Course Title : Research Methodology

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Course Syllabus

The following themes will be covered throughout the academic year (semesters 1 & 2)

Theme (I) : What is research ? 1/ Meaning of research 2/ Objectives of research 3/ Types of research 4/ Criteria of good research 5/ Research methods vs. methodology 6/ Research and the scientific method	**Theme (II) : The Research Process: Steps** 1/ The research problem 2/ Literature review 3/ Development of hypotheses 4/ Selection of the appropriate methodology and determining the research design 5/ Sampling design 6/ Data collection methods 7/ Analysis and interpretation procedures 8/ Reporting and writing
Theme (III) : Defining the Research Problem 1/ What is a research problem? 2/ Selecting a research problem 3/ Considerations in selecting a research problem 4/ Techniques involved in defining a research problem	**Theme (IV): Citation Styles** 1/ The APA writing style 2/ The MLA writing style 3/The Chicago writing style
Theme (V): Academic Writing and plagiarism 1/ Focus in writing 2/ Voice, person and tense 3/ How to avoid plasiarism?	**Theme (VI): Writing a research proposal** 1/ Components 2/ Format 3/ Structure

NB : The themes suggested above do not comprise an exhaustive list of items ; i.e. omissions or additions may take place, depending on the students' needs and course development.

Course Description

In this course, students will develop research methodology theoretical and practical skills. The course involves six (06) lectures. In these lectures, respectively, students will learn about research and its importance in academia and the areas associated with it. They will also learn how to move from one to another in theresearch process by considering options of approach, method, and technique. After aquiring knowledge and skill in the first two lectures, students will learn about selecting and formulating good research problems and the techniques employed in this important phase of research. At the end of lecture 3 and beginning of lecture 4, students are expected to receive instruction on citation, referencing and citation styles pertinent to their research nature, their specialty, and the advisors preferences. In lecture five (05) of the course, students will focus on the strategies needed to avoid plagiarism. By the end of the course (lecture 6), students will have learned how to develop a research proposal (document) to be prepared to write exposés and dissertations at the master level. Students will also practice the target course through a series of pair and group activities related to their research interests.

General Course Objectives

By the end of the course, students should be able to:

- Develop basic knowledge of research methodology in social sciences.
- Identify appropriate research topics.
- Select and define an appropriate research problem.
- Organise and conduct research.
- Prepare and write a research proposal and dissertation

Course Assessment Method

Assessment	Assessment Task	Mark Due	Proportion of Final Assessment
1	Assignment	10	50 %
2	Written Test	10	
3	Final Exam	20	50 %
Total			**100%**

ONLINE RESEARCH METHODOLOGY LECTURES

LEVEL : Third Year (L3)

Lecture 1 : **What is research?**
Duration : 3 sessions (4.5 hours)

Contents

1. Introduction

Research is a crucial aspect that is implemented in almost all fields of human life. Individuals who are working in politics, economy, education, among others, they all need to conduct research which involves systematic steps and requires them to have some knowledge of its processes and procedures. In the field of education, for instance, both teachers and students are involved in a number of areas such as, teaching and learning methods, classroom interaction, syllabus design, academic performance, evaluation and assessment methods and so on.

Research is conducted by relying on different sources like books, articles, journals, and the Internet as is the case these days. Research helps people in improving knowledge and acquiring information through collecting and analysing data. It does not, in fact, stop here but it goes to the interpretation of the findings and the making of comparisons which, in turn, give researchers the opportunity to gain new insights into various phenomena.

2. Objectives

By the end of this lecture, students should be able to:

- give some definitions of research
- describe the major characteristics and objectives of research.
- Identify some major uses of research in human life

3. Main Content

3.1 Definitions of Research

Naidoo (2011) stated that ''In science, research is the diligent systematic enquiry into nature and society to validate and refine existing knowledge and to generate new knowledge'' (p. 47). That is, research is an organized activity that requires time, efforts, and above all respect for the participants; research is intended to enrich the existing body of knowledge and,at times, it helps to create new concepts,hypotheses and theories.

Kabir (2016), in support of the above definition, claimed that ''Research is a scientific approach of answering a research question, solving a problem or generating new knowledge through a systematic and orderly collection, organization, and analysis of information with an ultimate goal of making the research useful in decision-making '' (p. 2). Research, on the other hand, encourages teachers,experts,ministers and many others to make decisions with the intent to change practices, to solve problems and remedy situations.

NB : For more definitions of research, consult the link blow:

https://www.univ-biskra.dz/enseignant/Mehiri/Research_Methodology-An_Introduction.Dr.R_MEHRI.pdf

3.2 Objectives of research

According to Islam (2020), conducting research aims at doing many things ; it helps to discover answers to questions and endeavours to find out the truth which is unknown and which needs to be unveiled (p.334). From an overall perspective, Kothari (2004) described research aims as follows :

a. to gain familiarity with a phenomenon or to achieve new insights into it (studies with this object in view are termed as exploratory or formulative research studies);

b. To portray accurately the characteristics of a particular individual, situation or a group (studies with this object in view are known as descriptive research studies);

c. To determine the frequency with which something occurs or with which it is associated with something else (studies with this object in view are known as diagnostic research studies);

d. To test a hypothesis of a causal relationship between variables (such studies are known as hypothesis-testing research studies) (p.2).

3.3 Types of research

Some major types of research have been classified by Mishra and Alok (2017) at four levels. These levels or classes are :

(a) Descriptive vs. Analytical: Descriptive research consists of survey and fact-finding investigation of different kinds. The main purpose of descriptive research is explanation of the set of circumstances as it is present as such.

(b) Applied vs. Fundamental: Applied research refers to finding a solution for specific, practical problem facing by an individual, society or an industrial or business organization, for example how to abolish hate crime, what are the ways to market a product, … etc. whereas fundamental research is mainly concerned with overview and with the formulation of a theory. This is pure and basic type of research, for example an investigation looking for whether stress levels influence how often students engage in academic cheating …

(c) Quantitative vs. Qualitative: In natural sciences and social sciences, quantitative research is based on the aspect of quantity or extent. It is related to object that can be expressed in terms of quantity or something that can be counted. Such type of research involve systematic experimental analysis of observable phenomenon via statistical, mathematical or computational techniques in numerical form such as statistics, percentages, etc. whereas Qualitative research is concerned with qualitative phenomenon, i.e., relating to quality or variety. Such type of research is typically descriptive and harder to analyze than quantitative data. Qualitative research involves looking in-depth at non-numerical data.

(d) Conceptual vs. Empirical: Conceptual research is that related to some abstract idea(s) or theory. It focuses on the concept and theory that explain the concerned theory being studied. It is generally used by logicians, philosophers and theorist to develop new concepts or to again understand the existing ones. On the other hand, empirical research relies on experience or observation alone. It is a way of gaining knowledge by means of direct and indirect observation or experience (pp.2-4).

