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| **Al-Farabi Kazakh National University**  **Syllabus**  **September semester 2017-2018** | | | | | | | | | | | | | | | |
| **Code of discipline** | | **Name of discipline** | | **Type** | | **Hours per week** | | | | | **Credits** | | | **ECTS** | |
| **lecture** | **Practical** | | **Lab** | |
|  | | Measuring and Productivity Reward | | ОК | | 2 | 1 | | 0 | | 3 | | | 5 | |
| **Lector** | | Lecturer: Professor, higher doctor of psychological sciences  Duisenbekov D.D. | | | | | | | | | **Office hour** | | | | According schedule |
| **e-mail** | | e-mail: dauletdd@mail.ru | | | | | | | | |
| **Telephone** | | Telephone: +77019933897; +77773768493; +77272925717 (2131) | | | | | | | | | **Auditorium** | | | |  |
| **Academic presentation of the course** | | This course is primarily designed to expose master students to the core ideas behind measuring and productivity reward in psychology; the major components of designing research in measuring and productivity reward within psychology will be addressed. An additional goal of this course is for master students to develop the ability to conduct their own research in measuring and productivity reward. | | | | | | | | | | | | | |
| **Prerequisites** | | Advanced Methods Of Statistics In Psychology, Research Methods and Experience, Computational Modelling of Social Behavior | | | | | | | | | | | | | |
| **Postrequisites** | |  | | | | | | | | | | | | | |
| **Informational resource** | | **Main Bibliography**  1. Cialdini [Robert B.](http://www.amazon.com/Robert-B.-Cialdini/e/B000AP9KKG/ref=dp_byline_cont_book_1)  Influence: Science and Practice (5th Edition) Paperback – August 8, 2008.  2. Pink [Daniel H.](http://www.amazon.com/Daniel-H.-Pink/e/B001IXS3PC/ref=dp_byline_cont_book_1)  Drive: The Surprising Truth About What Motivates Us Paperback – April 5, 2011.  3. Hogshead Sally. Fascinate: Your 7 Triggers to Persuasion and Captivation Hardcover – February 9, 2010.  4. Olson, M., Hergenhahn, B. R. [An Introduction to Theories of Personality](http://www.amazon.com/exec/obidos/ASIN/0205798780/sociapsychn0f-20) (8th ed.). Englewood Cliffs, NJ: Prentice Hall. 2010.  5. Pashler, H. (Ed)(2002) Stevens' Handbook of Experimental Psychology; New York: Wiley  6. West, S. G., & Thoemmes, F. (2010). Campbell’s and Rubin’s perspectives on causal inference. Psychological Methods, 15(1), 18-37. doi:10.1037/a0015917.  7. Тихомиров О.К. Психология: Учебник / Под ред. О.В. Гордеевой. – М.: Высшее образование, 2006. – 538 с.  **Additional Bibliography**   1. Lamiell J.T. The Psychology of Personality: An Epistemological Inquiry. – N.Y.: Columbia University Press, 1987. – 217 p. 2. Fleiss, J. L. (1986). Reliability of measurement. The design and analysis of clinical experiments, 1-32. 3. Sturm, T. & Ash, M.G (2005). Roles of instruments in psychological research. History of Psychology,8, 3-34 4. Levine, G., Parkinson, S (1994) Experimental methods in psychology. Hillsdale, NJ: Lawrence Erlbaum Associates. 5. Kline, R. B. (2004). Effect Size Estimation in Multifactor Designs. In , Beyond significance testing: Reforming data analysis methods in behavioral research (pp. 203-243). Washington, DC US: American Psychological Association. doi:10.1037/10693-007 6. Миллер Дж., Галантер Е., Прибрам К. ПРОГРАММЫ И СТРУКТУРА ПОВЕДЕНИЯ: подробное описание модели T-O-T-E. Методические рекомендации для слушателей курса "НЛП в бизнесе". – М.: Центр НЛП-тренинга, 2000. – 228 с. | | | | | | | | | | | | | |
| Letter equivalents of Points | | | Number equivalents of Points | | % | | | Classical grade system | | | | | | | |
| А | | | 4,0 | | 95-100 | | | Excellent | | | | | | | |
| А- | | | 3,67 | | 90-94 | | |
| В+ | | | 3,33 | | 85-89 | | | Good | | | | | | | |
| В | | | 3,0 | | 80-84 | | |
| В- | | | 2,67 | | 75-79 | | |
| С+ | | | 2,33 | | 70-74 | | | Satisfied | | | | | | | |
| С | | | 2,0 | | 65-69 | | |
| С- | | | 1,67 | | 60-64 | | |
| D+ | | | 1,33 | | 55-59 | | |
| D- | | | 1,0 | | 50-54 | | |
| F | | | 0 | | 0-49 | | | Not satisfied | | | | | | | |
| I  (Incomplete) | | | - | | - | | | Incomlete  *(not available for GPA)* | | | | | | | |
| P  (Pass) | | | **-** | | **-** | | | «Pass»  *(not available for GPA)* | | | | | | | |
| NP  (No Рass) | | | **-** | | **-** | | | «No Рass»  *(not available for GPA)* | | | | | | | |
| W  (Withdrawal) | | | - | | - | | | «Withdrawal»  *(not available for GPA)* | | | | | | | |
| AW  (Academic Withdrawal) | | |  | |  | | | Academic Withdrawal  *(not available for GPA)* | | | | | | | |
| AU  (Audit) | | | - | | - | | | «Audit»  *(not available for GPA)* | | | | | | | |
| certified | | |  | | 30-60  50-100 | | | certified | | | | | | | |
| Not certified | | |  | | 0-29  0-49 | | | Not certified | | | | | | | |
| R (Retake) | | | - | | - | | | Retake | | | | | | | |
