

Q.1 Elaborate various kinds of sources for data collection in research. Discuss their advantages and disadvantages in research.

Data collection is a systematic method of collecting and measuring data gathered from different sources of information in order to provide answers to relevant questions. An accurate evaluation of collected data can help researchers predict future phenomenon and trends.

Data collection can be classified into two, namely: primary and secondary data. Primary data are raw data i.e. fresh and are collected for the first time. Secondary data, on the other hand, are data that were previously collected and tested.

The system of data collection is based on the type of study being conducted. Depending on the researcher's research plan and design, there are several ways data can be collected.

The most commonly used methods are: published literature sources, surveys (email and mail), interviews (telephone, face-to-face or focus group), observations, documents and records, and experiments.

1. Literature sources

This involves the collection of data from already published text available in the public domain. Literature sources can include: textbooks, government or private companies' reports, newspapers, magazines, online published papers and articles.

This method of data collection is referred to as secondary data collection. In comparison to primary data collection, it is inexpensive and not time consuming.

2. Surveys

Survey is another method of gathering information for research purposes. Information are gathered through questionnaire, mostly based on individual or group experiences regarding a particular phenomenon.

There are several ways by which this information can be collected. Most notable ways are: web-based questionnaire and paper-based questionnaire (printed form). The results of this method of data collection are generally easy to analyse.

3. Interviews

Interview is a qualitative method of data collection whose results are based on intensive engagement with respondents about a particular study. Usually, interviews are used in order to collect in-depth responses from the professionals being interviewed.

Interview can be structured (formal), semi-structured or unstructured (informal). In essence, an interview method of data collection can be conducted through face-to-face meeting with the interviewee(s) or through telephone.

4. Observations

Observation method of information gathering is used by monitoring participants in a specific situation or environment at a given time and day. Basically, researchers observe the behaviour of the surrounding environments or people that are being studied. This type of study can be controlled, natural or participant.

Controlled observation is when the researcher uses a standardised procedure of observing participants or the environment. Natural observation is when participants are being observed in their natural conditions. Participant observation is where the researcher becomes part of the group being studied.

5. Documents and records

This is the process of examining existing documents and records of an organisation for tracking changes over a period of time. Records can be tracked by examining call logs, email logs, databases, minutes of meetings, staff reports, information logs, etc.

For instance, an organisation may want to understand why there are lots of negative reviews and complains from customer about its products or services. In this case, the organisation will look into records of their products or services and recorded interaction of employees with customers.

6. Experiments

Experiemental research is a research method where the causal relationship between two variables are being examined. One of the variables can be manipulated, and the other is measured. These two variables are classified as dependent and independent variables.

In experimental research, data are mostly collected based on the cause and effect of the two variables being studied. This type of research are common among medical researchers, and it uses quantitative research approach.

If you are interested in my services, drop me a message or what you need. I will get back to you as soon as possible.

Q.2 Discuss the significance of tables in the presentation of data in research.

Research papers are often based on copious amounts of data that can be summarized and easily read through tables and graphs. When writing a research paper, it is important for data to be presented to the reader in a visually appealing way. The data in figures and tables, however, should not be a repetition of the data found in the text. There are many ways of presenting data in tables and figures, governed by a few simple rules. An APA research paper and MLA research paper both require tables and figures, but the rules around them are different. When writing a research paper, the importance of tables and figures cannot be underestimated. How do you know if you need a table or figure? The rule of thumb is that if you cannot present your data in one or two sentences, then you need a table.

Using Tables

Tables are easily created using programs such as Excel. Tables and figures in scientific papers are wonderful ways of presenting data. Effective data presentation in research papers requires understanding your reader and the elements that comprise a table. Tables have several elements, including the legend, column titles, and body. As with academic writing, it is also just as important to structure tables so that readers can easily understand them. Tables that are disorganized or otherwise confusing will make the reader lose interest in your work.

- **Title:** Tables should have a clear, descriptive title, which functions as the “topic sentence” of the table. The titles can be lengthy or short, depending on the discipline.
- **Column Titles:** The goal of these title headings is to simplify the table. The reader’s attention moves from the title to the column title sequentially. A good set of column titles will allow the reader to quickly grasp what the table is about.
- **Table Body:** This is the main area of the table where numerical or textual data is located. Construct your table so that elements read from up to down, and not across.

