

REDX RESEARCH



INFO

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OUR MISSION

Our mission is to empower students with top-tier instructors, ensuring they excel academically and stand out in college applications. We're committed to providing expert-led programs that equip students with the skills and experiences needed for success in both academia and the professional world.



Empowerment Through Expertise

We believe in the power of exceptional instructors. Our commitment to excellence means partnering with top professors and industry experts to guide students towards outstanding college applications.

Letters of Recommendation

Have the opportunity to receive personalised recommendation letters penned by our professors. Consider it a stamp of approval for your intellectual prowess.

No more than 20 students per Research Course

We do not believe in profit maximisation. We put students at the centre of everything that we do.

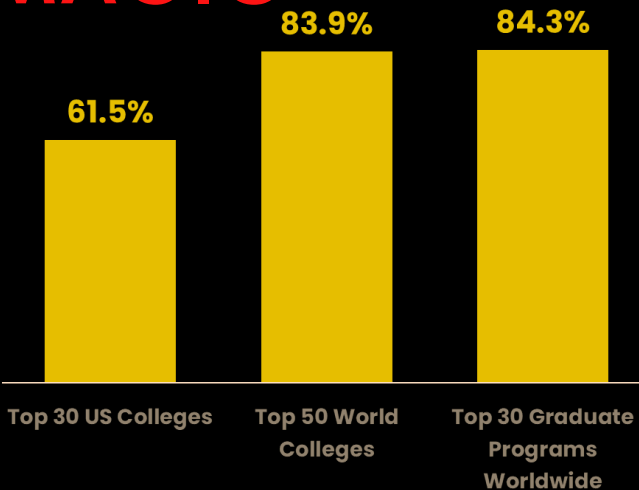




By participating in our programs, students can receive not only guidance but also an endorsement from the best of the best in a panoply of fields, bolstering their college applications. Among students who have enrolled in our programs:

83.9% students have successfully been admitted to the top 50 QS-ranked

THE REDX MAGIC



School	Undergraduate admission	Master and PhD admission
Princeton University	1	1
MIT	3	5
Harvard University	2	4
Stanford University	2	4
Yale University	3	3
University of Chicago	4	5
University of Pennsylvania	4	19
Duke University	5	12
Brown University	4	13
Northwest University	6	10
Johns Hopkins University	12	61
Columbia University	5	42
Cornell University	7	16
UC Berkeley	19	9
UCLA	17	11
Rice University	12	7
Vanderbilt University	12	6
University of Notre Dame	4	2
University of Michigan, Ann Arbor	7	19
University of North Carolina at Chapel Hill	11	2
Georgetown University	5	14
Emory University	19	2
University of Virginia	5	4
Carnegie Mellon University	11	13
Washington University in St. Louis	17	43

2023 US College Admission Results

(* Based on students' self report)

THE SECRET TO SUCCESS.

Research experience!

- Like Columbia and Harvard, **MOST** top universities **value research** undertaken by applicants.
- **Deep Research** in your area of interest is one of the best, if not the best way of showing admission officers that you are **truly interested** in what you seek to study.

HARVARD COLLEGE
Admissions & Financial Aid

About

What courses should I take to prepare for applying to Harvard?

There is no "one size fits all" rule about which curriculum to study during secondary school years. Students should challenge themselves by taking courses deemed appropriate by their teachers and counselors. But some students believe that "more is always better" when it comes to AP, IB or other advanced courses.

While some students prosper academically and personally by taking large numbers of such courses, others benefit from a more balanced approach that allows them additional time for extracurricular and personal development. Even the best students can be negatively affected by taking too many courses at once, and might benefit instead from writing, reading or research projects on subjects of great interest to them.

According to their admissions page, Harvard does not encourage students to take an excessive number of courses at school. Instead, it advocates for a more balanced approach, such as engagement in research programs. Students are encouraged to submit their research findings as a component of their application to the university.