3.4 On the significance of research and its relevance to human life

Research has been considered as a means of government policies and planning budgets. In addition, economic policies are framed by the government through research. Briefly stated,

- Research leads to many ideas and changes old facts.
- It is used in business to study the changes taking place in the market.
- It leads to discovery and innovation of unknown facts and unexplored theories.
- It avoids superstitious beliefs, myths and prejudices: Many ancient beliefs and myths have been proven wrong with the help of research.
- It leads to development of social welfare and society.
- It is useful for PhD students to write their thesis. (Dutonde,2018,p.73)

4. Conclusion

Research is both a scientific and pdagogical action ; it comprises a series of actions such as defining problems, formulating hypothesis, collecting and analysing data, and then reaching conclusions. Research primarily aims at describing particular individuals, place, phenomena, and it seeks to establish reltionships and to test hypotheses. In terms of classes or types, research can be descriptive, applied, qualitative,…..and so forth, depending on the method,the approach,design,…used in the classification.

5. Self-Assessment Exercise

1. Who is the author of the book " Research Methodology: Methods and Techniques "?
   a. Kerlinger c. Goode and Hatt
   b. CR Kothari d. Wilkinson

2. Which (one) of the objectives of research is more accessible in social sciences?
3. Is Quantitative Research applicable to solve problems in social sciences? Why ?

6. References

Dutonde,S.(2018). Significance of Research in Social Sciences in India. *INTERNATIONAL JOURNAL OF CURRENT ENGINEERING AND SCIENTIFIC RESEARCH (IJCESR)*, V-5, ISSUE-5,71-74

Islam , M.S and Samsudin, S.(2020). Characteristics, Importance and Objectives of Research: An Overview of the Indispensable of Ethical Research. *International Journal of Scientific and Research Publications*, V 10, Issue 5, 331-335.

Kabir, S.M.S. (2016). *Basic Guidelines for Research: An Introductory Approach for All Disciplines*.Book Zone Publication, ISBN: 978-984-33-9565-8,Chittagong-4203, Bangladesh.

Kothari, C.R. (2004). Research Methodology: Methods and Techniques.2nd Ed. New Delhi. New Age International Limited Publishers

Mishra,S.B and Alok, S. (2017). *Handbook of Research Methodology : A Compendium for Scholars & Researchers.* New Delhi, India : Educreation Publishing.

Naidoo, N.(2011). What is research? A conceptual understanding. *African Journal of Emergency Medicine*,1, 47-48. DOI:10.1016/j.afjem.2011.05.011

ONLINE RESEARCH METHODOLOGY LECTURES

LEVEL : Third Year (L3)

Lecture 2 : **The research process**
Duration : 3 sessions (4.5 hours)

Contents

1. Introduction

Lecture 2 is heavily based on the research process or steps developed by Patel and Patel (2019) in an article entitled '' Exploring research methodology: review article''. This article may be considered as a firm basis to review Lecture 1 and Lecture 2. The research process,as a lecture, is then introduced to L3 students to familiarize them with the various steps that are generally adopted by researchers to solve almost all types of research problems along with pertinent explanations. It is necessary for these novice researchers to know why some actions on their part are indispensable in research. These researchers also need to understand why other actions are optional.

NB : For more information, consult the link blow:

https://www.ijrrjournal.com/IJRR_Vol.6_Issue.3_March2019/IJRR0011.pdf

2. Objectives

By the end of this lecture, students should be able to:

- identify an explain the main steps in the research process
- understand the role of the reseacher at each step
- Identify, if any, the options at each step, along with the rationale behind them.

3. Main Content

3.1 Defining the research process

According to Kumar (2011), the research process is not different from going out for a drive. The latter requires deciding about the destination (where the person wants to go) and the route (the one that person is going to take). In research, the researcher needs first to decide what research questions he wants to find answers to. Then he needs to decide how to go about finding the answers. The second decision gives the idea that there are practical

steps through which the research must pass in his research journey in order to find the answers to his research questions,and the sequence of the steps is not fixed because,at each level,the researcher is required to choose the method, procedure and the model of research methodology which will help him to best achieve his research objectives.

3.2 The most important Steps of the Research Process

Formulating the research problem: There are two types of research problems, viz., those which relate to states of nature and those which relate to relationships between variables. At the very outset the researcher must single out the problem he wants to study, i.e., he must decide the general area of interest or aspect of a subject-matter that he would like to inquire into. Initially the problem may be stated in a broad general way and then the ambiguities, if any, relating to the problem be resolved..... Essentially two steps are involved in formulating the research problem, viz., understanding the problem thoroughly, and rephrasing the same into meaningful terms from an analytical point of view.

Extensive literature survey: Once the problem is formulated, a brief summary of it should be written down. It is compulsory for a research worker writing a thesis for a Ph.D. degree to write a synopsis of the topic and submit it to the necessary Committee or the Research Board for approval. At this juncture the researcher should undertake extensive literature survey connected with the problem. For this purpose, the abstracting and indexing journals and published or unpublished bibliographies are the first place to go to. Academic journals, conference proceedings, government reports, books etc., must be tapped depending on the nature of the problem.....

Developing a working hypothesis: A research in any field of study does not give proper results unless and until we develop a working hypothesis. It is an assumption which is used to draw the logical consequences. It is the key point of study and hence it should be limited and should contain much knowledge.....It should be precise and clearly defined. It gives an idea of the type of data to be used and type of method or techniques for the study.

Preparing the research design: The research problem having been formulated in clear cut terms, the researcher will be required to prepare a research design, i.e., he will have to state the conceptual structure within which research would be conducted....the function of research design is to provide for the collection of relevant evidence with minimal expenditure of effort, time and money. But how all these can be achieved depends mainly on the research purpose. Research purposes may be grouped into four categories, viz., (i) Exploration, (ii) Description, (iii) Diagnosis, and (iv) Experimentation....There are several research designs, such as, experimental and non-experimental hypothesis testing. The preparation of the research design, appropriate for a particular research problem, involves usually the consideration of the following: (i) the means of obtaining the information; (ii) the availability and skills of the researcher and his staff (if any); (iii) explanation of the way in which selected means of obtaining information will be organised and the reasoning leading to the selection; (iv) the time available for research; and (v) the cost factor relating to research, i.e., the finance available for the purpose.

