especially/particularly | b) in comparison with something else |
| 3 specially | c) without anything else being involved |
| 4 somewhat (opposite: considerably) | d) more than usual |
| 5 primarily | e) (slightly formal) rather, to some degree |
| 6 mostly/largely | f) almost completely (but not totally so) |
| 7 directly | g) for a specific purpose |

4.2. Choose the best adjective to complete each statement.

1. Davison did a considerable / an important amount of research into earthquake prediction.
2. Rawlinson drew significant / particular attention to the problem of energy consumption.
3. The central / major argument of Parry's book is that work can be organised in a variety of ways, some more efficient than others.
4. Werner's work had a widespread / an enormous impact on the way we design bridges today.
5. An important / A significant proportion of Thomaz's work was devoted to international law. Three of her five books were on the subject.

6. Prestyn made only a minor / particular contribution to modern psychology, but it was an interesting one, nonetheless.

7. Baklov's work has some extremely important / central implications for our work today.

8. Mortensen's work has played a central / vast role in changing attitudes to parenthood.

Topic 3. Speaking about sections of a typical dissertation

1. Answer the questions:

1. What are the sections of a typical dissertation?

2. What information should be included into introduction?

3. What section of a dissertation provides an assessment on whether and how well you were able to answer your research questions and confirmed your hypotheses?

4. What section presents an overall assessment of what you have found out, how successfully you were and further recommendations and suggestions for future research?

2. Matching: Match a brief description of each section of a dissertation with the appropriate section:

- | | |
|----------------------|---|
| 1) Abstract | a) List of all cited sources. |
| 2) Introduction | b) Supplementary materials (e.g., |
| 3) Literature Review | questionnaires, raw data). |
| 4) Methodology | c) Broadly introduces the topic, explains its |
| 5) Results/Findings | significance, states your research questions/aims, |
| 6) Discussion | research problem, and outlines the structure of the |
| 7) Conclusion | dissertation. |
| 8) References | d) Recognition to people who have helped you |
| 9) Acknowledgements | during the research and writing of your |
| 10) Appendices | dissertation. This would normally include your |
| | supervisor and other people who may have been of |
| | assistance during your fieldwork. |
| | e) A concise summary of the entire work |
| | (purpose, methods, key findings, conclusion). |
| | f) Critical overview of existing research, |
| | identifying gaps your work fills, and establishes |
| | the theoretical framework for your study. |
| | g) Detailed explanation of your research |
| | approach, participants, data collection (e.g., |
| | interviews, surveys), and analysis methods, |
| | justifying your choices. |
| | h) Summarizes key contributions, answers |
| | your research questions, discusses implications, |
| | and suggests avenues for future research. |

- i) Objective presentation of your data and findings often with tables or graphs.
- j) Interpretation of results, linking them back to literature and research questions, explains their significance, and addresses limitations.

3. Choose the best word to complete each sentence.

1. Our hope was to instigate / contribute / attain a public discussion of the ethical issues involved.
2. Their target was to achieve a deliberate / creative / critical mass of support for their proposal.
3. The research prioritises / challenges / achieves existing theories in some exciting ways.
4. I hope my dissertation meets / reaches / has all the relevant academic criteria.
5. At the moment writing the assignment has to take target / purpose / priority over my social life.
6. What was your goal / motive / intention for choosing this particular university?

Topic 4. Discussing IT in Education

1. Think about the role of IT in education.

2. Fill in the gaps: *to work and study, virtual (2), online learning (2), traditional, online learning models, an engaging learning experience, remote and hybrid, flexibility and convenience, by studying online.*

Online programs, both _____, are capturing a wider share of higher education across the world. Many students, especially those trying to balance work with study, are gravitating toward _____ because of its greater convenience and accessibility compared with _____ classroom instruction. Indeed, new McKinsey research finds that most higher education students want to continue to incorporate at least some aspects of _____ into their education. However, a significant share of students are dissatisfied with the online experiences their universities offer, signaling that higher education institutions could benefit by evolving their _____.

Even in France, which had the lowest share, more than half of students said they wanted some learning elements to remain _____.

Students say they appreciate _____. When asked to rank, in order of preference, 11 learning features that should remain or become _____, students identified these as the top three: recording classes and making them available to watch later, easy access to online study materials, and flexibility that enables students _____.

