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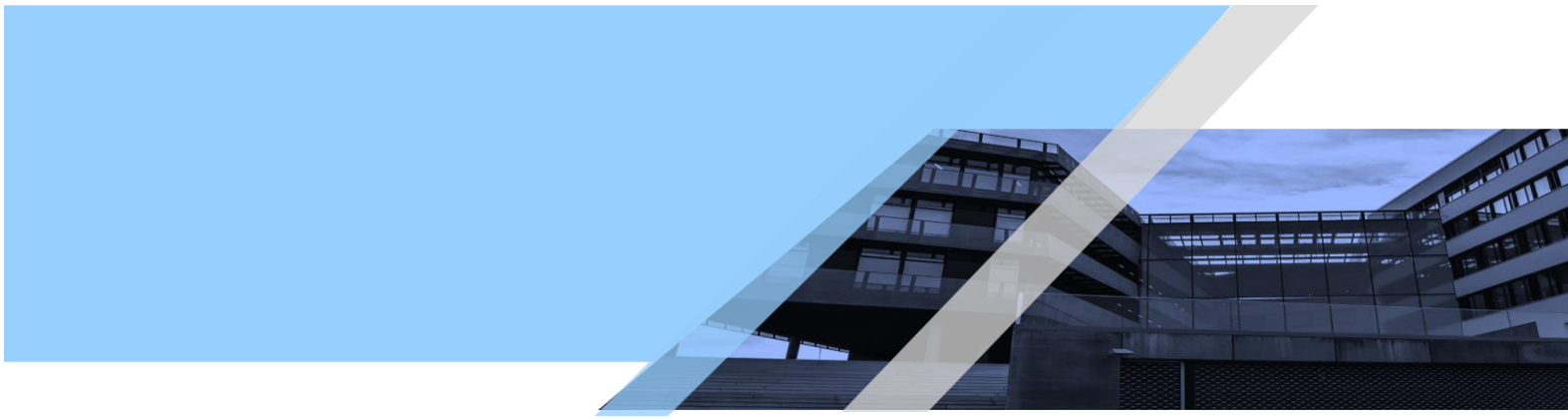

Syllabus

Research Methodology Course

DEV 2.4.2 / 2.5.1

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www.miletus.mnau.edu.ua

CONTENTS

1. Syllabus elaboration for students (Research methodology course)

1.1 The main objectives of the research methodology course

One of the main objectives of the MILETUS project is to create a framework for enhancing the quality of student research projects.

The main objective of the Research methodology course is to introduce the relevant tools of the research process such as research design, research project drafting, research process planning and scientific writing, in order to prepare Master students for writing the Master thesis and PhD students for writing research papers in their own scientific area. The Bachelor students (3 and 4 study year) are also welcome.

The comprehensive online course focuses on the relevant topics of research methodology and offers the opportunity to improve student research projects in various areas of their own research. This course should strengthen and complement the skills of research methodology that students have already acquired at their home universities.

The activity of preparing common research project papers following the research methodology course strengthens the knowledge acquired in the course and develops the practical skills to solve real-world problems. The students work in international, inter-institutional and interdisciplinary teams on joint research projects on innovative topics under the supervision of the professors from the Programme and Partner country universities.

1.2 The main information about research methodology course

Course title: **Research methodology course for Master and PhD students**

Number of ECTS credits points: **2 ECTS** (0,5 ECTS - learning activity and 1,5 ECTS - project work[1]).

Period: **2018 - 2019**

Teaching: Online lecture of 90 minutes each

Assessment: Multiple-choice test

Prerequisite: Master student

1.3 Course Description

This course consists of three separate course units with five lectures (see Annex I).

All course units and a multiple-choice test should be completed online.

Teachers give feedback through supervising during the period of mobility run. The students receive feedback from a supervisor on their study plans and can discuss relevant topics of research methodology in the online forum. All discussions are available during the period of mobility run.

This course is intended for Master students. The participation of Bachelor (3 and 4 study year) and PhD students is welcome.

[1] The topics of student's project works will be prepared by Programme Country Universities within DEV 3.3.1.

1.4 Duration of Course

The duration of the courses within the first and second mobility run is 60 calendar days. The course website with learning materials will be open for this period after the date of start. The start date of each mobility run will also be indicated.