Determining sample design: The researcher must decide the way of selecting a sample or what is popularly known as the sample design. In other words, a sample design is a definite

plan determined before any data are actually collected for obtaining a sample from a given population. A brief mention of the important sample designs is as follows:

*Deliberate sampling

*Simple random sampling

*Systematic sampling

*Stratified sampling

*Quota sampling

*Cluster sampling and area sampling

*Multi-stage sampling

*Sequential sampling

Collecting the data: The method of gathering or collecting the data is planned in data collection design. There are many types for collecting the data. The two types of collecting data are Primary data and Secondary data. Some of the important methods for collecting the Primary data are as follows:

a. ***Questionnaire*:** The method of collecting data in vast geographical areas is done through Questionnaire method. Hence questionnaires are mailed to the research areas and they are distributed among the respondents. It is a time saving and economical method but the main drawback is that the answers given by the respondents are not accurate.
b. ***Interview*:** The investigators prepare a set of questions and ask them in a serial vise to the respondents. There are different types of interview like personal, group, mock and telephone interview. It is fast procedure. We can get extra information which is related to the topic. But it is costly. Some respondents may try to hide some answers. It saves much time of the investigator.
c. ***Observation*:** This is also one type of collecting data primarily. In this researcher observes the day to day process of the society or a single person. Sometimes researcher has to involve in the process. It discovers the human behavior of the respondent. No doubt this method is cost effective but the data collected is also limited. It can‟t predict the happenings of the future.

Secondary data can be collected through books, published articles,…The disadvantage of this method is that the researcher will not enjoy extra information and it is very costly.

Analysis of data: Soon after the collection of data, the researcher turns to the process of analyzing the collected data....There are many things used for analysis like coding, tabulation, editing and statistical analysis. Data will be collected in the form of questionnaires or schedules. Hence the data collected in short forms will be elaborated through coding....Through editing the researcher removes all the mistakes in the project. It will be polished. Through tabulation the researchers do the work of preparing the tables.

Hypothesis-testing: After analysing the data as stated above, the researcher is in a position to test the hypotheses, if any, he had formulated earlier. Do the facts support the hypotheses or they happen to be contrary? This is the usual question which should be answered while testing hypotheses. Various tests, such as Chi square test, t-test, F-test, have been developed by statisticians for the purpose....Hypothesis-testing will result in either accepting the hypothesis or in rejecting it. If the researcher had no hypotheses to

start with, generalisations established on the basis of data may be stated as hypotheses to be tested by subsequent researches in times to come.

Generalisations and interpretation: If a hypothesis is tested and upheld several times, it may be possible for the researcher to arrive at generalisation, i.e., to build a theory...If the researcher had no hypothesis to start with, he might seek to explain his findings on the basis of some theory. It is known as interpretation.....

Preparation of the report or the thesis: Finally, the researcher has to prepare the report of what has been done....The layout of the report should be as follows: (i) the preliminary pages; (ii) the main text, and (iii) the end matter. In its preliminary pages the report should carry title and date followed by acknowledgements and foreword. Then there should be a table of contents followed by a list of tables and list of graphs and charts, if any, given in the report. The main text of the report should have the following parts: (a) Introduction: It should contain a clear statement of the objective of the research and an explanation of the methodology adopted.... The scope of the study along with various limitations should as well be stated in this part. (b) Summary of findings: After introduction there would appear a statement of findings and recommendations in non-technical language. If the findings are extensive, they should be summarised. (c) Main report: The main body of the report should be presented in logical sequence and broken-down into readily identifiable sections. (d) Conclusion: Towards the end of the main text, researcher should again put down the results of his research clearly and precisely.....(Patel and Patel,2019,pp.50-53)

4. Conclusion

The research process consists of a series of steps which enable the researcher to carry out an effective study. These steps comprise mainly formulating the research problem, conducting an extensive literature survey, developing hypotheses, preparing the research design, determining sample design, collecting data, analysing the data, testing the hypotheses, generalization and interpretation, and preparation of the report. The main purpose of this lecture has been to provide students with an overview of the research process and how they can get rid of their fear to apply the scientific method. The lecture has also been intended to help third year students to make decisions,to consider and reconsider their problems with learning English and other skills, and find solutions for them.

5. Self-Assessment Exercise

Question (1): Identify and select the correct order of steps in scientific inquiry (note: These are not ALL of the steps in the process).

a. Formulating a hypothesis, collecting relevant information, testing the hypothesis, working with the hypothesis.

b. Reconsidering the theory, asking new questions, identifying the important factors, collecting relevant information.

c. Asking the question, identifying the important factors, asking new questions, testing the hypothesis.

d. Asking new questions, reconsidering the theory, working with the hypothesis, testing the hypothesis.

Question (2): Which one among the following phrases does not correspond to the meaning of research as a process?

a. Problem Solving
b. Trial and Error
c. Objective Observation
d. Systematic Activity

6. References

Kumar, R. (2011).*RESEARCH METHODOLOGY : a step-by-step guide for beginners* (3rd ed). London : SAGE Publications Ltd. London

Patel, M. and Patel, N. (2019). Exploring research methodology: review article. *International Journal of Research and Review*, 6(3):48-55.

ONLINE RESEARCH METHODOLOGY LECTURES

LEVEL : Third Year (L3)

Lecture 3 : **The research prolem**
Duration : 3 sessions (4.5 hours)

Contents

1. Introduction

Problems exist everywhere ; we face or find problems at home, at work, in the street, and wherever we go there are difficulties and situations because we are living in an age of problems. What is important in the field of research is that real or research problems need to be carefully selected and systematically solved (Pandey and Pandey, 2015). According to Akhidime (2017),

> A research problem could present itself as a condition to be improved upon, a difficulty or deficiency to be overcome, or a gap in knowledge that exists in scholarly literature that is to be filled, or theory that requires meaningful understanding. It could also concern a body ofknowledge or views held in different clime that requires validation or confirmation for localapplication (p.333).

Therefore, in the research process, the most important step is that of selecting and properly defining a research problem. Any researcher must find a problem and formulate it before he starts the conduction of his research (Kothari, 2014, p. 14).

2. Objectives

By the end of this lecture, students should be able to:

- identify and define a research problem
- understand the role of the problem in the process of research
- use some techniques involved in selecting a research problem

3. Main Content

3.1 Defining the research problem

In fact, different definitions of the term problem have been given by scholars and researchers. Examples of these definitions are listed below :

"Problem is the obstacle in the path of satisfying our needs." **John Geoffery**

"Problem is a question which is to be solved." **John. G. Tornsand**

"To define a problem means to put a fence around it, to separate it by careful distinctions from like questions found in related situations of need." **Whitney**

"A problem is a question proposed for a solution generally speaking a problem exists when there is a no available answer to same question." **J.C. Townsend**

"A problem is an interrogative sentence or statement that asks: What relation exists between two or more variables?" **F.N. Kerlinger**

"To define a problem means to specify it in detail and with precision each question and subordinate question to be answered is to be specified, the limits of the investigation must be determined. Frequently, it is necessary to review previous studies in order to determine just what is to be done. Sometimes it is necessary to formulate the point of view or educational theory on which the investigation is to be based. If certain assumptions are made, they must be explicitly noted." **Monero and Engelhart**

(Pandey and Pandey, 2015, p. 24)

Based on the above definitions, it is obvious that research seeks to answer a question or solve a problem. It is also clear that different types of research require different approaches. The approaches, the methods, and the techniques employed in research are selected based on the nature of research, the aims of reasearch, the capacities of the rersarcher, and sometimes the needs of the community where the researh takes place.

