

**MINISTRY OF EDUCATION, SCIENCE,
YOUTH AND SPORTS OF UKRAINE**

KHARKIV NATIONAL UNIVERSITY OF ECONOMICS

**Syllabus
of the Educational Discipline
“BASIS OF SCIENTIFIC RESEARCH”
for Students of Direction
“Management”
for All Forms of Study**

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The plan of the educational discipline "Basis of scientific research" according to modules and themes is given, plans of lectures, seminars and practical lessons, methodological guidances for the individual educational project, questions for independent training, assesment criteria for students' knowledge evaluation are adducted.

Recommended for students of the direction "Management".

Подано тематичний план навчальної дисципліни „Основи наукових досліджень” за модулями та темами, вміщено плани лекцій і семінарських (практичних) занять, наведено методичні рекомендації до виконання індивідуального навчального завдання, запитання для самостійної роботи, критерії оцінювання знань студентів.

Рекомендовано для студентів напрямків підготовки “Менеджмент”

Introduction

Current economic conditions increase the role of science in making management decisions. Therefore, future management specialist should have a significant level of theoretical knowledge and practical skills in conducting scientific research and effective organization.

Manager must be able to independently organize their research activities, and know how to implement the knowledge in practice. Modern manager needs experience in the formation of the scientific potential of the company, accompanied by the selection and training of highly qualified personnel. Such activity also necessitates the use of a scientific approach.

Discipline "Basis of Scientific Research" refers to the regulatory cycle of professionally oriented courses Bachelor in the direction of 6.030601 "Management".

The purpose of the discipline is: knowledge acquisition system with theoretical and methodological foundations, practical skills of the organisation of scientific research and their implementation in the activity of the enterprises.

To achieve the goal set there are the following targets:

defining the basic categories of science and research in science;

learning the principles of a systematic approach and methods of systems analysis as the basis of scientific thought;

familiarizing students with the nature of different research tools;

acquisition of theoretical knowledge and practical skills for organizing research;

developing and using the scientific information research;

implementation of the results of research and evaluation of their economic efficiency.

An essential element of successful learning of this discipline is the independent work of students with the specialized literature of the organization of research activities.

The subject of the discipline is to study the theoretical approaches of organising scientific researches.

Program structure of the educational discipline "Basis of Scientific Research" is presented in Tab. 1.

Table 1

Program structure of the educational discipline

Training Course: Bachelor direction	Branch of knowledge, training direction, educational qualification	Qualification level of discipline characteristics
The number of credits corresponding ECTS – 2 including: contents modules – 1 ISRT, tasks for independent work	Field of knowledge: 0306 – “Management and Administration”	Required. Academic year – 3 Semesters – 1 (5)
Hours for topics: Module 1 – 72 Total – 72.	Preparatory direction – 6.030601 "Management"	Lectures (theoretical training) – 17 hours. Practical (seminar) studies – 17 hours. Individual training – 10 hours Independent training – 28 hours.
Weeks of teaching of the educational discipline: 17. Hours per week – 2	Educational qualification: bachelor	Assessment: pass

1. Qualification requirements for students of scientific research

Training base for the discipline

The discipline “Basis of Scientific Research” is based on general knowledge of humanitarian subjects and knowledge of fundamental subjects "Economic Theory", "Microeconomics", "Macroeconomics", “Economics of Enterprises”, “Management”, "Statistics".

The discipline enables students to obtain general theoretical knowledge and form them into specific functional competencies that will form the basis for further learning professionally-oriented courses and contribute to further increase of the level of training.

Within the course students receive the necessary knowledge during lectures and seminars, carrying out practical tasks and individual training and testing tasks. Also of great importance in the process of learning and getting knowledge is independent work of students.

All these types of activities are developed in accordance with the provisions of the Bologna Declaration.

As a result of learning a discipline students **must know:**

basic concepts of research activities;
researching technology with the scientific literature;
rules for presenting the results of research;
methods of working with concepts;
principles of classification of the research methods;
methods of assessment of practical significance and cost-effectiveness
of scientific results.

