



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Ibn Khaldoun University - Tiaret –
Faculty of Letters and Languages
Department of Letters and Foreign Languages
Section of English

SUPPORT PÉDAGOGIQUE

Présenté par:

Dr. Lahmer Mokhtaria

Année Universitaire : 2020-2021



Module : Méthodologie de Recherche

Niveau : Master 01 Didactique

Durée : Semestre 01+02

Nombre de Cours : 14x2

Nombre D'heures d'enseignement : 21x2 heures.

Objectifs du Module : Le module de la méthodologie de Recherche récapitule toutes les notions que l'étudiant a appris durant ces années de formation avec une concentration sur comment il pourra structurer sa recherche en trouvant la bonne problématique, en formulant de bonnes questions de recherche et des bonnes hypothèses. En plus, le module accompagne l'étudiant dans la procédure de collecte de ressources et de données tout en expliquant les différents outils à adopter et la façon dont ils sont utilisés. Le module explique à l'étudiant aussi comment il pourra rédiger son mémoire de fin d'études selon les normes internationales en adoptant le manuel de APA.

Composition du programme :

Mois	Volume Horaire	Composition du programme
Septembre	1.5h	Initiation au plan de recherche : sélection du titre de projet de recherche et trouvaille de problématique.
Octobre	6h	Elaboration sur la formulation des questions + hypothèses de recherche + Elaboration sur la collection de ressources leurs types et manière d'organisation.
Novembre	6h	Elaboration sur l'organisation de ressources sous forme de prise de note + les différents technique et plateformes de collecte des ressources en ligne.
Décembre	4.5h	Recherche de ressources sur les bases de données en ligne + présentation de projet de groupe sur les différents types de bases de données.
Vacances D'Hiver		
Janvier	3h	Introduction aux méthodes de collecte de données et aux types de questions utilisées dans les questionnaires (types de questions fermées)

Examens de Premier Semestre + Correction		
Février	3h	Elaboration sur les types de questions utilisées dans les questionnaires (questions ouvertes+ contingence) + une séance de pratique (modèle de questionnaire)
Mars	3h	Elaboration sur la méthode d'entretien + l'observation de classe.
Vacances de Printemps		
Avril	6h	Elaboration sur les outils de collecte de données comme : le groupe de discussion + penser à haute voix + Elaboration sur la méthode d'échantillonnage + la présentation des résultats.
Mai	6h	Elaboration sur la rédaction de thèse de fin d'étude et ces composants+ la pratique de rédaction de résumé de thèse + la méthode de citation et référencement selon le système APA.
Juin	3h	Séances de présentation de projets de groupes sur les styles de référencements dans le domaine de la recherche académique.
Examens de Fin D'année		



Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra plus sur la procédure et les critères selon lesquels ont choisis et formule le titre de projet de recherché. Il apprendra aussi à trouver la problématique pour commencer sa recherche.

Cours N°1 : Research Process: Selecting a Topic

“Research is an endeavor / attempt to discover, develop and verify knowledge. It is an intellectual process that has developed over hundreds of years ever changing in purpose and form and always researching to truth.”
J. Francis Rummel

Topic Selection Principles:

The selection of a research topic is a crucial step into conducting a successful research. Thus, it is bound by some criteria and principles.

1. Personally interesting; a topic that you grow interested in reading and asking about.
2. Practical & Feasible
 - 2.1. Practical in terms of available population
 - 2.2. Feasible that can be investigated (measurable)
3. Important
 - 3.1. Worthwhile; something that will add valuable findings to the research community
4. Ethical
 - 4.1. Study will cause no harm

Example Steps:

- a. Identify an area of interest (Personal).
 - ADHD (Attention Deficit Hyperactivity Disorder) as a trendy topic.
- b. Identify an available population and/or setting for study (Practical).
 - ADHD and elementary children (work in K-6 schools)
- c. Consider an issue(s) related to the area of interest that can be studied (Feasible).
 - ADHD and academic achievement (lots of measures of achievement lots of study in this area)
- d. Identify a worthwhile research question (Importance).
 - Reading comprehension of ADHD children (no prior study)
- e. Make certain the conducting the study will not harm anyone (Ethical)
 - Study would provide useful data to participants and would not harm

Steps before decision on the topic:

When deciding on a topic, there are a few things that you will need to do:



- Brainstorm for ideas

When having a topic of interest, attempt to sit and talk about it with your research mate, your supervisor or teachers. Collect their opinion and views about how they regard your topic vis-à-vis its importance, originality and academic contribution.

- Choose a topic that will enable you to read and understand the literature

After deciding on a particular topic, you need to run a preliminary search where you examine if there are sufficient resources about it and whether these resources are helpful to you in terms of comprehensibility and effectiveness.

- Ensure that the topic is manageable

A topic will be very difficult to research if it is too broad or narrow.

- ✓ If it is **locally confined** - Topics this specific may only be covered in these (local) newspapers, if at all.
- ✓ If it is **recent** - If a topic is quite recent, books or journal articles may not be available, but newspaper or magazine articles may. Also, Web sites related to the topic may or may not be available.
- ✓ If it is **broadly interdisciplinary** - You could be overwhelmed with superficial information.
- ✓ If it is **popular** - You will only find very popular articles about some topics such as sports figures and high-profile celebrities and musicians.
- ✓ If it involves **Comparison**: sa for comparative cases, the researcher has too many angles to cover and it will be exhausting and time consuming.

- Make a list of key words

Find broader and narrower terms, synonyms, key concepts for key words to widen your search capabilities. Also, make note of these words and use them later when searching databases and catalogs.

- Be flexible

It is common to modify your topic during the research process. You can never be sure of what you may find. You may find too much and need to narrow your focus, or too little and need to broaden your focus. This is a normal part of the research process. When researching, you may not wish to change your topic, but you may decide that some other aspect of the topic is more interesting or manageable.



The RESEARCH PROBLEM:

“Problem is a question which is to be solved.”

John. G. Tornsand

“A problem is a question proposed for a solution generally speaking a problem exists when there is a no available answer to same question.”

J.C. Townsend

“A problem is an interrogative sentence or statement that asks: What relation exists between two or more variables?”

F.N. Kerlinger

The Sources of the Problem:

- (i) The classroom, school, home, community and other agencies of education are obvious sources.
- (ii) Social developments and technological changes are constantly bringing forth new problems and opportunities for research.
- (iii) Record of previous research such specialized sources as the encyclopedias of educational, research abstracts, research bulletins, research reports, journals of researches, dissertations and many similar publications are rich sources of research problems.
- (iv) Text book assignments, special assignments, reports and term papers will suggest additional areas of needed research.
- (v) Discussions-Classroom discussions, seminars and exchange of ideas with faculty members and fellow scholars and students will suggest many stimulating problems to be solved, close

Liste des references:

- Babikir, H.E.H, Babikir, A and Mabuo M .A.W.(n.d). “Research Methodology Step By Step Guide For Graduate Students”. *Sudanese Journal Of Paediatrician*, Vol 9: 9-22.
- Blaxter.L, Hughes. C and Tight.M. (2006). *How to Research(3rd ed)* .Open University Press, England.
- Cohen.L, Manion.L and Morrison.K. (2000). *Research Methods in Education(5th ed)*, Routledge, London, UK.
- Dawson,C.(2009).*An Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project*. How to Books Ltd, UK



Kothari, C.R. (2004), *Research Methodology: Methods and Techniques*, New Age International (P) Ltd., Publishers, New Delhi, India.

Kumar, R. (2005) , *Research Methodology-A Step-by-Step Guide for Beginners*,(2nd .ed.),Singapore, Pearson Education.

STEVICK, E.W. (1989). *Language Teaching Methodology Series: Success with Foreign Languages*. Prentice Hall International Ltd, UK.

Swetnam, D. (2004). *Writing Your Dissertation: How to plan, prepare and present successful work* (3rd ed). How To Books Ltd, UK.



Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra sur la façon dont on formule une question de recherche. Il apprendra en plus sur les différents types de questions et la manière avec laquelle il pourra bien poser ces questions de recherche.

Cours N°2: Formulating Research Questions

Definition: A research question is a clear, focused, concise, complex and arguable question around which we center our research. It is a question asked regarding an issue you are genuinely curious about as a researcher and it will provide a path for you to follow through the writing process as well.

Types of Research Questions:

There are three types of research questions: descriptive, Observational-Relational, and Causal.

The Descriptive Question: As the name suggests, the descriptive question describes conditions that are happening or characteristics that exist. Answering a descriptive question relies a great deal on the observational skills of the researcher. The researcher may even have to employ unusual observational tools or techniques to gather their information. Through these skills, it is hoped to discover something that has never been described before.

Examples include:

- What are the products created from the digestion of lactose?
- What environment factors cause pillbugs to employ their survival techniques?

Observational-Relational Question: Observational-Relational question examines the question of whether two or more variables affect, or do not affect, each other under a given set of circumstances.

Examples include:

- If two cattle are kept under similar conditions and are fed the same amount of cattle feed, will they reliably and predictably gain the same amount of weight?
- Do two similar size samples of sodium react with water in a similar manner when all other variables are kept consistent?

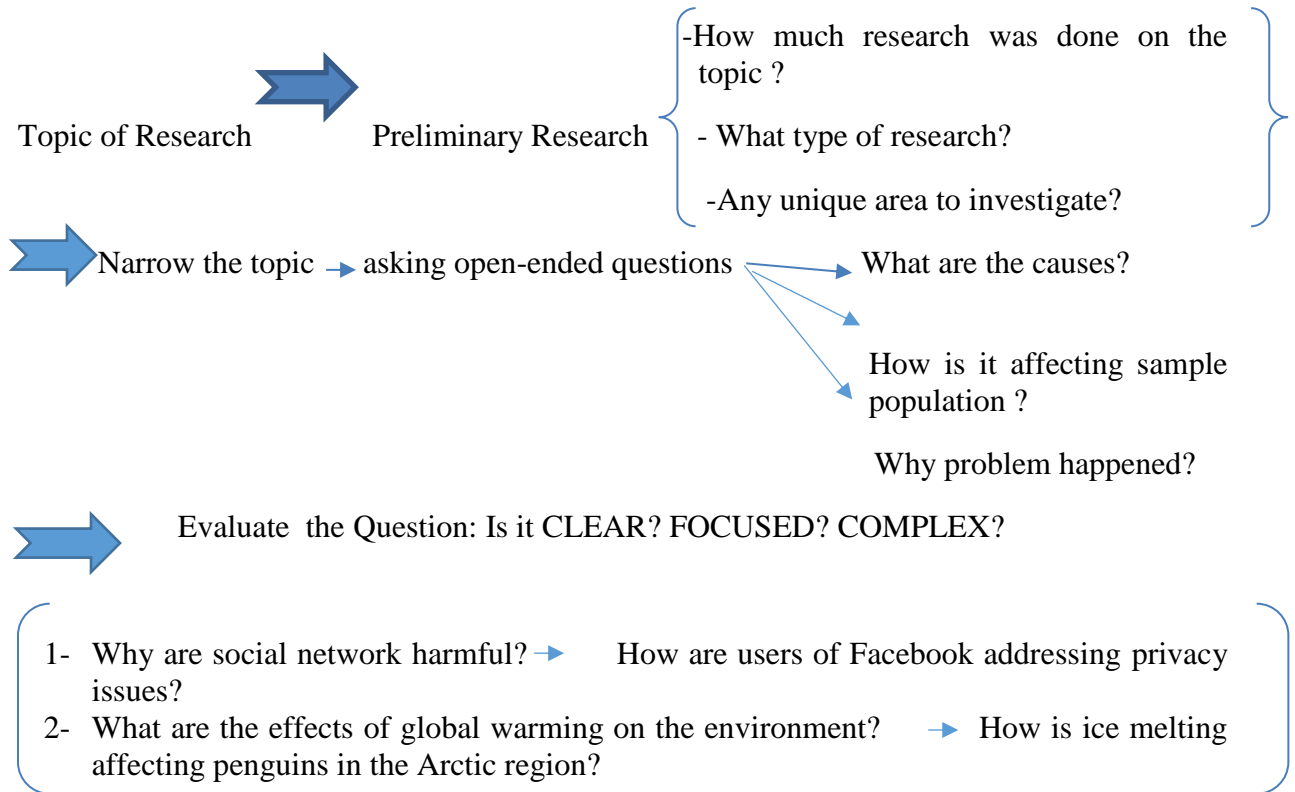
Causal: Cause and Effect: Attempts to determine if changing one variable in a known and or contained habitat has a measurable effect on another variable or set of variables within that same area or habitat.

Examples of Causal Research Questions:

- Does an increase in the average temperature in their environmental niche effect the start date of the annual southerly migration of ruby throated hummingbirds?

- Does the total mass of a sample of sodium affect the speed at which it completely reacts with water?

Process of formulating a Research Question:



Make sure to include in your questions:

(What/why/how) + The issue + Sample population + (setting/ context)?

Activity: Among the following questions, select which one fit for research questions

1. What is the childhood obesity rate in Arizona
2. How does the education level of parents impact child obesity rate in Arizona?
3. What are the effects of child obesity in US?
4. How does child obesity correlate with academic performance in elementary school?
5. How much time do young children spend doing physical activity per day?
6. What is the relationship between physical activity level and obesity?
7. What are the effects of intervention programs on grade 6 elementary school pupils?

Answers:

Answers **2, 4, 7** are better formulated questions.



Liste des References:

- Babikir, H.E.H, Babikir, A and Mabuo M .A.W.(n.d). “Research Methodology Step By Step Guide For Graduate Students”. *Sudanese Journal Of Paediatrician*, Vol 9: 9-22.
- Blaxter.L, Hughes. C and Tight.M. (2006). *How to Research(3rd ed)* .Open University Press, England.
- Dawson,C.(2009).*An Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project*. How to Books Ltd, UK
- Kothari, C.R. (2004), *Research Methodology: Methods and Techniques*, New Age International (P) Ltd., Publishers, New Delhi, India.
- Kumar, R. (2005), *Research Methodology-A Step-by-Step Guide for Beginners*,(2nd .ed.),Singapore, Pearson Education.
- Swetnam, D. (2004). *Writing Your Dissertation: How to plan, prepare and present successful work (3rd ed)*. How To Books Ltd, UK.



Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra sur les différents types d'hypothèses qu'on utilise dans la recherche et la manière dont il pourra formuler son hypothèse.

Cours N°3: Formulating Research Hypotheses

Definition: It is a tentative prediction about the nature of relationship between two or more variables. It is also a tentative explanation of the research problem or an educated guess about the research outcome.

Types of Hypotheses:

- 1- WORKING: the prediction that we are set to examine
- 2- NULL H₀: the negative/ opposite of Working Hypothesis
- 3- ALTERNATIVE: if H₀ is rejected, we attempt to demonstrate it.

Within the Alternative option there exist three types:

- a. *Attributive*: where one Variable exists and can be measurable.
- b. *Associative*: where two Variables occur.
- c. *Causal*: Where difference in one Variable causes difference in the other.

Example of the three types:

- a. Disneyland visitors are diverse in demographics.
- b. Income level correlates with visiting Disneyland.
- c. Discount in tickets for locals leads to an increase in crowds in Disneyland.