3.2 Major chracteristics of a good (researchable) research problem

Not all problems deserve to be tackled even if they all seem to be big questions, unresolved controversies, or gaps in knowledge. This gives the idea that what is required is an awareness of the major current issues and an inquisitive and questioning mind on the part of the researcher (Walliman, 2001, pp. 20-21). That is, there must be features which help the researcher to select a suitable research problem. Below is a list of the most important ones:

- The problem should be of great interest to the researcher (It requires him months to investigating it).
- The problem should be significant (investigating a trivial problem is not advisable).
- It should be delineated (time and efforts, which will help in restricting the scope of research, must be highly considered. The more the field is restricted, the more detailed the study can be).

- The researcher should obtain the information required (The relevant information are the key to tackle the problem).
- The researcher should should draw conclusions related to the problem (Finding an answer or solution to the problem Is the ultimate goal of research).
- The researcher should state the problem clearly and concisely (People need to understand what the problem is) (ibid, p.21).

3.3 Identifying and formulating a research problem

As it was mentioned earlier, identifying the problem is a step of great importance in research work, and thus the researcher should know how to recognize and define the problem. This knowledge should proceed step by step as shown below:

Step 1 : Determining the field of research in which a researcher is interested.

Step 2 : The researcher should develop a mastery on the area of his specialization.

Step 3 : He should review the researches conducted in the area to know the recent trend and studies.

Step 4: On the basis of the review, he should consider the priority field of the study.

Step 5: He should employ his personal experience of the field in locating the problem and/ take help of a supervisor or expert in the field.

Step 6 : He should pin-point the specific aspect of the problem which is to be investigated.

(Singh, 2006, p. 23)

3.4 Considerations in selecting a research problem

In selecting a research problem, there are internal criteria (the researcher's training, interest…) and external criteria (novelty and importance of the problem…). Most of these criteria or considerations were classified by Singh (2006) as follows :

1. Novelty and avoidance of unnecessary duplications.
2. Importance for the field represented.
3. Interest, intellectual curiosity, and drive.
4. Training and personal qualifications.
5. Availability of data and method.
6. Special equipment and working conditions.
7. Sponsorship and administrative cooperation.
8. Time factor (pp. 24-25)

4. Conclusion

One may conclude the present lecture by saying that a research problem is a specific question, difficulty, or gap in knowledge that a researcher aims to address in his research. Moreover, there are practical problems which lead to change, and theoretical problems which lead expanding an existing body of knowledge. The selection of a research problem depends heavily on the researcher's interest, training, personal qualifications, special equipment and working conditions. The identification and formulation of the problem, on the other hand, is a task that may take time and is often influenced by personal values and social conditions which differ from one society to another.

5. Homework

Write a short paragrapgh on ''the research problem'' after answering the questions below.

A research problem is selected from the standpoint of

1. Social relevance
2. Financial support
3. Researcher's interest
4. Availability of relevant literature

A research problem is feasible only when

a. It has utility and relevance
b. It is new and adds something to knowledge
c. It is researchable
d. All of the above

What are those conditions where a research problem is not viable?

a. It is new and adds something to knowledge
b. It can be researched
c. It has utility and relevance
d. It contains dependent and independent variables

6. References

Akhidime, A. E. (2017).THE IMPORTANCE AND DEVELOPMENT OF RESEARCH PROBLEM: A DIDACTIC DISCUSS. *International Journal of Economics, Commerce and Management.* Vol. V, Issue 8. ISSN 2348 0386

Kothari, C.R, (2004). Research Methodology: Methods and Techniques.2nd Ed. New Delhi. New Age International Limited Publishers

Pandey, P. and Pandey,M. M. (2015). RESEARCH METHODOLOGY: TOOLS AND TECHNIQUES. Buzau, Al. Marghiloman : Romania,Bridge Center

Singh, Y. K. (2006). *Fundamentals of research methodology and statistics*. New Delhi: New Age International (P) Ltd.

Walliman, N. & Baiche, B. (2001). *Your research project: A step-by-step guide for the first-time researcher.* London: SAGE Publications.

ONLINE RESEARCH METHODOLOGY LECTURES

LEVEL : Third Year (L3)

Lecture 4 : **Citation Styles (APA & MLA)**
Duration : 3 sessions (4.5 hours)

Contents

1. Introduction

The fourth lecture is primarily based on the sources at the end of each section (links) and those in the list of references. The overall aim of the lecture is to show novice researchers (L3 students) that ''Citation'' is an important component of academic work and publishing, with much focus on APA uses. Citing sources, according to Demirdover (2019), has the following advantages :

a. It fully gives credit to the owner of the idea or knowledge
b. It verifies the information that you share
c. It provides accuracy check of the given information
d. It offers further information to the readers
e. It protects the author about any claims of plagiarism
f. One can track the point of origin of the data
g. A good reference list shows a detailed study and search of the author.

On the other hand, settling down the list of references ''by listing the author (or authors) names of each source-along with publication dates, full titles, and information about publishers (producers, distributors, or websites)-writers ensure that readers can locate sources for further study'' (Perrin, 2015, p. 59).

2. Objectives

By the end of this lecture, students should be able to:

- distinguish between the most popular citation styles (APA & MLA)
- match the characteristics of the style they opt for with the course's requirements

- use the major citation and reference rules of APA in their documents

3. Main Content

3.1 What is a citation and citation style?

A **citation** is a way of acknowledging or giving credit to authors for their works which we have utilized to support our research. It can also be used to locate sources and avoid being accused of plagiarism. In APA citation style, for instance, a citation can include the author's name, date, location of the publishing company, and journal title. A **citation style** dictates the information necessary for a citation and how the information is ordered, together with punctuation and other formatting instructions.

3.2 How to do I choose a citation style?

Authors have, in hand, many ways of citing resources. The citation style sometimes depends on the academic discipline involved as shown in the examples below:

- APA (American Psychological Association) is used by Education, Psychology, and Sciences
- MLA (Modern Language Association) style is used by the Humanities
- Chicago/Turabian style is generally used by Business, History, and the Fine Arts

NB : Students will need to confirm with their professors what is required as style.

(https://pitt.libguides.com/citationhelp)

3.3 How to reference (Few APA examples)

3.3.1 In text citations

Even though you have put someone else's ideas or information in your own words (i.e. paraphrased), you still need to show where the original idea or information came from. This is all part of the academic writing process.

When citing in text with in an assignment, use the author/s (or editor/s) last name followed by the year of publication.

Example:

Water is a necessary part of every person's diet and of all the nutrients a body needs to function, it requires more water each day than any other nutrient (Whitney & Rolfes, 2011).

or Whitney and Rolfes (2011) state the body requires many nutrients to function but highlight that water is of greater importance than any other nutrient.

or Water is an essential element of anyone's diet and Whitney and Rolfes (2011) emphasise it is more important than any other nutrient.