1.5 Learning Activities

Students can access the internet platform with learning materials within the period of the mobility run.

The learning activities consist of a combination of pre-recorded online lectures and an online discussion forum. The tutorial exercises can be posted and discussed in the online forum for each course unit.

At the end of the course, a 10-minute multiple-choice test will be held. The multiple-choice test must comprise no more than 15 questions. Each multiple-choice question must have at least two answer choices and one or more correct answers.

During the 14 calendar days following the multiple-choice test, students will receive feedback about their test performance.

1.6 Course Units

The course consists of the five lectures of 45-90 minutes each. The course units are delivered over a period of 60 calendar days as required in paragraph 1.4. There are no requirements for the start date and timeline for each course unit.

Students are required to complete all course units within the period of the mobility run.

Annex I (Syllabus of Research methodology course)

Course unit title: **Theories of Science and Research for Engineers and Researchers**

Lecturer: Associate Professor Kjeld Nielsen, Ph.D.; Associate Professor Thomas Ditlev Brunø, Ph.D.; Postdoc Jesper Kranker Larsen, Ph.D. (Aalborg University, Denmark)

Duration: Two lectures of 90 minutes each

Objectives:

The objective of this course is to provide an overview of theories of science and theoretical concepts that are relevant for research in the natural and engineering science. The main historical traditions and theoretical positions will be presented: empiricism, positivism, rationalism, pragmatism, phenomenology along with a brief review of the social, political and economic context in which science has developed. Particular focus will be on the recent discussion within the theory of science abort the emergence of new fields of “techno-science” that mix science and technology, media technology in new combinations (biotechnology, nanotechnology, information technology, media technology) as well as theories in the social and human science that deal with the relations between science, technology, and society. The difference between various modes of knowledge production will be discussed as well as the differences between terms such as research, development, invention, and innovation

Course Contents:

Lecture One, 90 minutes of duration. Part one of two: From Science to Research: A Historical Introduction (chapter 1 and 2), 45 minutes Part two of two: Science and Industrialization (chapter 3 and 4), 45 minutes Lecture Two, 90 minutes of duration. Part one of two: Changing Contexts of Science (chapter 5) 45 minutes Part two of two: Change-Oriented Research (chapter 6 and 7) 45 minutes

Learning outcomes of the course unit:

The learning outcome of this course is to offer students an opportunity to reflect on their theoretical and conceptual assumptions, as well as obtaining an understanding of the various theoretical positions. A list of literature will be presented prior to the course so that registered students need to prepare for the course and immediately after the course it is expected that they write a paper based on their learning outcome up against the recommended literature and course objective

Recommended literature:

Jamison, A, Christensen, SH & Botin, L 2011, A Hybrid Imagination: Science and Technology in Cultural Perspective. Synthesis Lectures on Engineers, Technology, and Society, nr. 12, Morgan & Claypool Publishers. DOI: 10.2200/S00339ED1V01Y201104ETS016

Course unit title: **Ethics in research**

Lecturer: Prof. Dr. Thorsten Blecker (Hamburg University of Technology, Germany)

Duration: Two lectures of 90 minutes each

Objectives:

Ethical issues are addressed at a variety of research stages. Ethics and research process are inseparable today. The increasing number of human-based research raises a multitude of ethical and legal issues.

By the end of the twentieth century, the number of local and internationals guidelines, laws, legislations and principles on ethics in human research is increasing.

Basically, Ethics can be defined as the study of right and wrong in human endeavors. What principles can be applied to become an ethical researcher? And why are the ethical considerations so important in research? The numerous questions will be answered in the course “Ethics in research”.

The aim of this course is to give students an overview of research ethics and ethical frameworks. An understanding of these provides an important basis for researchers to make ethical decisions. An understanding of the different philosophical approaches enables to identify a framework for a choice of the ethical approach in the research. A number of practical examples illustrate how to apply principles of basic ethics theory in decision making process in the field of research.

Course Contents:

Lecture One:
Part I. Introduction of ethics theory
Concept of Ethics. Ethical Standards.
Ethics and morality.
Ethical theories: deontology, utilitarian consequentialism, virtue ethics.