The placement of figures and tables should be at the center of the page. It should be properly referenced and ordered in the number that it appears in the text. In addition, tables should be set apart from the text. Text wrapping should not be used. Sometimes, tables and figures are presented after the references in selected journals.

Using Figures

Figures can take many forms, such as bar graphs, frequency histograms, scatterplots, drawings, maps, etc. When using figures in a research paper, always think of your reader. What is the easiest figure for your reader to understand? How can you present the data in the simplest and most effective way? For instance, a photograph may be the best choice if you want your reader to understand spatial relationships.

- **Figure Captions:** Figures should be numbered and have descriptive titles or captions. The captions should be succinct enough to understand at the first glance. Captions are placed under the figure and are left justified.
- **Image:** Choose an image that is simple and easily understandable. Consider the size, resolution, and the image’s overall visual attractiveness.
- **Additional Information:** Illustrations in manuscripts are numbered separately from tables. Include any information that the reader needs to understand your figure, such as legends.

Effective data presentation in research papers requires understanding the common errors that make data presentation ineffective. These common mistakes include using the wrong type of figure for the data. For instance, using a scatterplot instead of a bar graph for showing levels of hydration is a mistake. Another common mistake is that some authors tend to italicize the table number. Remember, only the table title should be italicized. Another common mistake is failing to attribute the table. If the table/figure is from another

source, simply put “Note. Adapted from...” underneath the table. This should help avoid any issues with plagiarism.

Using tables and figures in research papers is essential for the paper’s readability. The reader is given a chance to understand data through visual content. When writing a research paper, these elements should be considered as part of good research writing. APA research papers, MLA research papers, and other manuscripts require visual content if the data is too complex or voluminous. The importance of tables and graphs is underscored by the main purpose of writing, and that is to be understood.

Q.3 Compare the digital libraries with the traditional libraries indicating their significance in contemporary circumstances.

The “Digital” word means that all knowledge is divided into two digits the binary string of 0s and 1s that make up the genetic code of data. Libraries store materials in electronic format and access the same format. The concept of digital libraries has appeared ‘libraries without wall’ (Dabas, 2008).

A definition of digital libraries is from Digital Library Federation (1999) “Digital Libraries are organizations that provide the resources, including the specialized staff to select, structure, offer intellectual access to interpret, distribute preserve the integrity of and ensure works so that they are readily and economically available for use by a defined community or set of communities.”

According to NSF/ARPA/NASA Digital library initiatives, (FY 1994) states, “Information sources accessed via the internet are ingredients of a digital library. Today, the network connects some information sources that are a mixture of publicly available (with or without change) information and private information shared by collaborators. They include reference volumes, books, journals, newspapers, national phone directories, sound and voice recordings, images, video clips, scientific data (raw data streams from instruments and processed information), and private information services such as stock market report and private newsletters. These information sources, when connected electronically through a network, represent important components of an emerging universally accessible, digital library.”

According to Duguid, Paul, (1997) “The concept of a digital library is not merely equivalent to a digitized collection with information management tools. It is rather an environment to bring together collections, services and people in support of the full life cycle of creation, dissemination, use and preservation of data, information and knowledge.”

According to Gladney, H.M., et.al (1994) “A digital library service is an assemblage of digital computing, storage and communications machinery together with the software needed to reproduce emulates and extend the services provided by conventional libraries based on paper and other material means of collecting, storing, cataloguing, finding and disseminating information.”

A library is fundamentally an organized set of resources, which include human services as well as the entire spectrum of media (e.g., text, video, hypermedia). Libraries have physical components such as space,

Course: Research Methods (5671)

Semester: Spring, 2021

equipment, and storage media; intellectual components such as collection policies that determine what materials will be included and organizational schemes that determine how the collection is accessed; and people who manage the physical and intellectual components and interact with users to solve information problems.