Reference list entry:

Whitney, E., & Rolfes, S. (2011). Understanding nutrition (12th ed.). Australia: Wadsworth Cengage Learning.

Note: this book did not have a city for place of publication, just a country.

(https://www.ukm.my/geniuspintar/wp-content/uploads/2016/05/APA-Style-Format-6th-Edition.pdf)

3.3.2 Similar information referred to by more than one author

There may be occasion to refer to more than one source in relation to similar information. In this case, list the sources in alphabetical order within the brackets, separated by a semi-colon.

Example: Resilience is seen as the ability to overcome adversary, combat stress and bounce back from hardship (Dawson, 2006; Overton, 2005).

Reference list entry:

Dawson, L. (2006). Wise up!: How to be fearless and fulfilled in midlife. Auckland, New Zealand: Random House New Zealand.

Overton, A. (2005). Stress less: Make stress work for you not against you. Auckland, New Zealand: Random House New Zealand.

(https://oldi.lipi.go.id/public/APA-References.pdf)

4. Major Differences Between APA and MLA

Required Elements for In-Text Citations	APA Documentation	MLA Documentation
Definition An in-text citation is an indication in your document of where you are borrowing information from another source (written source, electronic source, or personal communication source). APA and MLA systems require different details in their in-text citations. These	APA citations include the following: • Author(s) last name(s). If no author is provided, give the first two or three words of the document title instead. • Year of publication • Page or paragraph numbers **only** for directly quoted sources (not summarized or paraphrased sources).	MLA citations include the following: • Author(s) complete name(s) the first time source is cited. After first citation, use just author's last name. • Title of text the first time source is mentioned. Title is then omitted. • Page numbers or paragraph numbers for on-line sources for all summarized, paraphrased, and quoted sources.

details are described in this section.	• **One author:** Gulick (2005) states, "……" (p. 22). • **Two authors:** Miller and Hostager (2004) write, "….." (p. 24). • **Three to five authors:** List all authors' last names the first time source is cited. In subsequent citations, provide the first listed author's last name followed by et al. which means "and others." Wagner et al. (2001) comment, "….." (p. 38). • **Six or more authors:** Provide the first listed author's last name followed by et al. Eisenhauer et al. (2005) argue "..." (p. 43).	• **One author:** Angela Gulick, author of "Poodles Are People Too," states …… (22). • **Two or three authors:** Yvonne Miller and Jon Hostager, authors of "Hurricane Gumbo," write ….. (24). • **More than three authors:** Provide the first listed author's last name followed by et al. which means "and others." Jill Wagner et al., authors of "An Iowa Winter," comment ..... (43). • You only need to include full names and titles the **first time** you cite your source. In subsequent citations, just provide last name and page number: Gulick also states states….(25).
Page Numbers and In-Text Citations	**APA Documentation**	**MLA Documentation**
	• If citing a direct quote, the letter "p." is provided for a single cited page. The letters "pp." are provide for more than one cited page. • Example: (p. 39) • Example: (pp. 84-88)	• If citing a direct quote, paraphrase, or summary, the page number alone is presented for a single cited page. Page numbers are provided for a sequential range of pages. The starting page number and a "+" are provided for a document on non-sequential pages. • Example: (39) • Example: (84-88) - This means the document began on page 84 and continued on every page until it ended on page 88. • Example: (10+) – This means the document began on page 10 and continued onto other pages in a non-sequential order (such as page 10, 11, 15, 17, and 19).

Reference Pages and Works Cited Pages	**APA Documentation**	**MLA Documentation**
	The alphabetical listing of all sources directly mentioned in a paper is called References. This list appears immediately following the end of the document. The alphabetical listing of all sources consulted but not directly mentioned in a paper is called a Bibliography. The References list provides only "recoverable data," not personal communications (letters, memos, e-mails, personal/telephone interviews). Personal communications are cited in text only. Here is an example: B. D. Doud studied the long-term effects of carpet fiber digestion in rats, claiming that female rats chose fibers from shag carpeting and male rats chose fibers from Astroturf (personal communication, April 15, 2002).	The alphabetical listing of all sources directly mentioned in a paper is called Works Cited. This list appears immediately following the end of the document. The alphabetical listing of all sources consulted but not directly mentioned in a paper is called Works Consulted. The Works Cited page lists all sources direction mentioned in the paper including print, electronic, and personal communication sources.
Formatting of References/Works Cited	**APA Documentation**	**MLA Documentation**
	The References page follows these formatting guidelines: • References entries are alphabetized by the author's last name. Use only the author's last name and first and second initials when listing names: Koenigs, L. C.	The Works Cited page follows these formatting guidelines: • Works Cited entries are alphabetized by the author's/personal communicator's last name. Use the author's last name and first name and middle name or initial: Koenigs,

		Laurie Catherine.
	• If there is no author, the entry is alphabetized by the first major word of the document's title (not counting words such as a, an, the, and, but).	• If there is no author, the entry is alphabetized by the first major word of the document's title (not counting words such as a, an, the, and, but).
	• References entries are double-spaced within and between entries and are not numbered.	• Works Cited entries are double-spaced within and between entries and are not numbered.
	• References entries use a hanging indent pattern where the first line of the entry is left justified and each subsequent line is indented one tab. NOTE: If the document is being prepared for actual publication, the document uses a "paragraph" indent pattern where the first line is indented ½ inch and each subsequent line is left justified. Students should check with their instructors about this.	• Works Cited entries use a hanging indent pattern where the first line of the entry is left justified and each subsequent line is indented one tab.
	• Use only the year for books/journals. Use the year, month and day for magazines and websites. All months are written out. Do not abbreviate months.	• Use only the year for books/journals. Use the year, month and day for magazines and websites. All months other than May, June, and July are abbreviated on the Works Cited page (Jan., Feb., Mar., Apr., etc.).
Formatting of References/Works Cited	**APA Documentation**	**MLA Documentation**
	• The words "volume" and "issue" and the abbreviations "vol." and "iss." are not used. Simply italicize the volume number. Next, put the issue number in	• The words "volume" and "issue" and the abbreviations "vol." and "iss." are not used. Simply list the volume number and issue separated by a period only if each issue begins

	(parentheses) immediately following the volume number only if each issue begins with page 1. Volume 119 and issue 58 would be listed as 119(58). If there is no issue number, just italicize the volume number: 119.	with page 1. Volume 119 and issue 58 would be listed as 119.58. If there is no issue number, just provide the volume number alone: 119.
	• If citing an on-line source which ends with a web address, do not end entry with a period. Otherwise, a reader may think the period is part of web address. If source does not end with a web address, end with a period.	• All Works Cited entries end with periods (.)
	• Web addresses are presented in this format: Retrieved September 20, 2005, from http://www.parkland.edu	• Web addresses are presented in <angle brackets> and the entry ends with a period: <http://www.parkland.edu >.
	• Titles of books, websites, and periodicals are either underlined or italicized (check with instructor for preference). Article titles are not enclosed in quotation marks.	• Titles of books, websites, and periodicals are either underlined or italicized (check with instructor for preference). Article titles are enclosed in quotation marks.
	• For books and articles, use sentence capitalization. Capitalize a title as if it were a sentence. Capitalize the first word of the title, all proper nouns, and any word that immediately follows a colon. For periodical titles, use title capitalization (defined to the right →	• All documents use Title Capitalization. Capitalize all major words of a title other than articles (a, an, the); coordinating conjunctions (and, but, or, nor, for, yet, so); and prepositions (on, in, at, with, among, during, etc.).

