

**(IRL3595) Research Design and Methodology**

Term: Spring 2024

Instructor: Nurseit Niyazbekov, PhD

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Office Hours: Office #141 Valikhanov, Tue and Thu 14.30-16.30 or by appointment via email

Credits: 3

Prerequisites: None

Course Dates: 8/01 – 29/4

Course Times: 10.00-11.15

Classroom: #508 Valikhanov

**Course Description**

It is not a question of whether one wants to do a research; it is rather a question of when and how one will conduct a social research. So crucial are the skills one needs to develop in order to carry out a sophisticated and professional research. This introductory course is designed for senior undergraduate students who have already mastered such basics as the theory of knowledge and fundamentals of social inquiry. It advances them to a level of mastering more advanced skills such as quantitative and qualitative data analysis, selecting a sample, constructing a research question and formulating a hypothesis, etc. This course is suitable to students with any social science majors including students of business and finance.

**Intended Learning Outcomes**

After successfully completing this course you will be able to:

* professionally present their research topics to a wider audience;
* assess social science research proposals for clarity, coherence and sophistication;
* write a research proposal;
* design questionnaires and interview schedules;
* conduct an in-depth literature review.

**Required Resources**

* Course Website: https://el2019.kimep.kz/course/view.php?id=844
* L-drive: L:\Nurseit Niyazbekov\Research Design and Methodology, F2023
* Primary Books:
  + Creswell, John (2018) *Research Design,* 5th edition, London: SAGE. [Available on Moodle]
  + Abbot, Martin Lee and Jennifer McKinney (2013) *Understanding and Applying Research Design,* John Wiley & Sons. E-Book in *Readings* folder on L: drive.
  + Babbie, Earl (2013) *The Practice of Social Research,* 13th edition, Wadsworth: Cengage Learning.
* Secondary Books:
  + Robson, Colin (1993) *Real World Research,* Oxford: Blackwell Publishers Ltd.
* Application/Software: SPSS and NVivo packages available in the computer labs
* Electronic:
  + <https://gssdataexplorer.norc.org/>
  + <https://libguides.usc.edu/writingguide/researchproposal>
  + <https://www.apa.org/monitor/jan03/principles>
* Total Estimated costs of required course materials: Nil

**Policies and Resources**

***Academic integrity***

Academic honesty is expected of all students. Cheating and plagiarism are violations of academic honesty. Any student found violating the academic policy will receive an automatic “zero” for the assignment. According to the catalog, if the weight of the assignment where the violation has occurred is more than 10%, the offence is a level 2 offence and has to be referred to the Academic Integrity Committee.

**Plagiarism** is defined as passing off of anyone else’s work as one’s own, so it includes copying even one sentence of another’s written work without acknowledgement, very close paraphrasing the equivalent of a paragraph or more without acknowledgement, borrowing any ideas in a recognizable form in such a way as to present them as the student’s own thought. Students are expected to have the basic skills in referencing academic sources.

You are responsible for familiarizing yourself with the University's policy on Academic Honesty. Please review the Academic Integrity Policy reproduced in KIMEP Catalogue (p.130) and on the KIMEP website at <https://www.kimep.kz/about/files/2018/02/Catalog-for-AY-2023-2024_final.pdf> .

Any fact or idea by another person should be cited using APA style in writing and through oral citation during speeches. Representing another author's work as your own is plagiarism. Other forms of cheating include:

* Copying from another student;
* Submitting someone else’s work;
* Using unauthorized notes;
* Not indicating sources (both in-text and after text);
* Falsification of sources;
* Falsification of data;
* Self-plagiarism (‘recycling’ your earlier work); and
* Mechanical paraphrase, electronic translations, editing services, and other cases noted by the instructor

***The Use of Generative AI Software***

Generative AI is software, for example, ChatGPT, can perform advanced processing of text at skill levels that at least appear similar to a human. Generative AI software is quickly being adopted in many facets of internet services, legal practice, and everyday programming. At the same time, Generative AI presents risks to KIMEP’s shared pedagogical mission.

For this reason, KIMEP adopts the following general guidelines providing structure to use of Generative AI.

Student Responsibility:

* Use of AI tools is permitted to help brainstorm assignments, to revise existing personally generated work, or to prepare for exams.
* Students must clearly attribute what AI-generated material informed or supported their work by clearly marking tasks that were generated by AI.
* Students’ primary responsibility is to ensure the accuracy of AI-produced information.
* All work submitted by students for grading must be produced by students themselves (individually or groups).
* All written assignments must be uploaded into the Learning Management System (Moodle).
* Students must NOT engage hiring external person or company to write assignments
* It is prohibited to use generative AI tools to generate ANY portion of the assignment.
* Using AI tools, like ChatGPT, to generate content qualifies as academic dishonesty.