Libraries serve at least three roles in learning. First, they serve a practical role in sharing expensive resources. Physical resources such as books and periodicals, films and videos, software and electronic databases, and specialized tools such as projectors, graphics equipment and cameras are shared by a community of users. Human resources--librarians (also called media specialists or information specialists) support instructional programs by responding to the requests of teachers and students (responsive service) and by initiating activities for teachers and students (proactive services). Responsive services include maintaining reserve materials, answering reference questions, providing bibliographic instruction, developing media packages, recommending books or films, and teaching users how to use materials. Proactive services include selective dissemination of information to faculty and students, initiating thematic events, collaborating with instructors to plan instruction, and introducing new instructional methods and tools. In these ways, libraries serve to allow instructors and students to share expensive materials and expertise.

Second, libraries serve a cultural role in preserving and organizing artifacts and ideas. Great works of literature, art, and science must be preserved and made accessible to future learners. Although libraries have traditionally been viewed as facilities for printed artifacts, primary and secondary school libraries often also serve as museums and laboratories. Libraries preserve objects through careful storage procedures, policies of borrowing and use, and repair and maintenance as needed. In addition to preservation, libraries ensure access to materials through indexes, catalogs, and other finding aids that allow learners to locate items appropriate to their needs.

Third, libraries serve social and intellectual roles in bringing together people and ideas. This is distinct from the practical role of sharing resources in that libraries provide a physical place for teachers and learners to meet outside the structure of the classroom, thus allowing people with different perspectives to interact in a knowledge space that is both larger and more general than that shared by any single discipline or affinity group. Browsing a catalog in a library provides a global view for people engaged in specialized study and offers opportunities for serendipitous insights or alternative views. In many respects, libraries serve as centers of interdisciplinarity--places shared by learners from all disciplines. Digital libraries extend such interdisciplinarity by making diverse information resources available beyond the physical space shared by groups of learners. One of the greatest benefits of digital libraries is bringing together people with formal, informal, and professional learning missions.

Formal learning is systematic and guided by instruction. Formal learning takes place in courses offered at schools of various kinds and in training courses or programs on the job. The important roles that libraries serve in formal learning are illustrated by their physical prominence on university campuses and the number of courses that make direct use of library services and materials. Most of the information resources in schools are

پرفائلڈ کرنے کے لیے **WORD** یا اپنے نام سے **PDF** میں اسائنمنٹ مناسب قیمت میں حاصل کرنے کے لیے ہمارے ویس ایپ نمبر **+923065772734** پر رابطہ کریں

گھر بیٹھے ہاتھ سے خوشخط لکھی ہوئی اسائنمنٹ منگوائیں وہ بھی بالکل مناسب قیمت پر تو ابھی آرڈر کرنے کے لیے ہم سے ویس ایپ نمبر **+923065772734** پر رابطہ کریں

تمام کلاسز کی حل شدہ مشقیں ہماری ویب سائٹ **DIGITALSPOT.PK** سے **FREE** میں ڈاؤن لوڈ کریں

Course: Research Methods (5671)

Semester: Spring, 2021

tied directly to the instructional mission. Students or teachers who wish to find information outside this mission have in the past had to travel to other libraries. By making the broad range of information resources discussed below available to students and teachers in schools, digital libraries open new learning opportunities for global rather than strictly local communities.

Much learning in life is informal--opportunistic and strictly under the control of the learner. Learners take advantage of other people, mass media, and the immediate environment during informal learning. The public library system that developed in the U.S. in the late nineteenth century has been called the "free university", since public libraries were created to provide free access to the world's knowledge. Public libraries provide classic nonfiction books, a wide range of periodicals, reference sources, and audio and video tapes so that patrons can learn about topics of their own choosing at their own pace and style. Just as computing technology and world-wide telecommunications networks are beginning to change what is possible in formal classrooms, they are changing how individuals pursue personal learning missions.

Professional learning refers to the on going learning adults engage in to do their work and to improve their work-related knowledge and skills. In fact, for many professionals, learning is the central aspect of their work.

