**AL-FARABI KAZAKH NATIONAL UNIVERSITY**

**THE FACULTY OF PHILOSOPHY AND POLITOLOGY**

**Department of general and ethnical psychology**

**Educational program of specialty “6M050300 -Psychology”**

**Practical (laboratory) occupation**

**on discipline Advanced Methods of Statistics in Psychology**

1 course, 2 credits, elective discipline

 Lector: Candidate of Psychological Sciences I.R.Khussainova

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Auditorium:

 Seminars: Candidate of Psychological Sciences I.R.Khussainova

Cell Phone: 87019990979;

e-mail: ilmirax@mail.ru

Auditorium:

Students are expected to attend all sessions and participate actively in the discussions, problem-solving exercises and the facilitation cases. Seminar participants are expected to arrive on time and stay for the entire seminar.

**Seminar Overview And Design**

Seminar participants examine the facilitator’s role in helping groups reach their goals by leading a planned process. Participants explore different facilitation process designs, enhance their facilitation skills, share strategies to build the skills of others, and become familiar with a variety of facilitation resources.

This seminar is designed with careful consideration of the diverse and collective interests of the participants. The seminar allows for different cognitive learning styles, for the special and complex challenges of cross-cultural learning, and for collegial sharing. This course includes lectures, case studies, large-group and small-group discussions, and problem-solving exercises.

This course is designed for learning. We will work together to build a learning community that will provide a learning experience for every participant. Each participant is to take responsibility to build our learning community and for her/his own learning.

**Seminar Objectives**

The seminar is designed to:

1. Identify and examine key components of facilitation and link facilitation challenges with possible solutions.

2. Create a rigorous dialogue among the students and faculty. Participants' experience, their perceptions, and their reactions to the ideas will, in part, determine what and how much is learned.

3. Provide a forum for the students to clarify their facilitation capacities and goals and to share their experiences with each other.

4. Brief students on theories and practical tools and techniques of facilitation.

5. Enhance facilitation skills and assist learners in developing facilitation strategies for their own work

**GRADING**

Grading in a topic such as facilitation is necessarily subjective. Each participant is asked to do his or her best and focus on learning, teaching, and skill development. You need to attend class, participate in class, read and familiarize yourself with new resources on facilitation, and complete written task on time. 1-5 grades will be based on class participation (50%) and a written facilitation portfolio (50%) according to the

following scale:

5: Excellent

4: Good

3: Acceptable, minimum requirements met

2: Poor

1: Failure to meet minimum requirements

**Practical (laboratory) occupation 1 «Measuring scales, their general characteristics and role in the selection criteria in SPSS for dealing with psychological data»**

1. Measuring scales
2. general characteristics of Measuring scales
3. role in the selection criteria in SPSS

*Evaluation criteria for facilitating class discussion during practical occupation:*

The discussants will demonstrate an ability to engage the audience in a discussion that is relevant to the topics of the class sessions and related concepts. This can be done in a variety of ways in cluding but not limited to:

Posing engaging questions

Eliciting responses

Engaging the learners in an activity or task

The discussants will demonstrate the ability to effectively organize the discussion.

This includes:

Keeping the discussion focused on the topic

Providing structure (beginning arguments, closing arguments, wrap-up or synthesis)

Staying within the timeframe allotted for discussion

Using effective media

The discussants will demonstrate the ability to respond to questions effectively.

The discussants will demonstrate the ability to relate the concepts discussed in class sessions to personal and professional experience by using examples from every day practices.

Class Participation

Meetings are structured such that students lead discussion of the readings. And is the focal point of this class. Each week, one to three students will serve as a “defense team,” presenting the arguments and evidence for them while highlighting the strengths the perspectives provided in the readings. One-to-three students serve as a “prosecution team,” and raise concerns regarding weaknesses and problems with the readings. Through this dialectic method, students critically evaluate the logic, clarity, and evidence for theories and hypotheses covered in the week’s readings. This allows for learning reinforcement of the principles necessary for the highest levels of engagement of theory and research in the science of group processes. In addition, students not serving on the prosecution or defence teams for that week’s readings are required to submit one or two paragraphs of their thoughts or initial impressions on this readings at least 12-hours before each class meeting. The purpose of this exercise is to further encourage discussion and critical thinking about the readings. Students may be asked to elaborate on his or her thoughts/impressions with the class.