Instructor Responsibility:

* Instructors should provide sufficient weight to the quality of the answers on written assignments. Weak answers result in lower grading and potentially a failing grade for the assignment.
* A sufficient grade weight to assessment should be provided (especially) written work done in the classroom.
* Instructors need to monitor and be aware of written assignments and the policy provided herein.
* Instructors need to be the gatekeepers of quality of instruction, learning and academic integrity.

***Attendance Policy***

Class attendance is mandatory and monitored with the help of attendance sheets. It is your responsibility to track your attendance starting from the first day of class until the end of semester. The attendance score is indicated below in the Assessment section.

Missing more than 20% of class time will lead to student’s Failing or Course Withdrawal. If you have to miss the course you must let me know in advance. Any excused absences such as illnesses still count as missing the class. Only special circumstances such as *pregnancy, military service, disability and severe illnesses* are exempt from grade deductions. Students need to approach me to discuss these circumstances in the beginning of semester.

***Accessibility and accommodations***

If you have a disability and/or special needs you have to approach me as earlier as possible to discuss your circumstances. As a course instructor I will do my best to accommodate for these. If I cannot help you, I will direct you to a responsible person at KIMEP.

***Grades and appeals***

Grades are posted only in the Intranet and accessible to students via Student Portal. You may check your grades breakdown in person by seeing me during the office hours or sending me an email.

You can appeal your final grade during 48 hours since the grades were officially posted. You can do so via the Student Portal. Bonus points are available only at my discretion via special assignments during the class.

**Course Guidelines**

***Communication with Instructor:***

Email: If you need to reach out and communicate with me, please email me at [nurseit@kimep.kz](mailto:nurseit@kimep.kz) OR send me a message via Moodle. We do not use WhatsApp or Telegram for communication.

Please DO reach out about personal, academic, and intellectual concerns/questions. DO NOT email me with questions that are easily found in the syllabus or on Moodle (e.g., When is the assignment due? When are office hours?). While I will do my best to respond to emails within 24 hours, you will more likely receive email responses from me on weekdays from 9:00am-18:00pm.

Because the important announcements, news and messages regarding the academic affairs, student life, campus events or administrative issues are sent to the students’ official e-mail via Moodle, all students are expected to check their student e-mail on a regular basis (at least daily), and any communication sent to them by the administration or faculty is considered to be received and read by the students. They are expected to use their official e-mail address for the academic communication.

***Communication with Peers:***

It is important that we agree to conduct ourselves in a professional manner and that we work together to foster a classroom environment in which we can respectfully discuss and deliberate controversial questions. Students are encouraged to express opinions, however, they are expected to voice arguments supported with evidence.

Any behavior that threatens classroom atmosphere and learning environment (including harassment, sexual harassment, and ethnic, gender and/or culturally derogatory language) will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester.

**Major Assignments**

Mid-Term Exams are comprehensive and based on lecture slides, assigned readings and class discussions. They include multiple choice, true/false, fill the gap, and short answer questions. Exams will be held during the class.

There are around 6-8 scheduled *Monte Carlo* *quizzes*. After covering every topic we will roll a dice in the end of the class to determine two things: 1) if there will be a quiz on that topic or not, and 2) which of the six pre-given questions students will have to answer. Topic specific quiz questions are uploaded either to Moodle or L: drive in advance. Questions are drawn from class discussions and lecture materials. Should there be a quiz on any specific topic, students would have to write a paragraph with 5 sentences answering a quiz question.

Every now and then I will assign various take-home *written assignments* that must be accomplished either individually or in groups. Assignments will range from designing a questionnaire/interview schedule to writing a justification for research statements. Assignments will be distributed in class.

*Research proposals* demonstrate students’ ability to apply acquired knowledge in practice. Guidelines for writing proposals and grading criteria can be found on L: drive and Moodle. Students select a subject, narrow it down to a researchable topic, identify a problem/puzzle, formulate a research question, etc. Proposals must be submitted electronically in the last week of class.

During the last week of class students must orally present their proposals and expect feedback from instructor and classmates. This feedback must be incorporated in the final draft of proposal before its submission. Presentations should be 5-7 minutes long and describe research puzzle, question, research significance, design and methodology.

Part of the final assessment, you are also required to provide written feedback on peer’s research proposal. Detailed guidelines are available on Moodle. You review only one proposal. Once your proposal is reviewed by one of your peers you should incorporate any changes in your final proposal draft.