Tips: a- Each question needs to have its own hypothesis

b- Avoid double barreled questions or two in one hypothesis

c- A statement of mostly two sentences is fair enough for the expression of a hypothesis. Avoid full paragraphs.

d- Do not forget to specify for the reader; the topic, issue, population and setting.

Activity

Among the given hypotheses, indicate which type of Alternative hypotheses they belong to.

1. If I can predict scores on exam from homework assignment performance



2. Construct score reflecting how well you did on component parts of homework assignment:
3. Whether I can improve your exam score by grading and returning homework the next class:

Answers:

1. *Associative*
2. *Attributive*
3. *Causal.*

Liste des References:

- Blaxter.L, Hughes. C and Tight.M. (2006). *How to Research(3rd ed)* .Open University Press, England.
- Dawson,C.(2009).*An Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project.* How to Books Ltd, UK
- Kothari, C.R. (2004), *Research Methodology: Methods and Techniques*, New Age International (P) Ltd., Publishers, New Delhi, India.
- Kumar, R. (2005), *Research Methodology-A Step-by-Step Guide for Beginners,(2nd .ed.),*Singapore, Pearson Education.



Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra sur les différentes sources avec lesquels on débute la recherche, quels sont les critères pour les choisir et comment on les organise.

Cours N4: Searching for Literature Resources -1-

What is a Literature Review?

An overview of previous research on your research topic. A comprehensive review of all published research that is relevant to your proposed investigation and guided by your research objectives.

Steps to start the search:

1. Define the research topic
2. Compile and prioritize a list of keywords
3. Identify sources of information
4. Read, evaluate, analyze all the works

What are the three sources of information?

In general, there are three types of resources or sources of information: primary, secondary, and tertiary.

- **Primary sources** are original materials on which other research is based, including:
 - original written works – poems, diaries, court records, interviews, surveys, and original research/fieldwork, and
 - Research published in scholarly/academic journals.
- **Secondary sources** are those that describe or analyze primary sources, including:
 - reference materials – dictionaries, encyclopedias, textbooks, and
 - Books and articles that interpret, review, or synthesize original research/fieldwork.
- **Tertiary sources** are those used to organize and locate secondary and primary sources.
 - Indexes – provide citations that fully identify a work with information such as author, titles of a book, article, and/or journal, publisher and publication date, volume and issue number and page numbers.
 - Abstracts – summarize the primary or secondary sources,
 - Databases – are online indexes that usually include abstracts for each primary or secondary resource, and may also include a digital copy of the resource.



Types of Resources

- Books (topic, theory, handbooks)
- Journals (articles, reviews, commentaries)
- Conference Papers
- Dissertations and Theses
- Bibliographies
- Maps
- Internet (online journals, websites, blogs, social networks)
- Indexes/Abstracts
- Electronic Databases
- Government publications
- Interviews and other unpublished research

Criteria for selection of references

- i. Relevance: of text to the selected topic
- ii. Evidence: can be accessed and read
- iii. Author: a prominent figure in the field
- iv. Timeliness: recent references have good impression; however, landmark or old references are also appreciated.
- v. Comprehensive: covering different aspect of the topic
- vi. Accuracy: closest to the conformity and truthfulness

How to organize the information?

The researcher may consider the following techniques in order to keep the information gathered for his literature organized and helpful.

How to Create a Bibliography Card

1. A **bibliographic entry** gives essential information about a source, such as its **author**, **title**, **place** and/or **date of publication**, and the pages (if applicable) on which it was found. The first line begins in the upper left-hand corner of the card. Subsequent lines are indented a few spaces.

Hayashi, Tetsumaro. <i>Steinbeck's Literary Dimension: A</i>
<i>Guide to Comparative Studies</i> . Metuchen:
Scarecrow, 1973.

References: Basics

- Invert authors' names (last name first followed by initials).
- Alphabetize reference list entries the last name of the first author of each work.
- Capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.

References

Start the reference list on a new page, center the title "References," and alphabetize the entries. Do not underline or italicize the title. Double-space all entries. Every article mentioned in the paper should have an entry.

- Cummings, J. N., Butler, B., & Kraut, R. (2002). The quality of online social relationships. *Communications of the ACM*, 45(7), 103-108.
- Hu, Y., Wood, J. F., Smith, V., & Westbrook, N. (2004). Friendships through IM: Examining the relationship between instant messaging and intimacy. *Journal of Computer-Mediated Communication*, 10(1), 38-48.
- Tidwell, L. C., & Walther, J. B. (2002). Computer-mediated communication effects on disclosure, impressions, and interpersonal evaluations: Getting to know one another a bit at a time. *Human Communication Research*, 28(3), 317-348.
- Underwood, H., & Findlay, B. (2004). Internet relationships and their impact on primary relationships. *Behaviour Change*, 21(2), 127-140.

Liste des References :

- Blaxter, L., Hughes, C. and Tight, M. (2006). *How to Research (3rd ed)*. Open University Press, England.
- Conducting a Literature Review. (2019). Sage Publications, Inc. Retrieved from : https://uk.sagepub.com/sites/default/files/upm-assets/90135_book_item_90135.pdf [accessed on 12/10/2019]
- Conducting and Writing Literature Reviews: Locating Resources for Literature Reviews. Florida Gulf Coast University. Retrieved from: <https://fgcu.libguides.com/litreviews> [accessed on 15/08/2020]
- Finding Resources For Your Literature Review: Leaving No Stone Unturned, Capella University. [Http://www.Capella.Edu/Interactivemedia/Library/Litreviewtutorial/Transcript.Html](http://www.Capella.Edu/Interactivemedia/Library/Litreviewtutorial/Transcript.Html) [Accessed On 20/11/2019]
- Rowland, D.R. (n.d). Reviewing the Literature: A Short Guide for Research Students. The Learning Hub, Student Services, The University of Queensland. Retrieved from: <https://my.uq.edu.au/files/11020/guide-literature-review-research-students.pdf> [accessed on 20/11/2019]



Sriram, R. (2018). How to Do an Effective Literature Search in 5 Steps. Kolabtree Blog. Retrieved from: <https://www.kolabtree.com/blog/how-to-do-an-effective-literature-search-in-5-steps/>

Zickel, E. (2017). *A Guide to Rhetoric, Genre, and Success in First Year Writing*. Cleveland State University. Retrieved from <https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric/chapter/types-of-sources-primary-secondary-tertiary/> [accessed on 12/01/2018]

Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra sur la manière dont on prend des notes après une recherche de références, comment on utilise la méthode de Cornell et les cartes mentales.

Cours N°5 : Searching for Literature resources-2-

Note taking is mainly the process of recording the essence of information taken from a particular source. It is useful when searching for documents as one cannot rely on his own memory to recall most of the information being explored. In other words, ***Note taking is writing complete ideas instead of writing complete sentences.***

Using Note Cards

- Note cards are another way to keep track of details in your research. They're easier to organize, and help you see your paper coming together.
- Summarize if you want to note the overall gist of a lot of information. Identify the most important details and write those on the note cards.
- Paraphrase if you want to take more detailed notes. Include specific details but put them in your own words.
- Record direct quotes if you think you may want to include them as evidence in your report.
- On the back of each card, include all necessary bibliographic information, or keep a working bibliography while you work, numbering each source and simply writing the source number on the card.

Good note-taking reduces the risk of plagiarism. It also helps the student distinguish where his ideas came from and how he thinks about those ideas. Effective notes:

- Are Organized
- Distinguish Main Points from Details
- Include Examples
- Stand the Test of Time
- Use Your Words



- **Use Abbreviations:** symbols and abbreviations are useful. You need to Develop a system of symbols and abbreviations; some personal, some from your readings. Some examples of commonly used symbols and abbreviations are presented below:

i.e. = that is **e.g** = for example **NB** =note well
no. = number **etc.** = and so on **diff** =different
NEC = necessary **W** = without **W/O** = without

2-NOTE TAKING FORMAT: There are various strategies with which students may take notes for their document research. However, we are presenting the following as the most simple and creative ways to record information.

- 1- **The Cornell Method:** First presented by Walter Pauk from Cornell University. It is a systematic and simple method for note taking that breaks the note page into three sections to allow for organized recording and review. The template below is to be used for this purpose:

CUE COLUMN	NOTE-TAKING COLUMN
-Key words -Key Questions	-Key Ideas -Important dates, people and maybe places -Figures or diagrams' page numbers
Summary	
-Summary of your notes with your own words.	

2- **Mind Maps:** a more creative technique to record your notes is y using shapes and colors on an A4 paper, begin at the top or in the middle of the page and add ideas on branches that radiate from the central idea or from previous branches.

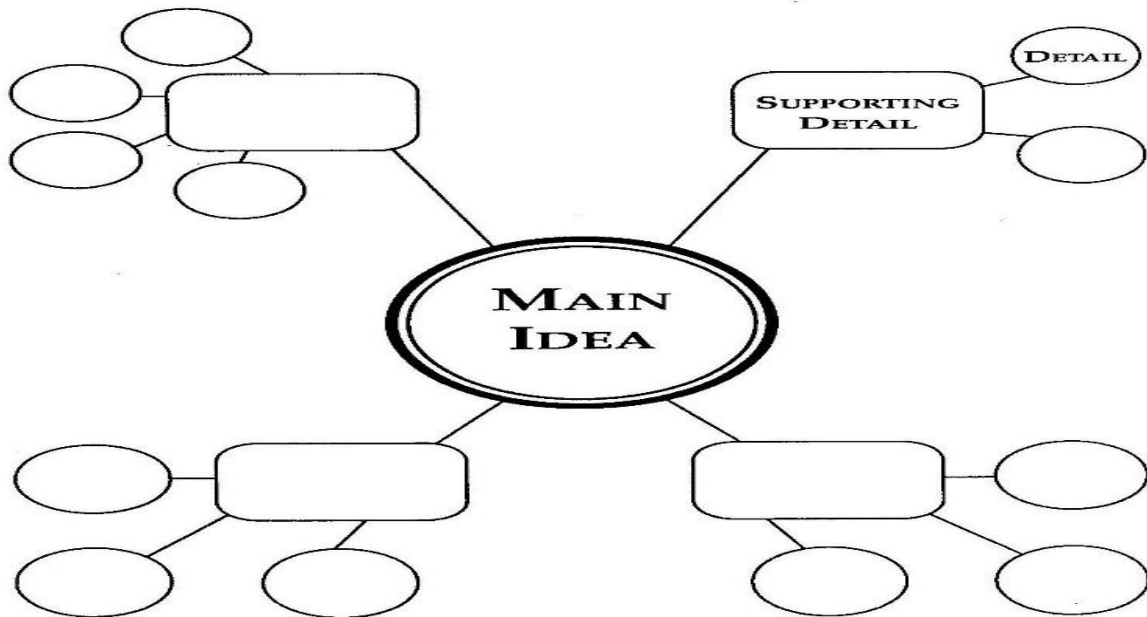
- Arrows and words can be used to show links between parts of the concepts or common ideas and sub-ideas.

- Colors are important parts of mind maps, helping illustrate ideas and triggering your own thoughts. Colors may be used also to group similar words or ideas together
Eg: pros/ cons.

- Symbols: such as circles are also used in mind maps to highlight the major ideas and concepts.

The figure below demonstrate how mind maps may take shape like:

GRAPHIC ORGANIZER "MIND MAP"





Liste des References:

- Conducting and Writing Literature Reviews: Locating Resources for Literature Reviews. Florida Gulf Coast University. Retrieved from: <https://fgcu.libguides.com/litreviews> [accessed on 15/08/2020]
- Finding Resources For Your Literature Review: Leaving No Stone Unturned, Capella University. <Http://Www.Capella.Edu/Interactivemedia/Library/Litreviewtutorial/Transcript.Html> [Accessed On 20/11/2019]
- Note Taking: Mind Maps, Bepko Learning Center, USA. <https://www.pearlandisd.org/cms/lib/TX01918186/Centricity/Domain/1881/mind%20map%20method%20handout.pdf>
- Rowland, D.R. (n.d). Reviewing the Literature: A Short Guide for Research Students. The Learning Hub, Student Services, The University of Queensland. Retrieved from: <https://my.uq.edu.au/files/11020/guide-literature-review-research-students.pdf> [accessed on 20/11/2019]
- The Cornell Note-taking System, Cornell University: Learning Strategies Center. <http://lsc.cornell.edu/wp-content/uploads/2016/10/Cornell-NoteTaking-System.pdf>



Volume Horaire: 1.5h

Objectifs: L'étudiant va utiliser une des méthodes pour prendre des notes en groupe. Il présentera à la fin de la session un travail commun qui reflètera sa compréhension du contenu présenté lors de la session passée.

Cours N°6: Practical Session for note taking.

First Phase: Students are reminded of the main ways to take notes during the literature review collection phase.

Second Phase: Students are asked to split into groups of no more than 5 members. They are given research articles specialized in their field of study; then, they are advised to draw the Cornell method table in one form with their names on. Another option is to draw a mind map for the chosen article.

Third Phase: Students are requested to split the load between each other to finish the task within the time limit. Each member will be responsible to collect information to put on the general task form. They are supposed to join efforts together and consult each other about the content written on the form and hand it over at the end of the session.

Task Form:

Group Members:

Article Title:

CUE COLUMN	NOTE-TAKING COLUMN
<p>-Key words</p> <p>-Key Questions</p>	<p>-Key Ideas</p> <p>-Important dates, people and maybe places</p> <p>-Figures or diagrams' page numbers</p>
<p>Summary</p> <p>-Summary of your notes with your own words.</p>	



Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra les différents types d'encyclopédies et comment chercher des références dans une encyclopédie en papier et en ligne.

Cours N°7: Searching an Encyclopedia (ppt format)

Definition: Encyclopedias are reference books that provide a large amount of information in an easy to access, user friendly format. Hence, an encyclopedia is reference material and a tertiary source. In other terms, encyclopedias are considered a scholarly source where the content is written by an academic for an academic audience; while entries are reviewed by an editorial board.

In short, they are comprehensive reference works containing articles on a wide range of subjects or on numerous aspects of a particular field, usually arranged alphabetically.

Elements Defining Encyclopedias:

Four major elements define an encyclopedia:

- its subject matter,
- its scope,
- its method of organization,
- and its method of production

Types of Encyclopedia

1. General Encyclopedia: provides information on a wide range of subjects. General encyclopedias are a valuable research tool when you are searching for background information on a subject or when trying to locate a specific fact, date, or concept.

- General encyclopedias cover a wide range of topics in the form of short articles written by knowledgeable experts. Due to the number of topics covered, the information contained in such volumes has limited depth but gives enough information to provide key words and possible sources for further research. Historically, general encyclopedias were alphabetized and printed in multivolume sets to be included in schools of all levels. More contemporary versions like Encyclopedia Britannica are available online and regularly updated by content experts.



2. **Subject Encyclopedia** : contains information on just one area of study. The entries are in-depth and provide much more information than you would find in a general encyclopedia. They can help direct the user to further reading on the topic.

3. **Online Encyclopedia**: A vast majority of encyclopedias can now be found online. There are many online reference sites that contain excerpts and full articles from both general and subject encyclopedias.

