Course Syllabus

offered by Department of Information Systems
with effect from Semester A 2017 / 2018

Part I   Course Overview

Course Title: Survey and Experimental Research Methods for Business

Course Code: FB8917

Course Duration: One Semester (13 weeks)

Credit Units: 3

Level: R8

Proposed Area:
(for GE courses only)
- ☐ Arts and Humanities
- ☐ Study of Societies, Social and Business Organisations
- ☐ Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title)   Nil

Precursors:
(Course Code and Title)   Nil

Equivalent Courses:
(Course Code and Title)

Exclusive Courses:
(Course Code and Title)   Nil

Part II   Course Details

1.   Abstract
(A 150-word description about the course)

This course aims to equip research students in the College of Business with the necessary foundations and skills to perform survey and experimental research at a postgraduate level.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs[#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Explain the nature of contemporary business research	10%			
2.	Build an understanding of the current business research directions	10%			
3.	Understand the research process	20%			
4.	Evaluate, select, and apply appropriate methodologies to solve a business research problem	30%	✓	✓	
5.	Critically assess the quality of a research work	30%	✓	✓	
	* If weighting is assigned to CILOs, they should add up to 100%.	100%			

[#] *Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.*

A1:   *Attitude*
   Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   *Ability*
   Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   *Accomplishments*
   Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

Seminar: 3 hours per week

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
TLA1: Seminar	The following items form the content of the seminar: 1. Introduction of business research and the role of theories 2. Overview of major business research methods 3. Business research process examination covering topics such as measurement, data source and data collection, research design, survey research, laboratory and field experimental research, and mixed methods. 4. Detailed examination and critique of some business research work	✓	✓	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
AT1. Discussion and Participation The class required students to actively participate in discussions to allow them to engage in deeper reflection and learning. Based on students' discussion and participation, the instructor assesses their understanding of the chosen research areas and their abilities to apply their skills.	✓	✓	✓	✓	✓	20%	
AT2. Presentation Each student is required to give presentations as self-reflections, which demonstrate the ability in understanding and solving problems in respective research area.	✓	✓	✓	✓	✓	25%	
AT3. Paper Critique Towards the end of the term, an article is given to students. Each student is required to independently evaluate and critique the article and submit a report detailing his/her evaluation of the appropriateness of the methodologies used in the paper in terms of answering the research questions as outlined by the authors of the article.	✓	✓	✓	✓	✓	25%	
AT4. Assignments The course consists of several small individual assignments to assess students' understanding of the chosen research methods and their abilities to apply their skills.	✓	✓	✓	✓	✓	30%	
* The weightings should add up to 100%.						100%	

5. Assessment Rubrics
(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
AT1. Discussion and Participation	Ability to explain the nature of contemporary business research	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Ability to build an understanding of the current business research directions	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Ability to understand the research process	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Capability to evaluate, select, and apply appropriate methodologies to solve a business research problem	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Ability to critically assess the quality of a research work	High	Significant	Moderate	Basic	Not even reaching marginal levels
AT2. Presentation	Ability to explain the nature of contemporary business research	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Ability to build an understanding of the current business research directions	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Ability to understand the business research process	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Capability to evaluate, select, and apply appropriate methodologies to solve a business research problem	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Ability to critically assess the quality of a research work	High	Significant	Moderate	Basic	Not even reaching marginal levels

AT3. Paper Critique	Ability to explain the nature of contemporary business research	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Ability to build an understanding of the current business research directions	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Ability to understand the business research process	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Capability to evaluate, select, and apply appropriate methodologies to solve a business research problem	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Ability to critically assess the quality of a research work	High	Significant	Moderate	Basic	Not even reaching marginal levels
AT4. Assignments	Ability to explain the nature of contemporary business research	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Ability to build an understanding of the current business research directions	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Ability to understand the business research process	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Capability to evaluate, select, and apply appropriate methodologies to solve a research problem	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Ability to critically assess the quality of a research work	High	Significant	Moderate	Basic	Not even reaching marginal levels

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**
     (An indication of the key topics of the course.)

   1.   Introduction to business Research: evolution and status of business research; nature and characteristics of business research; research frameworks; characteristics of good research.
   2.   The Business Research Process: identifying a research problem; measurement; research design; data source and data collection, survey research; experimental research; developing research proposals.

2.   **Reading List**
2.1 **Compulsory Readings**
     (Compulsory readings can include books, book chapters, or journal/magazine articles.   There are also collections of e-books, e-journals available from the CityU Library.)

     Nil

2.2 **Additional Readings**
     (Additional references for students to learn to expand their knowledge about the subject.)

