

**AL-FARABI KAZAKH NATIONAL UNIVERSITY**  
**FACULTY OF HISTORY**  
**WORLD HISTORY, HISTORIOGRAPHY AND SOURCE STUDY DEPARTMENT**

**Spring semester 2024-2025 academic year**

**Educational program**  
**8D02206 – “History”, 8D03206 – “Library information systems”, 8D03205 – “Archival**  
**studies, Documentation and Documentation Provision”**

**96383 Scientific Research methods**

**3 credits, day time study**

**Almaty, 2025**

**Prepared by: PhD, Senior lecturer Tuleshova Ulzhan.**

**The program was approved by World history, historiography and source study  
Department at the meeting. Protocol No. \_\_ " \_\_ " \_\_2025.**

**The head of the department \_\_\_\_\_ R.S. Myrzabekova**

## **Introduction**

**The form of the final exam** - oral exam.

**Exam technology:** traditional - answers to questions. Tickets are generated automatically by computer. Students pass the exam sitting in the classroom under the supervision of an attendant. The students' answers are checked and evaluated by the committee.

**Evaluation criteria of the final control:** During the examination, not only the student's theoretical knowledge is evaluated, but also his ability to analyze, systematize, analyze, and evaluate the problem, i.e., his ability to use theoretical knowledge in practice.

The 1st question of the ticket is evaluated with 30 points because it is based on cognitive ability, the 2nd question with 33 points because it determines the functional ability, and the 3rd question with 37 points because it determines the systematic ability, total - 100 points.

**"Very good"** - correct and complete answers to theoretical questions; the practical task is completely solved; materials are presented in a logical sequence; creative abilities are shown.

**"Good"** - theoretical problems are correct, but there are incomplete answers, insignificant errors or inaccuracies; the practical task is completed, but there is a minor error sent; materials made with logical literacy.

**"Satisfactory"** - the answers to theoretical questions are mostly correct, but incomplete, inaccuracies and logical errors are present; practical task is incomplete; the material is competent, but the logical consistency is not considered.

**"Unsatisfactory"** - in response to theoretical questions related errors were made; the practical task has been completed; grammatical and terminological errors were made in the narrative answer, logical consistency was not observed.

## **Exam program for generating exam questions.**

### **Introduction to Theory and Research.**

#### **The nature and process of social research.**

Use and Audience of Research. Purpose of Research. Within or across Cases. Single or Multiple Points in Time. Data Collection Techniques.

#### **Strategies of Research Design.**

Triangulation: The idea that looking at something from multiple points of view improves accuracy. Reconstructed Logic and Logic in Practice. Linear and Nonlinear Paths. Objectivity and Integrity. Preplanned and Emergent Research Questions. Techniques for Narrowing a Topic into a Research Question. Qualitative design issues: The Language of Cases and Contexts; Grounded Theory; The Context Is Critical; The Case and Process. Quantitative design issues: The Language of Variables and Hypotheses; Causal Theory and Hypotheses; Potential Errors in Causal Explanation; From the Research Question to Hypotheses.

#### **Planning a research project and formulating research questions**

The Research Report. Reasons for Writing a Report. The Quantitative Research Report. The Qualitative Research Report. The Research Proposal. The Politics of Social Research. Objectivity and Value Freedom.

#### **Ethics and politics in social research.**

The Literature Review Ethics in Social Research. Goals of a Literature Review. Six Types of Literature Reviews: Context review; Historical review; Integrative review; Methodological

review; Self-study review; Theoretical review. How to Evaluate Research Articles. Ethics in social research. Basic Principles of Ethical Social Research.

