|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Educational Programme IBMS** | | | **Applied Research Methods, 2016-2017** | | | | |
| **CODE** | **IBMRS316R3** | **ECTS** | **3** | **Year** | **3** | **Block** | **3** |
| ***Outline module*** | | |  | | | | |
| This module discusses all relevant concerns and topics concerning conducting applied research in general (and doing a thesis project in particular). In addition, students further broaden / deepen their skill set where conducting, analysing and reporting either quantitative or qualitative research is concerned (from week 4 on). | | | | | | | |
| ***Qualifications*** | | | | | | | |
| **Contribution to ROM**  “Knowledge-driven” (kg), “Practice driven” (pg),  **Contribution to <study programme> Profile/Competencies (compulsory)**  ***Professional competencies***  ***--***  ***Generic competencies***  V.4. Business Research Methods level 3   * Understanding the requirements that need to be met by an applied thesis project * Being able to determine the need for conducting qualitative and / or quantitative research * Identifying the requirements of quantitative /qualitative research * Choosing the correct methods and techniques for designing and implementing qualitative or quantitative research as well as collecting, analysing and reporting quantitative or qualitative data   **Professional product**  Students will put together a research journal in which they critically reflect on the progress / performance they made during the course (with a focus on the methodological concepts and tools discussed / employed).  **Contribution to Dublin Descriptor(s)**  Knowledge and understanding: student has knowledge of the concepts, theories and frameworks involved in carrying out a thesis project. In addition, student is aware of the requirements that have to be satisfied when doing either qualitative or quantitative research.  Applying knowledge and understanding: Student is able to critically evaluate as well as select methods and techniques for collecting and analysing qualitative or quantitative data and is able to report findings.  Making judgements: Students can critically evaluate the quality of quantitative or qualitative research conducted by him/herself as well as others.  Communication: Students are able to report findings and formulate conclusions based on a thorough application of the relevant techniques.  Learning skills: Students are able to apply these skills in other subjects of the IBMS programme. | | | | | | | |
| ***Context / interconnection*** | | | | | | | |
| **Learning Tracks**  This module is part of the learning track Research Methods. It follows after the first year subject Principles of Research Methods and Quantitative Research Methods as well as the third year Qualitative Research Methods course. | | | | | | | |
| **Relation with other modules/subjects**  The various concepts, and techniques in this module will be applied in all other modules that require the student to research the literature, interview respondents, observe individuals or processes, and report study finding. | | | | | | | |

|  |
| --- |
| ***Conditions*** |
| **Starting Level**  General  The student needs to have successfully completed all research modules.  Participation:   1. Entry of students after week 2 is not allowed. 2. Maximum 4 students per group; diversity is important! 3. Individual in-class assignments will not be accepted. 4. Submit the document by mail to your lecturer before each meeting (if and when applicable) 5. Fraud will be highly punished and will go directly to the exam board. 6. All members should contribute equally. Each group member should participate in the discussions with the lecturer and be prepared to answer all questions. Assignment marks of students who are not well prepared will be differentiated (lower). 7. In case you have an urgent reason for not attending a group meeting, the meeting can be scheduled at another time, but only if the following requirements have been met:  * You had a valid reason not to attend * You have informed your lecturer and group members by e-mail before the meeting  1. Participation in all in-class assignments is mandatory for receiving one’s grade at the end of the course. |

|  |  |  |
| --- | --- | --- |
| ***Objectives / outcomes*** | | |
| **Learning outcomes:**  ***Learning outcomes of tested competencies***  Business research methods level 3:   1. Critically evaluate the need for using quantitative and / or qualitative methods 2. Developing instruments for collecting either qualitative or quantitative data 3. Assessing the quality of data collected with either qualitative or quantitative instruments 4. Demonstrating the ability to analyze either qualitative or quantitative data using appropriate techniques 5. Demonstrating the ability to correctly report | | |
| ***Assessment*** | | |
| **Test criteria** | | |
|  | | |
| **Assessment Methods** |  | |
| Description | Research journal | |
| Details on Format | Report | |
| Individual/Group | Group | |
| Weighting | 100% | |
| Grading | See rubric | |
| Scale of Result | Scale 1-10 | |
| Resit Details | Resit only when the average for the assignment is below a 5,5. Resit grade is max.6 using the feedback provided by the lecturer.  Resit assignment needs to be submitted latest in week 2 of the following block. | |
| Review / feedback | During Block | |
| Special Conditions | No electronic devices allowed unless directed by the lecturer. | |
| Minimum Requirements |  |  |
| Compensation | Non |  |
| Period of validity | As Per OER | As Per OER |
|  | | |
| **Attendance** | 100% participation in the in-class assignments is required. In case of absence with a valid reason, the student needs to prepare an independent assignment to make up for the lecture not attended. | |
|  |  | |
| ***Programming*** | | |
|  | | |
| **Instruction Method(s)** | Lectures, in-class-assignments. | |
|  |  | |
| **Facilities/ classroom** | Smart board. | |
|  |  | |
| **Contact Hours per Week** | 3 hours | |