On the flip side, many students still hesitate to enroll in fully remote programs, and students globally cited these top-three reasons: fear of becoming more distracted _____, getting bored if the learning experience is not motivating, and lacking discipline to complete the online program. Although these perceptions

may in part be preconceived, they seem to indicate that for a segment of students, online programs have not been able to generate _____.

3) Technology has become an integral part of the learning process. It enables new forms of instruction, improves access to materials, and empowers both teachers and students. Understanding the advantages and disadvantages of technology in education is essential to using it wisely and effectively.

Key Roles of IT in Postgraduate Education:

Research & Data Analysis: Provides tools for complex data processing (text, audio, video) and analysis, essential for cutting-edge research and innovation, helping students develop critical thinking and problem-solving skills.

Access & Flexibility: Enables distance learning, online degrees, and mobile learning, breaking down geographical barriers and allowing self-paced study through e-books, online libraries etc.

Interactive & Immersive Learning: Moves beyond traditional lectures with virtual classrooms, simulations making learning dynamic and practical.

Global Collaboration: Facilitates interaction and resource sharing with peers and experts worldwide, fostering diverse perspectives.

Personalized & Adaptive Learning.

3. Continue the list of advantages (benefits of technology in postgraduate education) and enumerate possible **disadvantages** of technology in education.

4. Put the verb into the *past simple, past continuous or past perfect*.

1. I slept / was sleeping when the hotel fire alarm went / was going off.

2. What did you do / were you doing after you had been to the mosque?

3. We collaborated / were collaborating with them on a few occasions.

4. They lived / were living in Paris first, then Bonn, and then they moved / were moving to Prague.

5. "English for Writing Research Papers" is the one book that I wish had existed when I conducted / was conducting my own research!

6. I wondered / was wondering whether you might need more time to finish the research.

7. We met / were meeting last month when you did / were doing a seminar at the Department of Biology. You mentioned / were mentioning it might be possible for me to work at your lab for two months this summer. I wondered / was wondering if the invitation is still open.

8. When we saw / were seeing each other before the summer vacation you told / were telling me that you got / were getting some interesting results in your experiments. I hoped / was hoping might be willing to share some or all of those results with me.

9. They didn't want to do anything until they told / had told her the news.

10. The presentation already finished / had already finished when I got there.

11. They all stopped / had stopped talking when the professor came into the hall.

12. I was / had been to the mosque so I decided to go and see something else.
13. I saw / had seen his presentation before so I didn't want / hadn't wanted to see it again.
14. We watched / had watched the presentation and then went to the social dinner.

Topic 5. Planning and Time Management. Rating your ability to organize your time

1. Time Management: Rate your ability to organize your time (often, sometimes, never).

1. Do you begin end-of-semester assignments early in the semester?
2. Do you meet deadlines for submitting work?
3. Do you ever have to request an extension for your work?
4. Do you spend hours cramming just before an exam?
5. Do you make a to-do list each week?
6. Do you include extra-curricular activities in your study plan?
7. Do you set long-term research goals (e.g., for a semester or academic year)?
8. Do you break large research tasks into smaller steps?
9. Do you regularly review and adjust your study or research schedule?
10. Do you prioritize tasks based on urgency and importance?
11. Do you monitor how much time you spend on literature review, data analysis, academic writing, and other research activities?
12. Do you effectively balance doctoral studies, professional responsibilities in public administration, and personal commitments?
13. Do you schedule dedicated time for reading academic literature?
14. Do you plan writing sessions for articles, conference papers, or dissertation chapters?
15. Do you avoid multitasking when working on complex research tasks?
16. Do you use digital tools (calendars, task managers, reference managers) to organize your time?

2. Role Play. Work in pairs. Choose one situation and prepare a short dialogue.

1. A research project leader motivates a team of researchers before starting a new project.

Situation: A research team is beginning a project. The team leader explains the project goals, research significance, individual responsibilities, and motivates members to collaborate effectively.

2. A PhD student and a research supervisor discuss how to organize the research schedule and meet the dissertation deadlines.

Situation: A doctoral student needs to create a realistic timeline for literature review, methodology development, data collection, analysis, and dissertation writing.

3. Two PhD students plan their time for conducting research, writing a journal article, and preparing for a conference presentation.

Situation: Two researchers must balance several academic tasks and decide how to prioritize activities according to deadlines and importance.

4. Two researchers resolve a disagreement about research methodology.

Situation: Two colleagues have different opinions about the methods for analysing public policy or legislative effectiveness. They discuss their arguments and find a constructive solution.

