



**DALHOUSIE
UNIVERSITY**

FACULTY OF MANAGEMENT

MGMT 5007

RESEARCH METHODS

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ABOUT THE INSTRUCTOR

DR. ELVIRA MITRAKA

Dr. Mitraka is an academic researcher and scholar with more than a decade of leadership experience in various multi-disciplinary teams and open data initiative, with a focus in biomedical and metagenomics research. She is a published researcher in scientific journals, as well as a scientific reviewer for publications such as Nature Scientific Reports and BMC Medical Informatics. She has won awards for her presentations and posters at international conferences. Her academic work focuses on Data Management, Knowledge Management, Biomedical Semantics, Research Outcomes, Ontologies, Open Data, Databases and Metagenomics. She is currently working on a Genome Canada project about the microbiologically influenced corrosion of oil pipelines. Her role is managing and standardizing the research methods of all the stakeholders, academia and industry alike, as well as designing the database and data standards for all the scientific results. She was awarded a scholarship for her PhD studies, which focused on infectious disease ontologies and the involvement of *Asaia* sp. in the transmission of mosquito borne diseases. She is a member of the GeneWiki initiative and has contributed huge amounts of data and logic to the Wikidata project. Her work on that initiative has enabled the development of scripts and bots that connect proteins, genes and diseases. She is an experienced teacher and mentor, having mentored students and the Baltimore City Community College and taught graduate courses at the School of Information Management at Dalhousie University.

COURSE ASSISTANCE

Throughout the duration of the course, you will frequently find it necessary to contact the course instructor. Please feel free to do so via email communication at any time. During regular business hours, I will aim to respond within 24 hours; on the weekend, it may take up to 48. It would be helpful if prior to your call or online interaction, you would organize your thoughts and make a list of your questions so that the discussion will be guided and on track. Be sure to clearly indicate “Research Methods” and the purpose of your e-mail message in the subject header to avoid the message being classified as SPAM.

Email: elvira.mitraka@dal.ca | Skype: elvira.mi | Course Site: dal.ca/brightspace

COURSE DESCRIPTION

This is an online course, for mid-career professionals, delivered through the Blackboard Learning System (BLS). The course introduces concepts, methods (both quantitative and qualitative), and the practices of research that support evidence-based information management practice. It addresses the nature and uses of research, tools for research, handling of evidence, analysis and interpretation of findings, reporting of results, evaluation of published reports, and the management of research.

COURSE GOALS

1. To provide an understanding of the principles and methodologies of research appropriate to many organizational settings. This understanding will enable mid-career professionals to comprehend and apply the role of research in adding to knowledge, and providing information essential for planning and decision-making.
2. To enable mid-career professionals to hone their skills as intelligent consumers of research, which involves the ability to read and critically analyse relevant research literature.
3. To enable mid-career professionals to understand research concepts and beneficial practices in order to formulate a research question about an information management problem, and to plan for appropriate research methodologies to address that problem.
4. To enable mid-career professionals to become familiar with the entire research process in order to conduct rigorous professional research in support of organizational decision-making as the principal component of the MIM Capstone course.

COURSE/LEARNING OBJECTIVES

By the conclusion of the course students should be able to:

1. Demonstrate an understanding and appreciation of the research process, including ethical requirements.
2. Critically evaluate published research.
3. Demonstrate an understanding of selected research methodologies.
4. Successfully craft a formal proposal for a research project relevant to their organization.

TEXT AND COURSE READINGS

The following text will be used extensively in this course:

Leedy, P. D. & Ormrod, J.E. (2015). *Practical Research: Planning and Design* (12th ed.) Boston: Pearson.

Additional required course readings are listed in the schedule. Class participants are encouraged to review items of interest in the suggested reading lists at the end of each chapter in our text. You are also strongly encouraged to read widely on research methods and research reports in your preferred area and share with your classmates – you are welcome to extend your reading beyond information management as this will broaden your understanding.

