**SYLLABUS**

**Fall semester 2024-2025 academic year**

**Educational program "8D03104 Political Science"**

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| **ID**  **and name**  **of course** | **Independent work**  **of the student**  **(IWS)** | | **Number of credits** | | | **General**  **number**  **of credits** | **Independent work**  **of the student**  **under the guidance**  **of a teacher (IWST)** |
| **Lectures (L)** | **Practical classes (PC)** | **Lab. classes (LC)** |
| 89564 Methodology of modern political research | 5 | | 15 | 15 |  | 5 | 7 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | **Types**  **of practical classes** | | **Form and platform final control** | |
| hybrid | **Obligatory component** | Information,  Problem lectures, Lecture-conference  Lecture - consultation | | - seminar - conversation  - seminar-press conference;  - seminar-discussion;  - seminar - "round table"; | | Oral exam (online) | |
| **Lecturer - (s)** | Abzhapparova Aigul | | | | |
| **e-mail :** | [aigul.abzhapparova@gmail.com](mailto:aigul.abzhapparova@gmail.com). | | | | |
| **Phone :** | 87081864165 | | | | |
| **Assistant - (s)** | Abel Polese | | | | |
| **e-mail :** | abel.polese@dcu.ie | | | | |
| **Phone :** |  | | | | |
| **ACADEMIC COURSE PRESENTATION** | | | | | | | |
| **Purpose**  **of the course** | **Expected Learning Outcomes (LO) \*** | | | | | **Indicators of LO achievement (ID)** | |
| the constitute of post-graduate students research competencies on the basis of modern methodological approaches used in social and political studies, improving their skills and selection and application of relevant methods of analysis of complex political processes of the modern world. | 1. demonstration a systematic understanding of the scientific paradigm of modern theoretical and methodological approaches of scientific schools of the late XX-XXI centuries in the study of the theory and methodology of political processes | | | | | * 1. to know the main directions of the paradigmatic development of modern political science in the space of social Sciences and Humanities | |
| 1.2 to learn Building Blocks of Social Scientific Research: Hypotheses, Concepts and Variables | |
| 2. systematization and interpretation scientific theories and concepts of the latest trends in modern political science for the further application of this knowledge in the selection of the methodology of the doctoral dissertation | | | | | 2.1 to study the development of research problems and the structure of modern political science | |
| 2.2 to analyze the problem of objectivity in political research | |
| 3. analyzing, verifying and evaluation the completeness of information in the course of research activities | | | | | 3.1 to assess the problem of the ratio of qualitative and quantitative methodology of political analysis | |
| 3.2 to verify methodological problems of policy analysis as a subject of research | |
| 4. generating a new and complex goals, propose new hypotheses and solutions to scientific problems of political science on the basis of an independent original approach | | | | | 4.1 to use empirical methods and techniques of political research | |
| 4.2 to Make Empirical Observation: Direct and Indirect Observations | |
| 5. integration of interdisciplinary knowledge into the research process on political science in order to describe and analyze modern research approaches | | | | | 5.1 to interpret the results of research using modern methods of political science research and present them professionally to the scientific community | |
| 5.2 to apply Survey Research and Interviewing | |
| **Prerequisites** | History and philosophy of science  Organization and planning of scientific research | | | | | | |
| **Postrequisites** |  | | | | | | |
| **Learning Resources** | **Literature:** main, additional.  1.**Abel Polese.** **The SCOPUS Diaries and the (il)logics of Academic Survival**: A Short Guide to Design Your Own Strategy And Survive Bibliometrics, Conferences, and Unreal Expectations in Academia Kindle Edition. – Stuttgart, 2018. – 233 p.  2. **Болпонова А.Б.** Анализ государственной политики. Учебно-метод.пособие/- Б.: Maxprint, 2020. - 200 с  3. Чеботарёв А.Е. Политическая мысль суверенного Казахстана: истоки, эволюция, современность. Монография. – Нур-Султан: Казахстанский институт стратегических исследований при Президенте Республики Казахстан, 2021. – 484 с.  **4. Турлыбекова А.М. Политический анализ и прогнозирование.** Павлодар : Кереку, 2018. — 138 с.  **5. Европейская аналитика 2022** = European analytics 2022 / Федеральное гос. бюджетное учреждение науки Ин-т Европы Российской акад. наук / под общ. ред. К. Н. Гусева, ред. кол.: Ал. А. Громыко (предс.) [и др.]. — М. : ИЕ РАН; Воронеж : Арт-Принт, 2022. — 214 с 6. Blakely Jason. We Built Reality: How Social Science Infiltrated Culture, Politics, and Power. Oxford University Press, 2020. — 184 p.7. Curini Luigi, Franzese Robert (eds.). The SAGE Handbook of Research Methods in Political Science and International Relations. SAGE Publications, 2020. — 1289 p.8. Mycoff Jason D. Working with Political Science Research Methods. SAGE Publications, 2019. — 160 p. **Professional scientific databases**   1. kisi.kz   2 **.** cyberleninka.ru  **Internet resources** (at least 3-5)  1 . <http://elibrary.kaznu.kz/ru>  2. MOOC / video lectures, etc. | | | | | | |

