

Research
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1st Lecture

- 1. Research is defined as ainvestigation into and study of materials and sources in order to establish facts and reach new conclusions.**
 - a. Deep
 - b. Voluntary
 - c. Systematic
 - d. Abstract

- 2. Method is defined as a particular procedure forsomething, esp. a systematic or established one.**
 - a. Accomplishing
 - b. Approaching
 - c. Either
 - d. Neither

- 3. Design is defined as a/anstructure of the inquiry (research)**
 - a. Logical
 - b. Non-logical
 - c. Practical
 - d. Non-practical

- 4. A research could be a turn paper or:**
 - a. Thesis
 - b. Dissertation
 - c. Article
 - d. All true

- 5. While we find articles in newspapers and magazines, we find the dissertations in:**
 - a. PHD
 - b. MA
 - c. Both
 - d. Neither

6. In PHD, we have:

- a. Thesis
- b. Dissertations
- c. Articles
- d. All

2nd Lecture

1. In a thesis or dissertations and thesis, we call the components of the research:

- a. Elements
- b. Abstracts
- c. Factors
- d. Chapter

2. In a thesis or dissertation, an ABSTRACT must exist and should be:

- a. At the end
- b. In the middle
- c. At the beginning
- d. Any where

3. Although we should put the ABSTRACT at the beginning of the research, it should....

- a. Not be written at all
- b. Be written in the beginning
- c. Be written after finishing the research
- d. All acceptable

4. ABSTRACT is similar to:

- a. Main idea
- b. Thesis
- c. summary
- d. All false

5. It is important to note that the weight accorded to the different components can vary by discipline. To avoid any mistake in the weight of your research, you should:

- a. Shorten your ABSTRACT as much as possible.

- b. Lengthen your ABSTRACT as much as possible
 - c. Try to find an abstract of similar research and model it.
 - d. All true
- 6. *Why do we care about the problem? What practical, scientific, theoretical or artistic gap is your research filling? Which component of the ABSTRACT is this?***
- a. Conclusion/implications
 - b. Results/findings/product
 - c. Motivation/problem statement
 - d. Methods/procedure/approach
- 7. *What did you actually do to get your results? (e.g. analyzed 3 novels, completed a series of 5 oil paintings, interviewed 17 students) .Which component of the ABSTRACT is this?***
- a. Conclusion/implications
 - b. Results/findings/product
 - c. Motivation/problem statement
 - d. Methods/procedure/approach
- 8. *As a result of completing the above procedure, what did you learn/invent/create? Which component of the ABSTRACT is this?***
- a. Conclusion/implications
 - b. Results/findings/product
 - c. Motivation/problem statement
 - d. Methods/procedure/approach
- 9. *What are the larger implications of your findings, especially for the problem/gap identified in step 1? Which component of the ABSTRACT is this?***
- a. Conclusion/implications
 - b. Results/findings/product
 - c. Motivation/problem statement
 - d. Methods/procedure/approach

10. Which of the following has to be avoided when writing an ABSTRACT?

- a. You give what is really an introduction, missing out what the results were
- b. ! You tell us what each section of the writeup is going to talk about (e.g. 'In the third section we will describe the method'), not briefly what you did (e.g. 'The method we used was...')
- c. ! You include wording that refers forward like '... as we shall see...'. Again it is not an introduction. It should read as referring back to the whole completed project.
- d. All of the above mentioned.

3rd Lecture

1. The Abstract could be defined as a/an..... of the whole thing.

- a. Long summary
- b. Rearrangement
- c. Short summary
- d. introduction

2. It is important to note that the weight of the abstractby discipline.

- a. Can vary
- b. Cannot vary
- c. Is always the same
- d. All false

3. One of the components of the abstract is called This component involves the questions: As a result of completing the above procedure, what did you learn/invent/create?

- a. Conclusion/implications
 - b. Methods/procedure/approach
 - c. Motivation/problem statement
 - d. Results/findings/product
4. One of the components of the abstract is called This component involves the questions: Why do we care about the problem? What practical, scientific, theoretical or artistic gap is your research filling?
- a. Conclusion/implications
 - b. Methods/procedure/approach
 - c. Motivation/problem statement
 - d. Results/findings/product
5. One of the components of the abstract is called This component involves the questions: What did you actually do to get your results? (e.g. analyzed 3 novels, completed a series of 5 oil paintings, interviewed 17 students)
- a. Conclusion/implications
 - b. Methods/procedure/approach
 - c. Motivation/problem statement
 - d. Results/findings/product
6. One of the components of the abstract is called This component involves the questions: What are the larger implications of your findings, especially for the problem/gap identified in step 1?
- a. Conclusion/implications
 - b. Methods/procedure/approach
 - c. Motivation/problem statement
 - d. Results/findings/product
7. Which one of the following should be avoided in writing a good abstract?

