Unit of Study Outline

Unit Code BUSS7901
Unit Title Research Design

Semester 1, 2016

Pre-requisite Units: None
Co-requisite Units: None
Prohibited Units:
Assumed Knowledge and/or Skills: Completion of a prior degree program in the relevant area of research.

Unit Coordinator: Stephen Greaves
Address: Room 210, 378 Abercrombie Street(H73), The University of Sydney NSW 2006
Email: stephen.greaves@sydney.edu.au Phone: 91141835
Consultation Hours: Please go to Blackboard for details of all staff consultation times.
Class Day(s): 9:30 am - 12:30 pm in Room 5050, H70 unless otherwise noted. 1/3, 8/3, 15/3, 22/3, 29/3 [Room 5070], 5/4 [Room 5070], 12/4, 19/3, 26/3, 3/5, 10/5 [Room 5040], 31/5 [11-1 p.m.]

Required Text / Resources:


This unit of study outline MUST be read in conjunction with
The Business School Unit of Study Common Policy and implementation information that applies to every unit of study offered by the Business School (http://sydney.edu.au/business/currentstudents/policy). All assessment rules, such as standards used, penalties etc, are covered.

The Business School Student Administration Manual - for information about all processes such as illness, appeals etc (http://sydney.edu.au/business/currentstudents/student_information/student_administration_manual) When deciding applications and appeals relating to these matters it will be assumed that every student has taken the time to familiarise themselves with these key policies and procedures.

The Business School seeks feedback from students and staff in order to continually improve all units offered. For information on previously collected feedback and innovations made in response to this feedback, please see http://sydney.edu.au/business/learning/planning_and_quality/feedback/student

1. Unit of Study Information

The unit provides PGR candidates with an understanding of the research design as the foundation for effective and interesting research. It emphasises a systematic approach to developing rigour in research design, building theoretical and paradigmatic links from a research idea to the design of research methods.

For MPhil and PhD students only.
2. Program Learning Outcomes and Unit Learning Outcomes


### Unit Learning Outcomes

**On the successful completion of the Unit you should be able to:**

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Unit Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Domain Knowledge</td>
<td>Develop an appropriate research proposal for a relevant research area and questions within your own Disciplinary area of expertise.</td>
</tr>
<tr>
<td>2. Research Contribution</td>
<td>Understand the purpose of research design: methodologies; theoretical perspectives; and epistemology</td>
</tr>
<tr>
<td>3. Communication</td>
<td>Demonstrate ethical and social awareness and responsibility in personal decision-making and research behaviour within your own Disciplinary area of expertise.</td>
</tr>
<tr>
<td></td>
<td>Use a range of communications strategies to critique and debate with others about appropriate responses to complex and unfamiliar problems within one or more fields of business practice.</td>
</tr>
</tbody>
</table>

### Assessment

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Individual/Group</th>
<th>Assessment Conditions</th>
<th>Program Learning Outcomes Assessed</th>
<th>Length</th>
<th>Weight</th>
<th>Due Time</th>
<th>Due Date</th>
<th>Closing Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical literature Review</td>
<td>Individual</td>
<td>Compulsory</td>
<td>1, 2, 3</td>
<td>2500</td>
<td>25%</td>
<td>4:00pm</td>
<td>01-Apr-2016</td>
<td>01-Apr-2016</td>
</tr>
<tr>
<td>Concise Research Proposal</td>
<td>Individual</td>
<td>Compulsory</td>
<td>1, 2, 3</td>
<td>7000</td>
<td>45%</td>
<td>4:00pm</td>
<td>06-May-2016</td>
<td>06-May-2016</td>
</tr>
<tr>
<td>Peer Marketing Assignment</td>
<td>Individual</td>
<td>Compulsory</td>
<td>2, 3</td>
<td>500</td>
<td>10%</td>
<td>4:00pm</td>
<td>13-May-2016</td>
<td>13-May-2016</td>
</tr>
<tr>
<td>Presentation of Research Proposal</td>
<td>Individual</td>
<td>Compulsory</td>
<td>1, 2, 3</td>
<td>1000</td>
<td>15%</td>
<td>Week 7</td>
<td>Week 9</td>
<td></td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>Individual</td>
<td>Compulsory</td>
<td>3</td>
<td>250</td>
<td>5%</td>
<td>Weekly</td>
<td>Weekly</td>
<td></td>
</tr>
<tr>
<td>Academic Honesty</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

