Subject Code	MM6014
Subject Title	Experiment, Survey, and Qualitative Research Methodology
Credit Value	3
Level	6
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	This subject contributes to the achievement of the programme outcome by sharpening students' ability to conduct applied research and innovation by critically applying knowledge and scientific skills within their academic discipline and formulating sophisticated solutions as critical thinkers (Outcome 1). The main purpose of this subject is to equip students with knowledge and skills to evaluate and conduct experiment, survey, and qualitative research design and analyses. Through critical evaluations of exemplary studies and practices of designs and analyses, students are expected to enhance their understanding and ability in conducting a similar project on their own.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. To understand the research designs and basic analyses of experiment, survey, and qualitative studies b. To critically evaluate published research articles, with an emphasis on fintech, artificial intelligence, and entrepreneurship topics c. To be equipped with the necessary skills to prepare a doctoral-level research proposal, preferably on fintech, artificial intelligence, and entrepreneurship topics.
Subject Synopsis/ Indicative Syllabus	This subject introduces the basic principles and techniques underlying organizational research. We will cover the following areas: • Experimental design and analyses • Survey design and analyses • Qualitative research methodology • Mixed methods
Teaching/Learning Methodology	The course heavily relies on in-class discussions, debates, hands-on practices, and mutual learning. **Student's Responsibilities** Students are expected to read and think critically of all **REQUIRED** materials **BEFORE** class, attend all class meetings, actively share ideas in the classroom, and importantly, also listen and thoughtfully build on colleagues' comments and ideas. Debates and dialogues are part of the process, but always within the realm of respect and appreciation for the thoughts and feelings of others.

Professor's Role

In a doctoral seminar, a professor is to facilitate learning by structuring the processes, organizing discussions, and providing resources to help students understand the course materials and develop skills.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)		
		a.	b.	c.
Continuous Assessment*	**100%**			
1. Class participation	20%	✓	✓	
2. Group projects	30%	✓	✓	
3. Individual research report	40%	✓	✓	✓
4. Individual reflection	10%	✓		✓
Total	100 %			

**Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.*

To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.

To pass this subject, students are required to obtain Grade D or above in the overall subject grade.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject –

Class participation: Much of the research unfolds in a social context, whether we are collaborating with other colleagues, or presenting our research findings at conferences or companies. Therefore, class participation in exercises and discussions is important for students to demonstrate that they understand the processes and key concepts of organizational research, and understand the designs and analyses used by organizational researchers.

Group projects: Students usually find learning the research methodologies alone rather challenging. The group projects require students to work in small groups to critically review an empirical article and present it in class. It helps students to understand the processes and key concepts of organizational research and learn to critically evaluate published research articles.

<table>
<tr><td></td><td colspan="2">Feedback is given to students immediately following the presentations and all students are invited to join this discussion.

Individual research report: this assignment is designed to train students to learn how to conduct practical research work on their own. Each student will take the initiative to discuss research ideas with classmates and lecturers and decide on the design of a specific research topic suitable for further exploration. Each student is required to write a report on his/her research plan. It is expected that students are equipped with the necessary skills to prepare a doctoral-level research proposal.

Individual reflection: Each student will independently write an individual reflection about how research methods learned from this course can be used on research questions on fintech, artificial intelligence, or entrepreneurship topics.</td></tr>
<tr><td rowspan="6">Student Study Effort Expected</td><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures</td><td>30 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Preparation for lectures</td><td>30 Hrs.</td></tr>
<tr><td>▪ Preparation for assignment / group project and presentation</td><td>60 Hrs.</td></tr>
<tr><td>Total student study effort</td><td>120 Hrs.</td></tr>
<tr><td>Reading List and References</td><td colspan="2">Students will read 6 book chapters and/or journal articles for each of the four days in the module. The reading lists will be updated every year.

Recommended textbooks:

<u>For experimental designs and analyses:</u>

Kerlinger, F. N., & Lee, H. B. 2000. Foundations of behavioral research. 4th Edition. Fort Worth, TX: Harcourt. (This book is now very hard to find, but highly recommend)

Shadish, W.R., Cook, T.D., & Campbell, D.T. 2002. Experimental and quasi-experimental designs for generalized causal inference. Boston, MA: Houghton Mifflin.

Schwab, D. P. 2005. Research methods for organizational studies. 2nd Edition. Mahwah, NJ: Lawrence Erlbaum. (available at PolyU library as an e-book)

<u>For qualitative designs and analyses:</u>

Charmaz, K. 2014. Constructing Grounded Theory. (2nd ed.) Thousand Oaks, CA: Sage.</td></tr>
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	Miles, M. B., Huberman, A. M., & Saldana, J. 2020. Qualitative Data Analysis: A Methods Sourcebook. (4th ed.) Thousand Oaks, CA: Sage. Yin, R. K. 2018. Case Study Research and Applications: Design and Methods. 6th Edition. Thousand Oaks, CA: Sage. **<u>For Mixed Method Designs:</u>** Creswell, J. W., & Clark, V. L. P. 2017. Designing and conducting mixed methods research, 3rd ed. Los Angeles, CA: Sage. **For those who can read Chinese:** 陈晓萍 & 沈伟, 2023. 组织与管理研究的实证方法（第四版）. 北京大学出版社：北京。 (This book represents the highest level of collective knowledge of the most globally recognized Chinese scholars in management and marketing.)

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