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| **Academic**  **course policy** | | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf)  Documents are available on the main page of IS Univer .  **Integration of science and education.** The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions andassignments.  **Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.  **Аcademic honesty.** Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.  Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by [the "Rules for the final control"](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "Regulations on checking students' text documents for borrowings".  Documents are available on the main page of IS Univer .  **Basic principles of inclusive education.** The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.  All students, especially those with disabilities, can receive counseling assistance by phone / e- mail [aigul.abzhapparova@gmail.com](mailto:aigul.abzhapparova@gmail.com) or via video link in MS Teams *enter a permanent link to the meeting.*  **Integration MOOC (massive open online course).** In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.  **ATTENTION!** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points. | | | | |
| **INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT** | | | | | | |
| **Score-rating letter system of assessment of accounting for educational achievements** | | | | | **Assessment Methods** | |
| **Grade** | **Digital**  **equivalent**  **points** | | **points,**  **% content** | **Assessment according to the traditional system** | **Criteria-based assessment** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.  **Formative assessment is** a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.  **Summative assessment** -type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course.Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated. | |
| A | 4.0 \_ | | 95-100 | Great |
| A- | 3.67 | | 90-94 |
| B+ | 3.33 | | 85-89 | Fine |
| B | 3.0 | | 80-84 | **Formative and summative assessment**  The teacher introduces his own types of assessment or uses the proposed option | **Points % content**  The teacher enters his score into points in accordance with the calendar (schedule).  The exam does not change  and the final score in the course. |
| B- | 2.67 | | 75-79 | Activity at lectures | 5 |
| C+ | 2.33 | | 70-74 | Work in practical classes | 20 |
| C | 2.0 | | 65-69 | Satisfactorily | Independent work | 25 |
| C- | 1.67 | | 60-64 | Design and creative activity | 10 |
| D+ | 1.33 | | 55-59 | Unsatisfactory | Final control (exam) | 40 |
| D | 1.0 | | 50-54 | TOTAL | 100 |
| **Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.** | | | | | | |