(Parkland College Writing Lab (D133). Major Differences Between MLA and APA)

5. Conclusion

In conclusion, students are required to provide the reader with th einformation necessary to identify and find the sources they used in their documents. This is done through citing in the text and referencing which must be accurate, complete, and consistent allthrough. On the other hand, both refrencing and citing in the text imply verbatim application of rules and instructions so as these novice researchers (L3 students) combat plagiarism. By so doing, they can explain to the reader how their study or research fits with previous ones in the same or others fields, and that they are looking at the same or similar problems from a different angle.

6. Quiz

Try to answer the following questions after revising th lecture and consulting the sources provided for more information.

Which format contains the page number in theheader ?

a. MLA
b. APA
c. both

Which style do I use for…Technology Article Review ?

a. MLA
b. APA
c. None

How does the presentation of author names differ between APA and MLA Styles?

a. In APA you use last names and first initials. In MLA you use full names if they're provided.
b. There is no difference - names are presented the same way in both styles.
c. In APA you use full names if they're provided. In MLA, you use last names and first initials.

How does the presentation of titles of books and articles differ between APA and MLA Styles?

a. APA only the first word of the title and subtitle are capitalized. In MLA all the important words are capitalized.
b. There is no difference - titles of books and articles are presented the same way in MLA and APA Styles.
c. In MLA only the first word of the title and subtitle are capitalized. In APA all the important words are capitalized.

For parenthetical citation inside your document, what is the correct formula for MLA and APA formats?

a. (Author's name and page number); (Author's name, date)
b. (Author's name, date); (Author's name and page number)
c. (Author's name, date); (Author's name, date)
d. (Author's name and page number); (Author's name and page number)

According to APA format, the list of references which appear at the end of your paper is called :

a. Bibliography
b. Works Cited
c. References
d. Sources used
e. List of references

The references at the end of your paper should appear

a. in alphabetical order by authors' surname or by title (if there is no author), regardless of type of reference (book, film journal article, website, etc.).
b. under separate subheadings according to type of source.
c.first under those with authors, then those without.
d.numbered in the order in which they appear.

Identify the correct parenthetical citation for this source:

Tannen, D. (1998). The argument culture. Toronto: Random House.

a. Every issue we see discussed on television appears to be set up as an argument:

"In the argument culture, criticism, attack, or opposition are the predominant if not the only ways of responding to people or ideas" (Tannen,1998, p. 7).

b. Every issue we see discussed on television appears to be set up as an argument:

"In the argument culture, criticism, attack, or opposition are the predominant if not the only ways of responding to people or ideas" (p. 7).

c. Every issue we see discussed on television appears to be set up as an argument:

"In the argument culture, criticism, attack, or opposition are the predominant if not the only ways of responding to people or ideas" (The argument culture, 1998, p. 7).

d. Every issue we see discussed on television appears to be set up as an argument:

"In the argument culture, criticism, attack, or opposition are the predominant if not the only ways of responding to people or ideas" (Tannen 7).

Identify the correct parenthetical citation for this source:

Keaveney, S. (2004). "When MTV Goes CEO." In D. Brundage & M. Lahey (Eds.), Acting on words (pp. 99-103). Toronto: Pearson.

a. According to Keaveney, "Before mid-millennium, Gen Xers will be the CEOs of the future" (103).
b. According to Keaveney, "Before mid-millennium, Gen Xers will be the CEOs of the future" (Keaveney, 2004, p. 103).
c. According to Keaveney, "Before mid-millennium, Gen Xers will be the CEOs of the future" (Brundage and Lahey, 2004, p. 103).
d. According to Keaveney (2004), "Before mid-millennium, Gen Xers will be the CEOs of the future" (p. 103).
e. According to Keaveney, "Before mid-millennium, Gen Xers will be the CEOs of the future" (S. Keaveney, "When MTV Goes CEO," p. 103).

7. References

Demirdover, C. (2019). Citation Styles and Systems.*Turk J Surg* ; 27 : 41-43

Perrin, R. (2015). *POCKET GUIDE TO APA STYLE*. Australia : CENGAGE Learning

UCOL Student Experience Team (SET). (2011). *A Guide to APA 6th ed. Referencing.* New Zealand Institute of Skills and Technology.

UCOL Student Success Team (2015). *Student Success : A Guide to APA 6th ed. Referencing Style*. New Zealand Institute of Skills and Technology.

ONLINE RESEARCH METHODOLOGY LECTURES

LEVEL : Third Year (L3)

Lecture 5 : **Plagiarism**
Duration : 3 sessions (4.5 hours)

Contents

1. Introduction

Vinod, Sandhya, Sathish Kumar, Harani, Banji and Banji (2011) aknowledge that only little importance is given about "plagiarism" at institutions, and thus many research scholars commit it unintentionally. The word ''Plagiarism'', according to them, has a long history in the English language ; it goes back to the days of the battles between Shakespeare and his peers. This lecture is intended to give an in depth perspective about the natue of plagiarism, how students can avoid it and write their article and dissertations safely.

2. Objectives

By the end of this lecture, students should be able to :

- Develop some knowledge of ''Plagiarism'', its types, and its danger in academia
- recognize the diferent ways in which ''Plagiarism'' can occur
- use sources (citations and references) properly to avoid plagiarism

3.1 Definitions of plagiarism

Shahabuddin (2009) reminds us that ''Plagiarism'' has been defined by many dictionaries as the theft and use of the ideas, writings, thoughts, and invention of other people; Shahabuddin (ibid) cites Moulton and Robison (2002) when they stated that plagiarism can also be seen as "depriving authors of profit that is rightfully theirs [, which] is theft. Depriving authors of credit might also be a form of theft." In addition, Webster states plagiarism as:

1. Stealing others themes/ technology/ ideas/ words and report either verbally or in writing as one's own.
2. Extension of an idea/ product from an established source with credibility.
3. Theft in literature and arts.
4. Without giving required credits/ permission make use of others production

(Vinod K.R., et al, 2011, p.2).

Also, Merriam–Webster dictionary defines plagiarism as (1:
a) The theft and use of other people's ideas or words as yours;
b) Use of sources without attribution;
c) Literary theft and
d) presenting some ideas as own and as it is new, while this idea already exists in other source.

