MODULE DESCRIPTOR

TITLE	ACADEMIC RESEARCH AND REFLECTION			
SI MODULE CODE	44-7924-00S			
CREDITS	15			
LEVEL	7			
JACS CODE	N200 - Management studies			
SUBJECT GROUP	MARKETING - SBS			
DEPARTMENT	Management			
MODULE LEADER	Andrew Cropper			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	16	26	108	150

MODULE AIM(S)

To provide the students with a learning framework to enable them to carry out in-depth investigations of marketing issues

To encourage students to develop a reflective approach by pursuing a specific area of marketing of their own interest

To provide an opportunity for students to critically evaluate published empirical research and apply it to the marketing context of their choice

To provide students with an understanding of the use of the different research methods to carry out primary research in their area of interest

MODULE LEARNING OUTCOMES

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

1. Develop coherent arguments and reach conclusions about the key influences and factors affecting a chosen problem or issue
2. Identify the characteristics of a good research project
3. Demonstrate the ability to understand the critical underpinning concepts and critically review published material
4. Understand the variety of research methods and styles available and their relative merits and evaluate alternative strategies for investigating an issue or problem in detail

INDICATIVE CONTENT

These are examples of the content of the module

Current theories and thinking in marketing and application in specific marketing contexts

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

The role of theory within the selection of research methodology

Research design strategies and methods to collect empirical data

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

LEARNING AND TEACHING 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 approach 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/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
- The investigation. This will require students to apply and integrate their learning from the various subject areas covered by the modules on this course. The approach used will also require students to self-manage their own research work on their chosen topic and its associated marketing context and within the seminar / small group discussions, formative feedback will feature as a key progress indicator and motivator.

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 STRATEGY AND METHODS

The degree of attainment of the learning outcomes for the module will be assessed through 100% coursework. This will comprise one individual piece of work in essay or report format, and a quiz.

The essay/report will require students to carry out an investigation of an internationally relevant marketing topic of their choice set within a specific marketing context and to identify an academically driven area of research around that topic. They will then be required to demonstrate an understanding of methodological reasoning and research planning by presenting their work in the form of a research proposal.

The assessment criteria for the full range of marks are given in detail below.

Task No.	Task Description	Task Type	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Online quiz #1	Portfolio	10	5*20 mins	No
2	Research proposal	Coursework	90	4-4500 words	No

ASSESSMENT CRITERIA

Learning Outcome	Below 40%	Pass, 40-49%	50-59%	60-69%	70%+
Develop coherent arguments and reach	Inadequate and confused arguments	Correct but limited arguments and	Clear explanation, arguments and	Detailed explanation and use of wide-	Comprehensive explanation and

conclusions about the key influences and factors affecting a chosen problem or issue.	and conclusions about the key influences and factors affecting a chosen problem or issue	conclusions about the key influences and factors affecting a chosen problem or issue	conclusions about the key influences and factors affecting a chosen problem or issue	ranging arguments and conclusions about the key influences and factors affecting a chosen problem or issue	application of wide-ranging arguments and conclusions about the key influences and factors affecting a chosen problem or issue
Identify the characteristics of a good research project	Incomplete, confused, and/or inappropriate understanding of the characteristics.	Understanding of the characteristics.	Clear understanding of the characteristics. Clear and focused consideration of strengths and weaknesses	Effective understanding of the characteristics. Clear and focused consideration of the strengths and weaknesses	Well-explained, comprehensive and perceptive analysis of the characteristics. Comprehensive, critical evaluation
Demonstrate the ability to understand the critical underpinning concepts and critically review published material	Inadequate and confused understanding of the techniques.	Correct explanation and appropriate use of some techniques.	Correct explanation and appropriate use of a wide range of techniques. Able to apply them...	Correct explanation and appropriate use of a wide range of techniques. Able to effectively apply them.	Correct explanation and appropriate use of a wide range of techniques. Able to effective apply them and critically evaluate them.
Understand the variety of	Inadequate and confused	Correct explanation and	Correct explanation and	Correct explanation and	Correct explanation and

| research methods and styles available and their relative merits and evaluate alternative strategies for investigating an issue or problem in detail | knowledge of methods and styles shows little familiarity with the methods studied. | appropriate use of some the methods and styles. | appropriate use of methods and styles.

. | appropriate use of a methods and styles.

Able to effectively evaluate appropriate strategies | appropriate use of a methods and styles.

Able to effectively and critically evaluate appropriate strategies. |
|---|---|---|---|---|---|
| All | Little or no evidence of additional reading | Some additional material introduced | Appropriate use of a reasonable level of further material | Introduction of a wide range of additional supporting material | Appropriate use of a comprehensive range of relevant additional material |
| All | Poorly structured report, lacking clarity.

Poor grammar | Some appropriate structure. | Reasonable structure and clarity.

Few grammatical errors | Clear and logical communication.

Accurately presented | Exceptional written communication skills.

Professionally presented |

<u>FEEDBACK</u>

Students will receive feedback on their performance in the following ways

The module leader will provide constructive, critical written (typed) feedback on coursework in accordance with University guidelines and within three weeks of submission. The assessment is summative.

Students will be directed towards their final submission via a series of weekly activities / 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.

These tasks will include a series of 5 quizzes which will receive online feedback at the end of the test windows. This will be summative.

LEARNING RESOURCES (INCLUDING READING LISTS)

Taught session resources:

- Classroom VCR and AV equipment and PowerPoint.
- Whiteboard and Flip-chart

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 business journals
- Sector specific texts and journals
- Paper-based and online databases of market and company information
- Current and contemporary news media
- Access to a PC and printer

Indicative Reading list:

Core Texts:

Saunders, M., Lewis, P. & Thornhill, A. (2009); Research Methods for Business Students, 5th Ed. Prentice Hall (or the 2007, 4th edition will suffice)

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

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

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

Additional Reading:

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. & Johnson, P. (2000); Research Methods for Managers (3rd Ed). Paul Chapman Publishing, London.

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

SECTION 2 'MODEL A' MODULE (INFORMATION FOR STAFF ONLY)

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	No
EXISTING MODULE - NO CHANGE	Yes
Title Change	No
Level Change	No
Credit Change	No
Assessment Pattern Change	No
Change to Delivery Pattern	No
Date the changes (or new module) will be implemented	n/a

MODULE DELIVERY PATTERN

Module Begins	Module Ends
07/01/2013	29/04/2013

Is timetabled contact time required for this module?	Yes

Are any staff teaching on this module non-SHU employees?	No

MODULE ASSESSMENT INFORMATION

Does the Module Require Either	
Overall Percentage Mark of 40%	Yes
Overall Pass / Fail Grade	No

FINAL TASK

According to the Assessment Strategy 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 Strategy)	Task No. 2

MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	Yes
Single Referral Package for All Referred Students	No