Part II. Ethical regulation and Ethics committees
Ethical regulation and Ethics committees.
Informed consent. Key principle and providing information.
Anonymity and confidentiality. Breaking confidentiality.

Lecture Two:
Part I. Risk and safety.
Type of risk. Physical, emotional risks. Assessing and minimizing risks of harm
Research Misconduct. Fabricating Data and Falsification
Ethical dilemmas
Affiliation and conflicts of interest

Part II. Publishing research
Publishing research. Plagiarism in Scientific Writing.
Internet Research Ethics. Data protection principles.

Learning outcomes of the course unit:

The course unit enables to understand the core issues in research ethics such as ethical standards, ethics committees, informed consent, participant anonymity and confidentiality, data protection principles.

On successful completion of the course unit, students will be able to:

- understand the relevance of research ethics;
- identify ethical dilemmas and unethical behavior in research;
- apply the ethics principles in decision making processes;
- understand how conflicts of interest may arise and how to identify it.

Recommended literature:

Fossheim H., Ingierd H. (2015) Internet research ethics. *Cappelen Damm Akademisk*. ISBN: 978-82-02-48035-6.

Russell C., Hogan L., Junker-Kenny M. (2013) Ethics for Graduate Researchers. A Cross-disciplinary Approach ISBN: 978-0-12-416049-1

Speight James G. (2016) Ethics in the University. Scrivener Publishing LLC. John Wiley & Sons, Inc. ISBN 978-1-118-87213-0

Williamson K., Johanson G. (2002) Research methods for students, academics and professionals: information management and systems. 2 nd ed. ISBN 1 876938 42 0

Other literature will be specified in the beginning of the lectures.

Course unit title: **Case study and survey research methodologies**

Lecturer: Federico Caniato (Full Professor at the School of Management, Politecnico di Milano), Antonio Ghezzi (Assistant Professor at the School of Management, Politecnico di Milano).

Duration: One lecture of 90 minutes (two parts)

Objectives:

The course is organized in two modules:

- ***Case study Research methodology module****: The course aims at developing students' skill in dealing with case study. The course provides knowledge and stimulate discussions on: what is a case study; which are the phases of this methodology; how to collect and analyze data; how to assess the quality of a case study.*
- ***Survey Research methodology module*** *provides an introduction to survey research methodology, to provide Master students with the fundamental knowledge about this method for collecting and analyzing a large amount of data.*

Course Contents:

1. The Research Cycle: Introduction to qualitative research: Survey Vs. Case Study methodology
2. Case study methodology
    a. Setting the problem
    b. Defining objectives
    c. Framing the analysis
    d. Defining the methodology: A. Deciding the unit(s) of analysis; B. Selecting cases; C.Collecting data; D. Analyzing data; E. Interpreting the findings
    Conclusions: theory building, enhancement, triangulation
3. Survey research methodology
    a. Introduction to Survey: definition and typologies
    b. The Survey research process – definition of the research model
    c. Survey instrument design process
    d. Measurement scales
    e. Reliability and validity
    f. Sample design
    g. Survey administration
    h. Data check
    i. Data analysis

Learning outcomes of the course unit:

At the end of the course, students will

- Gain the basic knowledge about case study research methodology and therefore on how to collect and analyze qualitative information with a high level of depth.
- Gain the basic knowledge about survey research methodology and how to collect structured data from a high number of respondents.

Recommended literature:

- Dillman, D. A. (1978). *Mail and telephone surveys: The total design method* (Vol. 19). New York: Wiley.
- Yin, R. K. (2009). *Case Study Research, Design & Methods 4th ed*.

Course unit title: **Data gathering and analysis of the information**

Lecturer: Dr. Mykolenko Olena, Prof. Nechitailo Iryna (Private Higher Education Institution Kharkiv University of Humanities “People’s Ukrainian Academy”, Ukraine).

Duration: One lecture of 45 minutes

Objectives:

The course unit is aimed at developing necessary skills and knowledge related to different methods for gathering and analyzing data.

Course Contents:

1. Interviews; 2. Questionnaires; 3. Observation; 4. Image-based methods; 5. Tests; 6. Official statistics 7. Analyzing words; 8. Analyzing numbers; 9. Interpreting the collected data.