4. **Crowd sourced Encyclopedia**: has become an easy way of accumulating information in the digital age. Online encyclopedias and forums, like Wikipedia, are popular places for amateurs and experts alike who wish to share their knowledge with the world. While some of these sources are criticized as having questionable credibility, others believe that the ability to have limitless people post, critique and fact check creates a reliable source of information.

How to use Encyclopedia?

- Look at the spine of the encyclopedia books to determine which book you need for your topic. The encyclopedia spines are labeled with letters of the alphabet and some sets have a book to correspond to each letter.
- If your research topic is "plants" then you will need to find the encyclopedia labeled with a "P."
- Select the appropriate book for your topic. The topics are listed in alphabetical order at the top of each page. Flip through the pages until you reach your topic.
- Use the index to locate your topic. It is usually in the last series of volumes and in alphabetical order. It gives you the page numbers and volume numbers to locate the article you are researching

Top Encyclopedia Sites for Student Research Papers

1. **[Encyclopedia Britannica Online](#)**

The online version of the Encyclopedia Britannica is a trusted source used by more than 4,755 universities worldwide, including Yale, Harvard and Oxford. The site includes access to all 32 volumes of the Encyclopedia Britannica, a dictionary, a thesaurus, newspaper and magazine articles and a world atlas. You'll have to work fast though. You can only use this source for free for seven days. After that, you'll need to pay \$69.95 a year for full access.

2. **[Encyclopedia.com](#)**

Encyclopedia.com is a free online encyclopedia that allows you to search more than 57,000 articles from the Columbia Encyclopedia. Each article contains links to images, as well as magazine and newspaper pieces. Encyclopedia.com also includes



other reference works, such as the Oxford Dictionaries and the Britannica Concise Encyclopedia.

3. Questia

The free encyclopedia from Questia includes more than 52,000 entries from the Columbia Encyclopedia (Sixth Edition.) There are also loads of supplemental goodies in the reference library, such as full-text books and articles from journals, magazines and newspapers.

Liste des References:

Bhat, N.A and Ganaie, S.A. (2016). "E-resources: use and search strategies adopted by users of Dr Y.S. Parmar University of Horticulture and Forestry", *Collection Building*, Vol. 35 (1): 16 - 21 <http://dx.doi.org/10.1108/CB-08-2015-0015>

Blaxter.L, Hughes. C and Tight.M. (2006). *How to Research(3rd ed)* .Open University Press, England.

Brown, T. (2021). Uses of an Encyclopedia. *Penandthepad.com*. Retrieved from <https://penandthepad.com/uses-encyclopedia-8239908.html> [accessed on 23/10/2018]

How to use encyclopedia, Retrieved from http://www.ehow.com/how_2082900_use_encyclopedia.html

Reference Sources: Encyclopedias, Dictionaries, Handbooks and More! Types of Reference Materials. Research Guide: Auraria Library. Retrieved from: <https://guides.auraria.edu/referencesource> [Accessed on 08/06/2017]

Types of Encyclopedias, Retrieved from : http://www.ehow.com/list_6598362_typesencyclopedias.html

Zickel, E. (2017). *A Guide to Rhetoric, Genre, and Success in First Year Writing*. Cleveland State University. Retrieved from <https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric/chapter/types-of-sources-primary-secondary-tertiary/> [accessed on 12/01/2018]



Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra les différentes techniques dont on utilise pour chercher des références électroniques en ligne.

Cours N°8: Searching for Electronic Resources.

The search strategies discussed in this paper can be used in all databases and in Internet search engines, with tweaks as required. Note that the search functionality for Internet search engines is not as refined as that for traditional databases. As regards the latter, each database operates slightly differently and it takes time to learn how to use them effectively. However, the following general principles apply:

1. Identify keywords

Identify **keywords** that represent the main concepts in the research topic. Consider:

- Synonyms (e.g. “*young people*” / *adolescents*)
- Differences in European and American terminology (e.g. *Football* / *Soccer*)
- Differences in spelling (e.g. *anaemia* / *anemia*)
- Old and new terminology (e.g. *mongolism* / *Down syndrome*)
- Lay and medical terminology (e.g. *stroke* / *cerebrovascular accident*)
- Acronyms (e.g. *AIDS*)

2. Search Techniques

When searching databases or the Internet, use the advanced options whenever possible. When you enter the advanced searching option of the database, this is where you can make use of the following techniques:

A. TRUNCATION, also called stemming, is a technique that broadens your search to include various word endings or to identify all possible endings of the key terms that you use, e.g. *hospital manag** will identify *hospital managers* or *hospital management*. Note that truncation symbols vary depending on the database. The most commonly used is * (asterisk)

- To use truncation, enter the root of a word and put the truncation symbol at the end.
- The database will return results that include any ending of that root word.
- Examples:
child* = child, childs, children, childrens, childhood
genetic* = genetic, genetics, genetically



B. Use WILDCARDS TECHNIQUE which is Similar to truncation, in order to substitute a symbol for one letter of a word to deal with different spellings and plurals. The usual wildcard symbol is a question or an exclamation mark e.g. *behavio?r, wom!n*.

- This is useful if a word is spelled in different ways, but still has the same meaning.
- Examples: colo?*r* = color, colour

C. BOOLEAN OPERATORS form the basis of mathematical sets and database logic. They connect your search words together to either narrow or broaden your set of results. The three basic Boolean operators are: **AND, OR, and NOT**.

Why use Boolean operators?

- To focus a search, particularly when your topic contains multiple search terms.
- To connect various pieces of information to find exactly what you're looking for.

Use AND in a search to:

- narrow your results
- tell the database that **ALL** search terms must be present in the resulting records
- example: cloning AND humans AND ethics

Use OR in a search to:

- connect two or more similar concepts (synonyms)
- broaden your results, telling the database that **ANY** of your search terms can be present in the resulting records
- example: cloning OR genetics OR reproduction

Use NOT in a search to:

- exclude words from your search
- narrow your search, telling the database to ignore concepts that may be implied by your search terms
- example: cloning NOT sheep

D. PHRASE SEARCHING allows users to search for articles containing a phrase rather than containing a set of keywords in random order. For most databases the phrase needs to be placed in double quotation marks; e.g. "skin cancer". This is particularly useful if the words on their own are common.

For example: "college students" AND "test anxiety". This way, the phrases show up in the results as you expect them to be.



Liste des References:

- Asif, M and Singh, K.K. (2018) E-learning, e-searching and e-resource management in the libraries. *IP Indian Journal of Library Science and Information Technology*, Vol 3(1):16-18. DOI: 10.18231/2456-9623.2018.0005
- Bhat, N.A and Ganaie, S.A. (2016). "E-resources: use and search strategies adopted by users of Dr Y.S. Parmar University of Horticulture and Forestry", *Collection Building*, Vol. 35 (1): 16 - 21 <http://dx.doi.org/10.1108/CB-08-2015-0015>
- Blaxter.L, Hughes. C and Tight.M. (2006). *How to Research(3rd ed)* .Open University Press, England.
- Eke-Okpala, H.N. (2009). *Online Resources and Web Research*. In book: *Introduction to the Use of Library and Study Skills* (pp.105-117), Chapter: 7. Awemark Publishers. https://www.researchgate.net/publication/282507225_Online_Resources_and_Web_Research
- Finding Resources For Your Literature Review: Leaving No Stone Unturned, Capella University. <Http://Www.Capella.Edu/Interactivemedia/Library/Litreviewtutorial/Transcript.Html> [Accessed On 20/11/2019]
- Sriram, R. (2018). How to Do an Effective Literature Search in 5 Steps. Kolabtree Blog. Retrieved from: <https://www.kolabtree.com/blog/how-to-do-an-effective-literature-search-in-5-steps/>



Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra sur la plateforme de Google Scholar (l'une des plus utilisée dans le domaine de la recherche académique) là où il pourra trouver des informations sur des sources et même obtenir quelque uns pour son projet de recherche.

Cours N°9: Google Scholar (ppt format)

What is Google Scholar? Basically, is a subset of Google Web Search that offers the researcher the ability to search specifically for scholarly literature, such as papers, theses, books, and reports. It can be accessed by going to <http://scholar.google.com/>.

Features of Google Scholar:

This online space is a convenient place to:

- Explore related works, citations, authors, and publications.
- Locate full works' documents
- Be updated with recent developments in any area of research.
- Create a public author profile and keep track of who is citing your works
- Free access to scholarly work.

When to Use Google Scholar?

You are new to the research field and would benefit from using Google Scholar platform in order to:

- ❖ Benefit from the wide range of disciplines that Google Scholar searches offer.
- ❖ Collect background information on your topic in order to help you narrow it down.
- ❖ Obtain help looking for keywords and phrases to use in your upcoming searches.
- ❖ Collect more views about an article that you have found particularly helpful to your research project through the number of citations from other researchers.

Searching on Google Scholar

There is both a basic and an advanced search option for Google Scholar.

1. **Basic search:** through default searching techniques that may exhibit many irrelevant findings.



2. **Advance Search:** It provides options to search more precisely to obtain more relevant results. Filtering options are provided to narrow down the results by indicating: the language, author's name –if available-, the year of publication or even the title of the work -if available-.

The researcher also has the option of filtering how his search keywords are used e.g as single words, phrases or numbers.

Advantages of Google Scholar

Some of the main advantages of Google scholar are briefly discussed in below:

- A) Full text articles available.
- B) A variety of subjects and fields to search from available at just one search platform;
- C) The articles are ranked -from the more relevant to the least- along with abstracts and Citations can also be found;
- D) Google scholar allows you to connect to library servers;
- E) The researcher can create citation alerts and have them delivered to his email.

Limitations

Google Scholar as any search engine has many limitations. Some of them are stated below:

- I. Some articles require payment for full view of text;
- II. Google Scholar has less coverage in humanities and more in Science and Technology;
- III. Google Scholar does not cover non-English sources.
- IV. It only shows those result only which are indexed on its database which are mostly digital publications.

Liste des References:

Asif, M and Singh, K.K. (2018) E-learning, e-searching and e-resource management in the libraries. *IP Indian Journal of Library Science and Information Technology*, Vol 3(1):16-18. DOI: 10.18231/2456-9623.2018.0005

Bhat, N.A and Ganaie, S.A. (2016). "E-resources: use and search strategies adopted by users of Dr Y.S. Parmar University of Horticulture and Forestry", *Collection Building*, Vol. 35 (1): 16 - 21 <http://dx.doi.org/10.1108/CB-08-2015-0015>



Dixon, L, Duncan, C, Condit Fagan,J, Mandernach, M and Warlick, S.E. (2010). “Finding Articles and Journals via Google Scholar, Journal Portals, and Link Resolvers: Usability Study Results”. *Reference & User Services Quarterly* 50(2):170-181.

<https://www.jstor.org/stable/20865386>

Eke-Okpala, H.N. (2009). *Online Resources and Web Research*. In book: *Introduction to the Use of Library and Study Skills* (pp.105-117), Chapter: 7. Awemark Publishers. https://www.researchgate.net/publication/282507225_Online_Resources_and_Web_Research

Hoseth, A. (2011).Google Scholar. *The Charleston Advisor* 12(3): 36-39. DOI: 10.5260/chara.12.3.36

Lewandowski, D. (2010). Google Scholar as a tool for discovering journal articles in library and information science. *Online Information Review* 34: 1-13.

Sriram, R. (2018). How to Do an Effective Literature Search in 5 Steps. Kolabtree Blog. Retrieved from: <https://www.kolabtree.com/blog/how-to-do-an-effective-literature-search-in-5-steps/>

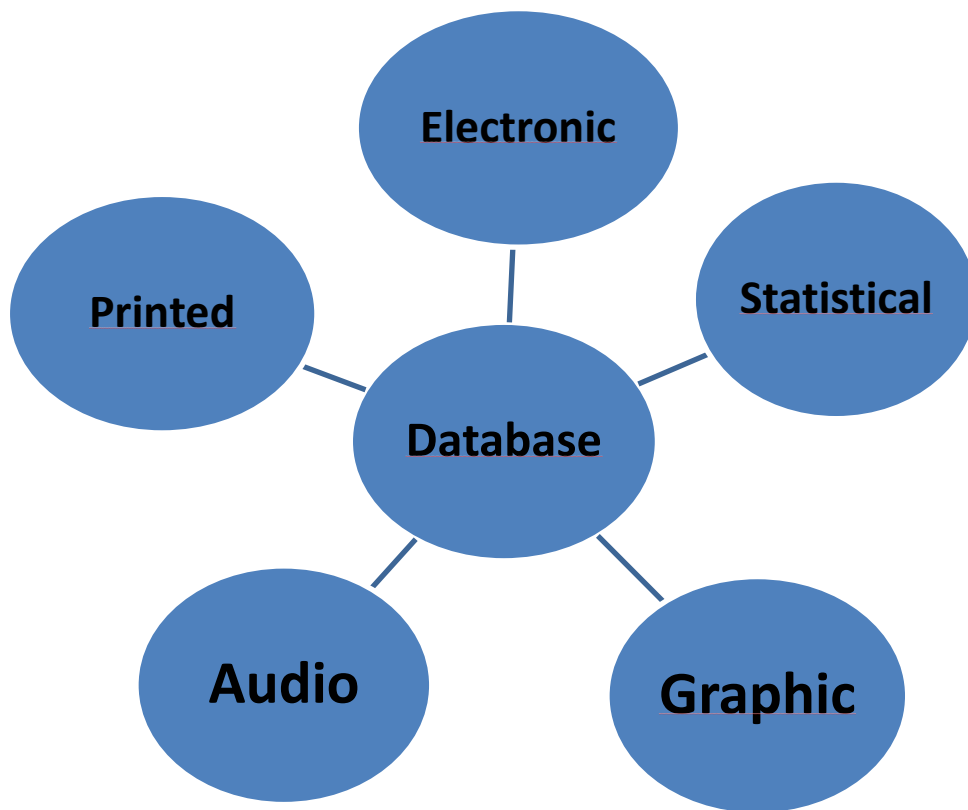
Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra sur les différents types de bases de données et comment les utiliser pour obtenir des sources académiques.

Cours N°10: Searching Databases

A database is an organized collection of data. In other words, a collection of information organized to provide efficient retrieval.

Formats



ADVANTAGES OF DATABASE

- ❖ Reduced data redundancy
- ❖ Reduced updating errors and increased consistency
- ❖ Greater data integrity and independence from applications programs
- ❖ Improved data access to users
- ❖ Improved data security
- ❖ Reduced data entry, storage, and retrieval costs

DISADVANTAGES OF DATABASE

- ❖ Database systems may be complex, difficult, and time-consuming to search
- ❖ High cost required sometimes
- ❖ Damage to database affects all applications programs

TYPES OF DATABASE

- ❖ **Bibliographic databases** : provide a descriptive record of an item, but the item itself is not provided in the database. Information about the item is provided, including the author, title, subject, publisher, etc.
- ❖ Sometimes a short summary or abstract of the item is also provided.
- ❖ **Full-text database** : Provides the full-text of a publication. It may collect only – image information, audio information , or – a combination of any of the above types.
- ❖ **Meta-databases** : databases that allow one to search for content that is indexed by other databases.

Types of Search

- **Keyword/ Basic Search** : it relies mainly on the keywords essential to the search.