COLUMBIA ENGINEERING
The Fu Foundation School of Engineering and Applied Science

Resume/CV

This document should outline clearly and briefly the following:

- Employment held (include title of jobs and start/end dates)
- **Research activities**
- Academic honors, including fellowships you have been awarded
- Volunteer or community service
- **Extracurricular activities**
- Honorary societies
- **Publications**

A few topics that you may want to address in your Personal Statement include:

- Describe how your background has prepared you to pursue an advanced degree in the field of engineering or applied science at Columbia University.
- Describe the reasons you are interested in this program and discuss any relevant past experience.
- If you have relevant work or research experience, please indicate how it helped you decide on your career path.
- What are your post-graduation plans or career goals?
- What do you hope to gain from this program?
- What about this program excites you?
- If there are any special circumstances that need to be brought to the attention of the Admission Committee, please include that information.

Johns Hopkins places an unbelievable emphasis on letters of recommendation. With RedX, students have the opportunity to receive a letter of recommendation from the best professors in their respective fields.

GETTING ACCEPTED

JOHNS HOPKINS UNIVERSITY

What do you look for in letters?

First we consider the source of the letter. A letter from your cousin who happens to teach at a two-year college is weighed significantly less than a letter from a researcher at a top computer science school! Next, we look for evidence of research potential. In particular, evidence of outstanding performance in past projects is of high importance. Somewhat less important is evidence of outstanding ability in the classroom. A good letter writer should know you well and be able to rank you very favorably in comparison with your peers.

TANGIBLE OUTCOMES

Enriching Personal Statements

With an incessant influx of applicants with stellar grades, top universities have come to value passion more than grades. They often implicitly prescribe that applicants elaborate on academic endeavours outside of their educational institutions. In essence, they are looking for someone who goes beyond a set syllabi.

Work with Top Scholars

University of Pennsylvania:

“Nearly one-third of the admitted students engaged in academic research during their time in high school...worked alongside leading faculty and researchers in their fields of interest.”



Learning at Penn

Nearly one-third of the admitted students engaged in academic research during their time in high school, many earning national and international accolades for research that is already pushing the boundaries of academic discovery. Admitted students worked alongside leading faculty and researchers in their fields of interest, co-authored publications included in leading journals, and displayed their ingenuity in making connections across complex and varied disciplines. Our faculty and fellow students across Penn's schools and research centers are ready to welcome this latest generation of dynamic scholars who will continue to create new knowledge to benefit the world.

Evaluation & Letter of recommendation

Students who participate in our programs will be **issued an evaluation by the professor. This is in tandem with opportunity to receive a letter of recommendation** primarily based on their research submission. These letters can greatly enhance students' college applications, making them stand out from the crowd.