(Roka, 2017, p.3)

3.2 Types of plgiarism

Plagiarism has been classified into many ways. Below are some examples :

Intentional or Unintentional

Intentional plagiarism takes place when the author deliberately or intentionally copies other people's entire text, paragraph or data and presents them as his own. Whereas, unintentional plagiarism occurs when the author is not aware of such research, the ethics in writing, or does not know how to cite and thus presents identical articles (Roka, 2017).

Text/words or Ideas/data

The commonest form of this type is known as "copy-cut-paste" or "word-to-word" writing in which complete sentences, paragraphs, tables or even pictures are reproduced without acknowledging or giving credit to its author. With use of computers and the internet this form of plagiarism is very prevalent. On the other hand, the copying of ideas is a common form of plagiarism where someone else's ideas, presentations, audio or video files, thoughts, etc are used in research and presented as the author's own work without proper acknowledgement (ibid).

Mosaic/patch writing

This happens when a new researcher uses a previous article text by replacing, reordering or rephrasing the words or sentences to give it new look without acknowledging the original author (ibid).

Self Plagiarism

This happens when the author has added research on a previously published article, book, or chapter, journal, and presents it as a new product without acknowledging the first article or taking permission from the previous publisher. Submission of the same article to multiple journals to increase the chances of publication or making multiple articles from a single article, known as, "salami slicing" is another form of plagiarism (ibid).

3.3 Techniques involved in combatting plagiarism

The best way to write and present assignments, reports, theses, etc and avoid plagiarism, the (novice/student) researcher should :

a. take careful notes of where he gets his ideas or information from;
b.acknowledge others' work correctly (phrases, quotations, ideas, graphics, diagrams, charts, tables and figures);
c. borrow assignments from friends and seniors.

As for his role and responsibility tp prevent plagiarism, he should :

a. Ensure that he has a sound knowledge of what plagiarism is.
b. Ask questions to clear any doubts that he may have on plagiarism.
c. Clarify/check what actions of his or his peers could be interpreted as plagiarism.
d. Participate actively in any workshop or seminar on plagiarism organized by his faculty or the University.
e. Share his understanding and knowledge of the code of ethics on research conduct.
f. Explain the consequences of plagiarism to his peers who are not aware that plagiarism is a serious academic offence.

(Azirah, Cheng, Jaafar, Pillai, Lutgen, Yee, Ciaramicoli, Takada, Zawawi, Ruth, and Shoniah, *HOW TO AVOID PLAGIARISM* …,p. 6).

4. Conclusion

Studying and conducting research at university requires the use of other people's text and ideas to supports one's points. However, if students fail to acknowledge the sources of what they have used as information indicates that they could nopt distinguish between their own ides and those of the sources in question. Therefore, students should be prepred to make efforts to learn how to use sources properly ; i.e. how to use cite and reference by applying the rules and instructions of the chosen style. In other words, students should understand the ethical standards of research to avoid being accused of plagiarism.

5. Self-Assessment Exercise

The following multiple-choice exercise tests your knowledge of what is and what is not considered to be plagiarism, as well as of strategies to avoid plagiarizing when you are engaged in the writing process.

You are guilty of plagiarism if you:

a. Make use of the works of others to gather information.
b. Use the work of another and misrepresent it as your own.
c. Make use of the works of others to support your own arguments.
d. Examine the ideas and arguments of others to help you shape your own thoughts

Drawing information or content from the work of another without acknowledging the source by citing a reference is considered to be plagiarism in all of the following cases except:

a. Using the exact words of the author.
b. Using data that the author has compiled through his/her independent investigation.
c. Using information from the author's work that is regarded as common knowledge in the discipline.
d. Reproducing in your paper a chart contained in the author's work.

Paraphrasing too closely to the original text, even if you do credit the source, is still considered as plagiarism because:

a. By changing a few words or the order of the original words, you have changed the author's exact words.
b. By not providing the exact words of the author in their entirety, you are attributing to the author some words that he/she did not write.
c. You must never use the words of others when you are using their ideas.
d. You have failed to indicate, by means of direct quotation marks, which are the exact words of the original

Why is it insufficient to cite sources for your work through a bibliography alone?

a. Because no one will know what works you consulted in the preparation of your essay.
b. Because a bibliography does not provide specific page references for the sections of your sources that you actually read when you were doing your research.
c. Because by so doing you fail to indicate the exact source(s) of each specific passage.

You have a friend who usually looks over your papers and together you discuss how to improve them. Is this plagiarism?

a. Yes, you should never accept help with the writing of your papers.
b. It's fine to get help from a friend as long as your discussion is a general one, and does not involve detailed conceptual or editorial changes.

NB : For more learning activities, consult the links blow:

https://quizizz.com/admin/quiz/58c2c5e6bb4b447c24ab6354/plagiarism
https://www.student.unsw.edu.au/plagiarism-quiz
https://librarydevelopment.group.shef.ac.uk/Assets/pdfs/plagiarism-referencing-quiz.pdf

6. References

Azirah, H, Cheng, K.K.Y, Jaafar, J.M, Pillai, S.S , Lutgen, Yee, B.M, Ciaramicoli, I,Takada , M, Zawawi, N.A, Ruth, O.L.T, and Shoniah, S.(n.d). *How to avoid plagiarism* : *A handbook for postgraduate students.* Faculty of Languages and Linguistics, University of Malaya Kuala Lumpur.

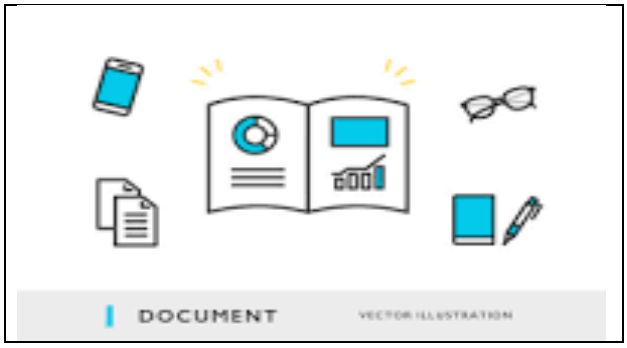
Roka, Y.B. (2017). Plagiarism: Types, Causes and How to Avoid This Worldwide Problem.*Nepal Journal of Neuroscience*, 14:2-6

Shahabuddin, S. (2009). Plagiarism in Academia.*International Journal of Teaching and Learning in Higher Education.* Volume 21 (3) :353-359

Vinod, K.R, Sandhya, S, Sathish Kumar, D, Harani, A, Banji, D and Banji, Otilia JF (2011). Plagiarism- history, detection and prevention. *Hygeia.J.D.Med*,Vol 3 (1): 1-4

ONLINE RESEARCH METHODOLOGY LECTURES

LEVEL : Third Year (L3)



Lecture 6 : **Writing a research proposal**
Duration : 3 sessions (4.5 hours)

Contents

1. Introduction

A clean, well-organized research proposal is undoubtedly the basis and for the most important step in the process of conducting any research. So, novice researchers (L3 students) need to be guided through the various stages in writing an effective research proposal. Students are usually supposed to write proposals as a ''a response to some kind of external requirement to do so – most commonly in order to access some funding for your work, or as part of formal requirements when studying for a degree….'' (Eve, 2008).