Be able to have next competencies:

to select current topics of scientific research;
to search the main and auxiliary sources of information;
to single out the subject and object of scientific research;
to perform analysis of research problems and to put it in a set of
scientific problems;
to apply theoretical and practical methods of scientific work;
to formulate the basic concept in the selected subject and to conduct
their classification;
to use methods of the study and treatment of references;
to do bibliographical description of references;
to develop plans of research and monitor their implementation.

Discipline program was developed in accordance with industry standards for higher education based on educational and vocational training programs for bachelor's degree.

2. Thematic plan of the educational discipline

From the beginning of studying the discipline, every student should be acquainted with the program as a form of the discipline and training, and the structure, content and scope of each of its training modules, and with all kinds of monitoring and evaluation of training methods.

Courses under the program of the educational discipline "Basis of Scientific Research" are in the following forms: lectures, practical exercises, the individual tasks, independent work of students, controls.

The studying of the discipline consists of the training modules. Study is a relatively independent unit of a separate discipline, which logically combines several elements of training courses in content and relationships.

Thematic plan of the discipline "Basis of Scientific Research" consists of one module (tab. 2).

Table 2

Structure of a test credit of the educational discipline

Theme	Quantity of hours			
	Lectures	Practical (seminars)	Individual training	Independent training
Theme 1. Science and scientific thinking. Research technology	4	4	2	7
Theme 2. Methods of working with concepts	4	4	2	7
Theme 3. The technology of working with literature	4	4	2	5
Theme 4. Presentation of research results	2	2	2	4
Theme 5. Research methods and models	3	3	2	5
Total	17	17	10	28

3. Contents of the educational discipline according to modules and themes

Theme 1. Science and scientific thinking. Research technology

Science as a system of knowledge. Classification of sciences. The main functions of science. Main categories of science: theory, fact, hypothesis, concept. Evolution of science. Scientific thinking. System elements of the theme of scientific research. Setting themes, problems, goals and objectives of scientific research. Relevance of the topic. Object and subject of scientific study.

Structural model of the domain. Types of research results. Reliability and validity of scientific results. The concept of a new scientific result. Diagram of the stakeholders.

Theme 2. Methods of working with concepts

Concept. Significant features of objects. The relationship of concepts and words. The nature and extent of concepts. The relationship between

concepts. Generic and specific concepts. Conclusion and limitations of concepts. Types of concepts. Definitions. Terms of designations.

Classification of concepts. Regulation of classifications. Errors in classification.

Theme 3. The technology of working with literature

The necessity of the study of scientific literature. Typology of scientific and technical information, the main types of publications. Methods and techniques of information search. A bibliography. Methods of study and treatment of references. Study books and articles. "Slow" and "quick" reading technologies. Principles of reading.

Types of analysis and memorization of information: abstract, summary, scientific abstracting, scientific review. Stages of the scientific literature. Citation.

Finding information in the Internet. Searching engines.

Theme 4. Presentation of research results

Presentation of research results. Articles, abstracts, monograph. Scientific and technical report. Report of student's scientific research work. System elements of the scientific discussion. Methods of reasoning in a scientific discussion. The general idea of public appearance. Oratory speech as a process. Improvisation.

Theme 5. Research methods and models

Mathematical methods. Methods of economic life researching. The analysis and synthesis. Induction and deduction. Analogy. Idealization, abstraction, ranking. Methods of establishing causal relations. Methods of empirical research: observation, comparison, measurement, experiment. Methods of theoretical research: abstraction, idealization, formalization, generalization, experiment axiomatic method, hypothetical method of modeling.

Models and modeling – a tool of science. Stages of modeling. Types of models. Economic modeling. Requirements for models.

4. Plans of lectures

Theme 1. Science and scientific thinking. Research technology

1. The role of science in the establishment of a market economy.
2. Basic categories of science.
3. Formulation of research topics.
4. The essence and structure of the subject area of research.
5. The practical significance of the results of scientific research.

References: main : [1–3; 7; 12]; ancillary : [15; 18; 25; 30–32].

Theme 2. Methods of working with concepts

1. The essence, contents, scope and types of concepts.
2. Terms of definitions.
3. Classification of concepts and rules of assembly.

References: main : [2; 4; 6; 8; 10; 13,]; ancillary : [18; 24].

Theme 3. The technology of working with literature

1. Types of scientific and technical information.
2. Methods and techniques of information search.
3. Analysis and retention of information.
4. Research of information by the Internet.

