

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SUMY NATIONAL AGRARIAN UNIVERSITY**

Department of Management named by Professor L.I. Mykhailova

Faculty of Economics and Management

MODULE SYLLABUS

Methods of empirical and social research

(compulsory/optional)

Implemented in «Administrative management» Academic Program

Area of specialization 073 «Management»

at the second (master's) level of higher education

Sumy-2022

Author: _____ (Stoyanets N.V., D. of E.S., Professor)

Module syllabus agreed at the Department of Management named by Professor L.I. Mykhailova meeting	Protocol № 13 dated 14.06.2022
	Head of Management Department named by Professor L.I. Mykhailova _____ (A.I. Oriekhova)

Approved by:

Guarantor of the Academic program _____ ()

Dean of the Faculty _____ (Strochenko N.I.)

Syllabus review (attached) is provided by : _____ (_____)
_____ (_____)

Representative of the Department of Education Quality assurance,
licensing and accreditation _____ (_____)

Registered in electronic data base _____2022

Syllabus review data:

The academic year in which changes are made	The Academic program attachment number with changes description	Changes revised and approved		
		Minutes No and date of the department meeting	Head of Department	Guarantor of the Academic program

1. MODULE OVERVIEW

1.	Title	Methods of empirical and social research		
2.	Faculty/Department	Faculty of Economics and Management/ Management Department		
3.	Type (compulsory or optional)	Compulsory		
4.	Program(s) to which module is attached (to be filled in for compulsory types)	« Administrative management » Academic Program, area of specialization 073 « Management »		
5.	Module can be suggested for (to be filled in for optional types)			
6.	Level of the National Qualifications Framework	second (master's) level of higher education		
7.	Semester and duration of module	1 semester, 15 weeks		
8.	ECTS credits number	5		
9.	Total workload and time allotment	Directed study		Self-directed study
		Lectures	Practicals	Labs
		30	30	90
10.	Language of instruction	English		
11.	Module leader	Stoyanets Nataliya – D.of E.S., Professor, Professor at the Management Department Hours of consultations - every Tuesday at 12.15, room 303 e		
12.	Module leader contact information	Natalystoyanez@gmail.com		
13.	Module description	The discipline "Methods of empirical and social research" is an important part of the preparation of the head for the development and improvement of professional activities and occupies a significant place in his future practice. The importance of the course is determined by modern trends in the study of empirical law through the mastery of the functions, methods and stages of empirical research in modern organizations; mastering modern research technologies in the observation, experiment, measurement and comparison of human relations in the team to form the experience of managing interpersonal relations in the organization.		
14.	Module aim	The aim is to form a system of theoretical knowledge, mastering methodological foundations and gaining practical skills in the formation of empirical research; with the use of empirical methods of cognition and modern technologies of team management; conducting observations, conducting experiments, preparing for surveys, interviews and questionnaires, as well as determining sociometric relationships in the team.		
15.	Module Dependencies (prerequisites, co-requisites, incompatible modules)	There are no special conditions		
16.	The policy of academic	According to the Code of Academic Integrity of Sumy NAU,		

	integrity	<p>academic integrity is a set of principles, rules of conduct of participants in the educational process, aimed at forming an independent and responsible personality, able to solve problems in accordance with the educational level in accordance with law and public morality. Academic integrity of applicants for higher education involves independent performance of educational tasks, tasks of current and final control, learning outcomes. It is expected that higher education students will adhere to the principles of academic integrity, aware of the consequences of its violation, which is determined by the regulations of Sumy National Agrarian University, including the Code of Academic Integrity, Regulations on Prevention and Detection of Academic Plagiarism in Sumy NAU. https://snau.edu.ua/viddil-zabezpechennya-yakosti-osviti/zabezpechennya-yakosti-osviti/akademichna-dobrochesnist/).</p> <p>For violation of academic integrity, applicants for higher education may be held subject to such academic liability, namely:</p> <ul style="list-style-type: none"> - academic fraud (use of the telephone when writing written works) will lead to re-submission of work; - write-off - from the first warning to cancel the job; - plagiarism will cancel the job
17	Link in Moodle	https://cdn.snau.edu.ua/moodle/course/view.php?id=3835

