

School of Information Management

MMIM552 RESEARCH METHODS

Trimester One 2010

COURSE OUTLINE

Names and Contact Details

Course Coordinator:

David Mason
EA226 Easterfield Building
463 7435 027 404 8003
david.mason@vuw.ac.nz

Programme Administrator:

Tiso Ross
EA121 Easterfield Building
463 5309
tiso.ross@vuw.ac.nz

Teaching Period: Monday 1st March – Friday 4th June 2010

Study Period: Monday 7th June – Thursday 10th June 2010

Examination Period: Friday 11th June – Wednesday 30th June 2010 (inclusive)

Withdrawal from Courses:

Information available via

Withdrawal dates: Late withdrawals with Associate Dean (Students) permission
(See Section 8: Withdrawals - from the Personal Courses of Study Statute)

<http://policy.vuw.ac.nz/Amphora!~~policy.vuw.ac.nz~POLICY~000000001743.pdf>

Withdrawal dates: refunds:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Class Times and Room Numbers

Lectures:

Monday evenings, from 01 March 2010

One two-hour class each week

Times:

5:40 p.m. to 7:30 p.m.

Venue:

RWW 128

Course Content

The course is intended to prepare students for MMIM590 or MMIM592. The course will cover the philosophy of research, how to do a literature review, the essentials of qualitative and quantitative methods, and basic approaches to case studies and research projects. The major deliverable is a finished Project Proposal, ready to be implemented.

Course Learning Objectives

On completion of this course the student will be able to

Communication

- Publish a research proposal for a research project.
- Create a Human Ethics Committee application.
- Present the results of their research findings in an academic format.

Creative and Critical Thinking

- Outline quantitative research techniques for appropriate situations.
- Outline qualitative research techniques for appropriate situations.
- Design a questionnaire to support a hypothesis.

Leadership

- Discourse on research philosophies and strategies.
- Design and conduct research interviews.

Course Delivery

Weekly lectures. There are no separate tutorials or lab sessions. Students are expected to participate actively in the discussion sessions of each lecture and present the results of their research findings.

Learning Schedule

	<i>Date</i>	<i>Lecture</i>	
Week1	01 Mar	Introduction to research methods Discussion of Research topics	
Week 2	08 Mar	Presentation of individual research topics. Paradigms and the Research Process	5%
Week 3	15 Mar	Designing Qualitative Research	
Week 4	22 Mar	Qualitative Data Collection	
Week 5	29 Mar	Philosophy of Research Essay hand-in Analysis of Qualitative Data	20%
		<i>Mid Trimester Break</i>	
Week 6	19 Apr	Interview analysis hand in Presentation of Interview Analyses	30%
Week 7	26 Apr	Questionnaire based research	
Week 8	03 May	HEC form hand in Factor analysis. SEM	5%
Week 9	10 May	Regression, multiple regression	
Week 10	17 May	The Normal distribution, Correlation	
Week 11	24 May	Research Proposal Hand-in Analysis of variance. ANOVA	40%
Week 12	31 May	Research Proposal Poster Presentation	

This schedule is subject to change.

Workloads and Terms

This course is worth 15 points, which equates to 150 hours of study.

Lectures

2 hours per week

Private study and preparation

6 – 8 hours weekly throughout the trimester.

There is no exam for this course, all assessment is by course work.