### **Conceptualization, Operationalization, and Measurement**

Measuring Anything That Exists. Conceptions, Concepts, and Reality. Concepts as Constructs. Conceptualization. Indicators and Dimensions. The Interchangeability of Indicators. Real, Nominal, and Operational Definitions. Creating Conceptual Order. An Example of Conceptualization: The Concept of Anomie. Definitions in Descriptive and Explanatory Studies. Operationalization Choices. Range of Variation. Variations between the Extremes. A Note on Dimensions. Defining Variables and Attributes. Levels of Measurement. Single or Multiple Indicators. Some Illustrations of Operationalization Choices. Operationalization Goes On and On. Criteria of Measurement Quality. Precision and Accuracy. Reliability. Validity. Who Decides What's Valid? Tension between Reliability and Validity. The Ethics of Measurement.

### **The nature of quantitative research and of qualitative research.**

Dealing with Data. Results with One Variable. Results with Two Variables. More than Two Variables. Inferential Statistics. Special Considerations in Qualitative Field Research. The Various Roles of the Observer. Relations to Subjects. Some Qualitative Field Research Paradigms. Naturalism. Ethnomethodology. Grounded Theory. Case Studies and the Extended Case Method. Institutional Ethnography. Participatory Action Research. Conducting Qualitative Field Research. Preparing for the Field. Qualitative Interviewing. Focus Groups. Recording Observations. Strengths and Weaknesses of Qualitative Field Research. Validity. Reliability. Ethics and Qualitative Field Research.

### **Experimental Research.**

Appropriate Technique. A Short History of the Experiment. Random Assignment. Experimental Design Logic. Internal and External Validity. Practical Considerations. Results of Experimental Research: Making Comparisons. A Word on Ethics.

Survey Research. A History of Survey Research. The Logic of Survey Research. Construction of the Questionnaire. Types of Surveys: Advantages and Disadvantages. Mail and Self-Administered Questionnaires. Telephone Interviews. Face-to-Face Interviews. Web Surveys. Survey Interviewing. The Role of the Interviewer. Cultural Meanings and Survey Interviews. Pilot Testing and Cognitive Interviews. The Ethical Survey.

### **Mixed methods research: combining quantitative and qualitative research.**

The natural science model and qualitative research. Quantitative research and interpretivism. Quantitative research and constructionism. Research methods and epistemological and ontological considerations. Problems with the quantitative/qualitative contrast. Interviewing in qualitative research. The mutual analysis of quantitative and qualitative research. A qualitative research approach to quantitative research. A quantitative research approach to qualitative research. Quantification in qualitative research. Thematic analysis. Quasi-quantification in qualitative research. Understanding Field Research. The Logic of Field Research. The Field Research Interview. Overview of the Field Research Process. The Life History Interview. Types of Questions Asked in Field Interviews. The Ideal Field Research Informant. Data Quality. The Meaning of Quality. Reliability in Field Research. Validity in Field Research. Ethical Dilemmas of Field Research. Focus Group Research. Narrative Analysis. Types of Negative Evidence.

### **E-research: Internet research methods.**

The Internet as object of analysis. Using the Internet to collect data from individuals. Online ethnography. Qualitative research using online focus groups. Qualitative research using online personal interviews. Online social surveys. Email surveys. Web surveys. Mixing modes of

survey administration. Sampling issues. Overview. Ethical considerations in Internet research. The state of e-research.

**The literature:**

1. Earl R. Babbie, The Practice of Social Research (Boston: Cengage Learning, 2012).
2. William Lawrence Neuman, Social Research Methods: Qualitative and Quantitative Approaches (Harlow: Pearson Education, 2014).
3. John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (London: SAGE, 2014).
4. Stephen Bailey, Academic Writing: A Handbook for International Students (New York: Routledge, 2014).
5. Jan Beran, Yuanhua Feng, и Hartmut Hebbel, Empirical Economic and Financial Research: Theory, Methods and Practice (Springer, 2014).
6. Alan Bryman and Emma Bell, Business Research Methods, 2011, 3 rd Edition, Oxford University Press.