Like informal learning, it is mainly self-directed, but unlike formal or informal learning, it is focused on a specific field closely linked to job performance, aims to be comprehensive, and is acquired and applied longitudinally. Since professional learning affects job performance, corporations and government agencies support libraries (often called information centers) with information resources specific to the goals of the organization. The main information resources for professional learning, however, are personal collections of books, reports, and files; subscriptions to journals; and the human networks of colleagues nurtured through professional meetings and various communications. Many of the data sets and computational tools of digital libraries were originally developed to enhance professional learning.

Scientific data sets.

An enormous amount of attention is being given to making data sets collected by scientific projects available to broader communities of users. International efforts such as the Earth Observing System (EOS) and the human genome project demand large investments of public resources and create huge volumes of data. Multiple forces act to cause the development of digital libraries of scientific data from these projects. First, the tools used to collect, transmit, and analyze data generate or require digital signals, thus the information materials are in digital form rather than paper form. Second, the data must be made available to scientists worldwide on a timely basis and digital electronic networks make this possible. Third, the huge public investments encourage scientists to disseminate data as widely as possible to maintain public support and further educational and social progress. Providing access to these data sets through electronic libraries is a important challenge, especially in the U.S. where law mandates that publicly supported scientific data be made freely available to citizens (see the sidebar by Gey).

Course: Research Methods (5671)

Semester: Spring, 2021

One example of how primary data sets are used in education is the Earth System Science Community Curriculum Testbed project that links students and teachers in high schools and universities in an effort to build an earth system science (ESS) community (<http://www.circles.org/ESSCC/ESSCC.GIF>). The project aims to build a curriculum for the interdisciplinary field of ESS by linking teachers of physics, chemistry, biology and other sciences to ESS scientists and NASA data sets. Topics such as acid rain and global warming are explored by teams of students in each classroom by taking advantage of a growing electronic community of students, teachers, and researchers. Using tools such as Mosaic, FTP, and Stella, teachers and students in schools in North America access data sets at different levels of representation, analyze the data, simulate scenarios, collaborate with scientists and students at remote sites, and publish reports. This project has been funded as part of the NASA digital library initiative and illustrates how electronic technology can support collaboration among scientists and students and how digital libraries of data, messages, and student reports are grown and managed. The ESS community is thus manifested as an organic, evolving digital library that includes primary data sets, conversations about them, and the results of using them.

Other Data Sets.

Textual databases of classic works (out of copyright) and image collections for important artistic exhibits or museums have been assembled by scholars and made available through the Internet. (See [13] for a collection of arts and humanities electronic resources and projects). As more schools and individuals acquire access tools and funds, it is likely that private digital libraries will move out of specialized markets to provide access to primary information for a fee. For-profit companies such as publishers of print, music, and film products and radio and television broadcasters own enormous volumes of information, and international information infrastructures will create new markets for that information. Teachers and learners will likely not be heavy on-demand users for this information but rather want to use it as the raw material for study and for integration into instructional presentations. How these materials are made available and what "fair use" policies evolve are yet to be determined.

Electronic journals.

Although electronic journals are becoming more common, they have not achieved as much penetration as many expected [23, 24]. As electronic journals develop, they will certainly improve informal and professional learning and will likely become useful resources in the K-12 arena which has traditionally maintained only modest journal collections in schools. Two common approaches to electronic journals are to: (i) store files in LaTeX, PostScript or ASCII form in a fileserver and email the files, or allow FTP access to them ("generic approach"); and (ii) store documents in hypertext/hypermedia systems and allow online browsing and perusal ("hypertext approach"). Table 1 gives a sample of electronic journals that use the generic approach and Table 2 gives a sample of those using the hypertext approach.

Course: Research Methods (5671)

Semester: Spring, 2021

The main problems that these publications solve to different degrees are related to information retrieval support, display of complex graphics and formulas, and distribution speed and reliability. A recent journal using the "hypertext approach" is J.UCS, the Journal of Universal Computer Science (see http://www.iicm.tu-graz.ac.at/Cjucs_root or send an email for general information to jucs@iicm.tu-graz.ac.at with subject [info]). It addresses these three problems by using a range of searching techniques including scoped searches; using HFT, RTF and particularly LaTeX and PostScript as file formats to provide high quality display; and using a worldwide network of initially 65 "foundation servers" to remove much of the access-time problems associated with earlier attempts.