Learning outcomes of the course unit:

- Use the appropriate method to gather the data. - Use a wide range of data-gathering tools. - Analyse words due to the constant - Analyse and make numbers meaningful to others. - Discuss the obtained information

Recommended literature:

Barbour, R and Schostak, J. (2011). Interviewing and Focus Groups. In B. Somekh and C. Lewin (eds.), Theory and Methods in Social Research (2nd edn). London: Sage. A brief but useful account.

Gouseti, A. (2014). Digital Technologies for School Collaboration. New York: Palgrave Macmillan. Mainly about the use of digital technology in schools but with some good ideas.

Field, A. (2017). Discovering Statistics using IBM SPSS Statistics (5th edn.). London: Sage. A thorough user-friendly introduction to the use of statistics in education/

Saldana, J. (2016). The Coding Manual for Qualitative Researchers (3rd edn). London: Sage. A really helpful, practical advice on coding.

Course unit title: **Research project planning steps: Theory and practice**

Lecturer: Prof. Dr. Iryna Honcharenko (Mykolayiv National Agrarian University, Ukraine).

Duration: One lecture of 30 minutes

Objectives:

The objectives of this course are the following:
- to generalize and present the most recognized approach for project planning:
- to give an overview of the project planning steps:
- to provide students with relevant examples, recommendations, tips;
- to help students planning their own research;
- to increase students' planning competence.

Course Contents:

The course consists of 3 basic components:

1. Video-lecture which gives theoretical information and practical recommendations about the research project planning;
2. Case study for students, where they will have an opportunity to try themselves in project planning and use obtained tips;
3. Lecturer's feedback for the students' case studies, with recommendations for it further development.

Learning outcomes of the course unit:

The learning outcomes of this course are the following:
- students understand the main principles of research project planning:
- students can create their own project plan following the proposed steps:
- students become aware of the most relevant planning templates and are able to use it;
- the planning competence of students become stronger;
- the quality of students' projects is increased.

Recommended literature:

Wang, Y.-R. & Gibson, G. E. (2008), A study of preproject planning and project success using ANN and regression models, in 'The 25th International Symposium on Automation and Robotics in Construction. ISARC-2008'

Dvir, D., Raz, T., & Shenhar, A. J. (2003). "An empirical analysis of the relationship between project planning and project success". International Journal of Project Management, 21(2),

Thomas, M.; Jacques, P. H.; Adams, J. R. & Kihneman-Woote, J. (2008), 'Developing an effective project: planning and team building combined', Project Management Journal,, vol. 39, no. 4,

Choma, A. A., & Bhat, S. (2010). Success vs failure: What is the difference between the best and worst projects? In Proceedings of the PMI Global Congress 2010 — Washington, DC.

Collyer, S., Warren, C., Hemsley, B., & Stevens, C. (2010). Aim, fire, aim: Project planning styles in dynamic environments. Project Management Journal, 41(4), 108–121.

Gibson, G., Wang, Y., Cho, C., & Pappas, M. (2006). What is pre-project planning, anyway? Journal of Management in Engineering, 22 (1), 35–42.

Hamilton, M. R., & G. E. Gibson, J. (1996). Benchmarking preproject-planning effort. Journal of Management in Engineering, 12(2), 25–33.

Morris, P. W. G. (1998). Key issues in project management. In J. K. Pinto (ed.), Project Management Institute Project management handbook.

Booth, W. C., Colomb, G. G., & Williams, J. M. (2003). The craft of research. Chicago: University of Chicago Press.
http://sir.spbu.ru/en/programs/master/master_program_in_international_relations/digital_library/Book%20Research%20seminar%20by%20Booth.pdf

Making Things Happen: Mastering Project Management by Scott Berkun, 2008

How 5 PM Experts Create a Fail-Safe Project Management Plan By Emily Bonnie, May 16, 2017
https://www.wrike.com/blog/5-pm-experts-create-fail-safe-project-management-plan/

4 Tips for an Effective Project Management Plan By Wrike Team, May 11, 2017:
https://www.wrike.com/blog/4-tips-effective-project-management-plan/

https://www.researchgate.net/publication/280930386_The_Impact_of_Planning_on_Project_Success-A_Literature_Review/download

https://www.pmi.org/learning/library/importance-planning-phase-project-success-6021

Course unit title: **Fundamentals of scientific writing**

Lecturer: Prof. Miroslav Milovanović (University of Niš, Serbia)

Duration: One lecture of 60 minutes

Objectives:

The lecture aims to introduce the students to structuring a scientific article and to facilitate their preparation of the given type of manuscript, so that it meets the requirements of quality journals and quality conference proceedings.