**Grading Structure**

|  |  |  |
| --- | --- | --- |
| ***Assignment*** | ***Weight*** | ***Due date*** |
| Mid Term Exam 1  Monte Carlo Quizzes  Written assignments | 10  10  10 | Assignments’ deadlines are announced in class. Quiz dates are also announced in class. Therefore, do NOT miss classes. |
| Mid Term Exam 2  Monte Carlo Quizzes  Written assignments | 10  10  10 | Mid Term examinations will take place in Week 7 (19-25 Feb) and Week 13 (1-7 April) |
| Research Proposal  Proposal Presentation  Proposal Peer Review | 20  10  10 | Proposal deadline is during the last week of class (22-28 April). Presentations and peer reviews are due approximately the same time. |
| Total | 100% |  |

**Grading Scale**

|  |  |
| --- | --- |
| 90-100      Pass        A+  85-89        Pass        A  80-84        Pass        A-  77-79        Pass        B+  73-76        Pass        B  70-72        Pass        B-  67-69        Pass        C+ | 63-66        Pass        C  60-62        Pass        C-  57-59        Pass        D+  53-56        Pass        D  50-52        Pass        D-  Below 50 Fail    F |

***Office hours***

Students are encouraged to meet with the instructor during scheduled office hours or by appointment to discuss their written work and academic performance. All concerns about grades or issues related to the course should be expressed in a timely manner and prior to the end of the semester. It is a student responsibility to seek from the instructor additional feedback on assignments, grading guidelines and policies.

***Late assignments***

All assignments, unless otherwise indicated, must be submitted on the days they are due. Assignments that are late for up to 48 hours can be accepted with points’ deduction (up to 30% of the total depending on the assignment). Submissions later than 48 hours are not accepted.

***Format***

All homework assignments (unless otherwise noted) should follow the APA style guidelines.

**Weekly Plan**

Students are expected to do the assigned readings before every class. Students are encouraged to contribute to discussion on issues and topics covered in a particular week.

|  |  |
| --- | --- |
| **Week** | **Topic** |
| 1 | **Introduction to the Course. How do we know what we know? Selecting a research approach.**   * Abbot and McKinney (2013), Chapter 1, pp. 3-20 * Creswell (2014), Chapter 1, 3-21 |
| 2 | **Theories & Hypotheses. Operationalization and criteria of measurement quality (reliability and validity).**   * Abbot and McKinney (2013), Chapter 2, pp. 21-34 * Babbie (2013), Chapter 6, pp. 187-194 |
| 3 | **Research Ethics**   * Abbot and McKinney (2013), Chapter 4, pp. 52-62 * Creswell (2014), Chapter 4, pp. 92-101 * Babbie (2013), Chapter 2, pp. 30-42 |
| 4 | **Writing strategies. Research proposal.**   * Creswell (2014), Chapter 4, pp. 77-92 * Babbie (2013), Chapter 4, pp. 118-119 * Robson (1993), Appendix A, pp. 464-469 |
| 5 | **Types of research. Correlation vs. causation. Units of analysis.**   * Babbie (2013), Chapter 4, pp. 97-105 * Abbot and McKinney (2013), Chapter 3, pp. 48-51 |
| 6 | **Literature Review. Reading journals vs. books. Using Internet wisely.**   * Babbie (2013), Chapter 17, pp. 498-511 * Creswell (2014), Chapter 2, pp. 25-42 |
| 7 | **Mid Term 1. Writing Introductions and Abstracts. Citing sources. Workshop.**  Bring one sample of an abstract from a scholarly paper.   * Creswell (2014), Chapter 5, pp. 107-120 * Robson (1993), Chapter 13, pp. 410-415 * Babbie (2013), Chapter 17, pp. 512-517 |
| 8-9 | **Writing a purpose statement. Research Questions and Hypotheses.**   * Creswell (2014), Chapter 6 and 7 |
| 10 | **Quantitative Methods. Data collection and analysis. Surveys, experiments, etc.**   * Creswell (2014), Chapter 8 * Babbie (2013), Chapter 8, pp. 228-237 |
| 11 | **Qualitative Methods. Data collection and analysis. Interviews, observation, etc.**   * Creswell (2014), Chapter 9 * Babbie (2013), Chapter 11, pp. 324-333, 343-355 |
| 12 | **Mixed Method Research Procedures.**   * Creswell (2014), Chapter 10 |
| 13 | **Mid Term 2. Quantitative and qualitative data analysis workshop.**  Workshop will be held either in the computer classroom or Zoom. |
| 14-15 | **Research proposal presentations AND Research Proposal Peer Reviews.**  Prepare and deliver an oral presentation of your research proposal. Guidelines posted on L: drive and Moodle. Also, review peer’s proposal and incorporate feedback received from a peer into your final proposal draft. |

This syllabus may be subject to pre-announced changes!