Assessment Requirements

Due date	Assessment	
08 Mar 10	Presentation of your research topic. You may use no more than three ppt slides, and a summary sheet to hand in. The summary sheet will list three journal articles relevant to your topic. Make enough copies of the summary so that you can give one to the other students as well. Check the SIM Research directory to identify staff you could approach as a supervisor.	5% <i>Communication</i>
29 Mar 10	Academic Essay Topic: Justify the pedagogical and philosophical approach you will use to research your research topic, and outline any problems inherent in that approach. 1000-1500 words, properly APA referenced.	20% <i>Critical Thinking Leadership</i>
19 Apr 10	Presentation of your Interview results Report: Results of interviews. Treat this as a mini project, with sections you would use in the final project proposal. Not more than 2000 words. You can use excerpts and direct quotations in your essay	30% <i>Leadership Communication</i>
03-May-10	HEC Project Proposal Use the SIM form, not the BCA version. You must include your proposed interview questions, or the survey you intend to use. These do not have to be final, but must give a good idea of the final questions.	5% <i>Critical Thinking</i>
24-May-10	Final Proposal Examples of the required format will be given out in class.	40% <i>Critical Thinking Communication</i>
31-May-10	Poster Presentation Produce an A3 or A2 poster outlining and justifying your research topic in a way that makes it interesting and appealing to other people, as you would do for an academic conference. Identify which journal you intend to publish the results in.	<i>Communication</i>

Full details of each course work item/assignment will be given out in class and/or published on Blackboard.

Reading List for Qualitative Methods

Recommended Text:

Punch, K. F., *Introduction to Social Research – Quantitative and Qualitative Approaches* (2ed.), Sage, 2005; ISBN 0761944168;

Chapters from the recommended text may be read/copied in the library (the text is on 3 day loan). If you want to buy this book, it is available from VicBooks, \$92.00. This book is suggested reading, not a requirement.

A good starting point for the philosophy of research assignment is
<http://www.socialresearchmethods.net/kb/philosophy.php>

The following journal articles will be provided on Blackboard.

Angrosino, M.V. and Mays de Pérez, K.A. (2000) Rethinking Observation: From method to Context. In Denzin, N.K and Lincoln, Y.S. (eds.), *The Handbook of Qualitative Research* (3ed), Sage, Thousand Oaks, CA, p673-703.

Denzin, N.K. (2000) Methods of Collecting and Analysing Empirical Materials. In Denzin, N.K and Lincoln, Y.S. (eds.), *The Handbook of Qualitative Research* (3ed), Sage, Thousand Oaks, CA, p632-644.

Eisenhardt, K. M. (1989) Building Theories from Case Study Research. *The Academy of Management Review*. Vol 14, No 4, pp. 532-550.

Fontana, A. and Frey, J.H. (2000) The Interview: From Structured Questions to Negotiated Text. In Denzin, N.K and Lincoln, Y.S. (eds.), *The Handbook of Qualitative Research* (3ed), Sage, Thousand Oaks, CA, p645-672.

Gregor, S. (2006) The Nature of Theory in Information Systems. *MIS Quarterly*, Vol 30, No 3, Sept 2006, pp. 611-642

Klein, H. K. and Myers, M. D. (1999) A Set of Principles for Conducting and Evaluating Interpretive Field Studies in Information Systems. *MIS Quarterly*. Vol 23, No 1, pp 67-94.

Lehmann, H.P. (2008) Why Are There Not More Grounded Theories of Information Systems? Pre-Publication Manuscript: Under Review with *MIS Quarterly*.

Lehmann, H.P., Gallupe, R.B. (2005) Information Systems for Multinational Enterprises – Some Factors at Work in their Design and Implementation, *Journal of International Management* Vol. 11, Nr. 2, 163-186.

Orlikowski, W. J. (1993) CASE Tools as Organizational Change: Investigating Incremental and Radical Changes in Systems Development. *MIS Quarterly*. Dec 1993, pp. 309-340.

Weber, R. (2004) The Rhetoric of Positivism vs. Interpretivism: A Personal View. *MIS Quarterly*. Vol 28, No 1, pp. iii-xii.

Webster, J. and Watson, R. T. (2002) Analysing the Past to Prepare for the Future: Writing a Literature Review. *MIS Quarterly*. Vol 26, No 2, pp. xiii-xxiii.

Reading List for Quantitative Methods

The following journal articles will be provided on Blackboard.

Banker, R. & Kauffman, R. (2004). The evolution of research on Information Systems: a fiftieth year survey of the literature in Management Science. *Management Science*, 50 (3), 281-298.