Course Contents:

The lecture presents the fundamentals of writing original scientific articles. It focuses on:

1. article structure (title, abstract, key words, introduction, theoretical background, methods, results, discussion, conclusion, references, supplementary material);
2. practical tips concerning the process of writing a scientific article (relevance, objectivity, linguistic characteristics of scientific discourse, the order of writing various parts of an article, the technical issues, data visualization, ethics and plagiarism).

Learning outcomes of the course unit:

The students will be able to identify and analyze the above elements in various scientific papers as well and apply the acquired knowledge in writing their own scientific papers.

Recommended literature:

http://www2.ift.ulaval.ca/~chaib/IFT-6001/articles/How-to-write-JP.pdf

https://www.elsevier.com/connect/11-steps-to-structuring-a-science-paper-editors-will-take-seriously

https://www.elsevier.com/connect/infographic-tips-to-writing-better-science-papers

https://www.elsevier.com/connect/six-things-to-do-before-writing-your-manuscript

Cvetković, D. (ed). (2018): Academic Guidebook for Young Researchers. Niš: University of Niš.

Course unit title: **Formulating research topic and writing literature review**

Lecturer: Dr. Gordana Dobrijević and Dr. Jelena Gajić (Singidunum University, Serbia).

Duration: One lecture of 60 minutes

Objectives:

This course aims to help students develop skills related to identifying a research topic and define a research problem, collecting and analyzing research data, finding and using relevant literature sources, and use adequate style of referencing.

Course Contents:

1. Introduction: the research process
2. Generating and refining research ideas
3. Identifying the research topic
4. Developing research questions or hypotheses
5. Writing research objectives
6. Writing research proposal
7. Tracing relevant literature
8. Critical review of literature
9. Quotations
10. Referencing

Learning outcomes of the course unit:

Upon successful completion of the course the students will be able to:

- Identify a suitable research topic and properly define the research problem(s);
- Use appropriate method(s) to collect the data;
- Analyze and interpret the collected data;
- Find relevant literature sources and use it appropriately;
- Properly cite the sources using the required format;
- Compile a reference list.

Recommended literature:

Cooper, D.R. & Schindler, P.S. (2014). Business Research Methods. New York: McGraw Hill.

Creswell, J. (2017). Qualitative Inquiry and Research Design. Thousand Oaks: Sage Publications.

Kumar, R. (2014). Research Methodology. Thousand Oaks: Sage Publications.

Creswell, J. (2018). Research Design. Thousand Oaks: Sage Publications.

Saunders, M., Lewis, P. & Thornhill, A. (2009). Research Methods for Business Students, 5th ed. Edinburgh gate, Harlow: Pearson Education Limited.

Welman, J.C., Kruger, F., & Mitchell, B. (2005). Research Methodology, 3rd ed. Oxford University Press Southern Africa.

Course unit title: **Competitive project proposal writing**

Lecturer: Prof. Dr. Goran Stojanović (University of Novi Sad, Serbia).

Duration: One lecture of 60 minutes

Objectives:

The objectives of this course are:

- To help students to develop their individual capacity and capacity of their organizations (in this moment or in the future) to initiate and implement projects funded by the European Commission and/or other international or national funders or donators;
- To have overview about all possibility in Europe to finance own research or travel and to enhance career;
- To understand main parts (Excellence, Impact, Implementation) and phases which an excellent project proposal should have;
- To help students to be able to create project proposal and to understand evaluation criteria.

Course Contents:

This course will have the following units:

1. Overview of different funding possibility in Europe with the focus on Horizon 2020;
2. How to generate innovative ideas for proposal;
3. How to write Excellence section of the project proposal (Project objectives, Research Methodology, Innovative aspects, Synergy in the consortium);
4. How to write Impact section of the project proposal (Expected impacts, Measurable indicators, Dissemination, Communication, Outreach activities, Exploitation, IPR);
5. How to write Implementation section of the project proposal (Work plan of the project, Work packages, Tasks, Deliverables, Milestones, Risks and mitigation measures);
6. Evaluation criteria and how to meet them.