Prerequisites: the following are suggested prerequisites: MGMT 5001, MGMT 5002, MGMT 5003. MGMT 5007 may be taken without prerequisites with the permission of the instructor.

LEARNING AND TEACHING METHODS

This course is offered online via Brightspace. Self-study content, online discussions, and other methods will be used asynchronously to facilitate engagement and learning. Self-study content will include discussion notes from the instructor, videos, and readings.

In addition to information gleaned from the course text and other required and recommended readings, students will gain insights about research methods from completion of assignments and class and group discussions.

COURSE ASSESSMENT

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of critical thinking. Assessment rubrics are appended to each set of assignment guidelines. Credit for the overall course will be assigned based on five components:

Research Self-Assessment	10%
Critical Thinking Exercise	20%
Literature Review (preparation for research proposal)	20%
Research Proposal	35%
Participation	15%

PARTICIPATION

The participation component of the final grade is based on the expectation that students will contribute regularly, constructively, and appropriately to online class discussion. Comments and questions should be relevant to the topic and reflect appropriate reading on the topic. Each week's readings include discussion questions; your enthusiastic participation will benefit both you and other participants. The following rubric will be employed¹:

¹ Modified from: <https://sites.google.com/site/k12portfolios/resources/rubrics#TOC-Grading-matrix-for-Discussion-Board-postings>

Excellent (A/A+)

- Timely posts that spark or inspire further discussion;
- Posts are well-developed and show careful thought and reflection;
- Offers helpful analysis of others' posts and strengthens conversation overall, extending meaningful discussion by building on previous posts;
- Posts factually correct, reflective and substantive contributions;
- Connects current discussion to other topics in the course;
- Shows clear and definitive evidence of familiarity with course readings, and of additional self-identified readings and research;
- Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.

Good (B+/A-)

- Posts well-developed statement, but doesn't follow development to a strong conclusion;
- Elaborates on an existing posting with further comment, observation, or example;
- Posts information that is factually correct, but which falls short in its reflexive or substantive analysis, even if it suggests a direction to advance the conversation;
- Demonstrates clear familiarity with course readings;
- Contributes valuable information to discussion with minor clarity or mechanical errors.

Acceptable (B-/B)

- Posts adequate statement with superficial thought and preparation;
- Posts shallow contribution to discussion (e.g. agrees or disagrees) but does not enrich discussion (adding how & why evidentially);
- Repeats but does not add substantive information to the discussion;
- Posts information that is factually correct but which shows little reflexiveness or substantive analysis;
- Posts based on valuable personal or professional experience, but shows minimal familiarity with course readings
- Communicates in friendly, courteous and helpful manner with some errors of clarity or mechanics.

Unacceptable (F)

- Does not participate; and/or
- Does not post follow-up responses to others; and/or
- Does not craft initial posts; and/or
- Posts information that is off-topic, incorrect or irrelevant to the discussion and cannot make the connection to the potential contribution in a way that makes it possible for others to understand; and/or
- Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate; and/or
- Demonstrates little or no familiarity with course readings; and/or
- Posts too late to contribute to class discussion and understanding