| **Structure of discipline** | | This is an introductory course that will be carried out a general acquaintance with a large amount of theoretical material. Home works (exercises) will give you an opportunity to get acquainted with the practical application of theoretical material. You can work together with another student with homework. | | | | | | | | | | | | | |
| **Academic policy of the course in the context of university values** | | 1. For each class you have to prepare according to the schedule below. Each task should be completed by the class, where the topic is discussed.  2. Homework will be distributed throughout the semester, as shown in the graph of discipline.  3. Most homework will include a few questions that can be answered by querying on the database example; you need to perform queries and answers that you got used to the next part of the homework. Search SQL appropriate learning resources may be required to study necessary inquiries.  4. During the semester, you will use the material studied in the project. Specific requirements for the project will be distributed in class. All parts of the project will constitute 10% of the final mark of the course.  5. You will need to complete the main project programming, providing for the development of database applications using the database structure provided by the lector. Specific requirements will be distributed in class. The project will cost 15% of the final grade.  When homework subject to the following rules:  • Homework should be carried out within a specified time. Later, homework will not be accepted.  • Homework should be done on one side of a sheet of A4 paper, and pages must be attached in order of numbering issues (problems). Questions (task) must be numbered, and definitive answers (if necessary) must be provided. (Homework, do not meet these standards will be returned with an unsatisfactory evaluation).  • You can work together with another student with homework. | | | | | | | | | | | | | |
| **Evaluation and appraisal policy** | | Appropriate timing of homework may be extended in the event of extenuating circumstances (such as illness, emergencies, contingency, etc.) in accordance with the University's academic policies. Student participation in discussions and exercises during class will be taken into account in its overall assessment of the discipline. Design issues, dialogue and feedback on the subject of discipline are welcomed in classes, and the lector during final grade will take into account the participation of each student in the class. | | | | | | | | | | | | | |
| **Summative estimation** | | | | | | | | | | | | | |
| **Policies** | | **Description of independent work** | | | | | | | | **Weight** | | | **Results of study** | | |
| Homework  Self-work  SWML  Exams  **TOTAL** | | | | | | | | 35%  10%  15%  40%  100% | | | 1,2,34,5,6  2,3,4  4,5,6  1,2,3,4,5,6 | | |
| Your final score will be calculated by the formula:  Below are minimum estimates (in Percentage):  95% - 100%: А 90% - 94%: А-  85% - 89%: В+ 80% - 84%: В 75% - 79%: В-  70% - 74%: С+ 65% - 69%: С 60% - 64%: С-  55% - 59%: D+ 50% - 54%: D- 0% -49%: F | | | | | | | | | | | | | |
| **Policies of the discipline** | | Appropriate timing of homework or projects may be extended in the event of extenuating circumstances (such as illness, emergencies, contingency, etc.) in accordance with the University's academic policies. Student participation in discussions and exercises during class will be taken into account in its overall assessment of the discipline. Design issues, dialogue and feedback on the subject of discipline are welcomed in classes, and the lector during final grade will take into account the participation of each student in the class. | | | | | | | | | | | | | |
| **Schedule of discipline** | | | | | | | | | | | | | | | |
| **Week** | **Thematic block I - Origin and Development and Psychological Phenomena of Measuring and Productivity Reward** | | | | | | | | | | **Hours** | **Max. points** | | | |
| **1** | Lecture 1. Methodological problems of psychological science in connection with measuring and productivity reward | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 1. Main stages of psychology history and its basic paradigms in connection with measuring and productivity reward | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 1. Analyze theoretical background of modern psychology in connection with measuring and productivity reward | | | | | | | | | | 1 | 6 | | | |
| **2** | Lecture 2. Origin and development of measuring issues in the history of psychology | | | | | | | | | | 2 | 2 | | | |
|  | Practical lesson 2. Inter-relation between social demands and psychological studies | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 2. Describe social and economic causes of psychology development | | | | | | | | | | 1 | 6 | | | |
| **3** | Lecture 3. Social and labor spheres of psychological research | | | | | | | | | | 2 | 2 | | | |
|  | Practical lesson 3. Human labor development and psychological transformations | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 3. Analyze social- psychological background of labor processes | | | | | | | | | | 1 | 6 | | | |