- **Advanced Search**: the researcher narrows down his search with the help of filters.

E-sources > Advanced search >

Advanced search

Source type

Source category

Title

AND

AND

Domains AND OR Faculties

All

Agriculture

Anthropology

Art and architecture

Biological sciences

AND OR

All

Environment center

Centre for Theoretical Studies

Centre for Economic Research and Graduate Studies

Protestant Theological Faculty

AND OR

Liste des References :

- Asif, M and Singh, K.K. (2018) E-learning, e-searching and e-resource management in the libraries. *IP Indian Journal of Library Science and Information Technology*, Vol 3(1):16-18. DOI: 10.18231/2456-9623.2018.0005
- Bhat, N.A and Ganaie, S.A. (2016). "E-resources: use and search strategies adopted by users of Dr Y.S. Parmar University of Horticulture and Forestry", *Collection Building*, Vol. 35 (1): 16 - 21 <http://dx.doi.org/10.1108/CB-08-2015-0015>
- Conducting and Writing Literature Reviews: Locating Resources for Literature Reviews. Florida Gulf Coast University. Retrieved from: <https://fgcu.libguides.com/litreviews> [accessed on 15/08/2020]
- Eke-Okpala, H.N. (2009). *Online Resources and Web Research*. In book: *Introduction to the Use of Library and Study Skills* (pp.105-117), Chapter: 7. Awemark Publishers. https://www.researchgate.net/publication/282507225_Online_Resources_and_Web_Research
- Naqvi, T.H. (2012). "Use of Electronic Databases by Postgraduate Students and Research Scholars at GBPUAT Library, India". *Library Philosophy and Practice* (e-journal) 809: 1-9.. <https://digitalcommons.unl.edu/libphilprac/809>
- Zickel, E. (2017). *A Guide to Rhetoric, Genre, and Success in First Year Writing*. Cleveland State University. Retrieved from <https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric/chapter/types-of-sources-primary-secondary-tertiary/> [accessed on 12/01/2018]



Volume Horaire: 1.5h

Objectifs: L'étudiant en groupe présentera son projet sur les types de bases de données pour informer les autres étudiants sur les possibilités de recherche qu'ils ont et comment les utilisées.

Cours N°11+12: Searching Databases Presentations

Two weeks earlier, the teacher gave the following project to be prepared.

Project

- ❖ Put yourselves in groups of 3-4 persons.
- ❖ Select a topic
- ❖ Prepare a presentation of 10-15 minutes.
- ❖ **Make it interesting!!!!**
- ❖ **Search Sites**
 - **Search engines**
 - **Web directories**
 - **Deep Web Search Sites & Directories**
 - **Meta Search Sites**
 - **News Search Sites**
 - **Reference Search Sites**
 - **Government Search Sites & directories**

The presentation needs to cover the following aspects:

- *What is the database used for?*
- *How it can be used by researchers?*
- *Its main benefits and advantages*



Volume Horaire: 1.5h

Objectifs: L'étudiant sera introduit aux différents outils de collectes de données. Avec cette activité stimulante et collaborative, il trouvera en groupe la définition de chaque outil.

Cours N°13: Data Collection Tools –Introduction-

There are essentially two broad approaches to data collection methodology :

Quantitative research methods : Are mainly used in fundamental sciences which focus on the construction of hypotheses that can be tested through the gathering of evidence and measuring it in an empirical way. They are based on complex statistical analysis of large amount of data, and it is most appropriate for fact- finding and questions such as : What ? Where ? When ? are answered.

Qualitative research methods : Are adopted namely in the field of human sciences, they belong to an approach for inquiries (exploration and discovery) rather than measuring or proof finding. They address mainly the question of Why ? and findings may be illuminating and illustrative.

However, we can say that both approaches are complementary in the field of research.

The Gallery Walk Activity

Phase One: Before the lesson starts, the teacher hangs on different areas of the classroom walls printed papers. These papers carry separate definitions of research tools; namely: focus group, interviews, questionnaire...etc

Phase Two: When students are settled in class they are asked to split into groups of five. Then, they designate a leader for the group and they make him responsible to record the answers on the given form.

Phase Three: Each group with its members stand in front of a definition and wait for the teacher's signal. Once the teacher claps with her hands, they read the definition and try to match it with the given propositions on the form. This takes a limited time from 2-3 minutes and when the teacher claps her hands again they have to move together to the next definition. Thus, students will walk together around the classroom checking each definition and matching it with tolls names on their respective form.



Phase Four: Students join back their seats and start discussing the answers with the teacher. The teams who filled the form correctly may have bonus marks in their continuous assessment as a reward.

The Activity's Form:

Group Members:

Instrument	Definition
The Rating Scale	
The Interview	
The Focus Group	
The Questionnaire	
The Think-Aloud Protocol	
The Visual Observation	



The definitions:

Definition 04:

Is a systematic compilation of questions that are submitted to a sampling of population from which information is desired. In general, it refers to a device for securing answers to questions by using a form which the respondent fills in himself.

Definition 01:

It is fundamentally a process of social interaction. It constitutes a social situation between two persons, the psychological process involved requiring both individuals mutually respond to each other. It also may be regarded as a systematic method by which a person enters more or less imaginatively into the inner life of a comparative stranger.

Definition 02:

Under this technique group behaviours and social institutions' problems are evaluated. It employs relatively more visual and senses than audio and vocal organs. It is used for evaluating cognitive and non-cognitive aspects of a person. It is used in evaluating performance, interests, attitudes, values towards their life problems and situations.

Definition 03:

It is a structured discussion with the purpose of stimulating conversation around a specific topic. It is led by a facilitator who poses questions and the participants who are selected because they have certain characteristics in common that relate to the topic at hand give their thoughts and opinions. It provide us with the possibility to cross check one individual's opinion with other opinions gathered. In such situation, members tend to be more open and the dynamics within the process can enrich the quality and quantity of information needed.

Definition 06:

This method ascertains the degree, intensity and frequency of a variable. It is a method by which one systematizes, the expression of opinion concerning a trait. The special feature of this instrument is that the attitudes are evaluated not on the basis of the opinions of the subjects but on the basis of the opinions and judgments of the experimenter himself.

Definition 05:

It is one of most effective ways to assess higher-level cognitive processes and could be used to study individual differences in performing the same task. It comes in the form of verbal reports about thought processes.



Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra plus sur la structure des questions qu'on utilise pour créer un questionnaire. Plus spécifiquement sur les questions fermées et leurs différents types.

Cours N°14: Questionnaires: QUESTIONS' TYPES AND STRUCTURE-1-

Question structure

Two important aspects of questionnaire design are the structure of the questions and the decisions on the types of response formats for each question.

1. Closed questions

Closed (or multiple choice) questions ask the respondent to choose, among a possible set of answers, the response that most closely represents his/her viewpoint. The respondent is usually asked to tick or circle the chosen answer. Questions of this kind may offer simple alternatives such as 'Yes' or 'No'. They may also require that the respondent chooses among several answer categories, or that he/she uses a frequency scale, an importance scale, or an agreement scale.

EXP: How often do your parents ask you about your homework?

(Please, circle one answer only)

1. Never
2. 1 or 2 times a week
3. 3 or 4 times a week
4. Nearly every day

The response format for closed questions can range from a simple yes/no response, to an approve/disapprove alternative, to asking the respondent to choose one alternative from 3 or more response options.

The possibility of format effects or response bias for this type of question can be reduced by changing the sequence of response categories and values. For example, if responses to an item range from 1 to 5, going from negative to positive, then a number of items in the questionnaire can be designed to have 1 as the most positive alternative and 5 as the most negative. This is a particularly important technique for the construction of attitude scales.

Some closed questions may have a dichotomous response format, which means only two mutually exclusive responses are provided. **EXP: What is your gender?**

(Please tick one box only)

Male

Female

However, this type of format should not be overused in a survey because it elicits much less information than multiple choice formats. For example, if seeking information on degree of interest in public affairs, the question “Do you read a daily newspaper?” yields a yes/no response. This could be reworded to: “How many times per week do you read a daily newspaper?”, to which multiple choice responses could be:

1. Seven times a week
2. Five to six times a week
3. Three to four times a week
4. One to two times per week
5. Less than once per week
6. Never

Such a multiple category response format would provide more specific and more useful information than the dichotomous one.

Scales:

One way of ensuring that a question is asked in a fair and balanced way is by the use of scales. Scales will also assist in measuring the strength of attitude/feeling rather than simply “Yes” or “No”, “Agree” or “Disagree”.

Likert scale

The **Likert scale** is one of the most commonly used scales. Respondents are presented with one or more attitudinal statements and asked to score each statement on a multi-point scale. For instance: “To what extent do you agree with the following statement?”

Statements	Strongly Agree 5	Agree 4	Neither agree or disagree 3	Disagree 2	Strongly Disagree 1
Traffic pollution is a major cause of asthma					
People with asthma who smoke a lot are more likely to have worse asthma					

This is an example of a five-fold Likert scale; it is also possible to have a seven-fold Likert scale. It may also be the case that you don’t need a neutral option because it is easy for respondents to run their pen down neutrals without even reading the question!

Semantic differential scale

Developed by Osgood in 1957, **semantic differential scales** are used to rate individual statements, on a number of different dimensions. For example:

“Do you think that the medicine that the doctor has prescribed for your asthma:

	1	2	3	4	5	
Works well	----- ----- ----- ----- -----					Doesn't work well
Is safe	----- ----- ----- ----- -----					Is dangerous

Visual analogue scale

As an alternative to a verbal scale, a **visual analogue scale** is simply a way of asking respondents to indicate their choice visually or spatially. For instance:

“Do you think that traffic pollution has a bad effect on your asthma?”

Please place a cross on the line below.

✕	✕	✕
Strongly agree	Don't know	Strongly disagree

Ranking

A further way of getting respondents to express attitudes is by using **ranking**.

Respondents could be given a list of items and asked to rank them by allocating the numbers 1 - 5 beside each category, such as:

“Which of these items do you think has the worst effect on your asthma?”

- Exercise
- Traffic pollution
- Stress
- Diet
- Pollen

The **MAIN ADVANTAGES** of closed questions are:

- The respondent is restricted to a finite (and therefore more manageable) set of responses,
- They are easy and quick to answer,
- They have response categories that are easy to code, and



- They permit the inclusion of more variables in a research study because the format enables the respondent to answer more questions in the same time required to answer fewer open-ended questions.

The **MAIN DISADVANTAGES** with closed questions are:

- They can introduce bias, either by forcing the respondent to choose between given alternatives or by offering alternatives that otherwise would not have come to mind,
- They do not allow for creativity or for the respondent to develop ideas,
- They do not permit the respondent to qualify the chosen response or express a more complex or subtle meaning,
- They can introduce bias, where there is a tendency for the respondent to tick systematically either the first or last category, to select what may be considered as the most socially desirable response alternative, or to answer all items in a list in the same way, and
- They require skill to write because response categories need to be appropriate, and mutually exclusive.

Liste des References:

- Blaxter.L, Hughes. C and Tight.M. (2006). *How to Research(3rd ed)* .Open University Press, England.
- Brace, I. (2004). *Questionnaire Design*, Kogan Page Limited, UK.
- Dawson,C.(2009).*An Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project*. How to Books Ltd, UK
- Kothari, C.R. (2004), *Research Methodology: Methods and Techniques*, New Age International (P) Ltd., Publishers, New Delhi, India.
- MacDonald, S & Headlam,N. (n.d) *Research Methods Handbook: Introductory guide to research methods for social research*, Centre for Local Economic Strategies(CLES). Manchester, UK.
- Taylor-Powell, E. (1998). *Questionnaire Design: Asking Questions with a Purpose*. [online] Available at: <<http://learningstore.uwex.edu/assets/pdfs/g3658-2.pdf>> [Accessed: 12 March 2019].



Research Methodology Exam

Master 01 Didactics

Semester Four

Name :

Surname :

Signature :

Q1. Fill in the gaps with the correct terms in the below definitions.

- “A(a) is a question which is to be solved” *John. G. Tornsand*

- “.....(b) is an endeavor / attempt to discover, develop and verify knowledge” *J. Francis Rummel*

-.....(c) is to Collect peoples’ opinions and views regarding your research topic vis-à-vis its importance, originality and academic contribution.

-A(d) research topic is when it is measurable and can be investigated.

Q2. Explain briefly about the various Formats of databases

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Q3. Explain when does a researcher refer to Google Scholar for document research.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Q4. Give tips to a researcher searching a print encyclopedia.

.....

.....

.....

.....

.....

.....

.....

.....

.....

Q5. Highlight the difference between basic and advanced online searching.

.....

.....

.....

.....

.....

.....

.....

.....

.....

Good Luck

Exam Answers Template:

Q1. Fill in the gaps with the correct terms in the below definitions.

- “A **research problem (1p)** (a) is a question which is to be solved” *John. G. Tornsand*

- “**Research(1p)** (b) is an endeavor / attempt to discover, develop and verify knowledge”
J. Francis Rummel

-**Brainstorming(1p)** (c) is to Collect peoples’ opinions and views regarding your research topic vis-à-vis its importance, originality and academic contribution.

-A **feasible(1p)** (d) research topic is when it is measurable and can be investigated.

Q2. Explain briefly about the various Formats of databases

- **Electronic**
 - **Statistical**
 - **Graphic**
 - **Audio**
 - **Printed**
- (4p)**

Q3. Explain when does a researcher refer to Google Scholar for document research.

- ❖ Benefit from the wide range of disciplines that Google Scholar searches offer.
 - ❖ Collect background information on your topic in order to help you narrow it down.
 - ❖ Obtain help looking for keywords and phrases to use in your upcoming searches
 - ❖ Collect more views about an article that you have found particularly helpful to your research project through the number of citations from other researchers.
- (4p)**

Q4. Give tips to a researcher searching a print encyclopedia. (4p)

- Look at the spine of the encyclopedia books to determine which book you need for your topic. The encyclopedia spines are labeled with letters of the alphabet and some sets have a book to correspond to each letter.
- If your research topic is "plants" then you will need to find the encyclopedia labeled with a "P."



- Select the appropriate book for your topic. The topics are listed in alphabetical order at the top of each page. Flip through the pages until you reach your topic.
- Use the index to locate your topic. It is usually in the last series of volumes and in alphabetical order. It gives you the page numbers and volume numbers to locate the article you are researching

Q5. Highlight the difference between basic and advanced online searching. (4p)

1. **Basic search:** through default searching techniques that may exhibit many irrelevant findings.
2. **Advance Search:** It provides options to search more precisely to obtain more relevant results. Filtering options are provided to narrow down the results by indicating: the language, author's name –if available-, the year of publication or even the title of the work -if available-.

The researcher also has the option of filtering how his search keywords are used e.g as single words, phrases or numbers.



Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra plus sur la structure des questions qu'on utilise pour créer un questionnaire. Plus spécifiquement sur les questions ouvertes et les questions de contingence.

Cours N°15: QUESTIONS' TYPES AND STRUCTURE-2-

2. Open-ended questions

Open-ended or free-response questions are not followed by any choices and the respondent must answer by supplying a response, usually by entering a number, a word, or a short text.

EXP: What are your favourite TV programmes? (please specify the titles)

.....
.....