SCHEDULE *subject to change

DATE	TOPIC(S)	READINGS*	ASSIGNMENTS/ DELIVERABLES
Week 1 Sept. 3 – 8	Introduction What is research?	<ul style="list-style-type: none"> ➤ Leedy/Ormrod, Preface and Chapter 1 ➤ This syllabus in its entirety ➤ Dalhousie University Libraries APA Style Guide 	<ul style="list-style-type: none"> ➤ Introductions online ➤ Week 1 Discussion due Sept. 8 ➤ Sign up for individual meeting with professor (Sept. 9-10)
Week 2 Sept. 9 – 15 *Live session: SIGN UP FOR YOUR INDIV. APPT.	What am I interested in researching? How to identify problems for research	<ul style="list-style-type: none"> ➤ Leedy/Ormrod, Chapter 2 ➤ Garvin, D. A. and Levesque, L. C. (2008). The Multiunit enterprise. <i>Harvard Business Review</i> 86(6), 106-117. 	<ul style="list-style-type: none"> ➤ Week 2 Discussion due Sept. 15 ➤ *Live opportunity* individual meeting with professor (Sept. 9- or 12 varied times): interests & assignment 1
Week 3 Sept. 16 – 22	What do I mean by measurement? Research in the public and private sector	<ul style="list-style-type: none"> ➤ Leedy/Ormrod, Chapter 4 ➤ Jan van Helden, G., Johnsen, Å. and Vakkuri, J. (2012). The life-cycle approach to performance management: Implications for public management and evaluation. <i>Evaluation</i> 18(2), 159-175. 	<ul style="list-style-type: none"> ➤ Week 3 Discussion due Sept. 22 ➤ A1: Self- and organizational assessment due <u>Sept. 25</u>
Week 4 Sept. 23 – 29	How do I protect and inform my company, research participants, clients, society, etc.? Research ethics	<ul style="list-style-type: none"> ➤ Leedy/Ormrod, Chapter 4 ➤ Bivens, R. (2017). The gender binary will not be deprogrammed: Ten years of coding gender on Facebook. <i>New Media & Society</i> 19(6), 880-898. ➤ Bivens, R. (2016). Programming Violence: Under a Progressive Surface, Facebook's Software Misgenders Users. http://culturedigitally.org/2016/01/programming-violence-under-a-progressive-surface-facebooks-software-misgenders-users/ ➤ CORE Tutorial on Canada's Tri-Council Policy Statement: Research Ethics). https://tcps2core.ca/welcome ➤ Faculty of Management Course-based ethics review forms. http://www.dal.ca/faculty/management/current-students/research-ethics-forms.html 	<ul style="list-style-type: none"> ➤ Week 4 Discussion due Sept. 29 ➤ CORE certificate due <u>Sept. 30</u> (takes about 3 hours; you can stop & start the tutorial and built-in test; save your certificate)

		<ul style="list-style-type: none"> ➤ The Orville Experiment (YouTube): video (90 secs.) & trailer (30 secs.) 	
Week 5 Sept. 30 – Oct. 6	How does my research fit into the bigger picture? Literature Reviews	<ul style="list-style-type: none"> ➤ Leedy/Ormrod, Chapter 3 ➤ Cresswell, J.W. (2014). “Review of the Literature,” in <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>. Los Angeles: SAGE, 25-50. 	<ul style="list-style-type: none"> ➤ Week 5 Discussion due Oct. 6 ➤ A2: Critical thinking exercise due <u>Oct. 7</u>
Week 6 Oct. 7 – 13 *Live session: Tues., Oct. 8 8 p.m. AT	How can I articulate what I will research? Elements of a research proposal	<ul style="list-style-type: none"> ➤ Leedy/Ormrod, Ch. 5 ➤ Review sample proposals #1 and #2 ➤ On discussion forum, find and share at least three titles of articles you will later analyse in your Literature Review 	<ul style="list-style-type: none"> ➤ Week 6 Discussion due Oct. 13 ➤ *Live opportunity* for lecture & to discuss approaches to research proposals & literature review assignment ➤ Mid term course Evaluation available Oct. 9 - 15
Week 7 Oct. 14 – 20	What if I need a lot of high-level data or a snapshot to get started? Descriptive research; sampling, surveys & questionnaires	<ul style="list-style-type: none"> ➤ Leedy/Ormrod, Chapter 6 ➤ Gottliebson, D., Layton, N. & Wilson, E. (2010). Comparative effectiveness report: online survey tools. <i>Disability and Rehabilitation: Assistive Technology</i>, 5(6), 401-410. ➤ Loo, W.H., Yeow, P.H.P. and Chong, S.C. (2011). Acceptability of Multipurpose Smart National Identity Card: An Empirical Study. <i>Journal of Global Information Technology Management</i> 14(1), 35-58. ➤ StatsCan: Survey Practices, Ch. 13 http://www.statcan.gc.ca/pub/12-587-x/12-587-x2003001-eng.pdf ➤ Survey Monkey: 5 Tips for Writing a Great Survey (1 page) 	<ul style="list-style-type: none"> ➤ Week 7 Discussion due Oct. 20 ➤
Week 8 Oct. 21 – 27 *Live session: Tues. Oct. 22 8 p.m.	How and in what ways can I generate in-depth knowledge? Qualitative research	<ul style="list-style-type: none"> ➤ Leedy/Ormrod, Chapter 9 ➤ Blandford, A., Taylor, D., & Smit, M. (2015). Examining the role of information in the civic engagement of youth. <i>ASIST 2015, November 6-10</i>, St. Louis, MO, USA, 9 pp. ➤ Radice, M., Harvey, B. & Turner, S. (2017). “Pop-Up Ethnography at the Situated Cinema: Confronting Art with Social Science at the Winnipeg Festival of 	<ul style="list-style-type: none"> ➤ Week 8 Discussion due Oct. 27 ➤ A3: Literature review due <u>Oct. 28</u> ➤ *Live opportunity* for lecture about qualitative & creative research; final

