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Historical methods of research are the process of systematically examiningan account of what has happened in the past. It is not facts and dates or even a description of past events. The dynamic account of past events thatinvolves an interpretation attempt to recapture the nuances, personalities, and ideas that events. One of the goals of historical research is tocommunicating of past events. For example, a researcher may chose to answer questions about thedevelopment of school, academic or public libraries, the rise of technologyyand the benefits/ problems it brings, the development of preservationmethods, famous personalities in the field, library statistics, orgeographical demographics and how they affect library distribution. 5. The historical method comprises thetechniques and guidelines by which historiansuse primary sources and other evidence, suchas secondary sources and tertiary sources, forresearch and then to write history. 6. WHO USE HISTORICAL METHOD The historical method is employed byresearchers who are interested in reportingevents and/or conditions that occurred in thepast. An attempt is made to establish facts in order to arrive at conclusions concerning pastevents or predict future events. 7. STAGES OF HISTORICAL METHODS OFRESEARCH CONDUCTING 1. Identify an idea, topic or research question 2. Conduct a background literature review 3. Refine the research idea and questions 4. Determine that historical methods will be themethod used 5. Identify and locate primary and secondary dataources 6. Evaluate the authenticity and accuracy of the sources 7. Analyze the date and develop a narrative exposition of the findings 8. SOURCES OF HISTORICAL METHODSO F RESEARCH Primary Sources a) Information Direct outcomes of events or the records of eyewitnesses b) Original documents c) Relics d) Remains d) Artifacts Secondary Sources e) Information - Informationprovided by a person who did not directlyobserve the event, object, or condition 9. OTHER SOURCES a) Textbooks b) Encyclopedias c) Newspapers d) Periodicals e) Review of research h) Other references 10. RESEARCH PLAN OF HISTORICALMETHODS OF RESEARCH CHOOSE A SUBJECT - need to narrow your topic down, and often find yourresearch paper by gaining a working hypothesis and a thesis FIND SOURCES: Researcher should use both internet and libraries to find yoursources. The best sources are still those that are found in libraries or archives, sodo NOT limit your searches to the web, even if it is easier. In libraries you can findsources through:Library Catalogue and library database and other links of database On the internet Researcher can find sources through subject directories,hierarchical indexes, etc., such as yahoo, or even set library pages, Women'sHistory Site; search engines. LEARN FROM YOUR SOURCES: Historians usually distinguish between three kinds of sources, tertiary, primary, secondary. Researcher can use sources to find moresources. Reading tertiary sources like encyclopedias, dictionaries, and handbooks can give you the general outline of subjects and their problems. They often haveuseful bibliographies (lists of books used), that are sources Researcher can use.Secondary sources (professional historical books, scholarly articles) also havebibliographies that should lead Researcher to more information. Primary sources,the immediate records of the past, should be used whenever possible. EVALUATE THE SOURCES: carefully judging each source. Take careful notes fromsources, always recording carefully from where one got what information. 11. START RESEARCH START WRITING: Researcher can, and should, begin writing as soon aspossible. Do not wait until Researcher have collected all your information.Prewriting can be based on good notes. Researcher should be shapinghis/her thesis in writing. To get there, if Researcher started with a broadsubject, along the way he/she should have been refining his/her subjectinto an arrow topic or a hypothesis. Writing as Researcher go helps you toclarify your ideas, measure the length of parts of his/her argument, andfinish the paper sooner. WRITE A ROUGH DRAFT: Write rough draft as if it is finished paper. Haveothers people critique your draft. It is best to talk to the person, but writtencomments, perhaps according to a checklist, are also good. Rewrite untilResearcher have a polished draft. The more you rewrite, the better it will be. SUBMIT YOUR FINAL DRAFT: Notice that the end product is called a draft.Do the best you can, but every piece of writing has room forimprovement. Try to get it done well in advance of the deadline, in caseResearcher have problems with printing out the paper. 12. CHARACTERISTICS Controlled- in real life there are many factors that affect anoutcome. The concept of control implies that, in exploringcausality in relation to two variables(factors), researchersshould set up his/her study in a way that minimizes theeffects of other factors affecting the relationship. This canbe achieved to a large extent in the physical sciences(cookery, bakery), as most of the research is done in laboratory. Rigorous- Researcher must be scrupulous in ensuring that theprocedures followed to find answers to questions arerelevant, appropriate and justified. Again, the degree of rigor varies markedly between the physical and socialsciences and within the social sciences. 13. Systematic-this implies that the procedure adopted to undertake aninvestigation follow a certain logical sequence. The different stepscannot be taken in a haphazard way. Some procedures must followothers. Valid and verifiable-this concept implies that whatever researcherconclude on the basis of his/her findings is correct and can beverified by you and others. Empirical-this means that any conclusion drawn are based uponhard evidence gathered from information collected from real lifeexperiences or observations. Critical-critical scrutiny of the procedures used and the methodemployed is crucial to a research enquiry. The process ofinvestigation must be foolproof and free from drawbacks. 14. METHODS OF USING IN HISTORICALMETHODS OF RESEARCH Archival data: or primary sources, are typicallythe resources that researchers rely most heavilyon. Archival data includes official documents andother items that would be found in museums, etc. Secondary sources: the works of other historians who have written history. Researchers maintain private or nonprofit organizations. Recollections: include sources such as autobiographies, memoirs or diaries. 