5. A project coordinator delegates responsibilities among members of a research team.

Situation: A team is preparing a research report on administrative or law reform. The coordinator assigns tasks related to data collection, literature analysis, policy review, and report writing.

3. Choose the correct words to complete each sentence.

1 *In / At* the moment, I'm writing up my thesis. I hope to finish *in the near/next future*.

2. Our research is *at / in* an *intermediate / ongoing* stage – we now need to analyse our data.

3. The *emergency / emergence* of internet technology has transformed the travel industry.

4. The university has *gone/got through* a period of great change in the latest/last decade.

5. In the *far/distant* future, scientists may be able to cure almost all common diseases.

6. Anti-social behaviour is *a nowadays problem / a problem nowadays* in many big cities.

7. A *series / serial* of events occurred in 1986 which changed the political climate in the country.

8. In *consequent / subsequent* years, two new parties were formed which became engaged in *concurrent / eventual* attempts to win over voters.

9. *Prior of / to* 2012, the industry was unregulated. In recent / the last years, however, the government has introduced new regulations.

10. In 1968, a monetary crisis coincided with / to a huge budget deficit, and most *contemporary / temporary* political commentators warned that the eventual / forthcoming cost to the nation would be enormous.

Topic 6. Academic Description and Interpretation of Graphs, Bar Charts, and Tables

1. Match the type of the diagram with its description.

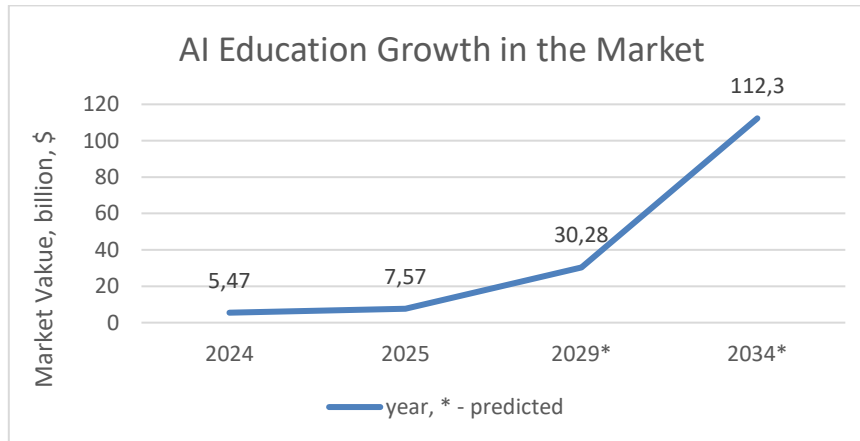
A table	a) is a circle divided into segments from the middle (like slices of a cake) to show how the total is divided up. A key or legend shows what each segment represents.
A bar chart	b) is a diagram in which different amounts are represented by thin vertical or horizontal bars which have the same width but vary in height or length.
A histogram	c) is a kind of bar chart but the bar width also varies to indicate different values.
A pie chart	d) is a grid with columns and rows of numbers.
A flowchart	e) is something, or a model of something, cut across the
A cross-section	

middle so that you can see the inside. A cross-section of the earth's crust, for example, shows the different layers that make it up. A label gives the name of each part. This type of a diagram can also be used to mean a small group that is representative of all the different types within the total group.

f) is a diagram which indicates the stages of a process.

2. Describe a graph.

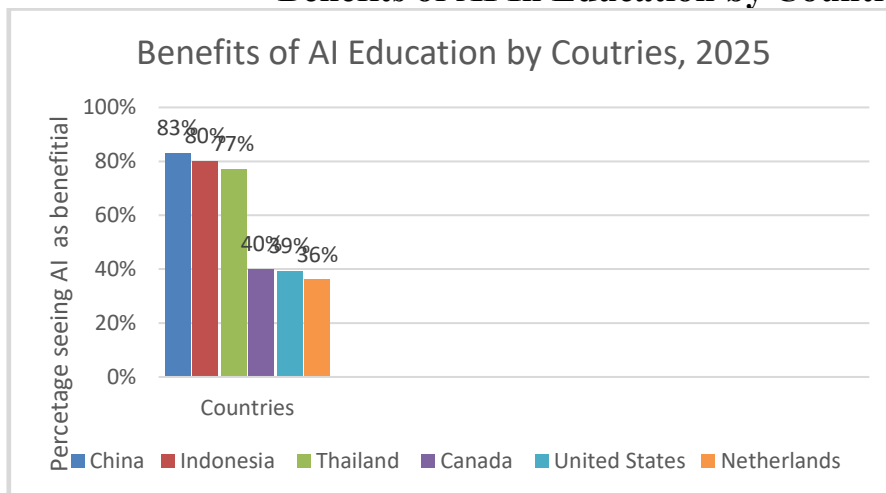
The graph highlights the current and projected statistics about AI education growth in the market.