References: main : [1; 4; 11]; ancillary : [14–18].

Theme 4. Presentation of research results

1. Types of presentation of research results.
2. Terms of writing report of student's scientific research work.
3. The concept and features of scientific discussion.

References: main : [2; 5; 13]; ancillary : [14–17; 23–26].

Theme 5. Research methods and models

1. The essence and content of the methods of scientific research.
2. Methods of empirical and theoretical research.
3. Description and modeling stages. Types of models.

4. Features of economic-mathematical modeling.

References: main : [6; 7; 11]; ancillary : [14; 18; 23].

5. Plans of practical studies

Practice is a form of instruction where a teacher organizes a detailed consideration of individual students' theoretical learning. Students obtain skills and practical experience through individual performance of various tasks. Practical studies are based on previously prepared methodical material – tests serve to detect the degree of student mastery of necessary theoretical terms, a set of tasks of varying complexity for solving by the students in class.

Workshop includes a previous control of knowledge and skills of students. Teachers formulate a common problem and discuss with students.

The list of themes of practical studies on the discipline "Basis of Scientific Research" is presented (tab. 2).

Table 2

Structure of practical studies

Theme	Questions	Hours	Bibliography
Theme 1. Formulation of themes, problems and goals of scientific research	1. Formulation of themes, problems and goals of scientific research. 2. Structuring the domain of research. 3. Justification of topic relevance and usefulness of the expected scientific results	4	main : [1 – 3]; ancillary : [14; 16]
Theme 2. Operations with concepts	1. The wording of the definition. 2. Formation of classification. 3. Identification of essential features of objects that are studied	4	main : [2; 6]; ancillary : [14; 17; 19]
Theme 3. The analysis of scientific publications	1. Analysis of scientific texts. 2. Identification of structural elements of the relevant article of research. 3. Annotation writing	4	main : [3 – 5; 11]; ancillary : [14; 16; 18]
Theme 4. Methods of learning, processing and compilation of references bibliography	1. Writing synopsis, abstracts of scientific papers (articles, abstracts, books). 2. A bibliography of publications by the subject that is studied	2	main : [1 – 3; 7; 9; 11]; ancillary : [14; 17; 21 – 25; 30 – 32]
Theme 5. Models and modeling in scientific research	1. Classification of models. 2. Empirical studies of economic objects	3	main : [2; 5; 11]; ancillary : [15; 21; 31]

6. Individual training and research objectives

Preparation of individual tasks provides: systematization, consolidation, expansion of theoretical and practical knowledge and application of discipline in dealing with specific industrial situations, and developing independent work skills and mastering the methods of research and experiments related to the topic of individual task.

Individual task suggests the presence of these elements of scientific research: practical value, comprehensive systematic approach to performance analysis, using advanced theoretical methods and modern scientific developments, the presence of elements of creativity, ability to use modern technology.

The practical significance lies in the grounds of individual task reality of its results for the needs of management practices.

A comprehensive systematic approach to the topic of work is that the research subject is considered under different points of view – from the perspective of theoretical basis and practical developments, the conditions for its implementation, analysis, ways to improve grounds and so on.

Application of modern methods is the development of selected scientific and objective grounds for different options to achieve the goals. Students must use the information on the latest achievements in engineering and technology research, to apply various methods and tools to solve the scientific problem, approaches to modeling the selected object .

Topics for individual tasks

As a subject can be selected the following areas of study:

1. Justification of staff system of stimulation in the enterprise.
2. Planning of the enterprise production and economic activity.
3. Justification of the project introduction of new products (services) at the enterprise.
4. Organization and planning of the technical preparation of production.
5. Justification of the project implementing product quality management at the enterprise.
6. Planning of new products for the selected period.
7. Improving workflow at the enterprise.
8. Planning capacity utilization.