A good case for using open-ended questions is when the aim is to have the respondents reply spontaneously, or when the investigator wants to collect evidence on the parameters of an issue with the aim of later formulating a multiple choice or closed version of a question. Generally, open-ended questions can produce useful information if we provide instructions on the format of the response that is required so as to minimize opportunities for the respondents to answer the question according to very different dimensions.

For example, asking "What do you think about your school?" can elicit responses such as 'nothing' or 'school is useless'. However, asking "What recommendations would you have for improving your school?" would be more likely to elicit informative answers.

The **MAIN ADVANTAGES** of open-ended questions are:

- They allow respondents to express their ideas spontaneously in their own language,
- They are less likely to suggest or guide the answer than closed questions because they are free from the format effects associated with closed questions, and
- They can add new information when there is very little existing information available about a topic.

The **MAIN DISADVANTAGES** of open-ended questions are:

- They may be difficult to answer and even more difficult to analyze,
- They require effort and time on behalf of the respondent,
- They require the development of a system of coded categories with which to classify the responses,
- They require the respondent to have some degree of writing ability, and



- Respondents' handwriting can be illegible.

3. Contingency questions

A contingency question is a special case of a closed-ended question because it applies only to a subgroup of respondents. The relevance of the question for a subgroup is determined by asking a **filter question**. The filter question directs the subgroup to answer a relevant set of specialized questions and instructs other respondents to skip to a later section of the questionnaire.

The advantage of contingency questions is that detailed data may be obtained from a specific subgroup of the population. Some questions may apply only to females and not to males; others may apply only to people in school, and not to those who are employed.

EXP: Are you enrolled in secondary school?

1. Yes (answer the following question)
2. No (skip to question 5)

Alternatively, the contingency question can be placed at the end of the questionnaire set apart from ordinary questions that are to be answered by everybody:

EXP: ANSWER THIS FINAL SET OF QUESTIONS ONLY IF YOU PLAN ON ENTERING AN ADULT EDUCATION COURSE NEXT YEAR.

OTHERWISE, YOU HAVE NOW COMPLETED THE QUESTIONNAIRE.

Guidelines for writing questions:

a. Keep the vocabulary simple

A first rule concerns the vocabulary used in writing questions and answer categories. The rule is 'keep it as simple as possible'. This implies using simple words, avoiding acronyms, abbreviations, jargon, technical terms, and abstract or general words.

b. Keep the question short

Closely related to keeping vocabulary simple is avoiding lengthy questions. Generally, it is recommended to hold questions to 25 words or less. If a longer sentence is used then it should be broken up so that there will be several shorter sentences.

c. Avoid double-barrelled questions

These are single questions that ask for two things and therefore require two answers. "Do you have your own table or your own room to do your homework?" "Do you think it is good idea for children to study geography and history in primary school?" In such instances, respondents do not know what to do if they want to say 'Yes' to one part of the question but 'No' to the other.

d. Avoid hypothetical questions



Evidence has shown that hypothetical questions such as “Would you use this resource in your class if it were available?” are not good for the prediction of behaviour.

e. Don't overtax the respondent's memory

It is risky to ask the respondent to recall past behaviour over a long retrospective period. No student, especially young students, will be able to answer reliably a question such as “In the last month how many hours of homework did you do on an average day?” because the time is just too long to remember what happened in detail. If such a question must be asked, a one-week recall period might be more appropriate for this type of event.

f. Avoid double negatives

Double negatives, either in the question or an answer category (or both), create difficulties for the respondent. For example a statement such as ‘Student self-evaluation should not be allowed’ followed by agree/disagree is problematic to answer for respondents who are in favour of students’ self-evaluation, that is those who do **not** agree that students’ self evaluation should **not** be allowed. It is usually possible to solve problems of this kind by formulating the initial statement in a positive way.

Liste des References:

- Blaxter.L, Hughes. C and Tight.M. (2006). *How to Research(3rd ed)* .Open University Press, England.
- Brace, I. (2004). *Questionnaire Design*, Kogan Page Limited, UK.
- Cohen.L, Manion.L and Morrison.K. (2000). *Research Methods in Education(5th ed)*, Routledge, London, UK.
- Dawson,C.(2009).*An Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project*. How to Books Ltd, UK
- Kothari, C.R. (2004), *Research Methodology: Methods and Techniques*, New Age International (P) Ltd., Publishers, New Delhi, India.
- MacDonald, S & Headlam,N. (n.d) *Research Methods Handbook: Introductory guide to research methods for social research*, Centre for Local Economic Strategies(CLES). Manchester, UK.
- Taylor-Powell, E. (1998). *Questionnaire Design: Asking Questions with a Purpose*. [online] Available at: <<http://learningstore.uwex.edu/assets/pdfs/g3658-2.pdf>> [Accessed: 12 March 2019].



Volume Horaire: 1.5h

Objectifs: L'étudiant en groupe va présenter comme produit final un modelé de questionnaire ou il essaiera d'utiliser les types de questions expliqués dans les sessions précédentes.

Cours N°16: Questionnaire Practice

Following these format guidelines, the students will attempt to design a questionnaire that covers one of the proposed topics by the teacher. The topics can be elaborated with their context, target population and the problematic.

Guidelines:

Write an introduction: where you state the research area and how respondents' answers are going to help you carry on your investigation. Emphasize on the authenticity of answers and their anonymity.

Main Section : Write no more than eight (08) questions including the personal details ones (Age, gender, education, marital status...etc).

Give clear instructions before asking as in the following examples:

[please circle, put a cross, tick the box, put a number ...etc].

[please specify the date, name, tile...etc]

[please clarify in the section below, please explain your choice....etc]



Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra sur les différents types d'entretiens et les étapes importantes pour diriger un entretien dans le domaine de la recherche académique.

Cours N°17: The Interview

Interview is a two way method allowing the exchange of ideas, it is a conversation which the researcher orchestrates, directs and controls. The interview is a suitable research instrument to use because:

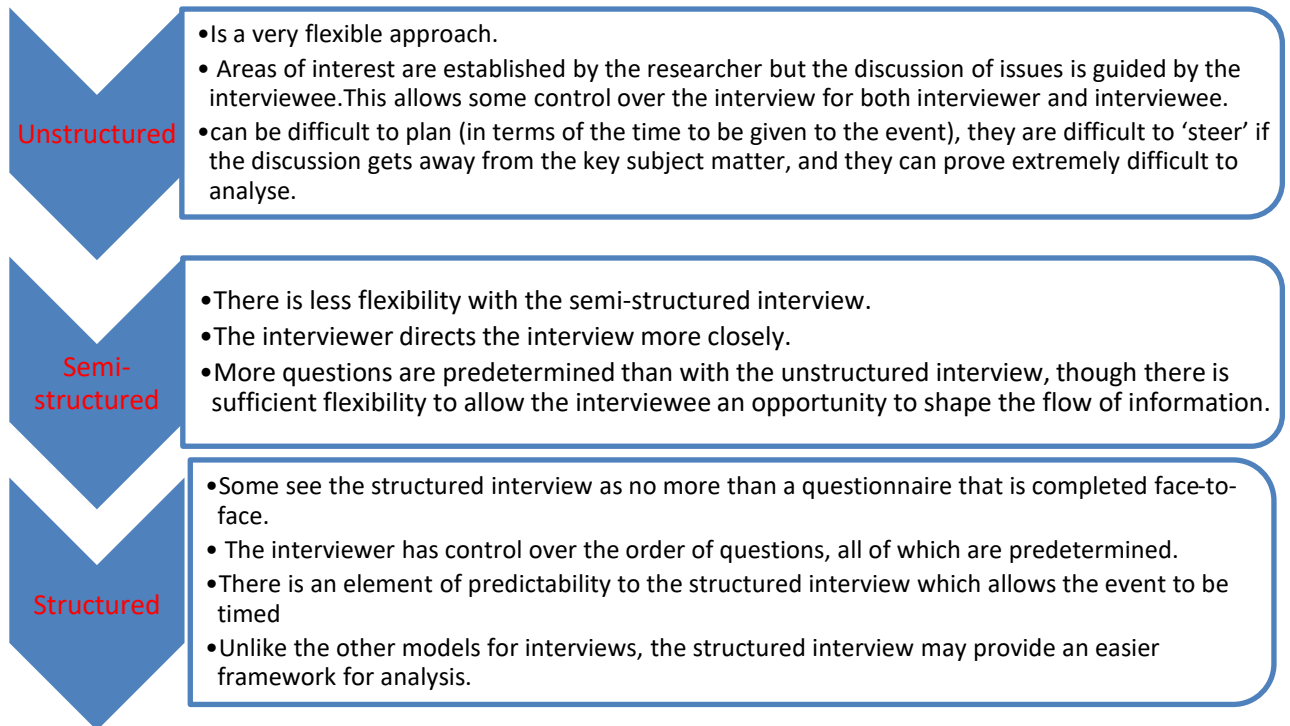
- a- It is appropriate with young children or illiterate people.
- b- It deals with confidential and delicate topics.
- c- It is direct and deeper for it collects quality answers.
- d- We can obtain both written and oral data for analysis.
- e- It guarantees mutual encouragement from both parts.
- f- Sincerity and truthfulness is easy to check in an interview setting.

However, some researchers argue also that it has some drawbacks such as:

- 1- May result in misleading information
- 2- Interviewee of low level of intelligence or emotionally unbalanced may bias the result
- 3- Prejudices of interviewee because of the Asymmetrical (uneven) relation between him and interviewer which may lead to false answers.

Types of Interviews:

There exist THREE clear distinctions as follows:



Conducting an Interview:

1- Seating Arrangement: The physical organization of your interview setting is an important part of the interview process. Very **formal** interview situations tend to position the **interviewer in front of the interviewee** – often with a desk between them. However, this approach can appear confrontational and may intimidate the interviewee. **Less formal** seating arrangements in interview situations tend to put both parties at ease. The most common seating plan consists of **interviewer and interviewee sitting alongside each other**.

2- Recording Devices: such as video or audio-recorder discreetly placed so as not to intimidate or distract the interviewee.

3- Note-taking: can slow down the interview and distract the interviewer unless restricted to brief notations or summaries for later elaboration, notes about body language are also helpful.

4- Introducing yourself: It is also good practice in interview situations for the researcher to begin by introducing him or herself, outlining the purpose of the interview and its intended format and structure. The interviewer should indicate how the data from the interview will be used and whether anonymity will be preserved.

5- Comforting signs or acceptance cues. These can enhance the interview and generally encourage the interviewee to provide information. Such cues include **nodding the head** to indicate understanding and interest in the interviewee's response, and adopting an **attentive posture** by sitting straight and leaning slightly forward. It also encourages response if the interviewer maintains **eye contact** with the interviewee.



6-Restatement and Silence: the first can clarify what has been said – particularly if specialized language or terminology have been used. And silence can offer the interviewee a chance to collect his thoughts and formulate better answers.

7- Open-ended questions: encourage the interviewee to provide more information than do closed questions. — Introductory: Can you tell me more about yourself? Would you introduce yourself please?

Follow-up: Can you say more about this point? Can you give examples?

Specified: What were your thoughts at that particular time?

Direct /Indirect: What do you think about this? How do you think others thought about it?

Interpretative: Do you mean by saying that the following?

Liste des References:

Blaxter.L, Hughes. C and Tight.M. (2006). *How to Research(3rd ed)* .Open University Press, England.

Cohen.L, Manion.L and Morrison.K. (2000). *Research Methods in Education(5th ed)*, Routledge, London, UK.

Dawson,C.(2009).*An Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project*. How to Books Ltd, UK

deMarrais, K and Lapan, S.D. (2004). *Foundations for Research Methods of Inquiry in Education and the Social Sciences*. Lawrence Erlbaum Associates, Inc. USA.

Gill, P, Stewart, K, Treasure, E and Chadwick, B. (2008). “Methods of data collection in qualitative research: interviews and focus groups”. *British Dental Journal Vol 204* (6) : 291-295

Kothari, C.R. (2004), *Research Methodology: Methods and Techniques*, New Age International (P) Ltd., Publishers, New Delhi, India

MacDonald, S & Headlam,N. (n.d) *Research Methods Handbook: Introductory guide to research methods for social research*, Centre for Local Economic Strategies(CLES). Manchester, UK.



Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra sur l'observation de classe comme outil de collecte de données. Quels sont ses types ?, ces avantages et inconvénients ? et qu'inclure dans cette méthode comme critères ?.

Cours N°18: The Classroom Observation (ppt format)

What is Observation?

“It is thorough study based on visual observation. Under this technique group behaviors and social institutions problems are evaluated.” C. Y. Younge

“Observation employs relatively more visual and senses than audio and vocal organs.” C.A. Mourse

The cause- effect relationship and study of events in original form, is known as observation.

Observation seeks to ascertain what people think and do by watching them in action as they express themselves in various situations and activities.

Restrictions are missing in observation so it is a more natural way of gathering data. Artificiality and formality of questionnaires and interview is replaced by reality and informality in observation. Data obtained through observation are more real and true than the data collected by any other method.

Types of Observation?

- Robson (2002) identifies possibly the two main types of observation but there are many examples in between:
- In **participant observation**, is a qualitative research method in which the researcher not only observes the research participants, but also actively engages in the activities of the research participants. ... Most researchers who conduct **participant observations** take on the role that they are interested in studying.
- **Structured observation**, (also known as systemic **observation**) is a data collecting method in which researchers gather data without direct involvement with the participants (the researchers watch from afar) and the collection technique is **structured** in a well-defined and procedural manner.

Pros / Cons

Advantages:

1. It is reliable and valid technique of collecting data and information.



2. We get first hand data through this method.
3. Record of observation is also available immediately.
4. It is simple, broad and comprehensive method.
5. It is an oldest technique of data collection and getting direct information.

Limitations:

1. It has a limited scope for its use because all the events cannot be observed directly.
2. It is subjective method.
3. It is very time consuming process.
4. Presence of observer influences the behavior of the person i.e. subject becomes conscious.
5. In case covert behavior, which can't be observed, it is not useful.
6. Observer should be trained and experienced.

What to include?

STUDENT ATTITUDES	TTT VS STT
TEACHER-- STUDENT INTERACTION / RAPPORT	TEACHER'S POSITION
SEATING ARRANGEMENT AND GROUPING TECHNIQUES	ERROR CORRECTION
DEALING WITH DISRUPTIVE SITUATIONS	USAGE OF TEACHING AIDS

This tool includes observation items in eight major areas:

- ***Lesson Organization,***
- ***Content Knowledge & Relevance,***
- ***Presentation,***
- ***Instructor-Student Interactions,***
- ***Collaborative Learning Activities,***



- **Lesson Implementation,**
- **Instructional Materials, and**
- **Student Responses**

AREAS TO OBSERVE AND FEEDBACK ON	COMPONENTS TO FOCUS ON FOR OBSERVATION
How an instructor conducts his/her class	<ul style="list-style-type: none"> · <u>Structuring of class</u> – Is the class organized and well structured? · <u>Organization and use of time</u> – Is sufficient time allotted for the various activities planned? Too little time? Too much time? · <u>Class pace</u> – Is information being communicated too fast? Any input or questions solicited from students? · <u>Explanatory techniques</u> – Any explanations? Use of examples? Adequacy of examples?
How an instructor interacts with the students	<ul style="list-style-type: none"> · <u>Classroom dynamics</u> (student to student interactions) – Are these respectful? Do students interact well with each other? Tone or actions of instructor reinforcing/influencing one or the other (e.g., supports courtesy, disregards disruptions)? · <u>Classroom dynamics</u> (faculty to student interactions) – Openness to questions? Responsiveness? Tone? Paraphrasing?
How an instructor presents materials	<ul style="list-style-type: none"> · <u>Organization of content</u> – Good flow and logic the way content is forwarded? Adequate coverage of content? Appropriate pedagogy and teaching premises? · <u>Link to learning goals</u> – Is the content covered linked to the learning goals for the topic? · <u>Use of visuals, technology and other teaching aid/material</u> – Any reliance on these? Is the selection of technological and other teaching aids (e.g., in-class assignments or activities) effective and appropriate?