2. CORRELATION BETWEEN MODULE LEARNING OUTCOMES (MLOs) AND PROGRAM LEARNING OUTCOMES (PLOs)

MLOs: On successful completion of the module the learner will be able to:	PLOs			How assessed
	PLO ₁	PLO ₈	PLO ₁₁	
MLOs 1. Know the essence, place, prerequisites and basic theories of empirical research.	x			Multiple choice test
MLOs 2. Understand the acquired knowledge, subject area, using the theoretical basis and the importance of empirical social research in modern conditions, to understand the importance of empirical law in practice.	x			Individual calculation and analytical task
MLOs 3. Anticipate current trends in economic information, analyze the features of information systems of international organizations, determine the main types of documents to classify and characterize.		x		Multiple choice test
MLOs 4. Understand the specifics of applying a "qualitative approach" in conducting interviews to solve sociological research problems, to conduct focused group research.		x		Individual task, project
MLOs 5. Solve complex specialized tasks and practical tasks in the field of observation, purpose of a social experiment, its advantages and disadvantages; methods of conducting surveys, questionnaires and interviews		x	x	Individual task

3. MODULE INDICATIVE CONTENT

Autumn semester

Topics	Distribution of hours			S.-d. study	Learning resources
	Directed study				
	Lectures	Practicals	Labs		
<p>Topic 1: <i>Characteristics of methods of empirical cognition, features of their application in social work.</i></p> <p>1. Purpose, subject, object and advantage of empirical methods. 2. Stages of the empirical cycle. 3. Types of methods of empirical social research. 4. Empirical law.</p>	2	2		6	2,3,4,5
<p>Topic 2: <i>Theories of empirical research.</i></p> <p>1. Prerequisites for the formation and development of empirical research. 2. Chicago School of Empirical Sociology. 3. Industrial sociology. 4. Structural functionalism. 5. Sociometry (microsociology). 6. The concept of social exchange. 7. Theory of symbolic interactionism. 8. Economic information, its classification and purpose in research activities. 9. Coding of economic information and its use in the research process. 10. Factual information and its use in the research process. 11. Carriers of economic information and their use in the research process. Intelligent systems</p>	2	2		6	1,2,3,4,5
<p>Topic 3: <i>Definitions and documents in sociological empirical research.</i></p> <p>1. Definitions of the sociological method of research. 2. The main types of documents and their characteristics. 3. Classification of documents. 4. Information systems of international organizations. 5. Government and parliamentary information systems. 6. International mass media, information systems, "Thought Factories".</p>	2	2		6	2,3,4,5,6,7
<p>Topic 4: <i>Sampling in empirical research.</i></p> <p>1. The essence and objectives of sampling in empirical research. 2. Types and kinds of sampling. Automatic information processing systems. 3. General principles of collecting information material. 4. Economic information, its classification and purpose in research.</p>	2	2		6	2,3,4,5
<p>Topic 5: <i>Empirical observation as a method of</i></p>	2	2		6	2,3,4,5,6,8,

<p><i>collecting primary social information.</i></p> <ol style="list-style-type: none"> 1. The main features of sociological observation. 2. Advantages of the method of observation. 3. Disadvantages of the method of observation. 4. The structure of the method of observation. 5. Types of observation. Ways to increase the reliability of data during observation 					10
<p>Topic 6: <i>Social experiment and its purpose.</i></p> <ol style="list-style-type: none"> 1. The essence and place of the experiment in empirical research. 2. Classification of the experiment. 3. The main stages of the experiment. 4. Types of experiment. Forming experiment as one of the main methods of psychological and pedagogical research. Experimental learning as a kind of formative experiment. 5. Implementation of the experimental results. Types of systematization of research results. Bibliographic description of the sources used in the research. 	2	2		6	12,3,4,5,10
<p>Topic 7: <i>The method of comparison in empirical sociological research.</i></p> <ol style="list-style-type: none"> 1. Methodological specifics of comparison. 2. Application of the method of comparison in practice. 3. Stages of the comparison method 	2	2		6	2,3,4,5
<p>Topic 8: <i>Method of measurement in empirical sociological research.</i></p> <ol style="list-style-type: none"> 1. The main indicators when measuring. 2. Basic concepts of measurement. 3. Classification of measurements. 4. Principles and methods of measurement 	2	2		6	1,2,3,4,5,8
<p>Topic 9: <i>Sociometry as a type of empirical study of interpersonal relationships in the group.</i></p> <ol style="list-style-type: none"> 1. Tasks and place of sociometry in research. 2. Sociometric procedure. Processing of results. 3. Sociometric indices. Coding of economic information and its use in the research process. 4. Factual information and its use in the research process 	2	2		6	5,8,9,12
<p>Topic 10: <i>The role of surveys in the collection of primary social information.</i></p> <ol style="list-style-type: none"> 1. Concepts and features of the survey. 2. Stages of organization of surveys. 3. The main types of questions. 	2	2		6	2,4,6,12,14
<p>Topic 11: <i>Telephone survey, its advantages, disadvantages, purpose.</i></p> <ol style="list-style-type: none"> 2. Basic rules of questionnaire construction. 2. Telephone survey using a computerized CATI system. 3. Financial and economic systems. Security of information systems and technologies. 	2	2		6	2,3,10,12
<p>Topic 12: <i>Methods of collecting information.</i></p> <ol style="list-style-type: none"> 1. Diary method of collecting information. 	2	2		6	2,3,4,5