Source: World Economic Forum 2025, The Business Research Company

3. Describe a bar chart.

Benefits of AI In Education by Countries



Source: Stanford HAI 2025

4. Describe the tables.

How Students Use Artificial Intelligence in Education

Use Case	Percentage of Students
Getting information	53%
Brainstorming	51%
Make pictures or images	31%
Create sound or music	16%

Create code	15%
-------------	-----

Source: Harvard GSE

AI Tool	Usage Rate	Primary Function
ChatGPT	66%	Most common overall tool
Grammarly	25%	Grammar and writing assistance
Microsoft Copilot	25%	General assistance and productivity

Source: Digital Education Council, Campus Technology

Topic 7. Writing a motivation letter

Put the paragraphs into the correct order:

Dear Sir or Madam

1) I graduated from the University of ... in ... with a five years degree in [Economics]. Through my years of studying, I became fascinated by the research field in [e.g., quantitative analysis, economic modeling, and financial research], and particularly in applying theoretical and empirical methods to analyze economic systems and business processes. To gain practical research experience, I actively participated in research projects during my undergraduate and master's studies, focusing on topics such as [e.g., market analysis, corporate finance, economic forecasting, or business strategy].

2) I am writing to apply for the PhD position available in the group XXXX under the project "... " at the University of

3) I would like to be selected for this PhD position because I think this project gives me the opportunity to develop and improve in a research field that is part of my professional goals. I think this PhD position offers to me the possibility of receiving a complete training in [...] applied to ... systems as well as the opportunity to work in an interdisciplinary environment, of a highly qualified academic level.

4) I remain at your disposal for any further information, thanking you in advance for your attention.

5) The most significant outcome of my research experience was my master's thesis entitled "[Insert Thesis Title]", in which I [briefly describe your work, e.g., developed an econometric model to analyze market trends or evaluated the impact of financial policies]. This work strengthened my analytical and methodological skills and confirmed my aspiration to pursue a doctoral degree in academic research.

6) I am aware of the dedication and perseverance that is needed to achieve the best results in this field and I believe that my experience will allow me to get it. I think that it is a great opportunity for me to demonstrate my abilities and acquire new skills, so I hope to be selected for this PhD position.

7) I believe that this PhD position will allow me to develop advanced research skills, deepen my knowledge of economic theory and applied methods, and contribute meaningfully to the field.

Yours sincerely,
[Your Full Name]

Writing an abstract

1. Read the abstract of a research article and fill in the gaps with appropriate academic words or phrases. Use one word or phrase for each gap.

This study 1) _____ the impact of digital learning tools on postgraduate students' academic performance. The research 2) _____ a mixed-methods approach, combining quantitative data analysis with semi-structured interviews. Data were 3) _____ from 120 participants enrolled in doctoral programmes at three European universities.

The findings 4) _____ that the systematic integration of digital platforms significantly enhances research productivity and collaboration. In addition, the results 5) _____ a positive correlation between the frequency of tool usage and students' self-reported academic engagement. However, several limitations 6) _____, including uneven access to technological resources.

The study 7) _____ to the existing body of research by providing empirical evidence on digital practices in doctoral education and 8) _____ directions for future research in this field.

Optional word bank: *employed / indicate / collected / contributes / examines / reveal / suggests / were identified*

2. This paper 1) the relationship between foreign direct investment (FDI) and economic growth in emerging markets. The study 2) panel data from 15 countries over the period 2010–2022 and 3) econometric modelling techniques to assess both short-term and long-term effects.

The results 4) that FDI inflows have a statistically significant positive impact on GDP growth, particularly in countries with developed financial systems. Furthermore, the analysis 5) that institutional quality plays a mediating role in enhancing the effectiveness of foreign investment. However, several structural constraints 6), limiting the full realization of potential economic benefits.

The paper 7) to the existing economic literature by providing new empirical evidence on the interaction between investment flows and institutional factors and (8) policy implications aimed at improving investment attractiveness.