In order to make the above mentioned criteria into use for the classroom observation process, it is devised to design a specific grid or form to keep while the process is ongoing. This grid will help the researcher center his attention on specific target areas and keep him from being distracted by other external factors that may render his task difficult and not effective. The example below is what about an observation form that covers all the necessary areas that need to be observed in a classroom. The student can make use of it in his data collection procedures.

Liste des References:

- Blaxter.L, Hughes. C and Tight.M. (2006). *How to Research(3rd ed)* .Open University Press, England.
- Cohen.L, Manion.L and Morrison.K. (2000). *Research Methods in Education(5th ed)*, Routledge, London, UK.
- Dawson,C.(2009).*An Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project*. How to Books Ltd, UK
- Kothari, C.R. (2004), *Research Methodology: Methods and Techniques*, New Age International (P) Ltd., Publishers, New Delhi, India.
- MacDonald, S & Headlam,N. (n.d) *Research Methods Handbook: Introductory guide to research methods for social research*, Centre for Local Economic Strategies(CLES). Manchester, UK.



Classroom Observation Form

Module :

Instructor :.....

Length of the Course :

Length of the Observation :.....

Observer :

Date :.....

Subject Matter treated in the Course :.....

Content Organization

Completely Adequately Not at All

1. Made clear statement of the purpose of the lesson
2. Defined relationship of this lesson to previous ones
3. Paced lesson appropriately
4. Summarized major points of lesson
5. Responded to problems raised during lesson
6. Related today's lesson to future lessons

Comments:.....
.....
.....

Presentation

Completely Adequately Not at All

7. Projected an easy to hear voice
8. Used intonation to vary emphasis
9. Explained things with clarity
10. Maintained student attention
11. Maintained eye contact with students
12. Listened to students questions and comments
13. Projected nonverbal gestures consistent with intentions
14. Defined unfamiliar terms, concepts and principles
15. Presented examples to clarify points
16. Related new ideas to familiar concepts
17. Restated important ideas at appropriate times
18. Varied explanation for complex material



19. Used humor to strengthen retention and interest

Comments:.....
.....
.....
.....

Instruction/Student Interactions

Completely Adequately Not at All

- 20. Encouraged student questions
- 21. Encouraged student discussion
- 22. Waited for students' answers
- 23. Gave appropriate time for thinking
- 24. Paced lesson to allow time for note taking
- 25. Encouraged students to answer difficult questions
- 26. Asked probing questions when necessary
- 27. Showed interest in students' interpretations
- 28. Assessed students' learning
- 29. Managed balanced teacher/student talk
- 30. Allowed students' peer/ self-correction
- 31. Monitored students' progress

Comments:
.....
.....
.....
.....

Instructional Materials and Environment

Completely Adequately Not at All

- 32. Prepared students with appropriate assigned readings
- 33. Related material to real life experiences
- 34. Presented supporting audio-visual material
- 35. Used classroom equipment adequately
- 36. Provided collaborative written assignments
- 37. Used students' produced products
- 38. Supported lesson with useful classroom exercises



- 39. Promoted communication than instruction
- 40. Welcomed students' topic suggestions for next session

Comments:.....
.....
.....
.....

Content Knowledge and Relevance

Completely Adequately Not at All

- 41. Presented material covering students' needs
- 42. Presented material appropriate to student knowledge and background
- 43. Presented material appropriate to stated purpose of the course
- 44. Made distinctions between fact and opinion
- 45. Presented divergent viewpoints when appropriate
- 46. Demonstrated command of subject matter

Comments:.....
.....
.....
.....

Additional Observer Comments :

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Signature :



Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra sur la méthode de groupe de discussion comme outil de recherche, ces types et ces critères et plus spécifiquement comment l'utiliser.

Cours N°19: The Focus Group

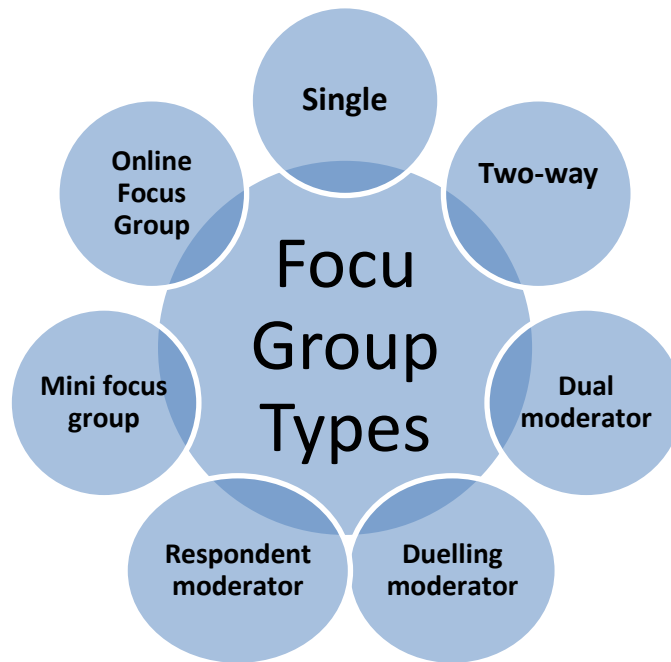
FOCUS GROUPS are somehow similar to structured interviews, however; they are more than mere data collecting tools from many participants at once. Focus groups are organized group discussions revolving around a specific topic. These discussions are monitored, guided and recorded by a researcher (called a moderator) for research purposes. Furthermore, they are used basically for generating information on collective views, and the meanings that lie behind those views. They are also useful in generating a rich understanding of participants' experiences and beliefs.

Main Criteria:

- It is used as a standalone method, for research relating to group norms, meanings and processes
- It is used in a multi-method design, to explore a topic or collect group language or narratives to be used in later stages
- It is used to clarify, extend, qualify or challenge data collected through other methods
- It is used to feedback results to research participants.

TYPES OF FOCUS GROUP DISCUSSION

Five types of focus group discussion have been identified in the literature, and a further two are emerging with the growth in access and variety of online platforms.



Source: (Morgan et al., 1998).

Conducting focus groups: Within a focus group, a moderator poses a series of questions intended to gain insight about the way the group views on the topic. In addition, the focus-group moderators should pose questions in a way that does not lead group members to provide desired responses, but rather honest and insightful responses.

The optimum size for a focus group is six to eight participants (excluding researchers), but focus groups can work successfully with as few as three and as many as 14 participants. Small groups risk limited discussion occurring, while large groups can be chaotic, hard to manage for the moderator and frustrating for participants who feel they get insufficient opportunities to speak.

At the start of a focus group, a moderator should acknowledge the presence of the audio recording equipment, assure participants of confidentiality and give people the opportunity to withdraw if they are uncomfortable with being taped. Moreover, a good quality multi-directional external microphone is recommended for the recording of focus groups, as internal microphones are rarely good enough to cope with the variation in volume of different speakers. The systematic analysis of focus group transcripts is crucial. However, the transcription of focus groups is more complex and time consuming than in one-to-one interviews.

Benefits of Focus Groups

- ✓ It is more useful when looking for more open feedback rather than comparisons of results.



- ✓ It allows participants to express clear ideas and share feelings that do not typically come out in a quantified survey or paper test. Thanks to the open conversation among group members, discussions are flowy and members can use comments from others to stimulate recall.
- ✓ The moderator can observe the dynamics among members of the focus group as they discuss their opinions.

Drawbacks of Focus Groups

- Influential group members can affect the discussion and exchange with others within the group.
- Additionally, respondents are often more reluctant to express negative ideas in a face-to-face setting than in a more indirect research format.
- In the absence of a good moderator, it can be difficult to elicit the full range of thoughts, opinions, wants and needs of the group. And if your moderator is weak, some focus group members may not feel comfortable enough in the environment to offer their opinion.

Liste des References:

Dawson,C.(2009).*An Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project*. How to Books Ltd, UK

deMarrais, K and Lapan, S.D. (2004). *Foundations for Research Methods of Inquiry in Education and the Social Sciences*. Lawrence Erlbaum Associates, Inc. USA.

Gill, P, Stewart, K, Treasure, E and Chadwick, B. (2008). “Methods of data collection in qualitative research: interviews and focus groups”. *British Dental Journal Vol 204* (6) : 291-295

MacDonald, S & Headlam,N. (n.d) *Research Methods Handbook: Introductory guide to research methods for social research*, Centre for Local Economic Strategies(CLES). Manchester, UK.

Morgan, L.M, Krueger, R.A and Scannell, A.U. (1998). *Planning Focus Groups*. SAGE publications.

Ochieng NT, Wilson K, Derrick CJ, Mukherjee N. (2018). “The use of focus group discussion methodology: Insights from two decades of application in conservation”. *Methods in Ecology and Evolution Vol 9*:20–32. Retrieved from <https://doi.org/10.1111/2041-210X.12860> accessed on [18/07/2019]



Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra sur la méthode de penser à haute voix qu'on utilise dans la collecte de données, ces avantages et inconvénients et comment on analyse ces données.

Cours N°20: The Think Aloud Protocol

As stated by Olson et al., (1984): *“that using think-aloud technique is one of the most effective ways to assess higher-level thinking processes and that it could also be used to study individual differences in performing the same task”*. It is a qualitative research method that refers to the verbalized account of a subject's mental process; in particular, the sequence of cognitive events, or thought processes, between the introduction of a task or problem to the final product.

Known also as “concurrent verbal protocol” , it allows a researcher to find out how a person approaches a problem or task and describes the problem solving techniques or interpretations he/she uses. Thus, it provides rich, qualitative information about how a person reasons his/her actions in specific situations.

Nonetheless, before designing a research plan which involves think-aloud methods, researchers need to decide on:

- The type and level of difficulty of the research task,
- The degree of prompting which is appropriate,
- The use of other data to support inferences from think-aloud protocols,
- And the method of analysis.

Interpretation of Think-Aloud Data

According to Ericsson & Simon (1980), it would be preferable to avoid asking questions in order not to interrupt the natural flow of thoughts. Any data that results after the questioning and the interruption would be considered unreliable. Researchers at this phase need to make their own inferences; however, any ambiguous utterance from the respondent should be reconstructed by a literal and closely related to the context alternative.

In the same vein, Ericsson and Simon (1980) gave think-aloud research respectability among social scientists by arguing that researcher inferences about the meaning of think-aloud utterances are as objective as behaviorist inferences about the purpose of visible actions and



can be quantified with equal validity. But, in the end, how objective can purely quantitative analyses be?

Pros of the method: The think-aloud tool has many advantages such as:

- I. It reveals insights into the decision making process of an individual,
- II. The results can be registered and analyzed to determine mental processes, patterns, or decision making pathways.
- III. It provides a rich account of the underlying thinking process regarding particular phenomena where previous nonexistent or little information about them is found.

Cons of the method: The think-aloud tool has also drawbacks such as:

- i. The observer may influence or affect how the person doing the “think-aloud” protocol behaves.
- ii. The need to give a verbal report of their mental process may change how a subject interacts with the task at hand and affect their decision process.
- iii. A person may process information differently from those thoughts contemplated privately and may edit their thoughts to the researcher.

Liste des References:

- Anders, E.K and Simon, H.A.(1993). *Protocol Analysis: Verbal Reports as Data*. Cambridge, MA: MIT Press.
- Charters, E. (2003). “The Use of Think-aloud Methods in Qualitative Research: An Introduction to Think-aloud Methods”. *Brock Education Vol. 12 (2): 68-82*.
- Ericsson, K.A & Simon, H.A. (1980). Verbal reports as data. *Psychological Review, 87(3), 215–251*. <https://doi.org/10.1037/0033-295X.87.3.215>
- Fonteyn, M.E, Kuipers, B and Grobe, S.J. (1993). “A Description of Think Aloud Method and Protocol Analysis”. *Qualitative Health Research Vol 3 (4):430-44*. DOI: 10.1177/104973239300300403
- Hannu, K and Pallab, P. (2002). “A Comparison of Concurrent and Retrospective Verbal Protocol Analysis”. *American Journal of Psychology Vol 113(3): 387-404*.
- Olson, G.M, Duffy, S.A and Mack, R.L. (1984). *Thinking-out-loud as a method for studying real-time comprehension processes*. In: D. E. Kieras & M. A. Just (Eds.), *New methods in reading comprehension research* (pp. 253-286).
- Rankin, J. M. (1988). “Designing thinking aloud strategies in ESL reading”. *Reading in a Foreign Language. 4(2), 119-132*.



Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra plus sur la procédure d'échantillonnage, ces différents types et la terminologie relié à ce domaine.

Cours N°21: Sampling

Target Population: involves **ALL** the members who meet a particular criterion specified for research investigation. Exp: OCD (**Obsessive-Compulsive Disorder**) population in Algeria= ALL the people diagnosed with such a disorder in Algeria.

Element: A single unit or entity of the Target population: an individual, a house, a school.....etc.

There can be two different types of target population:

Homogenous ➡ Where every element is similar to each other in all aspects, in other words, all elements meet all the criteria of a target population.

Heterogeneous ➡ Its elements are not similar in all aspects, in other words, one characteristic or variable is not the same among all elements. Common variables are: gender, age, ethnicity, and socioeconomic status....etc. It is depending on the nature of research that we can determine whether the target population is homogenous or heterogeneous.

Sample Population: is a group of a relatively smaller number of people selected from the target population for investigation purpose. The more representative the sample is the more accuracy we reach and the more generalizable results we obtain.

Participants: When it is impossible to assess every single element of the target population, a group is assessed which we call participants and inferences are drawn based on the data they give.

Types of Sampling: we have namely two major types of this process:

Probability Sampling: also called random or representative sampling where each element of the population stands a fair and equal chance to be selected as participant. Among this process, there exists a variety of forms:

- a- Stratified Sampling*: where sampling is based on a stratum like gender for example. Gender becomes the characteristic that makes participants easy to be picked.
- b- Systematic Sampling*: called also mixed sampling where the population is referred to as (N) and the sample number to be selected by (n). To proceed we need to fix an interval with which we can select randomly the participants. An interval is obtained by dividing N by n. Then, as a start we select randomly any element from the population list and using the interval after we start selecting the sample.
- c- Cluster Sampling*: where population is divided into sub-groups or clusters based on their geographical place. In order for the sample population to be representative we need to select participants from each cluster.

