

# The Hong Kong Polytechnic University

## Subject Description Form

<b>Subject Code</b>	MM6001
<b>Subject Title</b>	Research Methodology
<b>Credit Value</b>	3
<b>Level</b>	6
<b>Pre-requisite / Co-requisite/ Exclusion</b>	None
<b>Objectives</b>	This course aims to equip research students with an opportunity to learn about the use of scientific research methods as problem-solving tools 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. The course examines the business research process, covering topics such as the role of theories in research, measurement, sampling, research design, survey research, experimental research, and mixed methods research.
<b>Intended Learning Outcomes</b>  <i>(note 1)</i>	Upon completion of the subject, students will be able to:  a) Understand the different approaches to business research, including quantitative and qualitative traditions, and appreciate their strengths and limitations. b) Develop skills to evaluate research studies. The emphasis here is on developing a sense of what constitutes “good” business research. c) Develop skills to write their independent research project/ thesis proposal/research report.
<b>Subject Synopsis/ Indicative Syllabus</b>  <i>(note 2)</i>	Module 1. Introduction and Course Administration Module 2. Introduction to Philosophy of Science, Scientific Research Process, and Overview of Research Designs/Methods Module 3. The Role of Theories in Scientific Research Module 4. Measurement and Properties of Measures I Module 5. Measurement and Properties of Measures II Module 6. Instrument Development and Validation Module 7. Data Collection Methods + Survey Research Module 8. Laboratory Experimental Research I Module 9. Laboratory Experimental Research II Module 10. Field and Quasi-Experimental Research Module 11. Qualitative Research Module 12. Mixed Methods Research Module 13. Evaluation of Research: Reviewing & Critiquing

<p><b>Teaching/Learning Methodology</b></p> <p>(note 3)</p>	<p>During the course, the lecturer will cover several key contemporary research methods (e.g., survey, experiment) that are relevant to organizational research studies. To prepare for these sessions, students are expected to read all the assigned articles before class and lead discussions of the articles among their peers. Students will be evaluated based on their participation in class discussions. To adequately prepare and achieve meaningful learning for these sessions, students should familiarize themselves with all the assigned readings, not just the ones they are assigned to present. Additionally, the lecturer will assign homework assignments that involve looking for examples that are relevant to the materials covered in class from published journal articles .</p>																																																																				
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(note 4)</p>	<table border="1" data-bbox="432 521 1481 1366"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">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> </tr> </thead> <tbody> <tr> <td><b>Continuous Assessment*</b></td> <td><b>100%</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. In-class Participation/Discussions (individual)</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Paper Review &amp; Critique (individual)</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Topic Presentation and Leading In-Class Discussions (working in groups of two or three)</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Mini Assignments (working in groups of two or three)</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></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><b>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</b></p> <p>Towards the end of the course, students will be given a paper under reviewed at one of the top journals. The task is to take the role of reviewer, analyze and evaluate the paper's merits and weaknesses and write a review report. This report will improve students' critical thinking as well as effective communication of their understanding of the materials covered throughout the course. The last class meeting will be devoted to discussing the focal article. Students will be invited to join the discussions. Feedback will also be given to students immediately following the submission of the report.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a.	b.	c.				<b>Continuous Assessment*</b>	<b>100%</b>							1. In-class Participation/Discussions (individual)	30%	✓	✓	✓				2. Paper Review & Critique (individual)	30%	✓	✓	✓				3. Topic Presentation and Leading In-Class Discussions (working in groups of two or three)	20%	✓	✓	✓				4. Mini Assignments (working in groups of two or three)	20%	✓	✓	✓				<b>Total</b>	<b>100 %</b>						
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																																			
		a.	b.	c.																																																																	
<b>Continuous Assessment*</b>	<b>100%</b>																																																																				
1. In-class Participation/Discussions (individual)	30%	✓	✓	✓																																																																	
2. Paper Review & Critique (individual)	30%	✓	✓	✓																																																																	
3. Topic Presentation and Leading In-Class Discussions (working in groups of two or three)	20%	✓	✓	✓																																																																	
4. Mini Assignments (working in groups of two or three)	20%	✓	✓	✓																																																																	
<b>Total</b>	<b>100 %</b>																																																																				
<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>																																																																				
	<ul style="list-style-type: none"> <li>▪ Lectures and workshops</li> </ul>						39 Hrs.																																																														
	<p>Other student study effort:</p>																																																																				

	<ul style="list-style-type: none"> <li>▪ Self-study</li> </ul>	78 Hrs.
	Total student study effort	117 Hrs.
<b>Reading List and References</b>	<p>Bhattacharjee A. (2012). Social Science Research: Principles, Methods, and Practices. USF Tampa Bay Open Access Textbooks Collection. (Free online access available at: <a href="http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1002&amp;context=oa_textbooks">http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1002&amp;context=oa_textbooks</a>)</p> <p>Kerlinger, F. N., &amp; Lee, H. B. 2000. Foundations of behavioral research. 4th Edition. Fort Worth, TX: Harcourt.</p> <p>Miles, M. B., Huberman, A. M., &amp; Saldana, J. 2020. Qualitative data analysis: A methods sourcebook. (4th ed.) Thousand Oaks, CA: Sage.</p> <p>Schindler, P.S. Business Research Methods, 2021.</p> <p>Yin, R. K. 2018. Case Study Research and Applications: Design and Methods. 6th Edition. Thousand Oaks, CA: Sage.</p>	