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| **A week** | **Topic name** | **Number of hours** | **Max.**  **ball** |
| **MODULE 1 Research design** | | | |
| **1** | **L 1.** Introduction and planning of the course | **1** |  |
| **Seminar 1.** Study the approaches of various researchers (Abel Polese, Curini Luigi, Franzese Robert, Mycoff Jason D. and) to the methodology of political analysis | 2 | 7 |
| **PC 1.** Introduction and planning of the course |  |  |
| **2** | **L 2.** Structuring an article/research paper: what are the “mandatory” sections in a paper | **1** |  |
| **PC 2.** The problem of variables and interpretation**s** | 2 | 7 |
| **LC 2.** Structuring an article/research paper: what are the “mandatory” sections in a paper |  |  |
| **IWST1.** Consultations on the implementation of **IWS 1** |  |  |
| **3** | **L 3.** Methodology (qualitative) | **1** |  |
| **PC 3.** What is Research Methodology? What are the main principles of Methodology? | 2 | 7 |
| **LC 3.** Methodology (qualitative) |  |  |
| **IWS 1.** Evaluate your master's thesis based on the methods of analysis studied during the lecture? Highlight the strengths and weaknesses of your conducted research. |  | 24 |
| **4** | **L 4.** Methodology (quantitative) | **1** |  |
| **PC 4.** The comparative approach to political and social science: theory and method | 2 | 7 |
| **LC 4.** Methodology (quantitative) |  |  |
| **5** | **L 5.** Causality and correlation: what does B when A does that Spurious correlation | **1** |  |
| **PC 5.** Types of Data and Collection Methods | 2 | 7 |
| **LC 5** Causality and correlation: what does B when A does that Spurious correlation |  |  |
| **MODULE 2 Methodological aspects** | | | |
| **6** | **L 6.** Causality and correlation: what does B when A does that Spurious correlation | **1** |  |
| **PC 6.** Choosing among Data Collection Methods | 2 | 7 |
| **LC 6.** Causality and correlation: what does B when A does that Spurious correlation |  |  |
| **IWST 2.** Consultations on the implementation of **IWS 2** |  |  |
| **7** | **L 7.** Framing your research (and a bit about abstracts) | **1** |  |
| **PC 7.** The Building Blocks of Social Scientific Research: Hypotheses, Concepts and Variables | 2 | 7 |
| **LC 7.** Framing your research (and a bit about abstracts) |  |  |
| **IWS 2.** Beginning the Research Process: Identifying a Research Topic, Developing Research Questions and Developing a Literature |  | **27** |
| **Midterm control 1** | | | **100** |
| **8** | **L 8.** Abstracts and summarising your research | **1** |  |
| **PC 8.** Types of Data and Collection Methods | 2 | 7 |
| **LC 8.** Abstracts and summarising your research |  |  |
| **IWST 3.** Consultations on the implementation of **IWS 3** |  |  |
| **9** | **L 9.** Literature review: how to search, hierarchise literature and build a narrative | **1** |  |
| **PC 9.** Choosing among Data Collection Methods | 2 | 7 |
| **LC 9.** Literature review: how to search, hierarchise literature and build a narrative |  |  |
| **IWST 4.** Consultation on the implementation **of IWS 3** |  |  |
| **10** | **L 10.** The introduction section in a scientific paper | **1** |  |
| **PC 10.** Concepts, Cases and Measurement | 2 | 7 |
| **LC 10.** The introduction section in a scientific paper |  |  |
| **IWST 3**. Conductcase study analysis |  | **10** |
|  |  |  |
| **MODULE 3 Technical requirements to be admitted to PhD defence** | | | |
| **11** | **L 11.** Choosing a journal: why the “best journal” is not always the best journal for you | **1** |  |
| **PC 11.** Validity Problems with Indirect Observation | 2 | 7 |
| **LC 11.** Choosing a journal: why the “best journal” is not always the best journal for you |  |  |
| **IWST 5.** Consultation on the implementation **of IWS 4** |  |  |
| **12** | **L12.** Choosing a journal: why the “best journal” is not always the best journal for you | **1** |  |
| **PC 12.** Document Analysis: Using Written Reports | 2 | 7 |
| **LC 12.** Choosing a journal: why the “best journal” is not always the best journal for you |  |  |
| **IWS 4** Fundamentals: Ensuring Validity and Reability |  | **16** |
| **13** | **L 13.** The art of networking: conferencing, online networking and other approaches | **1** |  |
| **PC 13.** Operationalization and measurement: Linking data with concepts and units | 2 | 7 |
| **LC 13.** The art of networking: conferencing, online networking and other approaches |  |  |
| **IWST 6.** Consultation on the implementation **of IWS 5.** |  |  |
| **14** | **L 14.** The art of networking: conferencing, online networking and other approaches | **1** |  |
| **PC 14.** Advantages of Using Archived Surveys | 2 | 7 |
| **LC 14.** The art of networking: conferencing, online networking and other approaches |  |  |
| **15** | **L 15.** Wrapping up (clarifying any points that hare remained unclear) | **1** |  |
| **PC 15.** Multivariate Analysis and Causal Inference. | 2 | 7 |
| **LC 15.** Wrapping up (clarifying any points that hare remained unclear) |  |  |
| **IWS 5.** Interval dependent and independent variables: regression analysis |  | **18** |
| **Midterm control 2** | | | **100** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

**Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**

**CRITERIA EVALUATION OF LEARNING OUTCOMES**

Issued at the request of the teacher for each planned summative assessment (IWST)

**TEMPLATE**

**Task name** (points, % content from 100% MC, copy from the calendar (graphics) implementation of the content of the training course, methods of teaching and learning

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| --- | --- | --- | --- | --- |
| **Criterion** | **"Excellent"**  **Max. weight in %** | **"Good"**  **Max. weight in %** | **"Satisfactory"**  **Max. weight in %** | **"Unsatisfactory"**  **Max. weight in %** |
|  |  |  |  |  |