**Internet resources**

1. <http://elibrary.kaznu.kz/ru>
2. MOOC / video lectures, etc.
3. Academ.edu Software 1. Mendel

**BA/MA/DOC ORAL OFFLINE/ ONLINE**

| Criterion/ score                                                                                                                                                                             | DESCRIPTIONS                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                  |
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|                                                                                                                                                                                              | «Excellent»                                                                                                                                                                                                                                                                     | «Good»                                                                                                                                                                                                                                                                                                               | «Satisfied»                                                                                                                                                                                                                                                                                               | «Non-satisfied»                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                  |
|                                                                                                                                                                                              | 90-100 %<br>(27-30 point)                                                                                                                                                                                                                                                       | 70-89 % (21-26 point)                                                                                                                                                                                                                                                                                                | 50–69% (15-20 point)                                                                                                                                                                                                                                                                                      | 25–49% (8-14 pint)                                                                                                                                                                                                                                              | 90-100 % (27-30 point)                                                                                                                                                                                                                                                           |
| <b>Question 1</b><br><b>Knowledge and understanding of course theory and concepts</b><br><b>30 points</b>                                                                                    | Questions are answered in full with examples where necessary; Answers are presented in competent scientific language, all terms and concepts are correctly used and explained correctly.                                                                                        | The questions were generally answered correctly, but individual inaccuracies that were not principled were sent. All the same terms of the course are used incorrectly, there are personal misstatements and grammatical / stylistic errors in the presentation. Answers are not properly illustrated with examples. | The answers to the questions are fragmentary, with a mix of correct and incorrect statements. The required content blocks of the course are not included to fully cover the topic. The student focuses on the general subject of the course of study, but has difficulty in uncovering specific problems. | The answers do not correspond to the content of the questions. Key concepts in the questions for the training course are misinterpreted.                                                                                                                        | There are no answers to the questions; the student does not know or understand much or a significant part of the study material.<br>In case of violation of the rules of final control.                                                                                          |
| <b>Question 2</b><br><b>Knowledge and understanding of course theory and concepts</b><br><b>application of selected methodology and technology to real applied tasks</b><br><b>33 points</b> | The technology and methodology of the course are used in a deep sense, taking into account the peculiarities of the direction of training students; freely applies scientific concepts to the given task, and then reveals the main problem in a logical and convincing manner; | The course methodology and the student's knowledge are weakly integrated and adapted to solving specific practical tasks presented in the exam ticket. The student's answers are weakly structured, there are unimportant specific errors in the answer, which he can correct on his own;                            | The tools of the course are superficially used, the content is small, the answer is not clear, the logic of the presentation is broken, the presented material does not make sense, there is no understanding of interdisciplinary connections.                                                           | An important part of the subject is not applied correctly, the student makes serious factual errors that he cannot correct on his own, most of the additional questions on the exam content are difficult for the student to answer or do not answer correctly. | Inability to use knowledge to solve the task and explain the course; makes more than 3-4 gross mistakes when answering (one question), which he cannot correct even with the help of the teacher; did not fully master the material.<br>Violation of the rules of final control. |

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| <p><b>Question 3</b><br/> <b>Evaluation and analysis of the application of the chosen methodology to the proposed practical task, justification of the result</b><br/> <b>37 points</b></p> | <p>The ability to integrate, justify and analyze methods and technologies on a specific topic, structure the answer, analyze the 5 rules of existing theories, scientific schools, directions on the issue of the exam ticket, the answers are illustrated with examples and visual materials, including from the student's own experience; demonstrates the ability to engage in dialogue and scientific discussion.</p> | <p>Integrating and analyzing the use of methods and technologies of the course, using visual materials to confirm one's thoughts by using scientific concepts, making minor mistakes during updating knowledge; analysis of 3-4 rules of existing theories, scientific schools, trends on exam ticket questions.</p> | <p>Superficial justification of the rules and principles of the course, weak use of the main volume of material according to the curriculum and the requirements of leading questions; difficulties in performing it independently.</p> | <p>Lack of validity and analysis of the use of methods and technologies of the course, manifestation of difficulty in answering questions of a reproductive nature.</p> | <p>Lack of ability to use course methods when giving examples; Violation of the rules of final control.</p> |
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