Non-Probability Sampling: which is based merely on the researcher's judgment. In such process, the elements of the target population do not have an equal opportunity to be selected as participants.

- a- Volunteer Sampling*: referred to as self-selection as the participant is the one who seeks to be part of the research investigation.
- b- Convenient Sampling*: the researcher determines the elements who are convenient for his research. He gives the opportunity to elements who seem approachable and friendly.
- c- Purposive Sampling*: when the researcher selects his participants based on a prior specific purpose to be achieved in the investigation.
- d- Snowball Sampling*: also called chain sampling where an element refers the researcher to another element of the target population. As a snowball grows bigger and bigger, the sample population enlarges based on participants' references.



Liste des References:

- Babikir, H.E.H, Babikir, A and Mabuo M .A.W.(n.d). “Research Methodology Step By Step Guide For Graduate Students”. *Sudanese Journal Of Paediatrician*, Vol 9: 9-22.
- Blaxter.L, Hughes. C and Tight.M. (2006). *How to Research(3rd ed)* .Open University Press, England.
- Cohen.L, Manion.L and Morrison.K. (2000). *Research Methods in Education(5th ed)*, Routledge, London, UK.
- Dawson,C.(2009).*An Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project*. How to Books Ltd, UK
- Kothari, C.R. (2004), *Research Methodology: Methods and Techniques*, New Age International (P) Ltd., Publishers, New Delhi, India.
- Swetnam, D. (2004). *Writing Your Dissertation: How to plan, prepare and present successful work (3rd ed)*. How To Books Ltd, UK.



Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra sur les différentes formes dont on peut présenter les résultats dans une recherche. Il apprendra aussi comment analyser les résultats sous forme de schémas.

Cours N°22: Data Interpretation and Analysis (ppt format)

Data Analysis

Why do we Analyze data?

Mainly to obtain usable and useful information, regardless of the type of data (Qualitative or Quantitative) it will:

- 1)- Describe and summarize the findings.
- 2)- Identify relations between variables.
- 3)- Identify the differences between variables.
- 4)- Forecast the outcomes.

How to present data?

Before having to analyze the findings, the researcher must present them in a proper format such as:

1- **Tabulation**: where he places the data into a tabular form mainly between rows and columns. Statistics, counted numbers and frequency rates are arranged into tables for better explanation of the results. Exp:

Gender	Number/ percentage
Female	60 (60%)
Male	40 (40%)

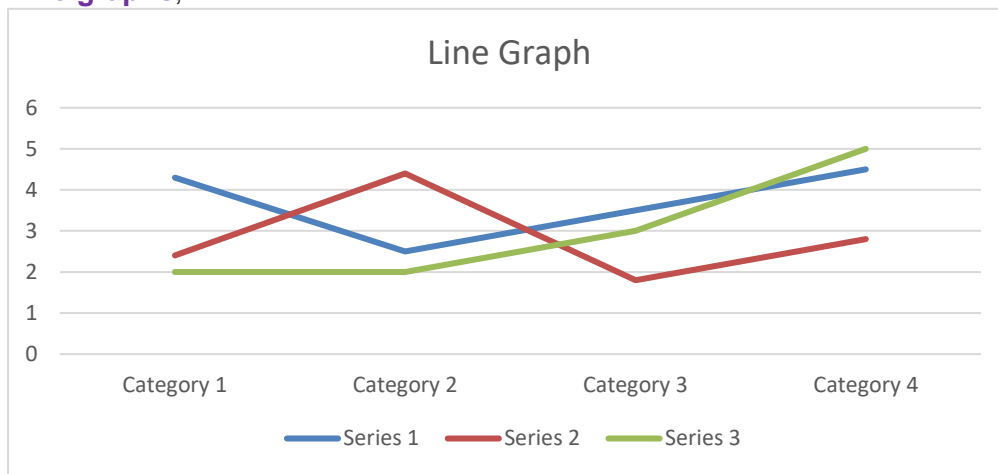
2- **Cross-tabulation**: involves a relation between different variables

Age Category	Gender	
	Female	Male
Less than 20	30 (30 %)	10 (10 %)
20-25	15 (15%)	15 (15%)
25-30	20 (20%)	10 (10%)
Total	65 (65%)	35 (35%)

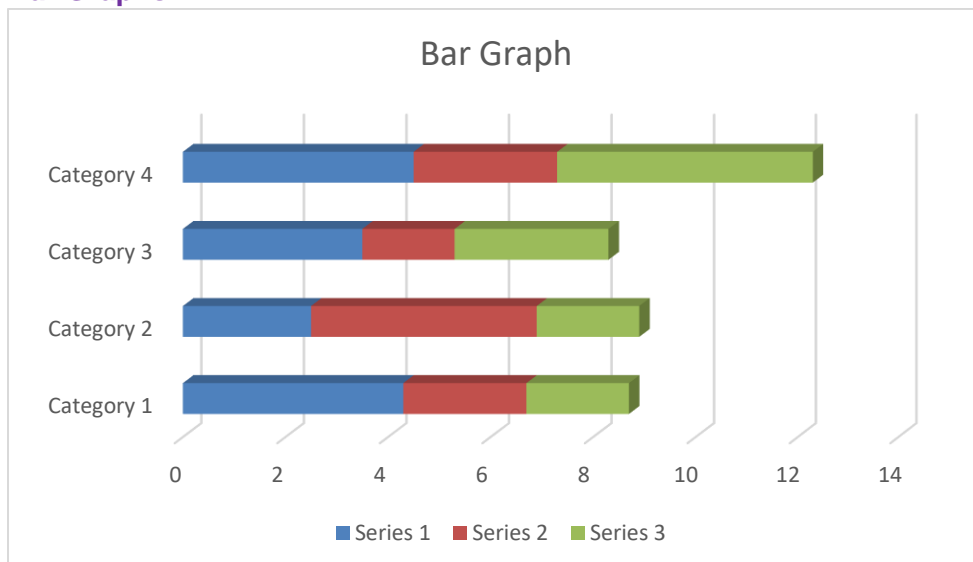
3- **Ranking**: some findings need to be displayed in a ranking order from top to bottom. It can be in the form of a table or a shape.

Interpretation of Data: As we know numbers cannot speak for themselves alone, we need to attach some meaning to them. This happens usually in this phase where the researcher attempts to give meaning to what the numbers refer to. It can be done best with the use of graphic and visual illustrations such as:

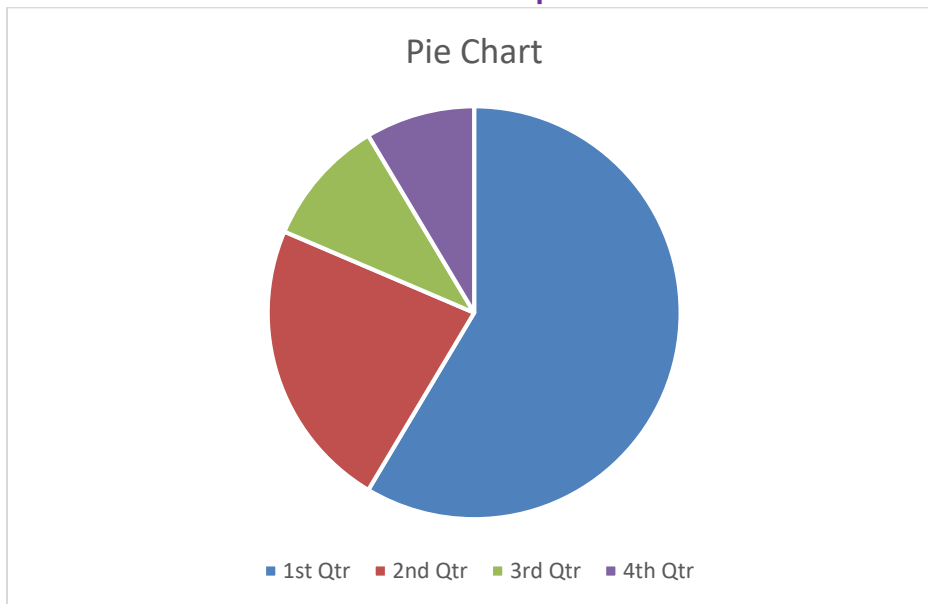
1- Line graphs;



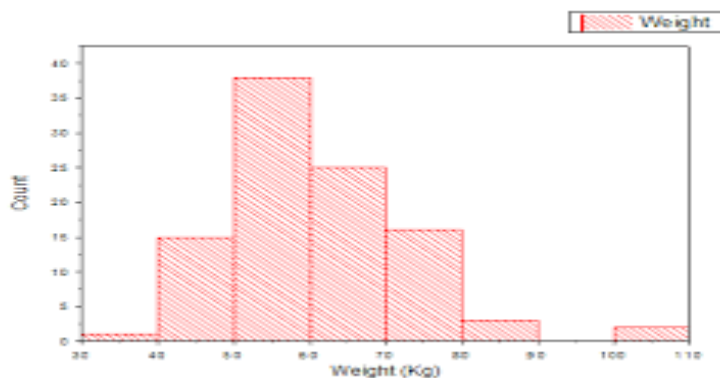
2- Bar Graphs:



3- Pie Charts: or the so-called Circle Graphs:



4- Histograms:



Polygons and Curves are also graphical representations used in fields such as Mathematics and Economy.

Qualitative Analysis: the obtained qualitative data is a compilation of free answers to opinion-based questions where answers may vary greatly from respondent to another. What may help the researcher in the process is to attempt categorizing the answers based on:

- Recurring patterns, concepts and themes.
- Recurring key words and key events.



Liste des References:

Blaxter.L, Hughes. C and Tight.M. (2006). *How to Research(3rd ed)* .Open University Press, England.

Dawson,C.(2009).*An Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project*. How to Books Ltd, UK

Kothari, C.R. (2004), *Research Methodology: Methods and Techniques*, New Age International (P) Ltd., Publishers, New Delhi, India.

Swetnam, D. (2004). *Writing Your Dissertation: How to plan, prepare and present successful work (3rd ed)*. How To Books Ltd, UK.



Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra comment rédiger sa thèse finale. Il apprendra sur les composantes de cette version écrite finales et qu'inclure dans chaque partie.

Cours N°23+24: Structuring your Dissertation

A dissertation is considered as an extensive piece of academic writing based on careful research methodology and on comprehensive literary review. It is a requirement in order to obtain an undergraduate or a post-graduate degree. Thus, such long writing piece sometimes is confusing to structure. Generally speaking, a dissertation is written based on four main sections: literature review, methodology, findings and discussion, conclusions and recommendations.

However, in a more detailed methodology it will contain specific headings and sub-headings in order to make the task of reading it easier for the readers. Below is a detailed structure of a research dissertation.

Thesis Layout :

- 1- Title page:** It is crucial to think of a well-structured title for the research work as the reader/examiner will build his first impression around it. Make sure that the title's terminology is specific, contains the main keywords to the research and clear about the sample and the context. In addition, make sure the title is narrow in perspective and neutral (not broad or subjective).
- 2- Dedication:** This page is optional in case the researcher wants to thank briefly members of the family or friends and classmates. It has a more personal tone; however, should be formulated in an academic language.
- 3- Acknowledgements:** It provides the researcher with the chance to show gratitude and express his/her thanks to the persons who helped them along their research journey; mainly, the supervisor of the work, the panel of examiners, any professors or academics who helped with the topic selection or the methodology.



This page is devoted also to thank members of the family who were supportive and helpful in the completion of this work. The style of writing needs to be brief, sincere and specific i.e. you thank the person and for what reason.

4- Abstract or Executive Summary: is a separate entity from the work and can stand alone. Mainly, the abstract is that piece in the work when it is read, an overview of the whole work is provided without having to read the work itself. It is a summary of the work that represents it separately and explains it effectively to the reader. For this purpose, the abstract needs to cover specific areas: the research aim and main questions, the methodology, the findings and the conclusions.

Furthermore, in order to write a good abstract it is recommended to write it last once all the sections are completed.

5- Table of Contents: It is a very direct section where titles and sub-titles of your work are ordered and put together in a form of a list. Each title is referred to by the page number. It provides a map to where each section is in the dissertation and what components it contains.

6- List of Abbreviations, Acronyms: It provides an alphabetically ordered list of all the contracted words and acronyms used across the dissertation.

7- List of Tables: It tracks all the tables displayed in your written work and which page they can be found.

8- List of Figures: It tracks all the shapes and figures displayed in your written work and which page they can be found. All the pages of the above mentioned sections are numbered in Roman numbers.

9- General Introduction: Even though an abstract has been presented at the beginning of the dissertation, the general introduction writing should be done as if



the reader did not consult the abstract. The general introduction is a lengthy introduction of the whole work except the findings. The researcher in this section explains about what he will investigate? He/she elaborates on what makes this research unique and how it will be an addition to the research field.

Furthermore, the researcher states his aims from this investigation and what are the main questions that sparked his curiosity to undergo this journey. He/she also need to explain about the scope of the study and what it will cover, the sample, the context and the approach to the methodology. Finally, the researcher provides an initial structure of the work, its main chapters and what they will contain.

If written properly, the introduction will provide a clear map directing the rest of the dissertation.

10- Body: This section includes the main chapters.

Usually, there needs to be a chapter for the literature about the topic being researched. This chapter is a compilation of the local and international findings of other academics, scientists and researchers in the field. It details with elaboration what has been discussed, developed and recommended in a particular domain of research. In addition, this chapter explains about whether literature is well established regarding the topic, how the proposed topic fits into the bigger picture in this field and the way it will contribute to it.

Then, there needs to be a section where the researcher introduces the actual context of his research. He/she attempts to draw a link between the topic and the context and if possible display the work done locally regarding that particular topic. Moreover, he/she attempts to explain his methodology process and the tools he/she plans to utilize.



Finally, a chapter is devoted to the analysis and discussion of the findings as well as the recommendation of solutions to remedy the issue.

11-General Conclusion: This section revolves mainly but not only about the research findings. The researcher attempts to answer his research questions. Thus, the research conclusions are based on the questions asked earlier in the general introduction. The conclusion not only answers the research questions, but, states their implications in the academic field. Later on, the limitations of the research are discussed. No study is perfect and shortcomings are always faced. Usually, limitations are about the methodology, the sample, external factors, cooperation of people ...etc

12-Bibliography: This section is straightforward as it compiles all the resources cited in the dissertation. This list of references also includes resources that were not directly used in the dissertation but helped shape your knowledge about the topic. It usually follows a certain required style and format such as: APA, Harvard...etc

13- Appendices: The last piece of the dissertation where supporting data or evidence are included. These appendices provide extra in-depth information to your content.

References:

- Babikir, H.E.H, Babikir, A and Mabuo M .A.W.(n.d). “Research Methodology Step By Step Guide For Graduate Students”. *Sudanese Journal Of Paediatrician*, Vol 9: 9-22.
- How to structure a dissertation or thesis, (2015). Retrieved from www.researchprospect.com. (sep20,2019).
- Jansen, D (2019). Dissertation Structure and Layout 101: How to structure your dissertation, thesis or research project. Retrieved from www.Gradcoach.com on 02-08-2019



Kumar, R. (2005) , *Research Methodology-A Step-by-Step Guide for Beginners*,(2nd .ed.),Singapore, Pearson Education.