AT		Moving Image,” in <i>Urban Encounters: Art and the Public</i> . Montreal & Kingston: McGill-Queen’s University Press, 269-293.	<i>questions about literature review</i>
Week 9 Oct. 28 – Nov. 3	How in-depth do I need to go? What if I need to use both qual and quant data? Analyzing Qualitative Data	<ul style="list-style-type: none"> ➤ Leedy/Ormrod, Chapter 11 ➤ Bernstein, M., Van Kleek, M., Karger, D., & Schraefel, MC. (2008). Information Scraps: How and Why Information Management Tools. <i>ACM Transactions on Information Systems</i>, 26(4), 46 pp. ➤ Walsh, I. et al. What Grounded Theory is... a critically reflective conversation among scholars. <i>Organizational Research Methods</i> 18(4), 581-599. 	<ul style="list-style-type: none"> ➤ Week 9 Discussion due Nov. 3 ➤
Week 10 Nov. 4 – 10	When and why would I compare effectiveness of research tools? Experimental Research	<ul style="list-style-type: none"> ➤ Leedy/Ormrod, Chapter 7 ➤ Chang, L. & Krosnick, J.A. (2010). Comparing oral interviewing with self-administered computerized questionnaires: an experiment. <i>Public Opinion Quarterly</i>, 74(1), 154-167. ➤ Van Kleek, M., Styke, W. & Karger, D., & Schraefel, MC. (2011). Finders/ Keepers: A Longitudinal Study of People Managing Information Scraps in a Micro-note Tool. <i>CHI 2011, May 7-12, Vancouver, BC</i>, 2907-2916. ➤ Yeager, D.S. et al. (2011). Comparing the accuracy of RDD telephone surveys and internet surveys conducted with probability and non-probability samples. <i>Public Opinion Quarterly</i>, 75(4): 709-747. 	<ul style="list-style-type: none"> ➤ Week 10 Discussion due Nov. 12
Week 11 Nov. 11 - 17	What can massive amounts of quantitative data help with? Analysing Big Data, descriptive and inferential statistics	<ul style="list-style-type: none"> ➤ Leedy/Ormrod, Chapter 8 ➤ Alsaedi, N., Burnap, P. & Rana, O. (2017). Can we predict a riot? Disruptive event detection using Twitter. <i>ACM Trans. Internet Technology</i> 17(2), 26 pp. ➤ Clear explanation of descriptive statistics & standard deviations. Available at http://www.socialresearchmethods.net/kb/statdesc.php 	<ul style="list-style-type: none"> ➤ Week 11 Discussion due Nov. 17
Week 12 Nov. 18 – 24 *Live session: Tues.,	Interdisciplinary thinking in research Disseminating research results Course summary	<ul style="list-style-type: none"> ➤ Leedy/Ormrod, Chapters 12, 13 ➤ Dalhousie Journal of Interdisciplinary Management: TOC for 2 volumes https://ojs.library.dal.ca/index.php/djim/index ➤ Emery, A. (2014). Six Ideas for Displaying Qualitative Data. http://annkemery.com/qual-dataviz/ 	<ul style="list-style-type: none"> ➤ Week 12 Discussion due Nov. 24 ➤ *Live opportunity* to share ways to present knowledge effectively; review DJIM ToCs;