Newsgroups, listservs and mail archives.

Perhaps the first examples of digital libraries in networked environments were the archives produced by the many USENET newsgroups and listservs available through global networks. News reading and filtering programs [21, 25] and search tools such as Archie and Veronica [8] provide rudimentary aids for locating information in these electronic discussions. Listservs are used for specialized projects (e.g., the ESS project above and the Perseus project both have listservs) and for distance education courses. In a cable television course taught by Marchionini, a listserv was used by students to present "one-minute papers" at the conclusion of each session. This provided continuity between sessions and personalized the interactions between the instructor and students, who would otherwise have only remote telephone access during live sessions. In another semester, students in graduate seminars in human-computer interaction taught by Marchionini at the University of Maryland and Christine Borgman at UCLA collaborated on term projects through email and FTP services. Students gained broader perspectives by virtue of the diversity in backgrounds that students from the different schools brought to the courses, and both positive collaborations and "techno-bullying" were observed. See [15] for a set of experiences in the virtual classroom.

In another setting, Maurer used Hyper-G [17] both as electronic library and discussion forum. In a 200-student class on "Societal Aspects of Computer Science" some 50 high-quality papers from specialists were made available to students via Hyper-G as the basis of a wide ranging electronic discussion. Students were able to comment on papers and earlier comments, the structure of the discussion being visualized using the X-Windows client Harmony [11]. The experiment created a network of over 4000 hyperlinked documents. Students remained "semi-anonymous" to encourage free discussion: i.e. students were allowed to choose arbitrary pen-names known only to each individual and to the instructor, the latter since student evaluation was based on the quality of contributions of the students. The experiment exemplifies blurring of the borderlines between electronic libraries and CSCW [7]--the semi-structured threads of conversation that make up news archives and lists provide another type of digital library product that will find increasing use in both formal and informal learning.

LMS پر اپلوڈ کرنے کے کیلئے WORD یا اپنے نام سے PDF میں اسائنمنٹ مناسب قیمت میں حاصل کرنے کے لئے ہمارے ویس ایپ نمبر +923065772734 پر رابطہ کریں

گھر بیٹھے ہاتھ سے خوشخط لکھی ہوئی اسائنمنٹ منگوائیں وہ بھی بالکل مناسب قیمت پر تو ابھی آرڈر کرنے کے لئے ہم سے ویس ایپ نمبر +923065772734 پر رابطہ کریں

تمام کلاسز کی حل شدہ مشقیں ہماری ویب سائٹ DIGITALSPOT.PK سے FREE میں ڈاؤن لوڈ کریں

Course: Research Methods (5671)

Semester: Spring, 2021

Specialized hypermedia corpuses.

A variety of hypermedia materials are becoming available and these collections are often served from a library rather than dedicated machines in classrooms. The Perseus hypermedia corpus (2.0) includes about 200 plays, books, poems, and text fragments in Greek and English translation; almost 25,000 24-bit color images of vases, sculpture, coins, and sites; maps; site plans; and a variety of search, navigation, and display tools. [6, 20]. Hundreds of colleges and scores of high schools are currently using Perseus to support instruction in Greek language, ancient history, Greek literature, religion, archaeology, and art history. In many sites, Perseus is delivered through a campus network. In some sites, Perseus is provided on a stand-alone machine in a library. The many CD-ROM corpuses now available for specialized topics challenge schools and individuals to be judicious in acquisition and use of these materials, thus increasing the need for resource sharing functions of libraries.

Another instance of an emerging corpus of material entering digital libraries is the PC-library [19] a product developed by a publishing consortium. Originally designed for stand-alone PC applications it has now migrated to client/server architecture. At the time of writing some 40 substantial reference volumes including a 10-volume encyclopedia ("Meyer A-Z"), dictionaries for most European languages ("Langenscheidt dictionaries"), the famous German-English "Oxford Duden," and standard scientific reference books on medicine, computer science and CAD are either available or in preparation, some of them containing high quality diagrams and pictures. There are a number of aspects of the PC library particularly worth mentioning: First, an arbitrary subset of the books in the library can be "activated" at any time, and all searches (including fuzzy full text) are carried out only within the books activated. Second, the PC library is not just a set of static books but can be used in a variety of not-only-read mode: persons can leave comments (for themselves or for others); searches can be activated from other applications and the results used in such other applications; books can be augmented by additional (personal) entries, including multimedia material (e.g. personal pictures or video clips); and material is automatically hyperlinked using a keyword based technique.