<p>Independent Research Program Student Evaluation</p> <p>Subject: Linear Programming and Optimization Independent Research</p> <p>Professor: [redacted] Contact: [redacted]@berkeley.edu Date: October 31, 2023</p> <p>Student Name: [redacted] Swanson</p> <p>Research & Course Description</p> <p>[redacted] Strategy undertook an in-depth research project on Linear Programming and Optimization, exploring advanced mathematical concepts and developing innovative programming solutions. The project included a comprehensive study of linear algebra, optimization techniques, and their applications in mathematical finance.</p> <p>Topics Covered</p> <ul style="list-style-type: none"> • Fundamental concepts in linear algebra including linear combinations, independence. • Rank and subspaces. • Introduction and formalization in optimization and linear programming. • Advanced techniques in quadratic programming and second-order cone programming. • Exploration of factor models in mathematical finance. <p>Course Objectives and Assignments</p> <p>This intensive program required [redacted] to master complex mathematical principles, develop advanced programming skills, and apply these to real-world optimization problems. The course aimed to foster a deep understanding of optimization theory and its practical applications in finance.</p>	<p>Independent Research Program Student Evaluation</p> <p>Subject: The Economics of Corporate Disclosure</p> <p>Professor: [redacted] MIT Sloan School of Management 10 Main Street, E22-666, Cambridge, MA 02142 [redacted] [redacted] [redacted] [redacted] [redacted]</p> <p>Student Name: [redacted]</p> <p>This course is designed to (i) give students a perspective of the economics of accounting (and more broadly, corporate disclosure) in the capital markets, (ii) introduce students to academic research, particularly related to corporate disclosure, and (iii) give students firsthand experience conducting independent research.</p> <p>To achieve the aforementioned objectives, this course is structured into three main modules: (i) An introduction of how financial statements are prepared and the role of discretion in financial reporting (ii) Agency theory and the need for accounting and disclosure, using examples of disclosure research, and (iii) A research project involving practical experience searching for US listed companies' financial statement and disclosures, and evaluating their earnings quality. The classroom approach is mainly discussion based.</p> <p>Students are required to turn-in one written research report related to the material covered in class and present their findings on the last day of class. Broadly speaking, students have to collect financial statements and disclosure data for a sample of companies and conduct statistical analyses to test their hypotheses.</p>
<p>I have had the opportunity to closely interact with [redacted] over a period of 8 weeks. Unlike other classes I have taught, my interactions with [redacted] were one-on-one and thus I got to know her better than I typically get to know my students from larger classes. In short, I am very impressed with [redacted]. She consistently displayed a high level of competence, dedication, and attention to detail, which highlighted her ambition and desire to learn.</p> <p>My course is designed to help students get a primer into academic research and the primary means to evaluate students is based on their research paper. [redacted] research paper is entitled "Research on the Market Reactions to HFCAA: Beneficial or Detrimental to Investors." In this paper, she examines the economic implications of the Holding Foreign Companies Accountable Act (HFCAA), which threatens to delist Chinese companies cross-listed in on U.S. stock exchanges whose auditors could not be inspected by the U.S. and audit reports.</p> <p>When she first approached me with her research proposal, I could see that she was genuinely interested in exploring the impact of HFCAA on Chinese companies listed on U.S. exchanges. Her initial inquiries revolved around whether HFCAA would enhance financial reporting quality or prevent Chinese companies to exit the U.S. market. Finally, her interests settled on examining investor reactions to this regulation. Besides formulating her hypotheses using concepts related to agency theory that we covered in class, she also did a tough job in her empirical analyses. One especially notable accomplishment was her entrepreneurial approach to data collection using the Wharton Research Data Services (WRDS) platform. WRDS is commonly used platform to collect large amounts of data by more advanced research but typically not used by a novice. Overall, [redacted] work ethic and maturity were evident in her approach to the project.</p>	<p>I also want to add that [redacted] is very professional. She always arrived on time for our meetings, and was organized and prepared. Specifically, she would come to our meetings with a list of thoughtfully prepared questions and updates on her research progress, taking a proactive approach to our discussions. Her level of preparation allowed our meetings to be very productive and efficient. Also, she attentively absorbed my comments and suggestions regarding her work and was able to incorporate them into revising her research project. Her openness to feedback and her willingness to make improvements highlight her commitment to learn for the sake of learning.</p> <p>Overall, advising [redacted] has been an enjoyable experience. Her professionalism, courtesy, and responsiveness to guidance have made our interactions seamless and productive. I have no doubt that [redacted] exceptional qualities will continue to serve her well in her future academic and professional endeavors, and I wholeheartedly recommend her for any opportunities that come her way.</p> <p>Based on [redacted] final research paper and her overall performance, I will reward an A+ grade in my class.</p> <p>Final Grade: A+ [Signature]</p>

Coveted Certificates

After completing RedX programs, students will receive a certificate of completion. Our partnership with Certifier enables us to issue sleek and stylish certificates. Students may add the certificate to their LinkedIn.

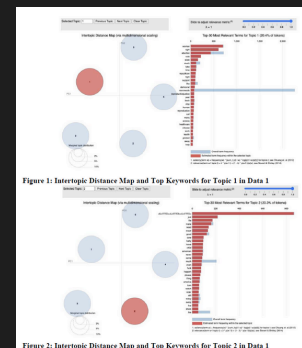
Licenses & certifications +

Mastering Large Language Models and the Future of Work
RedX Research
Issued Apr 2024
Credential ID 0b918447-57d1-44fb-bfe1-467bdd44734

Show credential

Intensive Projects

Through our programs, students will engage in group research projects that consolidate their understanding of the course material and bring out the best of their abilities. These projects will serve as uncompromising supporting evidence of talent and commitment, whatever they are upto in the world of study and work.