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4. Development Core Team. (2011). R: A Language and Environment for Statistical Computing. R Foundation for Statistical Computing: Vienna, Austria.

**Practical (laboratory) occupation 2 «Normal distribution and processing of psychological data »**

1. Normal distribution
2. processing of psychological data

*Evaluation criteria for facilitating class discussion during practical occupation:*

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Posing engaging questions

Eliciting responses

Engaging the learners in an activity or task

The discussants will demonstrate the ability to effectively organize the discussion.

This includes:

Keeping the discussion focused on the topic

Providing structure (beginning arguments, closing arguments, wrap-up or synthesis)

Staying within the timeframe allotted for discussion

Using effective media

The discussants will demonstrate the ability to respond to questions effectively.

The discussants will demonstrate the ability to relate the concepts discussed in class sessions to personal and professional experience by using examples from every day practices.

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1. Development Core Team. (2011). R: A Language and Environment for Statistical Computing. R Foundation for Statistical Computing: Vienna, Austria.

**Practical (laboratory) occupation 3 «Classification of mathematical criteria in processing psychological data »**

1. Classification of mathematical criteria
2. Main roles in choosing of statistic criteria

*Evaluation criteria for facilitating class discussion during practical occupation:*

The discussants will demonstrate an ability to engage the audience in a discussion that is relevant to the topics of the class sessions and related concepts. This can be done in a variety of ways in cluding but not limited to:

Posing engaging questions

Eliciting responses

Engaging the learners in an activity or task

The discussants will demonstrate the ability to effectively organize the discussion.

This includes:

Keeping the discussion focused on the topic

Providing structure (beginning arguments, closing arguments, wrap-up or synthesis)

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**Practical (laboratory) occupation 4 «Principles of work with SPSS: design of experiment, data collecting etc.»**

1. Principles of work with SPSS
2. design of experiment
3. data collecting

*Evaluation criteria for facilitating class discussion during practical occupation:*

The discussants will demonstrate an ability to engage the audience in a discussion that is relevant to the topics of the class sessions and related concepts. This can be done in a variety of ways in cluding but not limited to:

Posing engaging questions

Eliciting responses

Engaging the learners in an activity or task

The discussants will demonstrate the ability to effectively organize the discussion.

This includes:

Keeping the discussion focused on the topic

Providing structure (beginning arguments, closing arguments, wrap-up or synthesis)

Staying within the timeframe allotted for discussion

Using effective media

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**Practical (laboratory) occupation 5 «Data Systematization in SPSS»**

1. Data Systematization in SPSS
2. Work with SPSS program during class

*Evaluation criteria for facilitating class discussion during practical occupation:*

The discussants will demonstrate an ability to engage the audience in a discussion that is relevant to the topics of the class sessions and related concepts. This can be done in a variety of ways in cluding but not limited to:

Posing engaging questions

Eliciting responses

Engaging the learners in an activity or task

The discussants will demonstrate the ability to effectively organize the discussion.

This includes:

Keeping the discussion focused on the topic

Providing structure (beginning arguments, closing arguments, wrap-up or synthesis)

Staying within the timeframe allotted for discussion

Using effective media

The discussants will demonstrate the ability to respond to questions effectively.

The discussants will demonstrate the ability to relate the concepts discussed in class sessions to personal and professional experience by using examples from every day practices.

Class Participation

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**Additional Bibliography**

1. Morling, B. (2012). Research Methods in Psychology: Evaluating a World of Information.1st Edition. New York: W. W. Norton & Company
2. Gottsdanker R. Bases of psychological experiment. M: Academy. 2005. (in Russian)

**Practical (laboratory) occupation 6 «Multivariate data in SPSS »**

1. Work with SPSS program during class

*Evaluation criteria for facilitating class discussion during practical occupation:*

The discussants will demonstrate an ability to engage the audience in a discussion that is relevant to the topics of the class sessions and related concepts. This can be done in a variety of ways in cluding but not limited to:

Posing engaging questions

Eliciting responses

Engaging the learners in an activity or task

The discussants will demonstrate the ability to effectively organize the discussion.