Optional word bank: *employs / indicate / contributes / uses / examines / demonstrates / offers / persist*

3. Fill in the gaps in the abstract with your own words.

1. The 1) _____ of this paper is to consider the nature of moral education in children's literature. It is particularly 2) _____ with the moral values presented in books published with the 3) _____ of teaching reading at primary school. The thesis 4) _____ of four parts. The first part attempts to 5) _____ a number of general questions relating to children's literature from any historical period. Parts 2, 3 and 4 6) _____ are specifically to the given example. Part 2 is 7) _____ into three main sections of general questions, the first of which discusses the nature of the value system with a particular 8) _____ on the work ethic.

Topic 8. Addressing Global Governance Challenges and Public Policy Solutions

1. Case Study. Work in groups of 3–4 students.

A multinational research team is developing a project on climate change adaptation and sustainable development. The team includes public administration researchers, legal scholars, environmental policy experts, and international partners from different countries. During the project, the researchers face challenges related to different national policies, environmental regulations, communication styles, and approaches to solving climate-related problems.

Discuss the following questions:

- What are the main challenges in this situation?
- How can cultural differences affect research collaboration?
- What strategies could improve communication within the team?
- What recommendations would you give to the project leader?

Present your group's conclusions to the class.

2. Match the beginnings and endings of the sentences

1 The article explores the origins	a major consequences for larger families.
2 One small explosion set off a chain	b precedents for his decision.
3 The confusion probably stemmed	c rise to a widespread sense of
4 The proposed new tax could have	disillusionment.
5 The disastrous events of 2003 gave	d of the concept of democracy.
6 The judge explained that there were	e reaction, causing massive damage.
	f from a lack of communication.

ЗАВДАННЯ ДЛЯ ІНДИВІДУАЛЬНОЇ РОБОТИ

Task 1. Academic Profile

1. Individual Assignment. Prepare your *academic profile* in English.

Include: educational background, research interests, publications and conference presentations, participation in research or international projects, professional skills and future academic goals.

2. Individual Project. *Leading Scholars in Public Administration or Law*

Choose one internationally recognized scholar in the field of Public Administration or Law.

Prepare a short presentation including: brief biography; major scientific achievements; key publications; contribution to the development of Public Administration or Law; relevance of the scholar's ideas to your own research.

Task 2. Self-Assessment

1. Individual Assignment. *Create a Researcher's CV*

Prepare an academic CV (Curriculum Vitae) for a future research scientist in Public Administration or Law. Your CV should include the following sections:

- Personal information (name, contact details)
- Research interests
- Education
- Academic skills and competencies
- Research experience (real or hypothetical)
- Publications or academic activities (conferences, seminars, projects)
- Technical and transferable skills
- Future research goals

2. Individual Writing. Write a short self-assessment (150–200 words) on the topic: “*My Profile as a Future Research Scientist*”. Include:

- your current strengths as a researcher;
- skills you are developing;
- challenges you may face in research;
- how you plan to improve your academic competencies.

Task 3. Effective People Management in My Research Field

1. Prepare an academic presentation (8–10 slides) in English on the topic: “*Effective People Management in Public Administration*” or “*Effective People Management in Law*”.

Presentation Structure:

- Introduction
- Current Challenges
- Best Management Practices
- Examples from International Experience
- Conclusions
- References

Presentation Requirements:

- 8–10 slides, presentation length: 5–7 minutes.
- Use academic English and professional vocabulary.
- Support your ideas with evidence from scientific literature.
- Include clear visuals (charts, diagrams, tables, or figures) where appropriate.
- Be prepared to answer questions after the presentation.

2. Academic Essay (250–300 words)

For Students in Public Administration:

Write an academic essay (250–300 words) on **ONE** of the following topics:

1. Leadership in Public Administration: Challenges and Opportunities.
2. Good Governance as a Foundation for Sustainable Development.
3. Digital Transformation in Public Administration.
4. Public Policy and Evidence-Based Decision-Making.
5. Ethical Leadership in Public Sector Organizations.

For Law Students:

1. Write an academic essay (250–300 words) on **ONE** of the following topics:

2. The Rule of Law as a Foundation of Democratic Governance.
3. Constitutionalism and the Protection of Human Rights in Modern States.
4. Judicial Independence and Its Role in Ensuring Fair Justice.
5. Legal Reforms and Their Impact on Public Trust in State Institutions.
6. International Law and National Sovereignty in the Contemporary World.