Cognitive Diversity: How experience shapes brains and minds



Prof. Daniel Casasanto at Cornell

- Associate Professor of Psychology, Cornell University
- Winner of the Best Article Award in the field of Experimental Psychology for the year 2016 from the Journal of Psychological Science
- Recipient of the American Psychological Association's 2015 Award for Outstanding Research Contributions and the 2015 Distinguished Psychologist Honor from the American Psychological Society
- Associate Editor for Frontiers in Psychology, Frontiers in Neuroscience, and Academic Editor for the Public Library of Science Journals

Your Instructor

“Authored 100 papers with painstaking brevity.”

Why choose this course?

Cognitive abilities are the most important psychological conditions for people to successfully complete activities. Abilities such as perception, memory, attention, thinking, and imagination are considered cognitive abilities. Cognitive ability is the brain's capacity to process, store, and retrieve information, that is, the ability to grasp the composition, properties, relationships with other things, developmental dynamics, directions, and basic laws of objects, wealth and life expectancy.

What you will learn:

In this course, we will explore how subtle differences between language and culture affect people's perception and conceptualization of the world, and how differences between individuals lead to variations in their brain and ways of thinking. We will introduce new understandings and perspectives on how the mind develops, and extend to some new questions, such as what constitutes the universality of the human mind and what depends on the differences in our physical condition and social experiences.



Focus

- Perception
- Conceptualization
- Brain Differences
- Mind Development
- Social Experiences
- Perceptual Influences
- Psychology
- Social Differences
- Cognitive Development

Week	Professor's Live Class	Mentor's Live Class
Week 1	<ul style="list-style-type: none"> • Overview of neuroplasticity: definition and significance. • How experiences can reshape neural circuits. 	1-hour lecture support
Week 2	<ul style="list-style-type: none"> • How experiences during early life influence brain development. • Critical periods and sensitive periods in neural development. 	1-hour lecture support
Week 3	<ul style="list-style-type: none"> • Changes in neural plasticity from childhood to old age. 	1-hour lecture support
Week 4	<ul style="list-style-type: none"> • Mechanisms of learning: synaptic plasticity and long-term potentiation. • Types of memory: declarative, procedural, etc. 	1-hour lecture support
Week 5	<ul style="list-style-type: none"> • Impact of environmental enrichment and deprivation on brain structure and function. • Studies and examples demonstrating these effects. 	1-hour lecture support
Week 6	<ul style="list-style-type: none"> • How the brain adapts to injuries, sensory loss, and disease. • Maladaptive plasticity in conditions like chronic pain or addiction. 	1-hour Project mentorship
Week 7	<ul style="list-style-type: none"> • Neurological basis of skill acquisition. • Techniques for enhancing learning and cognitive abilities. 	1-hour Project mentorship
Week 8	Professor Casasanto helps you identify a thesis and assigns preliminary readings.	1-hour Project mentorship
Week 9	Meet with Group to discuss shared research project	1-hour Project mentorship
Week 10	Meet with Group to discuss shared research project	1-hour Project mentorship
Week 11	Group Presentation; evaluated by the Professor	1-hour Project mentorship

TEXTS/READING FOR THIS CLASS:

- **Doidge, N. (2007). The Brain that Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science. New York, NY: Penguin Books.**
- **Merzenich, M. M., Van Vleet, T. M., & Nahum, M. (2014). Brain plasticity-based therapeutics. *Frontiers in Human Neuroscience*, 8, 385. doi: 10.3389/fnhum.2014.00385**
- **Doidge, N. (2015). The Brain's Way of Healing: Remarkable Discoveries and Recoveries from the Frontiers of Neuroplasticity. New York, NY: Penguin Books.**
- **Draganski, B., & May, A. (2008). Training-induced structural changes in the adult human brain. *Behavioural Brain Research*, 192(1), 137–142. doi: 10.1016/j.bbr.2008.02.015**

***They will be available on your portal.**

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