9. Improving the decision-making process at the enterprise.
10. Improving the system of scheduling at the enterprise.
11. Business-plan development.
12. Assessment of staff work of a small business.
13. Feasibility study of the innovation at the enterprise.
14. The organization of foreign trade activities of the enterprise.
15. Justifications of the project effective use of assets the company.
16. The organization of the marketing activity of an enterprise.
17. Assessment of the enterprise investment attractiveness.
18. Organizing distribution activities of the enterprise.
19. Development the current planning system at the enterprise.
20. Development the operational planning system at the enterprise.
21. Improving the organizational structure of an enterprise.
22. Development of strategic plan of the enterprise.
23. Improving the system of the wages organization.
24. The development of secondary production.
25. Information support management of decision making.
26. Organizing the logistics in the company.
27. Assessing the risk of the company.
28. Organization of work processes at the enterprise (in the unit).
29. Justification the labor organization system of enterprise personnel.
30. Feasibility of measures to increasing labor productivity at the enterprise (in the unit).
31. Development of regulations of the staff department.
32. Development of an operational plan of the company (unit).
33. Feasibility study of expediency of a new product implementation.
34. Justification of advertising campaign of the product.
35. Justification of advertising campaign at the enterprise.
36. Development of a plan of investment at the enterprise.
37. Project justification of the employee workplace.
38. Development of anti-crisis program of the enterprise.
39. Formation of the enterprise information activities.
40. Development marketing plan for the enterprise.
41. Justification of Internet marketing use at the company.
42. Justification of e-commerce project at the company.
43. Development of e-commerce project at the company.
44. Justification of the enterprise strategic plan.

45. Development of marketing strategy of the company.
46. Stimulating of the company's workers.
47. Development of staff motivation system at the enterprise.
48. Development of company strategy.
49. Assessment and certification of company personnel.
50. Branding in the company.
51. Creation and promotion of the brand of the company.
52. Organizing e-commerce at the enterprise.

Based on the chosen topic of research the student must solve the following tasks:

1. According to literary sources and Internet sites identify existing and applied scientific problems.
2. Ground the relevance of the topic.
3. Develop a research objective. Construct an algorithm making process goal.
4. Conduct analysis and structuring of the domain. According to the results of the analysis subject and purpose of the study can be specified.
5. To ground the practical significance of the work, identify potential interested organizations and individuals. Construct a diagram of stakeholders.
6. Formulate the 5 key concepts in the subject area under research. Present a definition of them. For each term identify generic and species concepts.
7. Develop a classification of elements of the subject area under research.
8. Identify the structural elements of the research, described in the article in the chosen topic.
9. Make abstract for the scientific article according to research.
10. Compile a bibliography of publications on the subject of scientific research (at least 20 sources).

Individual task consists of:

Cover page;

Main part;

Bibliography;

Annexes to the individual task (paper).

A cover page with the contents should look like this: names of the Ministry, of the university, of the department, of the discipline, individual task

topic, name, initials, signature of the student, academic year, academic group number, name of a scientific supervisor, year (look at appendix A).

The main part is to disclose a subject in its entirety (the answers to the questions).

Bibliography. Sources should be placed on the list in alphabetical order of first author's surname or title. Information sources included in the list, you must give in accordance with the requirements of state standards with mandatory guidance works.

Appendices. The appendices should contain a scientific publication, which was analyzed as a part of number 8 and number 9 of the individual task.

Requirements.

Individual task should be made in legible handwriting, using ink (paste) of the same color. You may print or typewrite through a computer on one side of a sheet of white paper A4 size paper (210x297 mm) with 1.5 line spacing in accordance with the requirements of State Standard GOST 3008-95 Ukraine "Documentation. Reports in the field of science and technology. Structure and rules for registration "(thirty lines per page). The minimum height of the font of the text should be not less than 8 mm. The numbers and letters should be written clearly, height not less than 3.5 mm.

The volume should be 10 – 15 printed pages. The text must be of the sizes:

- left – at least 30 mm;
- right – at least 10 mm;
- top – not less than 20 mm;
- bottom – not less than 20 mm.

The text of the main part of the individual tasks are divided into sections and subsections. Titles of the structural parts such as "CONTENTS", "DISCUSSION" on the subject «...», "BIBLIOGRAPHY", "APPENDIX" are written (or printed) in large capital letters in the text.

Numbering of pages, chapters, units, figures, tables are given in Arabic numerals without mark №.

The structural part of the "Contents", "Bibliography" is not numbered. Chapter number is put after the word "Chapter" on the same line, after the numbers do not make a point, then a new line should be written (printed) as a header of the section.

Divisions are numbered within each section. The subsection includes the section number and a serial number of the unit.

