1

Research leads to an expansion of knowledge and discoveries of new medical treatments and cures

Research is crucial to assessing your community and program needs , developing engaging results-based curriculum, preparing the most effective outreach messages, demonstrating student success, and more

2

It is a short summary of your completed research.If done well, it makes the reader want to learn more about your research

3

Context In the opening section of the report, you should get the reader's attention and provide needed context. One to two paragraphs of context is usually sufficient, even for longer reports. Main Message The main message answers the reader's main question. It states the writer's thesis or provides an overview of key

4

By a citron and reference

It is piece of work that is referenced to the Authorship by (quotient or paraphrase

5

Because it is stealing others efforts

6

yes by referenced to the Authorship by (quote or paraphrase , Keep your Eyes and Ears open , Take note of what you read , Use a fresh Perspective , Use your Imagination Write about your own experiences

7

Questions on sensitive issues Even in surveys of beekeepers, some issues can be sensitive. Matters such as financial returns, incidence of disease, location of beehives, and methods for treating diseases and parasites may be sensitive topics for some beekeepers. Taxation,personal and commercial confidentiality issues may be important in financial questions. Beekeepers may feel sensitive

about exposure to criticism for poor management if they report disease. If unorthodox treatments for disease have been used, then exposure to the risk of prosecution may make respondents reluctant to respond. Concern about safety of beehives, or any of these other issues may mean that some beekeepers will not answer those questions at all,will provide incomplete information, or will supply wrong information. There is no doubt that seeking too much sensitive information will seriously reduce response rates and also lead in many cases to incomplete survey returns, thus defeating the object of asking the questions

8

These notes originate from my efforts to help an old friend undertaking a taught Master's course, at a university which seemed to devise its regulations around the key principle that under no circumstances should, or could, a supervisor be helpful.

So my reaction to his first almost complete draft was to say that it needed to be complete lyre-organised; it was great content, but did not follow the conventions of a dissertation. Quite reasonably he asked how he was supposed to know that? This is a game he would only play once, whereas supervisors and assessors and external examiners are familiar with it.He suggested,

"I should have found(useful) a model outline for the MA, like

Intro could include.....and should not.....

Literary review could..... and should not.....

Further Chapters could.... and should not.....

Conclusion could ...and should not..... "

So this is my attempt to provide just that. I had just assumed that it already existed in practically every text on Research Methods, but on the basis of the sample I have consulted. it doesn't.

I've already modified it in response to some very useful suggestions from people on lists Ibelong to, and plan to continue to do so—so please write to me (address in the footer) and together we can improve it further Thanks

Note that these are general remarks, and that they are trumped by any specific rubrics from the awarding institution. As discussed here, they apply most clearly to dissertations within broadly social studies and to a lesser extent humanities,where, however, there may be more scope for variation

University and/or faculty (in the sense of organizational unit, rather than academic staff) libraries will contain dissertations from previous years; even if the rules are quite explicit, it makes sense to go and have a look at half-a-dozen or so, to see what has been deemed acceptable in practice. (I was amazed, when doing this prior to submitting my M.Ed dissertation many years ago, to find a completely hand-written piece—beautifully done—but then it was about the teaching of hand-writing.)

9

In dependent variable – variable that is manipulated by the researcher (or the variable that is thought to affect the outcome/dependent variable

Dependent variable – variable that is measured to assess the effects of the independent variable

10

Between Group Design: Describes statistical comparison of two or more different groups of subjects that are subject to different experiences or treatments. Between group designs are used when one doesn't have the time, interest, or means to arrive at true explanations for behavior. Thus one learns that Pepsi is preferred over Coke,that folks who drink coffee/eat garlic/drink wine/suck prunes may livelong/have less cancer/grow more hair, or maybe not, and all without having to explain why. Between group designs are favored over within group designs because you can prove anything you want (after all, its statistics, isn't it?),and be used to produce conclusions that can fit into neat sound bites on your nightly news. Within Group Design: A type of experimental design where one looks at changes in behavior across treatments. For example, a ratmay press a bar for food in one series, and on the next series get shocked, and return to 'food' and 'shock' treatments. The experimenter would thus note how the rat would persevere over treatments. Within group designs can also be applied to groups of subjects. For example, in one series, Germans may invade France, and in the next series American would invade Germany, with both'invade' and 'counter-invade' scenarios repeating. Only time and Nat however prevented this clever experiment from repeating ad infinitude (see between group design)

11

Cross-sectional method * Same group of people are observed at one point in time - The risk here is : you don't get the reality , you don't get the real finding because the 2 groups are different

12

It is a means of scientific research in the design of the experimental method in order to study the effect of certain factors and variables and repeatedly over a relatively long period of time, may extend to several years, and even decades. The study is longitudinal study of note type

13

There are many methods for selecting your participants, and the type of sampling will depend on how you will use the information. Focus group results cannot usually be used to describe how an entire population would respond to the same questions, so the type of sampling used in studies designed to describe whole populations is not really necessary (for a discussion of these methods, just refer to a simple text on sampling for epidemiological studies, e.g., Smith and Morrow, 1991).

The common (and simplest) method for selecting participants for focus groups is called"purposive" or "convenience" sampling. This means that you select those members of the community who you think will provide you with the best information. It need not be a random selection; indeed, a random sample may be foolish. For example, if you are investigating why leprosy patients do not always present for medication, it would seem more "convenient" and more useful to select those patients, relatives and staff involved in the leprosy programmer. A random sample of the whole community may not provide you with a single person with leprosy!

14

population = it can be plant animal human communities . in your study you always target certain people.

The Population Level enables students to follow traits as an entire population evolves over many generations and in varied environmental conditions "

" Student scan define environmental factors such as water, land, mountains, malaria, etc.Then they can define rules using these factors and the species traits to affect the creatures