|  |
| --- |
| **Content and planning of lectures and exams/assessments** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Blck  Wk | Cont. Hours | Instruction Methods / Exams | | Group Size  Theory/Practical | Content/ Subjects (x) |
| 1 | 3 | Lecture | | 32 | Introduction, problem definition & typology |
| 2 | 3 | Lecture | | 32 | Literature review and operationalization |
| 3 | 3 | Lecture | | 32 | Qualitative (interview, focus groups) |
| 4 | 3 | Lecture/consultation | | Max. 32 / groups of 3 | Qualitative (observation, data-analysis) |
| 5 | 3 | Lecture/consultation | | Max. 32 / groups of 3 | Quantitative (intro, sample size) |
| 6 | 3 | Lecture/consultation | | Max. 32 / groups of 3 | Quantitative (presenting data in tables and graphs) |
| 7 | 3 | Lecture/consultation | | Max. 32 / groups of 3 | Consultancy final assignment (draft) |
| **The lectures will use the following structure: re-cap and feedback/discussion of previous lecture (one hour), instruction (one hour), in-class assignment (one hour)** | | | | | |
| ***Literature and Aids*** | | | | | |
|  |  | | | | |
| **Main Source:** | **Title** | | Doing Research: The Hows and Whys of Applied Research | | |
|  | **Type** | | Book | | |
|  | **Compulsory literature :** | | Yes | | |
|  | **ISBN** | | 978 94 9094 732 3 | | |
|  | **Author(s)** | | Nel Verhoeven | | |
|  | **Publisher** | | Eleven International Publishing | | |
|  | **Year Published** | | 2011 (3rd edition) | | |
|  |  | | | | |
| **Other sources (accessible via n@tschool):** | Reader | | | | |
|  |  | | | | |
| **Educational resources, including software tools.** | [www.apastyle.org](http://www.apastyle.org) | | | | |
| ***Lecturers*** | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Mr. Rouven Hagemeijer |  |  |  |
| Mrs Sophie Smeets |  |  |  |
| Mrs Helen de Haan-Cao |  |  |  |
| Mrs Mirella Soyer |  |  |  |
| Mrs. Geertje Dingemanse |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |
| --- | --- |
| ***Document Details*** | |
| **Contact person** |  |
| **Author** | S. Smeets |
| **Version** | 2 |
| **Version Date** | 6 juli 2016 |
| **Previous Module Code** | IBMRS315R3 |
| **Date of change to new Module Code** | April 2015 |
| **Appendices** | * Study load form * Test matrix * Test example * Answering model / score form * rubric |

|  |
| --- |
| ***Appendix One: Study Load Form*** |



|  |
| --- |
| ***Appendix Two: Test Matrix*** |

|  |  |
| --- | --- |
| **Module code** | IBMRS315R3 |
| **ECTS** | 3 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **Which learning objective will be tested (per competency)** | **Bloom level** *(Knowledge,*  *Understanding, Applying, Analyzing, Evaluating, Creating)* | **Test Criteria** | **Professional product or BoKS-**  **element** | **Test type** | **Weighting**  **in %** | **Question number or part of the answering model** |
| Research journal | | | | | | | |
| V.4. level 3 | Critically evaluate the need for using quantitative and / or qualitative methods  Developing instruments for collecting either qualitative or quantitative data  Assessing the quality of data collected with either qualitative or quantitative instruments  Demonstrating the ability to analyze either qualitative or quantitative data using appropriate techniques  Demonstrating the ability to correctly report | Analyze and evaluate  Analyze and evaluate  Analyze and evaluate  Analyze and evaluate  Create | Critical reflection on the correct application of methodological concepts that have been acquired over the past three years |  | Group assignment | 100% | Rubric |

Ceasura/decision pass or fail: Average for the three assignments need to be a 5,5. One resit allowed using the feedback from the lecturer, in case which the maximum attainable grade is a 6.

|  |  |
| --- | --- |
| **Constructed by** | S. Smeets |
| **Module owner** | H. de Haan-Cao |
| **Date of construction** | 6 July 2016 |

|  |
| --- |
| ***Appendix Three: Test Example*** |

N/A

|  |
| --- |
| ***Appendix Four: Answering model/Score Form*** |

See Assignment Description Applied RM 2016-2017

|  |
| --- |
| ***Appendix Five: Rubric*** |

See Assessment Rubric Applied RM 2016-2017