

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	MM6001
Subject Title	Research Methodology
Credit Value	3
Level	6
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<p>This subject provides students with an opportunity to learn about the use of scientific research as a problem solving tool, and enables them to equip with the adequate knowledge and practical skills that are often required to conduct independent research in business and management fields. Specifically, this subject enables students:</p> <ol style="list-style-type: none">1. To understand the processes of research in the management and operation of the public and private sectors, and the various approaches that are used in that research;2. To critically review published material and other research reports;3. To equip with the necessary skills required to undertake a substantial supervised research project at a research degree level;4. To experience the process of preparing a properly constructed proposal for a research project.
Intended Learning Outcomes <i>(note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none">a. Understand the different approaches to business research, including both quantitative and qualitative traditions, and have an appreciation of their strengths and limitations.b. Have developed skills in the evaluation of research studies. The emphasis here is on developing a sense of what constitutes “good” business research.c. Have developed the basic skills required to write their independent research project/ thesis proposal/ research report.

<p>Subject Synopsis/ Indicative Syllabus <i>(note 2)</i></p>	<p>Overview of business research: basic, applied and action research. Exploratory, descriptive and causal research. Problem oriented approaches.</p> <p>Basic research methodologies: quantitative and qualitative approaches.</p> <p>The research process outlined: the independent research project/ thesis proposal/ research report.</p> <p>The nature of theory in business research; the theoretical framework; model construction, deduction and induction; concepts, variables, hypotheses; dependent and independent variables; correlation and causality.</p> <p>Measurement: scales; concepts and their dimensions; validity and reliability.</p> <p>Questionnaire design: ways of administering questionnaires; survey method and sampling design; causes of bias and ways of reducing it.</p> <p>Experiments: internal and external validity; quasi experiments.</p> <p>Data analysis and interpretation; review of basic statistical methods; underlying concepts involved in multivariate analysis; causal modeling.</p> <p>Qualitative methods: approaches and techniques; analysis and interpretation of qualitative data; establishing trustworthiness; auditing. Grounded theory.</p> <p>Case study research: distinctive features.</p> <p>Cross-cultural research: issues and methods.</p> <p>The politics of business research; ethical considerations.</p>																																																										
<p>Teaching/Learning Methodology <i>(note 3)</i></p>	<p>Some lectures may be necessary to present basic information, but the emphasis will be on the active involvement of students in developing research skills. Practical exercises will be undertaken, and published research articles will be discussed and evaluated.</p>																																																										
<p>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p>	<table border="1" data-bbox="440 1171 1498 1608"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="8">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a.</th> <th>b.</th> <th>c.</th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Continuous Assessment*</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Individual assignments</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Class Presentations</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment components.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject –</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)								a.	b.	c.						Continuous Assessment*	100%									1. Individual assignments	60%	✓	✓	✓						2. Class Presentations	40%	✓	✓	✓						Total	100 %								
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	Individual assignment – Students are required to submit two individual assignments by addressing the core principles and concepts of the subject syllabus.	
	Individual presentation – Students are required to present several assigned topics relating to current methodological debates or issues.	
Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study effort:	
	▪ Preparation for lectures	39 Hrs.
	▪ Preparation for assignment / individual projects and presentations	78 Hrs.
	Total student study effort	156 Hrs.

Reading List and References	<p><u>Suggested Readings</u></p> <p>Aiken, L.S. and S.G. West (1991), <i>Multiple Regression: Testing & Interpreting Interactions</i>, SAGE: Thousand Oaks, CA.</p> <p>Behling, O., & Law, K.L., <i>Translating Questionnaires and Other Research Instruments: Problems and Solutions</i>, Quantitative Applications in the Social Sciences No. 133, Sage, 2000.</p> <p>Cooper, D.R. & Schindler, P.S., <i>Business Research Methods</i>, 8th Edition, Irwin/McGraw-Hill, 2003.</p> <p>Davis, J.A. (1985) <i>The Logic Of Casual Order</i>, SAGE</p> <p>Diamantopoulos, A. and B. Schlegelmilch (1997) <i>Taking the Fear Out of Data Analysis</i>, Int. Thomson Business Press.</p> <p>DeVellis, R.F., <i>Scale Development: Theory and Applications</i>, Applied Social Research Methods Series Vol. 26, Sage, 1991.</p> <p>Dillman, D. (2006) <i>Mail and Internet Surveys : The Tailored Design Method 2e</i>, Wiley</p> <p>Hair, Joseph et al. (2005) <i>Multivariate Data Analysis 6th Edition</i>, Prentice Hall.</p> <p>Lipsey, M.W. and D.B. Wilson (2000) <i>Practical Meta-Analysis (Applied Social Research Methods)</i>, SAGE</p> <p>Mason, J., <i>Qualitative Researching</i>, 2nd edition, Sage, 2002.</p> <p>Miles, M.B. & Huberman, A.M., <i>Qualitative Data Analysis</i>, 2nd Edition, Sage, 1994.</p> <p>Yin, R.K. (2002), <i>Case Study Research: Design and Methods 3e</i>, SAGE</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.