Couper, M. (2000). Web Surveys: A Review of Issues and Approaches. *Public Opinion Quarterly*, 64, 464-94

Couper M.P. & Miller, P.V. (2009). Web Survey Methods: Introduction. *Public Opinion Quarterly*, 72 (5), 831 - 835.

Denscombe, M. (2006) Web-Based Questionnaires and the Mode Effect. *Social Science Computer Review*, 24 (2), 246-254 DOI 10.1177/0894439305284522

Hotz, R.L. Most science studies appear to be tainted by sloppy analysis. *The Wall Street Journal Online*. Sept 14, 2007. <http://online.wsj.com/public>

Ioannidis, J. (2005). Why most published research findings are false. *PLoS Medicine*, 2 (8) www.plosmedicine.org DOI 10.1371/journal.pmed.0020124

Malhotra, N. (2008). Completion time and response order effects in web surveys. *Public Opinion Quarterly*, 72 (5), 914-934.

Treat, T.A. & Weersing, V.R. (undated). Five Classes of Research Questions in Clinical Psychology. Extract from *Encyclopedia of Statistics in Behavioral Science*. Pages 1-12. Wiley & Sons. ISBN: 0-470-86080-4.

Letter Grades will be used to mark all course work assignments. The percentage/grade equivalents for each course work element are weighted and accumulated to generate the final grade for the course. Grades, percentage equivalents and descriptions used are supplied in the table below:

<i>Grade</i>	<i>%Equivalent</i>	<i>Description</i>	<i>Extended Description</i>
A+	Over 84	Outstanding	Far exceeds requirements, flawless, creative
A	80-84	Excellent	Polished, original, demonstrating mastery
A-	75-79	Very Good	Some originality, exceeds all requirements
B+	70-74	Good	Exceeds requirements in some respects
B	65-69	Satisfactory	Fulfils requirements in general
B-	60-64	Acceptable	Only minor flaws. Unoriginal
C+	55-59	Pass	Mistakes, recapitulation of course material
C	50-54	Minimum pass	Serious mistakes or deficiencies
D	40-49	Marginal Fail	Little understanding, insufficient performance
E	00-39	Fail	Below the minimum required

Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of

FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Penalties

In keeping with standards of professionalism appropriate to this programme, it is expected that deadlines will be honoured. In fairness to students who complete work on time, work submitted after the due date/ time will incur penalties for lateness.

However: unusual or unforeseeable circumstances (e.g. serious illness, family bereavement, or other aegrotat requiring incidents) may lead to a waiver of these penalties but need to be discussed with the paper coordinator as soon as possible.

There are also penalties for **excessive length of course work** deliverables. Word limits need to be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic. **Penalty percentages in proportion to the excess word count will be applied.** For example, an assignment has a word limit of 3,000 words. A delivered assignment with 3,300 words would incur a penalty of 10%. Penalties will be applied as a multiplier of $(1 - \text{Penalty}\%)$ to the grade percentage. For example, if the grade percentage before penalties was **82%** (grade **A**) and the penalty was 10%, then the final percentage will be **82%** multiplied by **0.9** (i.e. $1 - 0.1$) = **73.8%** and the final grade will reduce to **B+**.

Materials and Equipment

No special materials or equipment are required for this course.

Readings

There is no required text for this course. A recommended text is:

Punch, K. F., *Introduction to Social Research – Quantitative and Qualitative Approaches* (2ed.), Sage, 2005; ISBN 0761944168; available from VicBooks, \$92.00 (This is a recommendation, not a requirement).

Group work

There is no group work component to this course.

Class Representative

A class representative will be elected in the first class. That person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Communication of Additional Information

Additional information will be notified to students via email and announcements on the MMIM552 Blackboard site, which will also carry general information and resources for the course.

Mandatory Course Requirements

There are no mandatory course requirements.

General Information

For the following important information please follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. *Turnitin* is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by *Turnitin*. *Turnitin* will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

General University Policies and Statutes

<http://www.victoria.ac.nz/home/about/policy>

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support

http://www.victoria.ac.nz/home/about_victoria/avcademic/Publications.aspx

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/

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