15. VALUES OF HISTORICAL METHODS OFRESEARCH It enables sources to coteremporary methods to besought in the past. It throws light on present and future trends It stresses the relative importance and the effects of various interactions that are to be found within allcultures It allows for the revaluation of data in relation toselected hypotheses, theories and generalizations that are presently held about the past. Advantages anddisadvantages of historical methodsResearchDisadvantages Cannot control for threats to internal validity 16. LIMITATIONS ARE IMPOSED DUE TOTHE CONTENT ANALYSIS Researchers cannot ensure representation of the sample. Bias in interpreting historical sources. Interpreting sources is very time consuming. Sources of historical materials may beproblematic Lack of control over external variables 17. ADVANTAGES Throws light on present and future trends. It enables understanding of and solutions to contemporaryproblems to be sought in the past. It can illuminate the effects of key interactions within aculture or sub-culture. It allows for the revaluation of data in relation to selectedhypotheses, theories and generalizations that are presently held about the past and the present. Permits investigation of topics and questions that can bestudied in no other fashion Can make use of more categories of evidence than mostother methods (with the exception of case studies andethnographic studies) 18. CRITICISM Asks if the evidence under consideration isauthentic. The researcher checks the genuineness or validity of the source. Is it what it appears to be? Is it admissible as evidence. Internal Criticism - After the source is authenticated, it asks if the source is accurate, was the writer or creator competent, honest, andunbiased? How long after the event happened? Does the witness agree with other witnesses? 19. IMPACT OF HISTORICAL INVESTIGATIONS help broaden ourperspectives and makes us have understanding and appreciative of our human nature and uniqueness. By knowing our past, we know the presentcondition better. 20. CONCLUSIONS Historical methods of research can also mean gathering data fromformulations that have already occurred and performing statisticalanalysis on this data just as we would in a traditional experiment. The one key difference between this type of research and the traditional experiment is that the historical research relies on data from the past, there is noway to manipulate it. Studying the grades of older students, for example, and youngerstudents may provide some insight into the differences between these two groups, but manipulating the work experience is impossible. Therefore, historical research can often lead to present dayexperiments that attempt to further explore what has occurred in the past. 21. 1. Lecture Method - is the oldestteaching method applied ineducational institution. This teaching method is one waychannel of communication ofinformation. Teacher-Centered:The teacher is the primary source ofinformation, controlling both thecontent and the pace of the lesson. 3. Lectures can convey large amounts of knowledge in a short time, whichmakes them particularly useful in subjects like history, science, or literature, where backgroundinformation and foundational knowledge are key.One-Way Communication:In most cases, lectures involve minimalinteraction from students, as they areexpected to listen passively. Questionsand discussions are typically reservedfor after the lecture. 4. The lecture method is suited forsubjects where cognitive knowledge, such as facts, theories, or historical events, needs to be transferred. It focuses on the mental absorption ofcontent rather than hands-on experiential learning.Advantages of the Lecture Method:1. Time-Efficient:2. Broad Reach:3. Standardized Content:4. Standardized Content 5. Disadvantages of the Lecture Method:1. Passive Learning:2. Limited Interaction:3. Not Inclusive of All Learning Styles:4. Retention Challenges 6. Disadvantages of the Lecture Method:1. Passive Learning:2. Limited Interaction:3. Not Inclusive of All Learning Styles:4. Retention Challenges 7. 2. Story Telling Method - It is one of the most effective ways to pass on information to another person. It is a connection point between two people. Key Features of the Storytelling Method: 1. Narrative Structure: The story telling method relies on an anecdotal format, making it easy to remember. 2. Engagement: By telling a story, the teacher can engage students emotionally, which helps with retention and interest. 3. Relatability and Connection: Stories often include relatable situations or characters, allowing students to connect personally with the content. 9. Memory Retention: Information presented through storytelling is more likely to be remembered. 5. Cultural and Social Context: Stories often reflect cultural, historical, or social values, helping students gain insight into different perspectives. 10. 6. Interactive Learning: Storytelling often involves dialogue and active participation from the audience. Advantages of the Storytelling Method: 1. Emotional Engagement: 2. Improved Memory and Recall: 3. Creativity and Imagination 11. Disadvantages of the Storytelling Method: 1. Time-Consuming: 2. Not Always Structured: 3. Limited for Certain Subjects: Advantages of the Storytelling Method: 4. Applicable to All Subjects: 5. Cultural Understanding: 4. Requires Skilled Delivery: 5. Risk of Oversimplification 12. 3. Chronological approach is the study of history from one point in time to another point in time. Key Features of the Chronological Approach: 1. Time-Based Sequence: The core of the chronological approach is its reliance on time order. 13. 3. Clear Structure: A chronological framework provides a clear, linear structure, making it easier for learners to follow and understand the material. 2. Causal Relationships: By organizing information chronologically, it becomes easier to explain how one event leads to another. 14. 5. Comparative Opportunities: It allows for comparison across different time periods. 4. Contextual Understanding: The chronological approach helps students place individual events or concepts within the broader flow of time, giving them a better understanding of the context in which these events occurred. 15. Advantages of the Chronological Approach: 1. Clear Progression: 2. Helps with Memory and Retention: 3. Understanding of Cause and Effect: 4. Contextual Clarity: 5. Logical Flow 16. Disadvantages of the Chronological Approach: 1. Focus on Sequence Over Depth: 2. Oversimplification: 3. Rigid Structure: 4. Limited Thematic Exploration: 5. Potential for Boredom: 6. Lack of Engagement: 7. Limited Critical Thinking: 8. Lack of Context: 9. Lack of Depth: 10. Lack of Engagement: 11. Lack of Context: 12. Lack of Depth: 13. Lack of Engagement: 14. Lack of Context: 15. Lack of Depth: 16. Lack of Engagement: 17. Lack of Context: 18. Lack of Depth: 19. Lack of Engagement: 20. Lack of Context: 21. Lack of Depth: 22. Lack of Engagement: 23. Lack of Context: 24. Lack of Depth: 25. 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