1.	Dubin, R., "Theory Building in Applied Areas," in Dunnette, Marvin D. (ed.), *Handbook of Industrial and Organizational Psychology*, (Chicago, Ill.: Rand McNally College Pub. Co.,), pp. 17-39, 1976.
2.	Corley, K.G., and Giona, D.A., "Building Theory about Theory Building: What Constitutes a Theoretical Contribution?" *Academy of Management Review*, 36, 1 (2011), pp.12-32.
3.	Whetten, D.A., "What constitutes a theoretical contribution?" *Academy of Management Review*, 14, 1989, 490-495.
4.	Bacharach S.B. "Organizational Theories: some Criteria for Evaluation" *Academy of Management Review*, October 1989, pp. 496-515.
5.	Moore, G.C. and Benbasat, I., "Development of an Instrument to Measure the Perceptions of Adopting an Information Technology Innovation", *Information Systems Research*, September 1991, pp. 192-222.
6.	Churchill, G.A., "A Paradigm for Developing Better Measures of Marketing Constructs", *Journal of Marketing Research*, Vol. XVI, February 1979, pp. 64-73.
7.	Suddaby, R., "Construct Clarity in Theories of Management and Organization," *Academy of Management Review*, 35(3), 2010, pp.346-357.
8.	Schwab, D.P., "Construct Validity in Organizational Behavior," Research in Organizational Behavior, Vol. 2, 1980, pp. 03-43.
9.	Hinkin, T.R., "A Review of Scale Development Practices in the Study of Organizations," *Journal of Management,* 1995, pp. 967 – 989.
10.	Diamantopoulos, Adamantios, and Heidi M. Winklhofer. "Index construction with formative indicators: An alternative to scale development." *Journal of marketing research* 38.2 (2001): 269-277.
11.	Yu, Julie, and Harris Cooper. "A quantitative review of research design effects on response rates to questionnaires." *Journal of Marketing research* (1983): 36-44.
12.	Hufnagel, E.M. and Conca, C., "User Response Data: The Potential for Errors and Biases" *Information Systems Research*, March 1994, pp. 48-73.
13.	Behrend, T., et al. (2011). "The viability of crowdsourcing for survey research." *Behavior Research Methods* 43(3): 800-813.

14.	Wright, Kevin B. "Researching Internet-based populations: Advantages and disadvantages of online survey research, online questionnaire authoring software packages, and web survey services." *Journal of Computer-Mediated Communication* 10.3 (2005).
15.	Bouchard, T.J., "Field Research Methods: Interviewing, Questionnaires, Participant Observation, Systematic Observation, Unobtrusive Measures," in *Handbook of Industrial and Organizational Psychology*, Rand McNally College Publishing Company, Chicago, Illinois, 1976, pp. 363-413.
16.	Greer, Thomas V., Nuchai Chuchinprakarn, and Sudhindra Seshadri. "Likelihood of participating in mail survey research: Business respondents' perspectives." *Industrial Marketing Management* 29.2 (2000): 97-109.
17.	Perdue, Barbara C., and John O. Summers. "Checking the success of manipulations in marketing experiments." *Journal of Marketing Research* (1986): 317-326.
18.	Benbasat, I., "Laboratory Experiments in Information Systems with a Focus on Individuals: A Critical Appraisal," in I. Benbasat (ed.)
19.	Shadish, W. and T. Cook, "The Renaissance of Field Experimentation in Evaluating Interventions." *Annual Review of Psychology*, 2009, Vol. 60, No, 1. pp. 607-629.
20.	*The Information Systems Research Challenge: Experimental Research Methods,* Harvard Business School, 1990, pp. 33-47. Zmud, R.W., Olson, M.H., Hauser, R., "Field Experimentation in MIS Research," in I. Benbasat (ed.) *The Information Systems Research Challenge: Experimental Research Methods*, Harvard Business School, 1990, pp. 97-111.
21.	Hui, C., Lam, S. S., & Schaubroeck, J. (2001). Can good citizens lead the way in providing quality service? A field quasi experiment. Academy of Management Journal, 44(5), 988-995.
22.	Lam, S. S., & Schaubroeck, J. (2000). The role of locus of control in reactions to being promoted and to being passed over: A quasi experiment. Academy of Management Journal, 43(1), 66-78.
23.	Malhotra, Manoj K., and Varun Grover. "An assessment of survey research in POM: from constructs to theory." *Journal of operations management* 16.4 (1998): 407-425.
24.	Pinsonneault, A. and Kraemer, K. L., "Survey Research Methodology in Management Information Systems: An Assessment" Journal of Management Information Systems, Vol. 10, No. 2, 1993, pp. 75-105.
25.	Hunt, Shelby D., Richard D. Sparkman Jr, and James B. Wilcox. "The pretest in survey research: Issues and preliminary findings." *Journal of Marketing Research* (1982): 269-273.
26.	Sawyer, Alan G., and A. Dwayne Ball. "Statistical power and effect size in marketing research." *Journal of Marketing Research* (1981): 275-290.
27.	Armstrong, J. Scott, and Terry S. Overton. "Estimating nonresponse bias in mail surveys." *Journal of marketing research* (1977): 396-402.
28.	Creswell, John W. *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications, 2013.
29.	Venkatesh, Viswanath, Susan A. Brown, and Hillol Bala. "Bridging the qualitative-quantitative divide: Guidelines for conducting mixed methods research in information systems." *MIS quarterly* 37.1 (2013): 21-54.
30.	Bryman, Alan. "Barriers to integrating quantitative and qualitative research." *Journal of mixed methods research* 1.1 (2007): 8-22.