- a. You give what is really an introduction, missing out what the results were
- b. You tell us what each section of the writeup is going to talk about (e.g. 'In the third section we will describe the method'), not briefly what you did (e.g. 'The method we used was...')
- c. You include wording that refers forward like '... as we shall see...'. Again it is not an introduction. It should read as referring back to the whole completed project.
- d. All of the above mentioned.

8. An abstract could be described as poor one if

- a. It is incomplete.
- b. It doesn't provide enough details.
- c. It does not grab the attention of the reader.
- d. All of the above mentioned.

4th lecture

1. Research should demonstrate.....

- a. Research expertise in the relevant field.
- b. An appropriate level of originality.
- c. Both
- d. Neither

2. To achieve the above mentioned demonstration, there are some ways like.....

- a. By a piece of work which applies existing ideas (e.g. previous findings, theories, research methods) to a new domain (e.g. provides a competent analysis of new data in terms of an existing theory or approach).
- b. By a piece of work which proposes a new and interesting account (maybe a new theory) of existing data.
- c. Either
- d. Neither

3. In choosing a topic for your research, you may:

- a. Choose a topic that stimulates your your intellectual curiosity.
- b. Not choose a topic that has relevance to your future career aspiration.
- c. Not choose a topic that you feel confident that you are able to master.
- d. B and C

4. The broader the topic you choose,

- a. The more pen-ended your research becomes.
- b. The less likely it is that you will complete it on time.
- c. Both
- d. Neither

5. In (introduction), you should.....

- a. Tell the reader about the topic
- b. You start telling us a lot of detail about the method and your results at this point
- c. Detailed research questions and hypotheses... premature to give them here
- d. B and C

6. In (introduction0, after telling the reader what the topic is, you move on to.....

- a. Telling him a lot of detail about the method and your results at this point
- b. Reasons for doing the work, e.g.
- c. Giving details
- d. All false

7. In (introduction) , you should.....

- a. Present the research as having wider implications.
- b. Present generalizations whether founded or not.
- c. Writing multiple sections with titles.
- d. All true

- 8. In (introduction), outline of what will come in the chapters/sections that follow comes at:**
- a. The beginning of the introduction
 - b. The middle of the introduction
 - c. The end of the introduction
 - d. It should be avoided to do so
- 9. If you are using some hard terminology in your research, in the introduction you....**
- a. May give a brief definitions of some key terms to be used later.
 - b. May not give any brief definitions of some key terms to be used later.
 - c. Either
 - d. Neither

5th lecture

- 1. In order to fully understand plagiarism, it is important to first understand the concept of.....**
- a. Law
 - b. Rights
 - c. Authorship
 - d. A and B
- 2.refers to the production and ownership of ideas and intellectual material, such as books, articles, images, etc.**
- a. Law
 - b. Rights
 - c. Authorship

d. A and B

3. The issue of ownership is complicated by the fact that some knowledge is said to be

a. Free knowledge

b. Common knowledge

c. Important knowledge

d. Necessary knowledge

4. 'Using or copying the work of others (whether written, printed or in any other form) without proper acknowledgement' This definition refers to:

a. Authorship

b. Plagiarism

c. Theft

d. All false

5. One of the types of Paganism is to copy someone else's work as if it were your own. One of the following is an example of this type:

a. If you use a source when you write your assignment, whatever that source might be, you copy whole sentences or paragraphs as though they are your own.

b. If you copy a whole sentence because you think the sentences are excellent and express the point better than you.

c. If you have taken so many notes on a topic that you have forgotten to note the reference to some of the sources.

d. All are examples of this type

6. Other types of Plagiarism like:

a. copy sections of someone else's work but change the odd word or phrase

b. Submit the same piece of work for two different assignments, even if they are to different departments

- c. Submit written work produced collaboratively, unless this is specifically allowed
- d. All true

7. Another type of Plagiarism is to copy the work of another student, even if they have consented

8. This is also called.....

- a. Imitation
- b. Cheating
- c. Collusion
- d. A and B

9. Plagiarism in some cases could be excused.

- a. Sometimes
- b. Never
- c. It depends on the excuse
- d. All false

10. In addition to preventing Plagiarism, Receiving has another benefit like:

- a. Credit for your own hard work and research
- b. Demonstrating your intellectual integrity by conforming to agreed academic standards of good practice
- c. Receiving meaningful feedback from your tutor that is targeted to the level you are really at (not pretending to be)
- d. All true