Paltridge. B and Starfield. S. (2007). *Thesis and Dissertation Writing in a Second Language: A handbook for supervisors*, Routledge, UK.

Swetnam, D. (2004). *Writing Your Dissertation: How to plan, prepare and present successful work* (3rd ed). How To Books Ltd, UK.



Volume Horaire: 1.5h

Objectifs: L'étudiant en pair présentera à la fin de la session de pratique un résumé de thèse en utilisant les éléments donnés à l'avance.

Cours N°25: The Abstract Writing Practice

Phase One: A general reminder of what is an abstract and its main components.

Phase Two: The students are provided with different components related to six different research topics i.e. the problematic, the sample population, the methodology and main findings. The students in pairs have to put together these ingredients in order to write a comprehensive and convincing abstract not exceeding 250 words as part of their continuous assessment. (the task is done in class)

Phase Three: The pairs hand over their written abstract in the form below.

The pair Names:

.....

The Abstract: (250 words)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Volume Horaire: 1.5h

Objectifs: L'étudiant apprendra comment citer et référencier les sources dans la version écrite du projet en utilisant le système APA.

Cours N°26: Citing and Referencing In APA (ppt format)

Major Styles: There exist a variety of styles for referencing and citing and these are some of them.

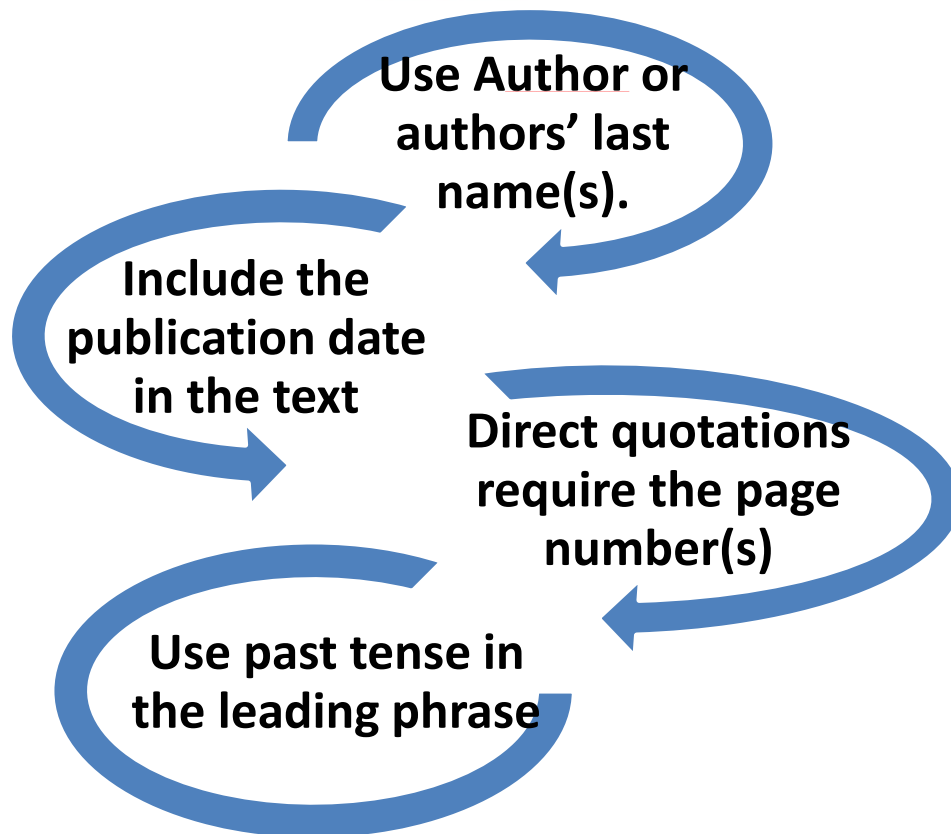
- APA (American Psychological Association) is used by Education, Psychology, and Sciences
- MLA (Modern Language Association) style is used by the Humanities
- Chicago/Turabian style is generally used by Business, History, and the Fine Arts
- Harvard referencing
- MHRA Style Guide
- Bluebook
- American Chemical Society
- Vancouver system
- Institute of Electrical and Electronics Engineers (IEEE)
- AMA style

APA as a Style

American Psychological Association (APA) style is one of several styles for academic writing. The APA got involved in journal publishing in 1923. In 1929, an APA committee had a seven-page writer's guide published in the *Psychological Bulletin*.

The first edition of the *APA Publication Manual* was published in 1952 as a 61-page supplement to the *Psychological Bulletin*, marking the beginning of a recognized "APA style."

The Basics



Signal Phrase Introductions

When including a quotation or referencing outside sources, use a verb in past tense:

Zimbardo *argued, described, explained, claimed, asserted, noted, referred to, cited, contended, concluded, showed, found, revealed, put forth, stated* ...

PARAPHRASING

- Paraphrasing means to completely rephrase a quotation so the central idea is restated in your own words.
- Paraphrased material does not include quotation marks but does require an in-text notation

EXP: Research on which American population groups suffer the most from sleep-deprivation found that teenagers and college students lead all others (**Forester, 2008**).

DIRECT QUOTATIONS

A direct quotation is an exact restatement of a writer's or a speaker's words enclosed in **quotation marks**,

put all three elements – **author, date, and page number** – into the sentence with the quotation.



exp: **Zimbardo (2007)** concluded that humans “are not slaves to the power of situational forces” (p. 446).

OR

The results showed that humans “are not slaves to the power of situational forces” (**Zimbardo, 2007, p. 446**).

NO AUTHOR’S NAME / NO DATE FOR QUOTATION

- Use the first **two or three words** of the title for the in-text citation.

EXP: A recent study shows homeless children are often overlooked (“Study Finds,” 2010).

NO DATE

- If there is no date, put (**n.d.**) for “no date.”
- “Yearly increases in adolescent alcohol consumption” was noted (Weinberg, n.d., p. 15).

NO PAGE NUMBERS

Some electronic sources might not have page numbers; in this case, count from the beginning of section the **PARAGRAPH NUMBER**.

Use (**para.**) followed by the paragraph number EXP: (Kramer, 2008, para. 6).

OR Include the **nearest chapter or section heading**, then count the paragraphs until the quote EXP: (Conclusion section, para. 4).

QUOTE IN MORE THAN ONE PAGE

Put (pp.) and place a dash in between the page numbers the quote begins and ends on

EXP: (pp. 9-10).

Citing indirect sources (QUOTE A QUOTATION)

indicate ‘**as cited in**’ followed by the author, date, page number of the secondary source.

EXP: In 1936, Keynes wrote “ ,,,,,,,” (as cited in Richardson, 2008, p. 257).

BLOCK QUOTATIONS

If a quotation is **MORE THAN 40 WORDS**, display in a free standing block and leave out the quotation marks.

Begin a block quotation on a new line, indented five spaces from the left margin, introduced with a colon.

Cowley (2006) revealed the following concerning Hepatitis C:



Anyone who received a blood transfusion before 1992 could easily have been exposed..... Adrian Di Bisceglie, and the infection rate is close to 100 percent among hemophiliacs who received clotting factors before the mid-1980s. (p. 49)

PARENTHETICAL IN-TEXT CITATION

Two Authors: Include both last names of the authors in alphabetical order and join the names with an **ampersand (&)** ,

EXP: (Grossman & Lenz, 2009).

More than Two authors: Cite the names of all the authors the first time the text reference occurs. In subsequent citations, include the last name of the first author followed by "et al.".

First Q: (Isacc, Klein, Fox, & Metress, 2004).

Subsequent Q: (Isacc et al., 2004).

REFERENCE CITATION

Book:

- Author(s). (year). Book title. Place of publication: Publisher.
- Mitchell, J. J. (2001). *The mental and emotional life of teenagers*. Calgary, AB: Detselig Enterprises.

Electronic book

- Author(s). (year). Book title. Link to E-library
- Mishra, A. K., & Mishra, K. E. (2012). *Becoming a trustworthy leader: Psychology and practice*. Retrieved from <http://www.ebrary.com>

Print Journal article

- Author(s). (year). Article title. *Journal title*. Volume Number(Issue number). Pages.
- Walsh, Z., & Kosson, D. S. (2007). Psychopathy and violent crime: A prospective study of the influence of socioeconomic status and ethnicity. *Law and Human Behavior*, 31(2), 209-229.

Online Journal article

- Author(s). (year). Article title. *Journal title*. Volume Number(Issue number). Pages. link
- Thompson, E. H., & Cracco., E. J. (2008). Sexual aggression in bars: What college men can normalize. *Journal of Men's Studies*, 16(1), 82-96. Retrieved from PsycARTICLES database. <http://dx.doi.org/10.3149/jms.1601.82>

Print Newspaper/ Magazine Article



- Author(s). (year, month and day). Article title. *Magazine/newspaper title*, *Volume*(issue), pages
- Malloy, R. G. (2008, July 7). Religious life in the age of Facebook. *America*, 199(1), 14-16.

Online Newspaper/Magazine Article

- Author(s). (year). Article title. *Newspaper/magazine title*. Link
- Wells, P. (2009, July 28). Our universities can be smarter. *Maclean's*. Retrieved from <http://www2.macleans.ca/>

Dissertation

- Author(s). (year). *Dissertation title*. (level)
- Aguiar, L. (2001). *The 'dirt' on the contract cleaning industry in Toronto: Cleanliness and work reorganization* (Doctoral dissertation).

Social video (e.g. YouTube)

- Title of video [file type]. (year). Link
- The original grumpy cat [Video file]. (2012). Retrieved from <http://www.youtube.com/watch?v=INscMGmhmX4>

Audio clip

- Speaker Name. (year). Audio clip title. [file type]. Link
- Baker, N.D. (Speaker). (1920). Comments on the League of Nations [Audio recording]. Retrieved from World History database.

Motion picture

- Director Name. (year). Film title. [file type]. Producing Country:Producing company.
- Hitchcock, A. (Director). (1954). *Dial M for murder* [Motion picture]. United States: Warner Brothers Pictures.

Liste des References:

American Psychological Association (APA) Referencing Style Guide. (2020). Western SidneyUniversity.
https://Library.Westernsydney.Edu.Au/Main/Sites/Default/Files/Pdf/Cite_Apa.Pdf



APA 6th Referencing Style Guide. (2020). Auckland University of Technology.

<https://aut.ac.nz.libguides.com/APA6th>

Babikir, H.E.H, Babikir, A and Mabuo M .A.W.(n.d). “Research Methodology Step By Step Guide For Graduate Students”. *Sudanese Journal Of Paediatrician*, Vol 9: 9-22.

Kumar, R. (2005) , *Research Methodology-A Step-by-Step Guide for Beginners*,(2nd .ed.),Singapore, Pearson Education.

Neville, C. (2010). *The complete guide to referencing and avoiding plagiarism (2nd ed)*, Open University Press, UK

Swetnam, D. (2004). *Writing Your Dissertation: How to plan, prepare and present successful work (3rd ed)*. How To Books Ltd, UK.



Volume Horaire: 3h

Objectifs: L'étudiant présentera en groupe son projet sur les différents styles de citation et référence dans le domaine de la recherche académique.

Cours N°27+28: The Referencing Projects' Presentations

The students in groups of three have to prepare a powerpoint of not more than 15 slides detailing about one of the famous referencing styles in the field of research. Some example are as follows:

- MLA (Modern Language Association) style is used by the Humanities
- Chicago/Turabian style is generally used by Business, History, and the Fine Arts
- Harvard referencing
- MHRA Style Guide
- Bluebook
- American Chemical Society
- Vancouver system
- Institute of Electrical and Electronics Engineers (IEEE)
- AMA style

The students need to discuss in their presentation the following points:

- Which field it concerns and how it developed?
- What are its main principles?
- How it can be adopted in writings about research?

The marking will be focused on whether the groups covered these last mentioned areas or not and how rich their elaboration of each point was.



Research Methodology Exam

Master 01

Semester Four

Name :.....

Surname :.....

Signature :.....

Q1. What are the different ways to present data?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Q2. Explain briefly the difference between the terms below:

Tabulation Vs Cross-tabulation:.....

.....

.....

.....

Element Vs Participant:.....

.....

.....

.....

Probability Vs Non—probability Sampling:.....

.....

.....

.....

Q3. Give guidelines to a researcher writing the abstract of his dissertation

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Q4. Explain the APA guidelines about direct quotations (author, year, page provided)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Q5. What is the main difference between print and online referencing in APA?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Good Luck

Exam Correction Template

Q1. What are the different ways to present data? (5p)

1- **Tabulation**: where he places the data into a tabular form mainly between rows and columns. Statistics, counted numbers and frequency rates are arranged into tables for better explanation of the results. Exp:

Gender	Number/ percentage
Female	60 (60%)
Male	40 (40%)

2- **Cross-tabulation**: involves a relation between different variables

Age Category	Gender	
	Female	Male
Less than 20	30 (30 %)	10 (10 %)
20-25	15 (15%)	15 (15%)
25-30	20 (20%)	10 (10%)
Total	65 (65%)	35 (35%)

4- **Ranking**: some findings need to be displayed in a ranking order from top to bottom. It can be in the form of a table or a shape.

Q2. Explain briefly the difference between the terms below:

Tabulation Vs Cross-tabulation:

Tabulation: Statistics, counted numbers and frequency rates are arranged into a table where ONE factor is presented. Cross-tabulation: involves a relation between different variables in the same table. (2p)

Element Vs Participant:

Element: A single unit or entity of the Target population: an individual, a house, a school.....etc. Whereas, participants: When it is impossible to assess every single element of



the target population, a group is assessed which we call participants and inferences are drawn based on the data they give. (2p)

Probability Vs Non—probability Sampling:

Non-probability: which is based merely on the researcher's judgment. In such process, the elements of the target population do not have an equal opportunity to be selected as participants. Whereas, Probability Sampling: also called random or representative sampling where each element of the population stands a fair and equal chance to be selected as participant. (2p)

Q3. Give guidelines to a researcher writing the abstract of his dissertation (2.5p)

- It is a separate entity from the work and can stand alone.
- An overview of the whole work is provided without having to read the work itself.
- It is a summary of the work that represents it separately and explains it effectively to the reader.
- The abstract needs to cover specific areas: the research aim and main questions, the methodology, the findings and the conclusions.
- To write a good abstract it is recommended to write it last once all the sections are completed.

Q4. Explain the APA guidelines about direct quotations (author, year, page provided) (2.5p)

If a quotation is **MORE THAN 40 WORDS**, display in a free standing block and leave out the quotation marks.

Begin a block quotation on a new line, indented five spaces from the left margin, introduced with a colon.

Cowley (2006) revealed the following concerning Hepatitis C:

Anyone who received a blood transfusion before 1992 could easily have been exposed..... Adrian Di Bisceglie, and the infection rate is close to 100 percent among hemophiliacs who received clotting factors before the mid-1980s. (p. 49)



Q5. What is the main difference between print and online referencing in APA? (4p)

The difference between the two is the link. For Electronic sources we always provide the link at the end preceded by "Retrieved from" as in the example:

- Mishra, A. K., & Mishra, K. E. (2012). *Becoming a trustworthy leader: Psychology and practice*. Retrieved from <http://www.ebrary.com>