Nov. 19 8 p.m. AT		➤ Research posters, videos, seminars and other knowledge dissemination tools	<i>final assignment questions</i> ➤ <i>A4:</i> Research proposal due <u>Nov. 26</u> ➤ Student Rating of Instruction for Part 1 available Nov. 24 - 30
Part II – MGMT 5107 Dec. 2 - 3		➤ Specific deliverables and activities to be delineated in separate syllabus	➤ Present research proposal and refine ➤ Student Rating of Instruction for Part 2 available Dec. 3 - 9

APPENDIX A: CLASS POLICIES

Extended absence from class

- Emergencies
 - Contact the course instructor
- Illness
 - Contact your instructor as soon as possible to inform him or her of your illness.
 - All absences due to illness must be supported by a physician's note to be submitted to the course instructor.

Late penalties for assignments

Assignments must be submitted by the assignment due date. Dalhousie University will only consider documented exceptions to this rule, such as serious medical emergencies or problems of a similar nature. In exceptional circumstances, an extension of up to one week **may** be granted at the professor's discretion, if requested in advance of the due date.

Late submissions will be assessed at a minimum penalty of TEN percent. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation – Form A.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.

ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through online tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, **please see** <http://plagiarism.dal.ca/Student%20Resources/>

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Calendar or on the Dalhousie web site at: <http://www.registrar.dal.ca/calendar/ug/UREG.htm#12>

Furthermore, the University's Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer readable format, and to submit any paper to a check such as that performed by anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

CLARIFICATION ON PLAGIARISM VERSUS COLLABORATION

There are many other opportunities for plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments and copying solutions from others. It is alright to work on assignments with your friends. In fact, working in groups may be beneficial. For best results, you should always attempt to solve the problem alone, prior to meeting with the group. Whenever you collaborate with your colleagues on assignments, **you must always prepare your own submission. Copying is plagiarism!** This includes copying the work of others, making changes, and submitting it as your own work.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of a tutor as your own
- Including your name on a group submission when you have not contributed to that submission

Specific examples of acceptable collaboration include, but are not limited to, the following:

- Discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, in their own words.
- Working on a computer-based exercise collaboratively, and then each of the students creating their own submissions individually, from start to finish.

APPENDIX B: VIRTUAL TEAM GUIDELINES

- **Access your Learning Management System consistently, frequently** to check for updates and news – approach it as part of your social media routine
- **Determine how often team members will check in** with each other and stick to this communication schedule. At this time, determine if there will be any time zone challenges for team meetings and deadlines; discuss solutions.
- **Explore** the architecture of Brightspace. Consider using Brightspace’s **e-Portfolio** as a team – This is right beside your Brightspace Calendar and it is a place to record and reflect on your learning experience.
- **Develop and follow a team charter** with your virtual team to establish roles and responsibilities. This is when you want to determine exactly what digital tools the team will be using (Brightspace?/Googledocs?/Facebook?/Office 365?/Slack?)
- **Appoint and refer to a team records manager.** If you are unable to locate shared work, this person could help you find what you are looking for.
- **Connect during “live office hours”** to communicate with your instructor.
- **Stay present and visible online.** Communicate regularly with your peers via the designated forum.