Essay Requirements:

- Write **250–300 words**.
- Follow the structure of an academic essay:
 - Introduction
 - Body Paragraphs
 - Conclusion

Task 4. Time Management Skills Case Study

For Students in Public Administration:

Time Management in an International Public Administration Research Project.

Read the case and answer the questions below.

A team of four PhD students in Public Administration is implementing an international research project on improving digital governance and public service delivery. The project is funded by an international organization and involves conducting policy analysis, collecting empirical data from local governments, preparing policy recommendations, writing a research article, and presenting the results at an international conference. The final deadline is only six weeks away.

Recently, the team has faced several time management problems. Regular meetings are frequently postponed, some members fail to complete assigned tasks on time, and too much attention is being paid to formatting documents instead of conducting policy analysis and interpreting research findings. As a result, data collection has not been completed, the policy recommendations remain unfinished, and the first draft of the research article has not yet been prepared.

The project coordinator is concerned that the team may fail to submit the final report to the funding organization and miss the conference submission deadline. During the next project meeting, the team must review its work plan, set priorities, redistribute responsibilities, and improve communication and collaboration.

Answer the questions:

1. What are the main time management problems in this case?
2. What are the possible consequences if these problems are not addressed?
3. What actions should the project coordinator take to improve the team's performance?
4. Which time management strategies or digital collaboration tools would you recommend for this project?

For PhD Law Students:

Time Management in an International Legal Research Project

A team of four PhD students in Law is implementing an international research project on improving the legal framework for the protection of digital rights and personal data in the context of European integration. The project is funded by an international research foundation and includes conducting comparative legal analysis, reviewing national and EU legislation, examining court decisions and legal practice, preparing policy recommendations, writing a scientific article, and presenting the findings at an international academic conference. The final project deadline is only six weeks away.

Recently, the research team has encountered several time management challenges. Regular project meetings are often postponed, some members do not complete their assigned legal analysis on schedule, and a significant amount of time is spent editing citations and formatting references instead of analyzing legislation and case law. In addition, communication among team members has become irregular.

The project coordinator is concerned that the team may fail to submit the final report to the funding organization and miss the deadline for conference paper submission. During the next project meeting, the team must review its work plan, establish clear priorities, and develop a realistic schedule for completing the remaining tasks.

Answer the questions:

1. What are the main time management problems in this case?
2. What are the possible consequences if these problems are not addressed?
3. What actions should the project coordinator take to improve the team's performance?
4. Which time management strategies or digital collaboration tools would you recommend for this project?

Task 5 Planning

1. Discipline-specific Vocabulary.

For PhD Students in Public Administration:

1.1 Study the following academic and professional expressions related to Public Administration: *strategic planning, public budgeting, performance indicators, resource allocation, policy implementation, public policy analysis, stakeholder engagement, evidence-based decision-making, regulatory framework, digital governance.*

For PhD Law Students:

1.1 Study the following academic and professional expressions related to Law: *law, legal research methodology, statutory interpretation, judicial decision-making, legal policy development, comparative legal analysis.*

1.2 Use each expression in a meaningful sentence in your own research.

1.3 Choose five expressions and write a short paragraph (100–120 words) explaining how they are connected to your research topic.

2. Write a 200–250-word academic paragraph on one of the topics.

For Students in Public Administration:

1. Strategic Planning in Public Administration

2. Project Management in the Public Sector
3. Evidence-Based Policy Planning
4. Digital Governance and Strategic Decision-Making
5. Risk Management in Public Administration Projects

For PhD Law Students:

1. Strategic Planning in Legal Research
2. Project Management in International Legal Cooperation
3. Comparative Legal Research in the Context of European Integration
4. Legal Challenges of Digital Governance
5. Data Protection and Privacy in the Digital Era

Writing Requirements. Use:

- at least 10 academic vocabulary items from the course;
- passive constructions where appropriate;
- appropriate linking devices (*moreover, therefore, consequently, in addition, however*);
- one example from your own research area or professional experience.

Task 6. Culture and Society

Write an essay (**180–220 words**). Choose ONE of the following situations.

For Students in Public Administration:

1. A PhD student explains the social significance of their research in Public Administration to representatives of a local community.
2. Two researchers from different countries discuss how cultural differences influence international cooperation in public governance research.
3. A research supervisor and a PhD student discuss the importance of ethics and accountability in an international public administration research project.
4. Two participants at an international conference exchange ideas on how public administration can contribute to addressing global societal challenges.