Q.4 Discuss the significance of Power Point for a researcher to present his research by describing its key features.

Academic presentations could be based on research in progress, unfinished work or the full drafts of a research paper. An academic presentation is a sort of like an advertisement for the paper than an attempt to present all the information in the paper. You need to focus on what is important, highlighting the bold outcomes and results is the key here. The below format is a very basic design showing you how to make a PowerPoint presentation from a research paper:

- Introduction (1 slide)
- Research Questions/Hypotheses (1 slide)
- Literature Review/Theory (1 slide)

Course: Research Methods (5671)

Semester: Spring, 2021

- Methods & Data Collection (1 slide)
- Data Presentation/Findings (3-5 slides)
- Conclusion (1 slide)

Obviously, this is just a general guideline. It is however important that you focus on your findings, future implication of your work and limitation since it is the potential for future research. During a presentation method and data collection sections should be kept short. Though, this all depends on the nature of the work.

To create a presentation from a full-length paper or article, you can pull out the most important parts of the article, based on the above list or based on the subheadings in your own article.

For the introduction, you can use the same compelling introduction you use in your paper. In the PowerPoint presentation, it is a good idea to find a picture that describes the aim of your research. Visuals are considered very effective tools for keeping the audience interested and for conveying a point.

Your next slide should contain your research questions mentioned in your introduction as well.

Then, spend no more than a minute contextualizing your research questions and project within the literature.

Don't make the mistake of spending too much time reviewing what others have written about your topic. You

just want to illustrate the fact that your work contributes to existing research in the field. People don't come to conferences to hear literature reviews, they want new information and mind-blowing findings. They want to see the real implications of the findings to the global challenges at hand. The concrete practical solutions.

Think about the questions people might have such as: what data set did you use? How many interviews did you carry out? How many months of participant observation did you complete? What is the timeframe for the data?

The geographical observations. Give just enough information to validate your findings for the methodology section.

You should be able to go through all of the above in the first five minutes so that you can spend as much of your time as possible sharing the rich detail of your own data and analyses. If you have ethnographic data, you can tell one story from the field for each point you want to make. For statistical data, you can present a table with findings for each finding you wish to highlight. For interview data, you can use one interview quotes for each theme you plan to highlight.

Once you bold out the significant findings, you can leave a minute or two for your conclusion. Again make sure you use visuals, story format, case studies, quotes, even videos to explain your result to make it very appealing to the audience.

As you make each slide, remember to put a few words as possible on each slide, and place an image on each slide to convey your points visually.

Q.5 Describe various steps in drafting the Research Proposal.

Course: Research Methods (5671)

Semester: Spring, 2021

Step 1: The Title

Naming your research is an important part of the research proposal. It should tell the user (In 25 words or less) what you intend to research and how you intend to do it. You may also wish to give your research project both a Māori and English title. The choice is up to you, as long as your title is relevant to the research question.

Step 2: The Abstract

Your research proposal in its entirety may be anywhere between 5,000 to 25,000 words in length. So it is important that you give a summary of the entire document. This summary is known as the abstract, and should demonstrate to the reader the most important parts of each of the sections of the research proposal in around 200 words. It is often useful to write the abstract last, after the rest of the research proposal has been written and fully thought out.

Step 3: Aims and Objectives

In this section you should expand on the title of your research project to articulate in full detail the aims and objectives of your research. You should be able to provide a detailed description of the research question, the purpose of the research, and a description of your approach (methodology and method) to the research.

Included in this section should be discussion around the research problem that you intend to answer or investigate, your hypothesis, the parameters of the research i.e. what you intend to include within the research, and what you intend to leave out.

Step 4: Background

This section should provide detail about the background to the research question. In this section you will need to demonstrate an understanding of the existing literature and research studies within the area of your proposed research topic. This is to assist the reader to understand the significance of your research, and where it fits within the existing body of knowledge.

