

**MODULE DESCRIPTOR**

<b>TITLE</b>	Research Methods
<b>SI MODULE CODE</b>	25-7D13-00L /00C /00S
<b>CREDITS</b>	15
<b>LEVEL</b>	7
<b>JACS CODE</b>	N200 - Management Studies
<b>SUBJECT GROUP</b>	Shared: Marketing - SBS /International Business and Business Economics - SBS
<b>DEPARTMENT</b>	Management
<b>MODULE LEADER</b>	joint: Diana Sharpe, Andrew Cropper, Paweł Capik

<b>MODULE STUDY HOURS (based on 10 hours per credit)*</b>			
<b>Scheduled Learning and Teaching Activities</b>	<b>Placement (if applicable)</b>	<b>Independent Guided Study</b>	<b>Total Number of Study Hours</b>
<b>30</b>	<b>0</b>	<b>120</b>	<b>150</b>

**MODULE AIM**

To provide students with a learning framework enabling them to carry out an in-depth investigation.

To enable students to search for information from a variety of sources and to utilise a wide range of research methods for analysing data.

To provide an opportunity for students to critically evaluate published empirical research.

To assist students to design a research study of a type which would be suitable for a postgraduate dissertation in their area of interest pertinent to the course.

**MODULE LEARNING OUTCOMES**

By engaging successfully with this module a student will be able to:

Understand and define what academic research is, how it is conducted and what constitutes a good research project.

Understand and evaluate different research methodologies and techniques and critique their merits, limitations and ethical dimensions.

Conduct investigations into research topics using variety of sources appropriate for related research methodologies.

Develop coherent arguments and reach conclusions about the key issues and factors in order to facilitate and enhance your research task.

## **INDICATIVE CONTENT**

Research paradigms and the role of theory in selecting research methodology

Approaches to academic research and management investigations: purpose, process, logic and outcomes

Research methodologies, design strategies, data collection techniques

Evaluation of research design, reliability, validity, applicability and generalisability

Current theories and thinking in the subject specialism and application in specific contexts

## **LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

The learning philosophy aims to encourage students to develop analytical, evaluative and critical patterns of thought. To achieve this, a variety of teaching and learning methods are used in order to offer a diversity of approaches and to meet differing needs and expectations of the students and the contexts in which their work is carried out. These include:

- Lectures which are used to introduce concepts and to provide frameworks for their investigative work
- Seminars and small group discussions which provide a forum for students to present their views, critically discuss specific issues and explore their own and colleagues' research contexts in depth. The group will also act as learning sets that will facilitate review and reflection on lessons that have been learnt during the module. Within the seminar / small group discussions, formative feedback will feature as a key progress indicator and motivator.
- The investigation. This will require students to apply and integrate their learning from the various subject areas covered by the modules on their course. The approach used will also require students to self-manage their own research work on their chosen topic within subject-specific context.
- In addition to the above the Blackboard system will be used to communicate and support students. This will be to distribute supporting learning materials and literature and act as a hub for information exchange across the module.

## **ASSESSMENT TASK INFORMATION**

<b>Task No.*</b>	<b>Short Description of Task</b>	<b>SI Code EX/CW/PR</b>	<b>Task Weighting %</b>	<b>Word Count or Exam Duration**</b>	<b>In-module retrieval available</b>
1	Individual Learning Task	CW	20%	1,750 word equivalent	No
2	Research Proposal	CW	80%	3500	No

## **FEEDBACK**

Students will receive feedback on their performance in the following ways

In class feedback will be regularly provided in an oral form. Additionally module tutors will provide constructive, critical written (typed) feedback on coursework in accordance with University guidelines and within three weeks of submission. Written feedback will be provided via assessment matrices, supplemented with individual written comments. The assessment tasks are summative.

Students will be directed towards their final submission via their individual learning tasks. This will allow informal, formative, and immediate feedback on their performance and progress towards the final submission to be provided during the module through the seminar/small group sessions.

## **LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

Taught session resources:

- Classroom VCR and AV equipment and PowerPoint.
- Whiteboard, OHT and flip-charts

Student directed learning:

- Blackboard as a virtual learning environment to provide additional direction, stimulate thinking and to provide alternative core learning materials/approaches
- Research methods texts
- Marketing and international business journals
- Sector specific texts and journals
- Paper-based and online databases of market and company information available via SHU Library Gateway
- Current and contemporary news media
- Access to a PC and printer

Indicative Reading list:

### **Core Text:**

Saunders, M., Lewis, P., and Thornhill, A., (2012), *Research Methods for Business Students*, 6th edition, Prentice-Hall.

### **Additional Reading:**

Bryman, A. (2008); *Social Research Methods*. 3rd Ed. Oxford University Press.

Bryman, A & Bell, E (2007); *Business Research Methods*, 2nd Ed. Oxford University Press.

Blaxter, L., Hughes, C. & Tight, M. (2001): *How to Research*. Open University Press.

Doole, I. & Lowe, R. (2008); *International Marketing Strategy*. Thomson Learning.

Doole, I. & Lowe, R. (2005); *Strategic Marketing Decisions in Global Markets*. Thomson Learning.

Crimp, M. & Wright, L.T. (2000); *The Marketing Research Process* (5th Ed). Prentice Hall.

Fisher, C. (2004); *Researching and Writing a Dissertation for Business Students*, FT Prentice Hall.

Gill, J. and Johnson, P., *Research Methods for Managers*, Sage, 2010.

Mehta, A, (2011), *Business research methods*, VDM Publishing.

Proctor, T. (2005); *Essentials of Marketing Research* (5th Ed). FT Prentice Hall, Harlow

Quinlan, C., (2011), *Business research methods*, Cengage Learning.

Riley, M., Wood, R.C., Clark, M.A., Wilkie, E. & Szivas, E. (2000); *Researching and Writing Dissertations in Business and Management*, Thomson Learning.

Zikmund, W.G. et al, (2012), *Business Research Methods*, Thomson South Western.

**SECTION 2 MODULE INFORMATION FOR STAFF ONLY****MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION****MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

NEW MODULE	N
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	Y
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	<b>09/2014</b>

**MODULE DELIVERY PATTERN** - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	<b>Module Begins</b>	<b>Module Ends</b>
<b>Course Intake 1</b>	15/09/2014	DD/MM/YYYY
<b>Course Intake 2</b>	26/01/2015	27/04/2014
<b>Course Intake 3</b>	28/09/2015	19/12/2015

<b>Is timetabled contact time required for this module?</b>	Y
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<b>Are any staff teaching on this module non-SHU employees?</b>	N
<b>If yes, please give details of the employer institution(s) below</b>	
<b>What proportion of the module is taught by these non-SHU staff, expressed as a percentage?</b>	n/a

**MODULE ASSESSMENT INFORMATION**

<b>Indicate how the module will be marked</b>	
<b>*Overall PERCENTAGE Mark of 40%</b>	Y
<b>*Overall PASS / FAIL Grade</b>	N

*\*Choose one only – module cannot include both percentage mark and pass/fail graded tasks*

**SUB-TASKS**

<b>Will any sub-tasks (activities) be used as part of the assessment strategy for this module?</b>	N
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*If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.*

**FINAL TASK**

<b>According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)</b>	Task No. 2
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**NON-STANDARD ASSESSMENT PATTERNS**

<p><b>MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.</b></p>	
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<p><b>NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance notes.</b></p>	
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