|  | **Thematic block II – Psychological Bases of Productive Activity** | | | | | | | | | |  |  | | | |
| 4 | Lecture 4. Psychological nature of human behavior | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 4. Psychological phenomena of human behavior | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 4. How reinforcement transforms human behavior? | | | | | | | | | |  | 6 | | | |
| **5** | Lecture 5. Needs and motives as determinants of behavior and activity | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 5. Forms of behavior needs and activity motives | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 5. How needs and motives transform human behavior and activity? | | | | | | | | | |  | 6 | | | |
| **6** | Lecture 6. Plans and structure of human behavior | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 6. Psychological mechanisms of human behavior an activity | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 6. How emotions turn to be motives determining behavioral changes? | | | | | | | | | |  | 6 | | | |
| **7** | Lecture 7. Modern issues of measuring and productivity reward | | | | | | | | | | 2 | 1 | | | |
| Practical lesson 7. Studying of measuring and productivity reward in the sphere of animal and human behavior | | | | | | | | | | 1 | 5 | | | |
| **RC 1** | | | | | | | | | |  | **15** | | | |
| **Border control** | | | | | | | | | |  | **100** | | | |
| **Mid-term examination** | | | | | | | | | | |  | **100** | | | |
| **8** | Lecture 8. Psychological structure of human activity | | | | | | | | | | 2 | 1 | | | |
| Practical lesson 8. Psychological components of human activity structure | | | | | | | | | | 1 | 5 | | | |
| Theme of Self-work 8. What is action in the structure of human activity? | | | | | | | | | |  | 6 | | | |
| **9** | Lecture 9. Modeling of psychical processes in connection with measuring and productivity reward | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 9. Instincts and instruction as mechanisms of behavior | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 9. Why do all we need reward for any activity? | | | | | | | | | |  | 5 | | | |
| **10** | Lecture 10. New research methods in Psychology: Psychological measurement using PSYLAB, MatLab, Neuron-Spectrum and etc. | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 10. T-O-T-E scheme as motivational basis of human behavior | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 10. Analyze issue on the theme “Human productive activity” | | | | | | | | | | 1 | 5 | | | |
| **11** | Lecture 11. Individual and psychopathic peculiarities within behavior and activity | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 11. Personal types due to productive activity | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 11. Describe difference between people up to energy degree | | | | | | | | | |  | 5 | | | |
|  | **Thematic block\*\* III – Social and Cultural Peculiarities of Productive activity** | | | | | | | | | |  |  | | | |
| **12** | Lecture 12. Significance of social and cultural peculiarities of productive activity | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 12. Analysis of personal growth processes and results through productive activity | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 12. Reveal psychological essence of productive activity | | | | | | | | | |  | 6 | | | |
| **13** | Lecture 13. Cultural and ethno-psychological peculiarities of productive activity | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 13. Peculiarities of productive activity involving representatives of different cultures and nations. | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 13. Cross-cultural perspectives of studying measuring and productivity reward | | | | | | | | | |  |  | | | |
| **14** | Lecture 14. Group development as a factor of enriching productive activity | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 14. Structure of inter- and outer-group relations influencing productive activity | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 14. Self-regulation aspects of productive activity | | | | | | | | | |  |  | | | |
| **15** | Lecture 15. Legal and ethical regulation of studying measuring and productivity reward in psychology | | | | | | | | | | 2 | 1 | | | |
|  | Practical (laboratory) occupation 15. Account of legal and ethical norms while conducting a research study of measuring and productivity reward in psychology | | | | | | | | | | 1 | 5 | | | |
|  | **RC 2** | | | | | | | | | |  | **15** | | | |
|  | **Border control** | | | | | | | | | |  | **100** | | | |
|  | **Total** | | | | | | | | | |  | **100** | | | |
| **Exam** | | | | | | | | | | |  | **100** | | | |
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Head of the General and Implied

Psychology Department Z.B. Madalieva

Bureau of Zhubanazarova N.S.

Philosophy and Political science faculty

Professor, higher doctor of psychological sciences D.D. Duisenbekov