For the meaning and operation of this table, see policy information in the box on the front page or click [here](http://sydney.edu.au/business/about/accreditations-and-quality-assurance/AoL/outcomes)

### Critical literature details

**Task Description**

This assessment is essentially the first part of your proposal, which you will eventually develop through the second assessment task. In this task, you will provide i) the context/motivation for your research, and ii) conduct a critical critical evaluation of the peer-reviewed literature related to a component of your proposed research following guidelines and discussions in class on how to do this. While it will vary by topic area, you should be aiming for around 4-6 pages and your review should encompass 10-15 articles. You should focus on providing a brief history of relevant research in the proposed area, using key literature that explains what has been done, the limitations of what has been and the gaps which your research aims to fill. A copy of the assessment and marking criteria will be supplied to you on the UoS Blackboard site and will be discussed at our first meeting.

**Assessment Criteria**

1. Conforming with instructions (e.g. word length, font, other instructions)
2. Presentation, communication & style (written)
3. Clarity of expression (incl. accuracy, spelling, grammar, punctuation)
4. Referencing
5. Use of literature/ Knowledge of theory
6. Synthesis

• Feedback - What, when and how feedback will be provided for this assessment
  Feedback will be provided individually via written comments as well as class feedback on more general/common issues.

Concise Research Proposal

• Task Description
  Building on assignment 1, you will prepare a preliminary version of your research proposal which will include:
  1. Context/Motivation for your research; 2. Critical literature review identifying the gaps that your research aims to fill; 3. Research questions and objectives; 4. Methods you will use (and how you will use them) to answer your research questions; 5. Project resources you will require and schedule; 6. Original contribution to your field of research. Again, it will likely vary by topic area but you will be producing around a 15-18 page document. A copy of the assessment and marking criteria will be supplied to you on the UoS Blackboard site and will be discussed at our first meeting.

• Assessment Criteria
  1. Conforming with instructions (e.g. word length, font, other instructions)
  2. Presentation, communication & style (written)
  3. Clarity of expression (incl. accuracy, spelling, grammar, punctuation)
  4. Referencing
  5. Use of literature/ Knowledge of theory
  6. Methodology used is the most appropriate to the aims and objectives of the task
  7. Problem solving
  8. Critical reasoning / critical thinking
  9. Synthesis
  10. Originality

• Feedback - What, when and how feedback will be provided for this assessment
  Students will get individual feedback on their assignment from both the lecturer and their peers within 3 weeks of submission. We will also provide general feedback in-class on both the written and marking components of the assignment

Peer Marketing Assignment

• Task Description
  This item seeks to encourage you to develop your proficiency in assessing the work of peers and providing constructive feedback as well as identifying areas for improvement. You will be assigned one written proposal by another class member to mark, using the marking criteria sheets. The marking criteria sheets will be provided on Blackboard

• Assessment Criteria
  Provides clear feedback to the student who wrote the assignment Shows understanding of the relevance of the student's essay to the assigned topic Correctly identifies gaps in the student’s understanding of the topic Correctly identifies problems with style, clarity, and formatting of the paper Assigns an appropriate mark on each marking criterion
• Feedback - What, when and how feedback will be provided for this assessment
  Feedback will be provided individually to each student with written comments in the marking criteria sheet within 3 weeks of submission.

Presentation of Research Proposal

• Task Description
  Students will present a 10-minute PowerPoint presentation summarising their research proposal to lecturing staff and class colleagues with 5 minutes for questions and answers. Students will prepare 10-12 slides, which must be handed in before the presentation. Details will be provided on Blackboard.

• Assessment Criteria
  1. Conforming with instructions (e.g. word length, font, other instructions)
  2. Presentation, communication & style (written)
  3. Clarity of expression (incl. accuracy, spelling, grammar, punctuation)
  4. Use of literature/ Knowledge of theory
  5. Problem solving
  6. Critical reasoning / critical thinking
  7. Synthesis
  8. Presentation (visual)
  9. Presentation / communication (oral)
  10. Performance Skills

• Feedback - What, when and how feedback will be provided for this assessment
  Students will receive in-class feedback on their presentations from lecturing staff and their peers. Additionally, students will be able to incorporate feedback given in their presentations into their final draft proposal.