Illustrations and tables should be submitted immediately after the text where they are listed (this link for example – "shown in fig. 3.1", "see in tab. 3.2" or "look at fig. 3.2").

Preparation of high-quality individual task is a prerequisite for obtaining by a student positive final assessment of this discipline.

7. Independent training

A necessary element of successful learning the courses is independent study of domestic and foreign special economic literature and statistical materials. The main types of independent work students are offered in tab. 3.

Table 3

Structure of independent training

Themes	Independent training	Hours	Bibliography
Theme 1. Science and scientific thinking. Research technology	<ol style="list-style-type: none"> 1. Seaching possible topics of scientific research. 2. Decision making about topic for scientific research. 3. Developing of the goal and objectives of scientific research 	7	main : [1; 2; 7]; ancillary : [14 – 18; 27]
Theme 2. Methods of working with concepts	<ol style="list-style-type: none"> 1. Formulating definitions of concepts in the subject area under research. 2. Develop a classification of elements of the subject area under research 	7	main : [2 – 4; 7 – 9,]; ancillary : [14; 18; 32]
Theme 3. The technology of working with literature	<ol style="list-style-type: none"> 1. Choosing of scientific article under topic of research. 2. Analysing the structural elements of scientific article. 3. Making abstract for the article 	5	main : [3; 5; 7; 8; 12]; ancillary : [26; 31]
Theme 4. Presentation of research result	<ol style="list-style-type: none"> 1. Compiling a bibliography of publications on the subject of scientific research. 2. Making descriptions for each point of the bibliography. 3. Checking the bibliography according to the rules for it 	4	main : [1 – 3; 10]; ancillary : [14; 23]
Theme 5. Research methods and models	<ol style="list-style-type: none"> 1. Making suggestions about possible methods which are appropriate for chosen scientific research. 2. Justification of suggested model for scientific research 	5	main : [1; 4]; ancillary : [15 – 17]

8. Questions for self-control

1. Specificity of scientific thinking.
2. Fundamental differences between natural and social sciences.
3. Phases of a mature science.
4. Steps in developing a hypothesis in the research.
5. Stages of scientific research.
6. The difference between scientific and applied problems.
7. Value object and subject of study.
8. Requirements for the results of scientific research.
9. Rules for formulation of definitions.
10. Requirements for classification.
11. The main stages of work on literary sources as part of scientific research.
12. The procedure of familiarization with different types of literature on the study.
13. Appointment of "quick" way of reading.
14. Key elements of the structuring of scientific articles.
15. The main sources of bibliographic data.
16. Rules of a bibliography.
17. The main types of records that are required when working with scientific literature.
18. Fundamental differences between scientific review of summaries of several literature sources.
19. Presentation of research results.
20. Methods of research.
21. The essence of the economic-mathematical modeling.

9. Tutorials

Individual and consulting work is advisory work in the form of: individual lessons, consultations, checking of individual tasks, verification and security problems that made the current control.

The forms of individual and advisory work are:

a) theoretical material:

consulting: individual (question – answer);

group (considering typical examples – cases);

- b) by learning practical material:
individual and group counseling;
- c) for a comprehensive assessment of learning program material:
individual presentation of the works.

10. System of current and final assesment

Control measures include the current and final assesment.

Inspection and testing of students may be conducted in the following forms:

1. Assessment of student's knowledge during seminars and hands-on lectures.
2. The individual tasks.
3. Of intermediate testing.
4. Current module control.
5. Final written pass.

Evaluating students knowledge during the seminars and workshops aimed at checking the level of preparedness of students for specific work.

The evaluations are conducted on a 12-point scale by the following criteria:

- 1) understanding the degree of assimilation of theory and methodology issues are to be considered;
- 2) the degree of mastering the facts of the discipline;
- 3) introduction of recommended books, as well as modern literature on the issues are to be considered;
- 4) ability to combine theory with practice in the consideration of design situations, solving problems, carrying out calculations when performing tasks made for self-processing, and tasks, made in the classroom;
- 5) logic, structure, style of presentation in writings and in speeches to the audience, the ability to justify their position, to summarize available information and draw conclusions.

Example of Module task

Theoretical part

1. Give the list of sources and their characteristics which can help you to generate ideas for scientific research.

2. What are the differences between qualitative and quantitative research? When should we use each of them?
3. What is the observation? Its types. Their characteristics.