Learning outcomes of the course unit:

The learning outcome of this course for students are:

- Ability to select an appropriate call for proposal;
- Ability to generate an innovative idea on creative way;
- Ability to create the best consortium for implementation of the idea;
- Ability to write alone (or in the team) Excellence part of the project proposal;
- Ability to write alone (or in the team) Impact part of the project proposal;
- Ability to write alone (or in the team) Implementation part of the project proposal;
- Ability to submit the project proposal;
- Ability to successfully implement winning.

Recommended literature:

Seon MCarthy, how to write a competitive proposal for Horizon 2020, 2014, Hyperion.

http://www.hyperion.ie/

Course unit title: **Research Entrepreneurship**

Lecturer: Dr Lyudmila Kryvoruchka, Director of Yuchymenko Family Doctoral School (National University of Kyiv-Mohyla Academy, Ukraine).

Duration: One lecture of 45 minutes

Objectives:

The overall objective of this lecture is to generate interest to the "competence framework" tools developed by JRC of the European Commission on behalf of Directorate General for Employment, Social Affairs and Inclusion for entrepreneurship (EntreComp) and digital competence (DigComp) to enhance life-long learning in a knowledge-based society.

The lecture is aimed at:

- discussing the entrepreneurship as active participation of researchers in the society;
- contrasting the notions of entrepreneurship: "sense" vs "skill", "individual" vs "collective" capacity;
- arousing interest to the methods of skills development;
- stimulating re-thinking methods for developing general skills;
- introducing the tools for planning self-study and self-evaluation in a life-long perspective.

Course Contents:

Enterpeneurship as well as other general complex skills (like communication or creativity) is often seen as in-born talent ("sense") resisting to measuring and translation into learning goals, methods and results.

The lecture starts with introducing the concept of "key competences" required for 2030 (and more generally in knowledge-based economy) and "competence framework" tool/ methodology aimed at developing human capacity. Static and progressive models of frameworks will be compared using the examples from EntreComp (2016) and DigComp (2017) frameworks.

The basic definition of EntreComp Study: "Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social (FFE-YE, 2012) will be critically discussed using examples from various research areas.

The EntreComp conceptual model includes 3 competence areas: 'Ideas and opportunities', 'Resources' and 'Into Action'. We will invite students to assess their own level of entrepreneurship using the EntreComp Framework and then develop a personal development plan to foster their skills.

Learning outcomes of the course unit:

- Following the lecture, the students will be able to:
- explain the value of entrepreneurship in economic, cultural, social and personal dimensions;
- define entrepreneurship competence;
- describe the structure of entrepreneurship competence;
- apply competence framework tool for self-evaluation and developing personal development plan;
- discuss current methods of developing complex (transversal) competences applicable to all spheres of life.

Recommended literature:

Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneur-ship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884.

Carretero, S.; Vuorikari, R. and Punie, Y. (2017). DigComp 2.1: The Digital Competence Framework for Citizens with eight profi-ciency levels and examples of use, EUR 28558 EN, doi:10.2760/38842.

Course unit title: **Methodology of personal data protection**

Lecturer: Dr Nazar Mykhaliuk (Lesya Ukrainka Eastern European National University, Ukraine)

Duration: One lecture of 60 minutes (pills of 15-20 minutes)

Objectives:

The objectives of this course is:
- To understand the online threat and vulnerability landscape;
- Be able to determine personal threats and adversaries;
- Understanding of anonymity;
- How to stay anonymous online;
- How to maintain privacy;
- Understanding VPNs (virtual private networks);
- How to secure mobile, cell phone and cellular networks;
- Understanding GDPR (General Data Protection Regulation).

Course Contents:

1. Welcome and Introduction to the lecturer.
2. Goals and learning objectives.
3. What is privacy, anonymity and pseudonymity.
4. Security, vulnerability, threats and adversaries.
5. Understanding hackers, cyber criminals, malware, viruses, spyware, adware, fishing, spamming.
6. Crypto-mining malware and Cryptojackers.
7. Introduction to VPNs. Which one to use.
8. Setting up an OpenVPN client in Windows, Mac, iPhone and Android.
9. The Tor network and browser.
10. Off-site internet connections: hotspots, cafes.
11. Mobile and cell phone weaknesses.
12. Understanding GDPR (General Data Protection Regulation).