In-Class Participation

• Task Description
  This is a workshop-based unit built around discussion and small group exercises. Students are expected to attend every class and actively participate with the class co-ordinator and their peers.

• Assessment Criteria
  Interactive and group skills (include. Teamwork, Negotiation/micro-politics & empathy)

• Feedback - What, when and how feedback will be provided for this assessment
  Students will be informed how they are going and alerted if there are needed improvements in participation.

4. Other Resources for Students

All lectures and seminars are recorded and will be available within Blackboard for student use. Please note the Business School does not own the system and cannot guarantee that the system will operate or that every class will be recorded. Students should ensure they attend and participate in all classes.

Additional Readings


Pass Program
Peer Assisted Study Sessions. This program helps to improve students' academic performance providing extra free learning opportunities with trained student facilitators, including problem solving practice where relevant, in areas directly related to understanding the unit concepts more thoroughly. Students register for PASS online at: http://sydney.edu.au/business/learning/students/pass Email all enquiries about the PASS program to: business.pass@sydney.edu.au

Maths in Business
The Business School provides a free series of workshops with student facilitators open to all students interested in mastering both basic and higher intermediate level mathematics. Workshops will be structured to strengthen your knowledge of algebra before proceeding to calculus, probability and then progressing to refine your skills in Excel. Students register for workshops online at: http://sydney.edu.au/business/study/services/maths/register Email all enquiries about the Maths in Business program to: business.maths@sydney.edu.au
<table>
<thead>
<tr>
<th>Week</th>
<th>List of Topics</th>
<th>Assessments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>29 Feb 2016</strong>&lt;br&gt;The nature and process of business research. What is meant by business research? Why do business research? The process of business research. Research and Ethics. Reading: Bryman and Bell - Chapter 1 &amp; 6.</td>
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<tr>
<td>2</td>
<td><strong>7 Mar 2016</strong>&lt;br&gt;Planning a research project and formulating research questions. Identifying attributes of a good research project. Reading: Bryman and Bell - Chapter 4</td>
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<tr>
<td>3</td>
<td><strong>14 Mar 2016</strong>&lt;br&gt;Academic Writing.</td>
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<tr>
<td>4</td>
<td><strong>21 Mar 2016</strong>&lt;br&gt;Critical literature reviews. Reading: Bryman and Bell - Chapter 5</td>
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<td></td>
<td><strong>Common week 28 Mar to 3 Apr</strong></td>
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<tr>
<td>5</td>
<td><strong>4 Apr 2016</strong>&lt;br&gt;Philosophy of research I. Reading Neuman, W. L. 2011, Social research methods: qualitative and quantitative approaches, 7th, ed., Pearson Education, Boston, pp. 93-121. You may also want to refer to Chapter 2 of Bryman and Bell.</td>
<td>Assignment 1 due Monday 3 Apr @ 4 p.m.</td>
</tr>
<tr>
<td>6</td>
<td><strong>11 Apr 2016</strong>&lt;br&gt;Philosophy of research II</td>
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<tr>
<td>8</td>
<td><strong>25 Apr 2016</strong>&lt;br&gt;Data &amp; Measurement.</td>
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<tr>
<td>9</td>
<td><strong>2 May 2016</strong>&lt;br&gt;In-class presentations. Depending on the number of presentations, we may need to break for lunch and then continue into the afternoon or return next week.</td>
<td>In-class presentations; Concise Research Proposal - Assignment 2 due Friday 6 May @ 4 p.m.</td>
</tr>
<tr>
<td>10</td>
<td><strong>9 May 2016</strong>&lt;br&gt;In-class presentations (if needed).</td>
<td>Peer Marking of Assignment 2 due Friday 13 May @ 4 p.m.</td>
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<tr>
<td>11</td>
<td><strong>16 May 2016</strong></td>
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<tr>
<td>12</td>
<td><strong>23 May 2016</strong></td>
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<tr>
<td>13</td>
<td><strong>30 May 2016</strong>&lt;br&gt;31 May Course Wrap-up and Review (11 - 1 p.m., lunch provided)</td>
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