2. Electronic method.					
Topic 13. <i>The specifics of the interview and its organization.</i> 1. The essence and objectives of the interview. 2. Preparation for the interview and determining the venue. 3. Types of questions asked. 4 Non-verbal behavior of respondents and interviewers. Characteristics of the main types of interviews. Basic interview methods. 5. Advantages and disadvantages of the interview. The latest technologies of information exchange. Electronic libraries.	2	2		6	2,3,4,5
Topic 14. <i>Questionnaire as the main tool of sociological research.</i> 1. Types of questionnaires. Basic requirements for compiling the questionnaire. 2. Types of questions and requirements for their preparation. Auxiliary questions. 3. Basic requirements for substantive issues. Choice of questionnaire scale. 4. The latest requirements for the questionnaire. Advantages of the survey	2	2		6	2,3,4,5
Topic 15. <i>Scientific documents and their classification.</i> 1. Rules of registration of research work. 2. Implementation of the results of completed research. 3. Report on research work, its content and methods of compilation.	2	2		6	2,3,4,5
Total	30	30		90	

4. TEACHING AND LEARNING METHODS

MLOs	Teaching methods (directed study)	Hours	Learning methods (self-directed study)	Hours
MLOs 1. Know the essence, place, prerequisites and basic theories of empirical research.	Lecture, practical occupation, discussion relevant issues	12/-	Independent work with the textbook, performance of individual tasks	18/-
MLOs 2. Understand the acquired knowledge, subject area, using the theoretical basis and the importance of empirical social research in modern conditions, to understand the importance of empirical law in practice.	Problem lecture, thematic discussion, analysis of specific situations (Case-study)	12/-	Independent work with the textbook, performance of individual tasks	18/-

MLOs 3. Anticipate current trends in economic information, analyze the features of information systems of international organizations, determine the main types of documents to classify and characterize.	Problem lecture, thematic discussion, analysis of specific situations (Case-study)	12/-	Independent work with the textbook, performance of individual tasks	18/-
MLOs 4. Understand the specifics of applying a "qualitative approach" in conducting interviews to solve sociological research problems, to conduct focused group research.	Problem lecture, thematic discussion, "round table", "Brainstorming".	12/-	Independent work with the textbook, performance of individual tasks	18/ -
MLOs 5. Solve complex specialized tasks and practical tasks in the field of observation, purpose of a social experiment, its advantages and disadvantages; methods of conducting surveys, questionnaires and interviews	Analysis of specific production situations, solution of situational problems.	12/-	Independent work with the textbook, performance of individual tasks	18/ -

5. ASSESSMENT

5.1. Diagnostic assessment

5.2. Summative assessment

5.2.1. Intended learning outcomes methods:

№	Summative assessment methods	Grades	Deadline
1	Presentation	5 points /5%	During the semester
2	Module 1 - multiple choice test	25 points /25 %	According to the approved schedule
3	Module 2 - multiple choice test	25 points /25 %	According to the approved schedule
4	Intermediate certification is a multiple choice test	15 points /15 %	According to the approved schedule
5	Independent work - performance of an individual task	15 points /15 %	According to the approved schedule
6	Project	15 points /15 %	At 15 weeks