Learning outcomes of the course unit:

After finishing this course you will be able to:
- Determine personal threats and adversaries;
- Stay anonymous online;
- Understand, use and set-up VPNs;
- Track malware, viruses and crypto-mining malware;
- Safely use hotspots and free Wi-Fi;
- Set-up Tor;
- Understand GDPR.

Recommended literature:

GDPR - https://eugdpr.org/.

Guide to the General Data Protection Regulation (GDPR) - https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/.

Information security risk management ISO/IEC 27005:2011 - https://www.iso.org/standard/56742.html.

Information Security Forum - https://www.securityforum.org/.

CIA (confidelity, integrity and availability) triad - https://whatis.techtarget.com/definition/Confidentiality-integrity-and-availability-CIA.

The scrap value of hacked PC, revisited - https://krebsonsecurity.com/2012/10/the-scrap-value-of-a-hacked-pc-revisited/

The value of hacked Email account - https://krebsonsecurity.com/2013/06/the-value-of-a-hacked-email-account/.

Comparing Expert and Non-Expert Security Practices - https://ai.google/research/pubs/pub43963.

Malware statistics - https://www.av-test.org/en/statistics/malware/.

The 7 most common RATS in use today - https://www.darkreading.com/perimeter/the-7-most-common-rats-in-use-today-/a/d-id/1321965.

SophosLabs 2018 Malware Forecst - https://www.sophos.com/en-us/en-us/medialibrary/PDFs/technical-papers/malware-forecast-2018.pdf?la=en.

McAfee labs threats report - https://www.mcafee.com/enterprise/en-us/threat-center/mcafee-labs/reports.html.

Online fishing feed - https://www.openphish.com/

Top 10 list of scams of 2018 - http://www.consumerfraudreporting.org/current_top_10_scam_list.php.

Pirate Bay is mining Cryptocurrency again - https://torrentfreak.com/pirate-bay-is-mining-cryptocurrency-again-no-opt-out-171011/.

Attackers used Telegram to deliver cryptocurrency-mining malware - https://www.engadget.com/2018/02/13/attackers-telegram-deliver-cryptocurrency-mining-malware/.

Microsoft security adversaries and bulletins - https://docs.microsoft.com/en-us/security-updates/.

Facebook terms and conditions: why don't own your online life - https://www.telegraph.co.uk/technology/social-media/9780565/Facebook-terms-and-conditions-why-you-dont-own-your-online-life.html.

The complete guide to Facebook privacy settings - https://www.techlicious.com/tip/complete-guide-to-facebook-privacy-settings/.

Privacy settings and safety tips for socializing on Twitter - https://www.fightcyberstalking.org/privacy-settings-twitter/.

MacOS Wi-Fi scanner - https://www.netspotapp.com/.

OpenVPN Connect for iOS - https://itunes.apple.com/us/app/openvpn-connect/id590379981?mt=8.

OpenVPN for Android - https://play.google.com/store/apps/details?id=de.blinkt.openvpn&hl=en.

Beware of false reviews – VPN marketing and affiliate programs - https://vikingvpn.com/blogs/off-topic/beware-of-vpn-marketing-and-affiliate-programs.

I am anonymous when I use a VPN – 10 Myths debunked - https://www.goldenfrog.com/blog/myths-about-vpn-logging-and-anonymity.

Tor Project - https://www.torproject.org/.

Tor: Overview - https://www.torproject.org/about/overview.html.en#thesolution.

Wifi Analyzier for Android - https://play.google.com/store/apps/details?id=com.farproc.wifi.analyzer&hl=en_GB.

OpenVPN - https://openvpn.net/.

Alternative DNS - https://www.wikileaks.org/wiki/Alternative_DNS.

Transparent DNS proxies - https://www.dnsleaktest.com/what-is-transparent-dns-proxy.html.

Tunnelblick for OpenVPN for OS X and macOS - https://tunnelblick.net/downloads.html.