2. Objectives

By the end of this lecture, students should be able to :

- idenify the '' Research Propopsal''especially in terms of its layout and types
- recognize the diferent ways of developing a research propopsal
- use samples (from different fields) to build their own (based on the institution's or university's required models

3. Main Content
3.1 Definitions of a research propopsal

A research proposal is a document, or rather an outline of research that a researcher writes to provide a detailed description of his proposed study. It gives the reader a summary of the entire project. Preparing the research proposal facilitates the smooth move from one operation to another in te process of research and helps to gain the required amount and quality of information with less effort, time and money. The research proposal, on the other hand, represents the conceptual framework within which research is conducted; it comprises a firm plan for collecting, measuring and analysing data, with much focus on the what (nature), the where (place), the when (time), the how (method), and for which purposes (ultimate objective) the study will be carried (Kabir, 2016, p.469).

Writing the proposal of a research work is not always an easy task to do due to continuous changes in qualitative reserch deigns and methodologies. However, once the proposal has been completed, the research project should flow smoothly (Sudheesh, Duggappa, and Nethra, 2016).

In support of the above ideas, Abdulai and Owusu-Ansah (2014) state that :

> As part of the requirements for the award of degrees in higher education institutions, students at undergraduate and postgraduate levels normally carry out research, which they report in the form of dissertations or theses. The research journey commences with the selection of a research topic and the preparation of a proposal on the selected topic. Experience has shown that students tend to encounter difficulties in writing research proposals for their supervisors because they do not fully comprehend what constitutes a research proposal (p.1)

3.2 Layout of a research propopsal

According to Eve (2008), all research proposals adhere to a similar format, which includes the following:

- Title
- Introduction/Context of study
- Aims and Objectives
- Literature Review
- Research design/Methods
- Ethical considerations (p. 18)

Whereas, Sudheesh et al. (2016) see that thecontents of a reserch poposalare in general a cover page which

> should contain the (i) title of the proposal, (ii) name and affiliation of the researcher (principal investigator) and co-investigators, (iii) institutional affiliation (degree of the investigator and the name of institution where the study will be performed), details of contact such as phone numbers, E-mail id's and lines for signatures of investigators. The main contents of the proposal may be presented under the following headings: (i) introduction, (ii) review of literature, (iii) aims and objectives, (iv) research design and methods, (v) ethical considerations, (vi) budget, (vii) appendices and (viii) citations (p. 632)

3.3 A sample research propopsal

Students should bear in mind that a research proposal is meant to convince people that they have a research project that is worth conducting, and that they are competent and have in hand a plan to complete it. By and large, a research proposal should contain the main elements and information necessary for the readers to evaluate the proposed. All research proposal should the questions : What the researcher plans to accomplish, why he wants to do it and how his is going to do it (Sherina, 2015, p.30)

NB : For more examples of a research proposal, consult the links blow:

https://www.ecu.edu.au/__data/assets/pdf_file/0004/694156/research-proposal-an-example.pdf
https://www.xjtlu.edu.cn/assets/files/admissions/Research-Proposal-Template.pdf
https://static.studyin-uk.com/assets/documents/ResearchProposalExample.pdf

4. Conclusion

Almost all students and new researchers need to understand what a research proposal means, and what it means to prepare one. A research proposal provides the readers with a detailed description of what they have proposed as a study to investigate a given problem in their area of interest. These new researchers also know that they need to convince others that they know what they are doing. That is, they are applying the major principles of the scientific method.

5. Self-Assessment Exercise

Which statement describes the purpose of a research proposal?

a. It is an overall plan, structure, and strategy designed to obtain answers to the research questions
b. A reference document to show how the research was carried out
c. A document for scientific scrutiny for others to judge the appropriateness of the project
d. All of the above

The proposal's literature review is important because:

a.It is expected by the university
b.It shows that you are knowledgeable about the literature that relates to your research topic
c.Your lecturer said you should
d.You have to copy what other people say

Which section is NOT part of the Research Proposal?

a.Introduction
b.Data Analysis
c.Literature review
d.References

The proposal should start with _____.

a.An overview of the main area under study
b.Sampling technique
c.The proposed structure of the report
d.A time frame of the proposed research

Good research proposal will always

a.Consider all possible research that had previously been done on the topic
b.Focus on the Harvard style
c. Provide respondent names and adresses
d. Focus on addressing the research objectives

6. References

Abdulai, R.T and Owusu-Ansah, A. (2014). Essential Ingredients of a Good Research Proposal for Undergraduate and Postgraduate Students in the Social Sciences. *SAGE Open,* July-September: 1–15

Eve, J. (2008). Writing a research proposal: planning and communicating your research ideas effectively. *Library and Information Research,* Vo.32 (102) ; 18-28

Kabir, S.M.S. (2016). *Basic Guidelines for Research : An Introductory Approach for All Disciplines* (1st ed). Book Zone Publication. Dhaka, Bangladesh : Book Zone Publication

Sherina, M.S. (2015). How to write a research proposal? *The Family Physician*;13(3):30-32

Sudheesh, K, Duggappa, D.R, and Nethra, S.S. (2016). How to write a research proposal? *Indian Journal of Anaesthesia* ,Vol. 60 , Issue 9 ; 631-634

Appendices

Appendix (A) : 5 QUESTIONS ON RESEARCH METHODS IN SOCIAL SCIENCES
(Consult the link blow)

1. What are the seven basic steps of the scientific method ?
2. Should the researcher always formulate a hypothesis before collecting data?
3. Why is different the information from a survey to that obtained in an interview?
4. Interviews are time-consuming and expensive because they only deal with a subject at a time. Why do researchers still use them?
5. What ethic rules should be considered when conducting a research?

https://eprints.ucm.es/id/eprint/51712/1/15%20QUESTIONS%20ON%20RESEARCH%20METHODS%20IN%20SOCIAL%20SCIENCES.pdf

Appendix (B) : 50 Questions with answers (Consult the link blow)

file:///C:/Users/Gigabyte/Downloads/research-methodology-question-bank-with-answers-pdf.pdf

Appendix (C) : Exam in Rersearch Methods (Consult the link blow)

file:///C:/Users/Gigabyte/Downloads/oppgave.pdf

Appendix (D) : Social Research Methods (Consult the link blow)

https://global.oup.com/uk/orc/sociology/brymansrm5e/student/mcqs/ch04/

Appendix (E) : Go to appendix 1 through appendix 6 and check the term and resit exams
(Consult the link blow)

https://www.univ-biskra.dz/enseignant/Mehiri/Research_Methodology-An_Introduction.Dr.R_MEHRI.pdf