5.1.1. Grading criteria

Summative assessment method	Unsatisfactory	Satisfactory	Good	Excellent
Presentation	<1 points task not completed	1-2 points The task is performed in the amount of up to 5 working slides on educational materials, separate components (names of elements, conclusions) are	3-4 points All requirements to the task are fulfilled, but there are no own conclusions	5 points All the requirements of the task have been fulfilled, creativity has been demonstrated, own conclusions and suggestions have been given.

		absent		
Multiple choice test	<10 points	10-14 points	15-20 points	21-25 points
	Less than 60% of correct answers	60% - 74% of correct answers	75% - 89% correct answers	90-100% correct answers
Multiple choice test	<10 points	10-14 points	15-20 points	21-25 points
	Less than 60% of correct answers	60% - 74% of correct answers	75% - 89% correct answers	90-100% correct answers
Intermediate certification is a multiple choice test	<9 points	9 – 10 points	11- 13 points	14 – 15 points
	Less than 60% of correct answers	60% - 74% of correct answers	75% - 89% correct answers	90-100% correct answers
Independent work - performance of an individual task	<9 points	9 – 10 points	11- 13 points	14 – 15 points
	Task not completed (method and answers are incorrect)	The progress is correct, but there are significant errors, the answers are mostly wrong	The task is completed, but there are minor errors	The task is completely completed. There are no errors
Project (preparation, presentation, defense)	<9 points	9 – 10 points	11- 13 points	14 – 15 points
	The basic numerical problems are not solved	Solve basic numerical problems using appropriate methods	Solve a number of numerical problems using appropriate methods	Solve complex numerical problems using appropriate methods.

Formative assessment

Formative exercises are designed to enable students to develop particular aspects of their learning, prior to summative assessments. Formative exercises are designed to help students use feedback and self-reflection to manage and develop their learning so that they can see how to improve their work.

No	Formative Assessment elements	Date
1	Testing in Google Forms, Kahoot, Quizizz	At each practical lesson (introductory control)
2	Oral feedback from the teacher and students on the implementation of individual calculation and analytical tasks	For 3 weeks
3	Oral feedback from the teacher and students on the performance of an individual task on the main types of empirical social research	For 9 weeks
4	Oral feedback from the teacher and students on the implementation of the individual task of choosing sociometric criteria	For 11 weeks
5	Oral feedback from the teacher and students on the project implementation (preparation, presentation, defense)	For 14 weeks

6. LEARNING RESOURCES

6.1.Key resources

1. Kirtika Sharma. Basics of Research Methodology for Management and Social Sciences. LAP LAMBERT Academic Publishing, 2018. 168 p <https://www.amazon.com/Research-Methodology-Researchers-Management-Sciences/dp/8120329910>
2. Dr. Vijaykumar Ambadasrao Patil Research Methods in Literature: An Introduction 2019. 164 p <https://www.amazon.in/Research-Methods-Literature-Vijaykumar-Ambadasrao/dp/B081LV8GWJ>
3. George Thomas. Research Methodology and Scientific Writing 2nd Edition. Publisher: Ane Books, New Delhi 2019.628p.

4. R. Panneerselvam. Research Methodology (Second Edition). PHI Learning.2016.720p.

5. Vicenc Fernandez. Fundamentals of Research Methodology: A Reference Book for PhD Students in Management 1st Edition. OmniaScience, 2020.141p.

6. Rubee Singh. Fundamentals of Research Methodology. Crescent Publishing Corporation Delhi 2021.450p.

https://www.researchgate.net/publication/354077539_Fundamentals_of_Research_Methodology

7. Faizan Danish, Anil Bhat Research Methodology for Social Sciences An Elementry Book for Researchers. Hardbound. 2019 350p.