This includes:

Keeping the discussion focused on the topic

Providing structure (beginning arguments, closing arguments, wrap-up or synthesis)

Staying within the timeframe allotted for discussion

Using effective media

The discussants will demonstrate the ability to respond to questions effectively.

The discussants will demonstrate the ability to relate the concepts discussed in class sessions to personal and professional experience by using examples from every day practices.

Class Participation

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**Practical (laboratory) occupation 7 «Syntax formation in SPSS»**

1. Work with SPSS program during class

*Evaluation criteria for facilitating class discussion during practical occupation:*

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Posing engaging questions

Eliciting responses

Engaging the learners in an activity or task

The discussants will demonstrate the ability to effectively organize the discussion.

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Keeping the discussion focused on the topic

Providing structure (beginning arguments, closing arguments, wrap-up or synthesis)

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**Practical (laboratory) occupation 8 «Different ways of data saving in SPSS»**

1. Work with SPSS program during class

*Evaluation criteria for facilitating class discussion during practical occupation:*

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Posing engaging questions

Eliciting responses

Engaging the learners in an activity or task

The discussants will demonstrate the ability to effectively organize the discussion.

This includes:

Keeping the discussion focused on the topic

Providing structure (beginning arguments, closing arguments, wrap-up or synthesis)

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Using effective media

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**Practical (laboratory) occupation 9 «Different types of Plots in SPSS»**

1. Work with SPSS program during class

*Evaluation criteria for facilitating class discussion during practical occupation:*

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Eliciting responses

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**Practical (laboratory) occupation 10 «One-Way ANOVA in psychological research »**

1. Work with SPSS program during class

*Evaluation criteria for facilitating class discussion during practical occupation:*

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Posing engaging questions

Eliciting responses

Engaging the learners in an activity or task

The discussants will demonstrate the ability to effectively organize the discussion.

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Keeping the discussion focused on the topic

Providing structure (beginning arguments, closing arguments, wrap-up or synthesis)

Staying within the timeframe allotted for discussion

Using effective media

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**Practical (laboratory) occupation 11 «Significant levels in statistical criteria »**

1. Work with SPSS program during class

*Evaluation criteria for facilitating class discussion during practical occupation:*

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Posing engaging questions

Eliciting responses

Engaging the learners in an activity or task

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Keeping the discussion focused on the topic

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**Practical (laboratory) occupation 12 «Correlation in SPSS»**

1. Work with SPSS program during class

*Evaluation criteria for facilitating class discussion during practical occupation:*

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Posing engaging questions

Eliciting responses

Engaging the learners in an activity or task

The discussants will demonstrate the ability to effectively organize the discussion.

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Providing structure (beginning arguments, closing arguments, wrap-up or synthesis)

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**Practical (laboratory) occupation 13 « Research in Psychology and MatLAb »**

1. Modern statistical programmes in psychological data processing
2. MatLab: main principles

*Evaluation criteria for facilitating class discussion during practical occupation:*

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Posing engaging questions

Eliciting responses

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1. Development Core Team. (2011). R: A Language and Environment for Statistical Computing. R Foundation for Statistical Computing: Vienna, Austria.

Practical (laboratory) occupation 14 «Scientific report and output files in SPSS»

Scientific report and output files in SPSS

Analyse some research articles in psychology

## Bibliography

**Additional Bibliography**

1. Morling, B. (2012). Research Methods in Psychology: Evaluating a World of Information.1st Edition. New York: W. W. Norton & Company
2. Gottsdanker R. Bases of psychological experiment. M: Academy. 2005. (in Russian)

**Practical (laboratory) occupation 15 «limitations of Statistic programs in psychological research »**

1. limitations of Statistic programs
2. limitations of SPSS
3. limitations of MatLab

*Evaluation criteria for facilitating class discussion during practical occupation:*

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Posing engaging questions

Eliciting responses

Engaging the learners in an activity or task

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