**Example 1. Written assignment "My professional history" (25% of 100% MC)**

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| --- | --- | --- | --- | --- |
| **Criterion** | **"Excellent"**  20-25% | **"Good"**  15-20% | **"Satisfactory"**  10-15% | **"Unsatisfactory"**  0-10% |
| **Understanding Theories**  **and concepts of professional identity and professionalism of a teacher** | Deep understanding of theories, concepts of professional identity and teacher professionalism. Relevant and relevant links (citations) to key sources are provided. | Understanding theories, concepts of professional identity and teacher professionalism. Links (citations) to key sources are provided. | Limited understanding of theories, concepts of professional identity and teacher professionalism. Limited references (citations) to key sources are provided. | Superficial understanding / lack of understanding of theories, concepts of professional identity and professionalism of the teacher.  Relevant references (citations) to key sources are not provided. |
| **Awareness of key issues of professional identity and professionalism of teachers in Kazakhstan** | Links well the key concepts of professional identity and teacher professionalism with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis). | Links the concepts of professional identity and teacher professionalism with the context of Kazakhstan. Supports arguments with evidence from empirical research. | Limited connection of the concepts of professional identity and professionalism of teachers with the context of Kazakhstan. Limited use of evidence from empirical research. | There is little or no connection between the concepts of a teacher's professional identity and the context of Kazakhstan. Little or no use of empirical research. |
| **Policy proposal or practical recommendations/suggestions** | Offers sound policy and/or practical recommendations, proposals for improving the professional identity and professionalism of teachers in Kazakhstan. | Offers some policy and/or practical recommendations, proposals for enhancing the professional identity and professionalism of teachers in Kazakhstan | Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow. | Little or no policy and practice advice, or advice of very low quality. |
| **Letter,**  **APA style** | The writing demonstrates clarity, conciseness and correctness. Strictly follows the APA style. | The letter demonstrates clarity, conciseness and correctness. Basically follows the APA style. | The letter has some key errors and clarity needs to be improved. There are mistakes in following the APA style. | The writing is unclear, it is difficult to follow the content. Lots of mistakes in following the APA style. |

**Example 2. Group presentation "Teaching profession in Kazakhstan" (30% of 100% RK)**

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| **Criterion** | **"Excellent"**  25-30% | **"Good"**  20-20% | **"Satisfactory"**  15-20% | **"Unsatisfactory"**  0 – 15% |
| **Understanding theories and concepts of the professional identity of the teacher and the teaching profession** | Deep understanding of theories, concepts of the professional identity of the teacher and the teaching profession. | Understanding theories, concepts of the professional identity of the teacher and the teaching profession. | Limited understanding of theories, concepts of the professional identity of the teacher and the teaching profession. | Superficial understanding / lack of understanding of theories, concepts of the professional identity of the teacher and the teaching profession. |
| **Awareness of key issues of the professional identity of the teacher and the teaching profession in Kazakhstan** | Competent correlation of the key concepts of the professional identity of the teacher and the teaching profession with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis). | There is a connection between the concepts of professional identity of a teacher and the teaching profession with the context of Kazakhstan. The arguments are backed by evidence from empirical research. | Limited correlation of the professional identity of the teacher and the concepts of the teaching profession with the context of Kazakhstan. Limited use of evidence from empirical research | Insignificant connection / lack of connection between the concepts of the teacher's professional identity and the context of Kazakhstan. Little or no empirical research is used. |
| **Pilot Study** | Excellent use of the results of pilot studies (interviews or surveys) in the presentation | Good use of the results of pilot studies (interviews or surveys) in the presentation. | Satisfactory use of the results of pilot studies (interviews or surveys) in the presentation. | Poor use of the results of pilot studies (interviews or surveys) in the presentation. |
| **Suggestion of policy or practical recommendations/suggestions** | Offers very good policy and/or practical advice or suggestions for improving the professional identity and teaching profession in Kazakhstan. | Offers some policy and/or practical recommendations or suggestions for improving the professional identity and teaching profession in Kazakhstan. | Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow. | Little or no policy and practice advice, or advice of very low quality. |
| **Presentation,**  **teamwork** | Excellent, attractive presentation, excellent quality of visuals, slides, materials, excellent teamwork. | Good engagement, good quality visuals, slides or other materials, good teamwork. | Satisfactory level of involvement, satisfactory quality of materials, satisfactory level of teamwork. | Low engagement, low quality content, poor teamwork. |