Practical part

1. To formulate actuality of your scientific research.
2. To define applied and scientific problems of your scientific research.
3. To formulate objective and tasks of your scientific research.
4. To formulate object and subject of your scientific research.
5. To build chart of interested persons for your scientific research.
6. To a give the definition of 2 concepts of your scientific research. To identify genus and species difference of each of them.
7. To build classification for one concept of your scientific research.
8. To give the characteristic of interview which you suggest to collect data (just explanation what results you want to get without a list of questions).

Example of the pass card

MINISTRY OF EDUCATION, SCIENCE, YOUTH AND SPORTS OF
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KHARKIV NATIONAL UNIVERSITY OF ECONOMICS

Direction "Management"

Semester 5

The educational discipline "**Basis of Scientific Research**"

Theoretical part

1. Causes of using quantitative research.
2. What is the sampling? Methods of sampling, sphere of using.
3. Primary book sources. Differences, sphere of using.

Practical part: structuring scientific articles with points:

1. Problem domain and justification of its relevance.
2. Scientific problem.
3. Research objects.
4. The subject of scientific research.

5. The objective of scientific research.
6. Hypothesis.
7. Scientific facts on which the initial hypothesis is based.
8. Methods used in the research study.
9. The obtained conclusions.
10. New concepts.
11. Scientific results.
12. Abstract.

Article: “Competence Development in Organizations”.

Evaluation criteria of a written pass

Pass card includes the theoretical and practical tasks.

Total assessment of the test is determined by the formula:

$$0.5 \cdot Th + 0.5 \cdot Pr, \quad (1)$$

where Th – total mark for the theoretical part of the card;

Pr – total mark for the practical part of the card.

Theoretical part consists of three questions.

First, second and third theoretical question (maximum score 4 points).

Mark 4 is put when the theoretical material is outlined correctly, the necessary theoretical grounding is made, examples that illustrate the theoretical principles are outlined, student’s own vision of a theoretical question is presented.

Mark 3 is put when the theoretical material is outlined correctly, but not fully, the necessary theoretical grounding is made, examples that illustrate the theoretical principles are outlined, student’s own vision of a theoretical question is presented.

Mark 2 is put when the theoretical material is outlined correctly, but not fully, the necessary theoretical grounding is made, examples that illustrate the

theoretical principles are not outlined, student's own vision of a theoretical question is not presented.

Mark 1 is put when the theoretical material is outlined not correctly but not fully, the necessary theoretical grounding is not made, examples that illustrate the theoretical principles are not outlined.

Practical part consists of 12 elements (maximum score is 1 point per element).

Mark 1 is put for full assimilation of the program material and the ability to navigate in it, conscious application of knowledge to solve practical situations. When performing diagnostic tasks the student must make correct conclusions about the proposed industrial situation and formulate his own recommendation to improve the problem. Design of the completed task should be neat.

Mark 0.5 treats partial ability to apply theoretical knowledge to solve practical problems, if the task is partially completed, the student's responses demonstrated an understanding of basic material provisions of the discipline.

Mark 0 is put for failure to do the task in general.

Criteria for evaluating knowledge

Students' responses are evaluated according to 12-point scale according to the qualification requirements for students in "Management of organizations".

To assess students' answers to theoretical questions and practical issues the following criteria are used:

mark 12 is put for profound learning of program material, the application to response not only recommended, but additional literature and creative approach, clear knowledge of concepts, methods, techniques and research tools. Answers to questions must be complete and correct, answer design – neat, logical and consistent. For the task student applies either typical algorithm or independently developed algorithms. Conclusions to task are quite reasonably justified;

mark 11 is put for profound learning of program material and recommended literature, clear knowledge of concepts, methods, techniques

and research tools, the ability to use them for specific practical problems, solving situations. Practical tasks are performed using the default algorithm, self-developed algorithm and reasoned conclusions are made. When performing tasks a student made minor inaccuracies;

mark 10 is put for the complete assimilation of program material and recommended literature, clear knowledge of concepts, methods, techniques and research tools, the ability to use them for specific practical problems, solving situations. Practical tasks are performed using the default algorithm, self-developed algorithm and reasoned conclusions are made. Practical tasks are carried out properly in general, as the full model using the algorithm with some modifications. Incidental minor errors that do not significantly influence the completeness and consistency response are permitted. Design of the completed task should be neat;

