General information	**Name of course, its code, and number of credits**	**ECON 960 Research Methods-3KU/6ECTS**
	Department	Economics and Management
	Program (Bachelor, Master)	Graduate
	Semester	Fall 2023
	Instructor	Elshan Ahmadov
	Email	
	Classroom/Hours	Bashir Safaroglu 122, Room 13:40-16:10
Prerequisite	**MGT 800 Applied Business Statistics**	
Language	**English**	
Type of course (compulsory, elective)	**Compulsory**	
Textbooks/Additional Literature	Hovard Lune, Bruce L. Berq (2017), Qualitative Research Methods for the Social Sciences, © Pearson Education Limited 2017. Additional reading sources: Saunders, M., Lewis, P. & Thornhill, A. (2020). Research methods for business students (8th ed.). Harlow: Pearson. Wadsworth (2005) Political Science Research Methods. 5th edition.	
Course outline	A foundations course on research methodology and design principles. The course studies research methodologies with applications to specific problems. All students submit research proposals based on their topics of interest. Upon completing this course, each student will be able to: 1. demonstrate knowledge of research processes (reading, evaluating, and developing); 2. perform literature reviews using print and online databases; 3. employ American Psychological Association (APA) formats for citations of print and electronic materials; 4. identify, explain, compare, and prepare the key elements of a research proposal/report; 5. define and develop a possible HIED research interest area using specific research designs; 6. compare and contrast quantitative and qualitative research paradigms, and explain the use of each in HIED research; 7. describe, compare, and contrast descriptive and inferential statistics, and provide examples of their use in HIED research; 8. describe sampling methods, measurement scales and instruments, and appropriate uses of each; 9. explain the rationale for research ethics, and the importance of and local processes for Institutional Review Board (IRB) review; and 10. demonstrate how educational research contributes to the objectives of your doctoral program and to your specific career aspirations in HIED.	
Course objectives	The course aims at 1. developing student's ability to plan, conduct and report scientific research. 2. evaluating and using scientific research.	

	3. demonstrate knowledge of research processes (reading, evaluating, and developing); identify, explain, compare, and prepare the key elements of a research proposal/report; 4. compare and contrast quantitative and qualitative research paradigms, and explain the use of each in HIED research; 5. describe, compare, and contrast descriptive and inferential statistics, and provide examples of their use in HIED research; 6. describe sampling methods, measurement scales and instruments, and appropriate uses of each; 7. demonstrate how educational research contributes to the objectives of your master program and to your specific career aspirations in HIED.		
Learning Outcomes	At the end of the course, the students will be able to: 1. Students will be able to identify and describe the steps involved in the research process. 2. Students will be able to differentiate between various types of research designs and select an appropriate design for a given research question. 3. Students will be able to develop a research proposal and conduct a literature review. 4. Students will be able to select and apply appropriate data collection methods and sampling techniques. 5. Students will be able to analyze and interpret quantitative and qualitative data using appropriate statistical and analytical techniques. 6. Students will be able to identify and address ethical considerations in research, including obtaining informed consent and maintaining confidentiality. 7. Students will be able to communicate research findings effectively through written reports and oral presentations. 8. Students will be able to apply research methods in various fields, such as psychology, education, healthcare, and business. 9. Students will be able to evaluate existing research studies and identify potential areas for future research. 10. Students will develop critical thinking skills and an appreciation for the importance of research in advancing knowledge in their chosen field.		
Instructional Methods	**Lecture**	**X**	
	Group Discussion	**X**	
	Practical Assignments	**X**	
	Others	**X**	
	Components	**Date/Deadline**	**Percentage (%)**
Assessment	**Midterm examination**	**To be announced**	**30**
	Research work and tasks	**During the semester**	**10**
	Activity		**5**
	Research proposal presentation	**Week 15**	**15**
	Final examination	**Week 16**	**40**
	Final Grade		**100**
Policy	**Research work and tasks.** Students will be required to select and work on an appropriate topic guided by the academic research methods presented. The total volume of the research work should be around 10-12 pages (2500-3000 words). At this time, students will be required to follow all research principles and methodologies presented in the lecture. A sample of research		

		and presentation will be provided by the teacher. The research paper should be submitted no later than December 10. **Activity:** Because of the once-a-week course format, students are expected to attend all sessions. If the student has an absence, he/she takes responsibility for making up assignments and for obtaining missed lecture information. Participation is important for doing well in the course. You'll be graded for your active engagement with the material and your peers. The good research work, activity and participation will account for 15 % of the total course grade. **Class preparation.** Students are responsible for: 1) reading the assigned materials; 2) taking the initiative to ask questions that promote understanding of the academic subject; 3) communicating regularly with the instructor, especially in matters related to class assignments. **Homework/Research proposal presentation.** The structure and format of the homework may include multiple choice and open-ended questions. Homework will account for 5 % of the total course grade. Proposal presentation and discussion will be conducted by each student. The proposal presentation includes the following: title, introduction, literature review, methodology, and proposed data analysis. Proposal presentation will constitute 10 % of the total course grade. Students must present the research paper they have prepared during the session at the end of the session (last two weeks). The presentation is presented in the "Power Point" program, consisting of at least 20 slides. The student presents a brief summary of the topic and results of the research. **Cheating/plagiarism.** Academic integrity is fundamental to the activities and principles of a university. Breaches of the academic integrity will lead to assignment cancellation. When in doubt about plagiarism or any other form of cheating, consult the course instructor.	
Schedule (Tentative) Textbook/Assignments Date (planned)		**Topics**	
Week		Course overview &orientation The nature of research The research process	Saunders et al., Chapter 1
1.		Formulating and clarifying research topic Attributes of a good research topic Generating research ideas/turning them into projects Writing your research proposal	Saunders et al., Chapter 2
2.		Reviewing the literature Literature sources Planning/conducting your literature search Obtaining, evaluating and recording literature	Saunders et al., Chapter 3
3.		Reviewing the literature (contd.) Plagiarism Research philosophies and approaches Understanding your research philosophy	Saunders et al., Chapter 3 &4

4.		The research design The purpose of your research Multiple methods choices The credibility of your research findings The ethics of your research	Saunders et al., Chapter 5
5.		Access and research ethics Issues associated with gaining access and strategies to gain access Research ethics Ethical issues at different stages of research	Saunders et al., Chapter 6
6.		Sampling Probability and non-probability sampling.	Saunders et al., Chapter 7
7.		**Midterm examination.** Secondary data Types of data/locating data/evaluating secondary data Advantages and disadvantages of secondary data	Saunders et al., Chapter 8
8.		Collecting primary data Participant observation Structured observation Interviews	Saunders et al., Chapter 9&10
9.		Collecting primary data (contd.) Interviews (contd.) Questionnaires	Saunders et al., Chapter 10&11
10.		Analyzing quantitative data Preparing, inputting, checking, exploring and presenting data Describing data using statistics	Saunders et al., Chapter 12
11.		Analyzing quantitative data(contd.) Examining relationships, differences and trends using statistics	Saunders et al., Chapter 12
12.		Analyzing qualitative data Quantitative vs. qualitative data analysis Approaches to qualitative analysis Types of qualitative analysis processes Analytical aids.	Saunders et al., Chapter 13
13.		Writing your research report Structuring/organizaing your report Developing an appropriate writing style.	Saunders et al., Chapter 13
14.		Writing your research report(contd.) Meeting the assessment criteria	Saunders et al., Chapter 14
15.		Oral presentation of the report. **Research proposal presentations**	Saunders et al., Chapter 14
16.		**Final examination**	