For Law Students:

1. A PhD student explains the social significance of their legal research to representatives of a local community, emphasizing how the research may contribute to improving legislation, protecting human rights, or strengthening the rule of law.
2. Two legal researchers from different countries discuss how differences between national legal systems influence international legal cooperation and comparative legal research.
3. A research supervisor and a PhD student discuss the importance of research ethics, academic integrity, and professional responsibility in an international legal research project.
4. Two participants at an international law conference exchange ideas on how legal research can contribute to addressing global challenges, such as cybercrime, climate change, migration, artificial intelligence, or the protection of human rights.

2. Case Study:

For Students in Public Administration:

An international consortium is implementing a research project on improving digital governance and public service delivery. The project brings together researchers, public officials, and policy experts from five countries with different administrative systems, organizational cultures, and approaches to public governance.

During the first six months of the project, several challenges have emerged. Some participants prefer formal procedures and hierarchical decision-making, while others support a more collaborative and flexible approach. Different interpretations of deadlines and reporting requirements have resulted in delays in submitting research findings and policy recommendations. In addition, online meetings have revealed communication difficulties caused by language barriers, cultural differences, and different expectations regarding leadership and decision-making.

As a result, the project coordinator is concerned that these challenges may reduce the quality of research outputs and delay the implementation of policy recommendations.

Answer the questions:

1. What are the main communication and coordination challenges in this international public administration research project?
2. How can cultural and administrative differences influence teamwork, decision-making, and the implementation of public policy recommendations?
3. What strategies would you recommend to the project coordinator to improve intercultural communication, collaboration, and the overall effectiveness of the project?

For Students in Law:

An international consortium is implementing a research project on harmonizing national legislation with European Union law in the fields of digital rights and data protection. The project brings together legal scholars, practicing lawyers, judges, and policy experts from five countries with different legal traditions, judicial systems, and approaches to legal interpretation.

During the first six months of the project, several challenges have emerged. Some participants follow a civil law approach and emphasize strict statutory interpretation, while others are accustomed to common law reasoning and rely heavily on judicial precedent. Differences in legal terminology, citation standards, and research methodologies have complicated the preparation of joint reports and comparative legal analyses. In addition, online meetings have revealed communication difficulties caused by language barriers, cultural differences, and different expectations regarding leadership, consensus-building, and decision-making. As a result, disagreements over legal concepts and research priorities have delayed the preparation of comparative legal studies and policy recommendations.

The project coordinator is concerned that these challenges may reduce the quality of the research outcomes, affect the consistency of legal analysis, and delay the submission of the final report to the funding organization.

Answer the questions:

1. What are the main communication and coordination challenges in this international legal research project?

2. How can differences between legal systems, legal cultures, and research traditions influence teamwork, decision-making, and the development of legal recommendations?
3. What strategies would you recommend to the project coordinator to improve intercultural communication, collaboration, and the overall effectiveness of the research project?

Task 7. Research competencies

1. **Analyze your research competencies.** Comment on:

- your strengths;
- the skills you need to improve;
- your professional development plan.

2. **Create a mind map** entitled “The Qualities of a Successful Research Scientist”, including personal, professional and academic competencies in Public Administration or Law.

3. Choose a well-known scientist in your field of study and **prepare a short report** (3–5 minutes) describing:

- their scientific achievements;
- their contribution to your field (in Public Administration or Law);
- the personal qualities that contributed to their success.

4. **Write an essay** (200–250 words) on the topic “What Makes an Effective Research Scientist?”, supporting your ideas with examples in Public Administration or Law from your academic experience.

Task 8. Communicating Science

1. Communicating Public Administration Research

- Write a 200–250-word abstract of your PhD research: clearly state the research problem, objectives, methodology, main findings (or expected results), and the significance of your study for public administration or public governance.
- Prepare a 120–150-word popular science summary for a non-specialist audience.
- Deliver a 3–5-minute presentation explaining the significance of your research for public administration, governance, and public policy.

2. Communicating Legal Research

- Write a 200–250-word abstract of your PhD research: clearly state the research problem, objectives, methodology, main findings (or expected results), and the significance of your study for legal science and practice.
- Prepare a 120–150-word oral presentation of your research explaining the significance of your research for law, the justice system, and society.

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