mark 9 is put for the full assimilation of program material and ability to navigate in it, conscious application of knowledge to solve practical problems, if all requirements stipulated for the evaluation "excellent" in the presence of minor arithmetic errors (i. e. approach to solving a problem is correct, but there were inaccuracies in the calculation of certain parameters), or not quite complete withdrawal by the results obtained by the task;

mark 8 is put for the full assimilation of program material and ability to navigate in it, conscious application of knowledge to solve practical problems. Practical tasks are carried out in general correctly using the default algorithm, but the student assumes certain immaterial errors (for example, a methodical approach to problem solving is true, but supposed inaccuracies in the calculation of certain indicators or reflections);

mark 7 is put if a student when performing practical tasks applies the basic knowledge of educational material provided for the curriculum. Practical tasks are carried out in general correctly using the default algorithm, but the student assumes certain immaterial errors (such as logical errors);

mark 6 is put for the lack of ability to apply theoretical knowledge to solve practical problems, if the task is mainly accomplished and goals achieved, the student's response demonstrated understanding of the conceptual material of the educational discipline. In carrying out practical

tasks without sufficient understanding a student uses educational materials and assumes significant errors;

mark 5 is put for partial ability to apply theoretical knowledge to solve practical problems, if the task is partially completed, and student's response demonstrated understanding of the conceptual material of the discipline;

mark 4 is put in cases when a student performs practical tasks without sufficient understanding of course material, makes significant errors, faces difficulties in analysis and comparison of economic phenomena and processes;

mark 3 is put for not acquiring a large piece of material to the material, to those who can not properly perform practical tasks facing many difficulties in the analysis of economic phenomena and processes;

mark 2 is put to the student who did not master the program material, the practical challenge was not met, almost no analysis of the situation and the rationale for certain administrative decisions was made;

mark 1 is put for failure to perform the task in general.

To summarize the students' knowledge of the academic discipline "Basis of Scientific Research" is assigned the overall assessment that takes into account estimates of each type of control (the current module control for work during the semester and pass results).

Overall assessment of the discipline is calculated as the weighted sum of evaluations: 0,4 (estimate flow-control module) + 0,6 (estimate of the pass).

Mark for the flow-control module consists of the average mark of all marks which student got during the semester (during practice lessons and mark of individual task).

Summary evaluation of the discipline in accordance with the Methods of transferring the indicators of students' success into university assessment scale ECTS is converted to the grade on a scale of ECTS (tab. 4).

Table 4

Transference of University Characteristics of Students' Progress into the System of the ECTS Scale

Percentage of students who are usually successful, but achieve an appropriate evaluation rating scale	ECTS assessing scale		Assessment of the Kharkiv National University of Economics scale	Assessment due to the national scale
10	Excellent performance	A	12 – 11	excellent
25	Above average	B	10	
30	Work is correct in general, but with a number of errors	C	9 – 7	good
25	Not bad, but many drawbacks	D	6	satisfactory
10	Performance meets the minimum criteria	E	5 – 4	
-	Needs re-taking	FX	3	unsatisfactory
-	Repeated study of the discipline	F	2 – 1	

11. Recommended References

11.1. Main

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COVER PAGE

Example

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KHARKIV NATIONAL UNIVERSITY OF ECONOMICS

Management and Business department

INDIVIDUAL TASK

of the Educational Discipline

“BASIS OF SCIENTIFIC RESEARCH”

on topic: **«Marketing activity of the enterprises»**

Compiled by:

Student of Management and
Marketing faculty, 3rd year, group 6

I. I. Ivanov

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PhD

O. M. Myronova

Kharkiv – 2012

Contents

Introduction	3
1. Qualification requirements for students of scientific research	4
2. Thematic plan of the educational discipline	5
3. Contents of the educational discipline according to modules and themes	6
4. Plans of lectures	8
5 Plans of practical studies	9
6. Individual training and research objectives	10
7. Independent training	14
8. Questions for self-control	15
9. Tutorials	15
10. System of current and final assessment	16
11. Recommended References	22
12. Appendix A	25

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