6.2. Guidelines

8. Stoyanets N. «The methodology of empirical social research» Eeducational methodological complex for students of 2-nd year full-time specialties 071 «Accounting and taxation», 051 «Economy» 073 «Management», on an educational Master's degree. Sumy 2019 y.,

1. Educational and methodical materials based on the Moodle platform <https://cdn.snau.edu.ua/moodle/course/view.php?id=3835>

Electronic textbooks for course

2. Guijuan Lin Higher Education Research Methodology-Literature Method <https://files.eric.ed.gov/fulltext/EJ1065734.pdf>

3. Wiersman, William. Introduction to educational research methods. Translated by Zhenguo Yuan. Education and Science Press. <http://repository.umpwr.ac.id:8080/bitstream/handle/123456789/3710/Fundamentals%20of%20Educational%20Research.pdf?sequence=1>

4. Research Methods in Education <https://gtu.ge/Agro-Lib/RESEARCH%20METHOD%20COHEN%20ok.pdf>

International specialized search engines

<http://info.studyweb.com> - specialized search system for educational resources

<http://infomine.ucr.edu> - virtual library of electronic publications

http://searchenginewatch.com/links/Specialty_Search_Engines - catalog of specialized search engines

<http://www.sciseek.com> - search for scientific information Ukrainian specialized search engines

<http://meta-ukraine.com/> The goal is a Ukrainian search engine with a wide search system for various topics, including a selection of electronic dictionaries.

English search engines

<http://www.yahoo.com/> - English search engine has the most developed structure of directories and various services. Hundreds of thousands of different Internet resources are organized manually by 14 main headings, each of which has several subheadings with a narrower topic.

<http://www.lycos.com/> - Lycos has a huge database with URLs above 66 million. This search engine (English) contains a variety of interesting information, including news, site reviews, links to popular sites, city maps, as well as tools for finding the addresses of various people and searching for web images and sound clips.

International specialized search engines

<http://info.studyweb.com> - specialized search system for educational resources
<http://infomine.ucr.edu> - virtual library of electronic publications
http://searchenginewatch.com/links/Specialty_Search_Engines - catalog of specialized search engines

<http://www.sciseek.com> - search for scientific information Ukrainian specialized search engines

<http://meta-ukraine.com/> The goal is a Ukrainian search engine with a wide search system for various topics, including a selection of electronic dictionaries.

English search engines

<http://www.yahoo.com/> - English search engine has the most developed structure of directories and various services. Hundreds of thousands of different Internet resources are organized manually by 14 main headings, each of which has several subheadings with a narrower topic.

<http://www.lycos.com/> - Lycos has a huge database with URLs above 66 million. This search engine (English) contains a variety of interesting information, including news, site reviews, links to popular sites, city maps, as well as tools for finding the addresses of various people and searching for web images and sound clips.

Рецензія на робочу програму (силабус) ОК *Methods of empirical and social research*

Розроблену викладачем кафедри менеджменту

Стоянець Н.В.

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента гарантом або членом проєктної групи	Так	Ні	Коментар
Результати навчання за освітнім компонентом (ДРН) відповідають НРК			
Результати навчання за освітнім компонентом (ДРН) відповідають передбаченим ПРН (для обов'язкових ОК)			
Результати навчання за освітнім компонентом дають можливість виміряти та оцінити рівень їх досягнення			

Член проєктної групи ОП _____ (назва) _____ (ПІБ) _____ (підпис)

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента викладачем відповідної кафедри	Так	Ні	Коментар
Загальна інформація про освітній компонент є достатньою			
Результати навчання за освітнім компонентом (ДРН) відповідають НРК			
Результати навчання за освітнім компонентом (ДРН) дають можливість виміряти та оцінити рівень їх досягнення			
Результати навчання (ДРН) стосуються компетентностей студентів, а не змісту дисципліни (містять знання, уміння, навички, а не теми навчальної програми дисципліни)			
Зміст ОК сформовано відповідно до структурно-логічної схеми			
Навчальна активність (методи викладання та навчання) дає змогу студентам досягти очікуваних результатів навчання (ДРН)			
Освітній компонент передбачає навчання через дослідження, що є доцільним та достатнім для відповідного рівня вищої освіти			
Стратегія оцінювання в межах освітнього компонента відповідає політиці Університету/факультету			
Передбачені методи оцінювання дозволяють оцінити ступінь досягнення результатів навчання за освітнім компонентом			
Навантаження студентів є адекватним обсягу освітнього компонента			
Рекомендовані навчальні ресурси є достатніми для досягнення результатів навчання (ДРН)			
Література є актуальною			
Перелік навчальних ресурсів містить необхідні для досягнення ДРН програмні продукти			

Рецензент, викладач кафедри менеджменту

(назва)

(посада, ПІБ)

(підпис)