The background section is a significant portion of your proposal and therefore should be an extensive review of the literature related to your topic (see literature review). You should be able to discuss what the existing literature is about and highlight any gaps, issues or contentions that arise. You also need to be able to show where your research fits within this literature and enter into discussions on issues that relate to your research question. The point of this background section is to demonstrate to the reader your understanding and knowledge of the research area, as well as the contribution that your research project will make to the existing research and knowledge.

Step 5: Methodology and Method

In this section of the proposal you will need to demonstrate how you intend to go about investigating the research question. The methodology generally refers to the theory to be used to justify the use of the particular research methods that you are choosing to use. You may use more than one methodology to inform your

Course: Research Methods (5671)

Semester: Spring, 2021

method of research. The method describes the way you intend to investigate the question, such as a questionnaire, a hui, in-depth individual interviews, focus group interviews, a wānanga, a survey and so forth. Kaupapa Māori is a methodology, that also gives rise to and guides research methods. In this section you will need to give a brief overview of Kaupapa Māori theory and/or theories, why you have chosen to use this methodology and how your research question fits within this methodological framework.

If you are using more than one methodology then you will need to demonstrate why you have chosen to use another methodology alongside Kaupapa Māori, and how it is relevant to the aims and objectives of your research.

You should also discuss the different methods you intend to use in full detail, and provide justification as to why you have chosen to use these methods. It is also helpful to discuss how many participants you intend to involve in your research, how you intend to find or approach participants, and how they will be used in your study.

EST. 2020 Step 6: Schedule and Timeline

You need to be able to demonstrate that your research is possible within a given timeframe. You may be able to define your own timeframe, or the institution for which you are writing a proposal may have a set timeframe that you will need to work within. Either way, it is important that you are able to plot the intended progress of the project from start to finish. If you intend to produce any outputs, reports, findings then they should be inserted into this schedule.

DIGITAL SPOT Step 7: Ethical Approval

Some institutions require that any research involving interaction with human participants get approval from ethical advisory committees or boards. This ethical approval is sought to ensure that the researcher conducts research in a manner that is respectful to the participants and other human beings that may be influenced by the research process. It is important that you seek out what ethical approval is required within your area of research. You may need to seek approval from more than one advisory committee depending on the institutional, financial and disciplinary context. Applications for ethical approval are obtained directly from the ethical committees themselves.

Ethical considerations is a key part of conducting Kaupapa Māori research. Understanding research ethics will impact on all aspects of your research, in particular, how you engage with communities to conduct your research and disseminate your research findings. Māori community research organizations are also beginning to develop their own research ethics guidelines to assist both the researchers and participants to be "culturally safe"™ during the research process.

In the "ethical approval"™ section, it is important to outline who you intend to seek ethical approval from, and/or when ethical approval was granted and for what period of time.

Course: Research Methods (5671)

Semester: Spring, 2021

Step 8: Resources

This section demonstrates to the reader that you are both suitable and capable of carrying out the proposed research. You will need to discuss what resources you have at your disposal that makes it possible for you to carry out this research. For example, physical resources (such as research instruments), personal resources (such as knowledge of the discipline, area or community under study), as well as any other resources that you have as a researcher (or research team) that will enable you to carry out the research from beginning through to completion.

You may also need to highlight what resources you still require in order to complete the research, and also discuss how you intend to go about acquiring these resources (i.e. through funding, through research collaborations etc.)

Step 9: Budget

Not all research proposal require a budget (such as thesis proposals for academic institutions), however if you intend to apply for funding for research it is important that you are able to show how much money you require, and justify the amount asked for. The way to justify the amount you are asking for is to provide a detailed budget outlining what expenses you predict you will incur in conducting the research. Exactly where and how money will be spent will differ from project to project, and the size of the budget should reflect the size of the research project. Some of the main expenses that may be included in any budget could be researcher's time, human resources (such as other research assistants, transcribers, advisory board members), technical equipment (Dictaphones, transcribers, computer hardware and software etc), stationary, koha and others.

DIGITALSPOT.PK

