

Al-Madinah International University (MEDIU)
MQA-01 Document
Area 2: Curriculum Design and Delivery-Core Subjects

(4) Research Methodology – EMET3023

1.	Name of Course	Research Methodology			
2.	Course Code	EMET3023			
3.	Name(s) of academic staff				
4.	Rationale for the inclusion of the course/module in the programme	<p>Core: The purpose of research is to inform action. Thus, the study should seek to contextualize its findings within the larger body of research. Research must always be high quality in order to produce knowledge that is applicable outside of the research setting with implications that go beyond the group that has participated in the research. Furthermore, the results of the study should have implications for policy and project implementation.</p> <p>Well-conducted research is vital to the success of global health endeavors. Not only does research form the foundation of program development and policies all over the world, but it can also be translated into effective global health programs. Furthermore, good research produces results that are examinable by peers, methodologies that can be replicated, and knowledge that can be applied to real-world situations. Researchers work as a team to enhance our knowledge of how to best address the world's problem</p>			
5.	Semester and Year offered	1/2			
6.	Total Student Learning Time (SLT)	Face to Face		Total Guided and Independent Learning	
	L = Lecture T = Tutorial P = Practical O = Others	L	T	P	O
		28	14		
		Guided = 42 Independent = 84 Total = 126			
7.	Credit Value	3			
8.	Prerequisite (if any)	None			

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9.	<p>Objectives:</p> <ul style="list-style-type: none">• To read and understand a variety of empirical research papers using different techniques, so as to develop awareness of possible solutions to problems (in terms of both literature and statistical packages) that the students may encounter as independent researchers in the future.• To formulate a research question and translate it into an empirical step-by-step approach for working with data.• To practice the presentation of the results of statistical work in such a way as to be comprehensible to both those people skilled in statistical techniques and to those that are less versed in quantitative methods.• Develop an understanding and an appreciation of the quantitative and qualitative research methods relevant to satisfactorily address a particular research question.• Develop an understanding of the principles and processes involved in developing and addressing a specific research question.• Develop core competencies in writing a research proposal.• Develop a solid background in elementary statistics and data analysis.
10.	<p>Learning outcomes:</p> <p>At the completion of the subject, students should be able to perform the following tasks:</p> <ul style="list-style-type: none">• Identify what social science research is• Distinguish between applied and basic research• Describe the steps in the research process• Differentiate between qualitative and quantitative methods;• Identify components of a good literature review• Describe the requirements for problem statements• Know how to incorporate or develop relevant conceptual framework• Know how to vary options in research design• Identify data gathering information• Explain data analysis and interpretation methods• Describe research reporting approaches
11.	<p>Transferable Skills:</p> <p>This course provides an introduction to the fundamentals of social research by comparing the approaches of several different research methods. Focusing on research design, data collection, data analysis, and the ethics of research, students will acquire the strengths and weaknesses of the different methods. What gives action research its unique flavour is the set of principles that guide the research. This course provides a comprehensive overview of six key principle skills Reflexive critique, Dialectical critique, Collaborative Resource, Risk, Plural Structure, Theory, Practice and Transformation</p>

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12.	<p>Teaching-learning and assessment strategy</p> <p>A variety of teaching and learning strategies are used throughout the course, including:</p> <ul style="list-style-type: none"> • Lecture sessions • Tutorial sessions • Case Studies • Student-Lecturer discussion • Collaborative and co-operative learning • Workshops and Training Seminars • Independent study <p>Assessment strategies include the following:</p> <ul style="list-style-type: none"> • Ongoing quizzes • Midterm tests • Performance Assessment (Participation, project, Assigned exercises) • Case Presentations 														
13.	<p>Synopsis:</p> <p>The purpose of this course is to enhance the students' knowledge of data analysis techniques.</p> <p>The main objectives of this course are to give students practice in the quantitative methods used by empirical researchers, as well as to expose them to statistical packages used in both academia as well as in policy analysis.</p> <p>This course is a general introduction to social research methods and will cover four broad topics: the foundations of social science, research design, data collection, and data analysis. In discussing each topic, the curriculum will also consider the ethical implications of social research. Social research is a craft, and like any other craft, it takes practice to do it well. Therefore, the approach will be hands-on right from the start. Student will have opportunities to learn by doing in all aspects of the course</p>														
14.	<p>Mode of Delivery: Face to Face</p> <ul style="list-style-type: none"> • Lecture sessions • Tutorial sessions 														
15.	<p>Assessment Methods and Types:</p> <p>The assessment for this course will be based on the following:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Coursework</td><td style="text-align: center;">50%</td></tr> <tr> <td style="text-align: center;">Quizzes</td><td style="text-align: center;">10%</td></tr> <tr> <td style="text-align: center;">Assignments</td><td style="text-align: center;">10%</td></tr> <tr> <td style="text-align: center;">Project</td><td style="text-align: center;">10%</td></tr> <tr> <td style="text-align: center;">Mid-Semester Exam</td><td style="text-align: center;">20%</td></tr> <tr> <td style="text-align: center;">Final Examination</td><td style="text-align: center;">50%.</td></tr> <tr> <td style="text-align: center;">Total</td><td style="text-align: center;">100%</td></tr> </table>	Coursework	50%	Quizzes	10%	Assignments	10%	Project	10%	Mid-Semester Exam	20%	Final Examination	50%.	Total	100%
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16.

Mapping of the course/module to the Programme Aims

The individual course is mapped to the programme aims using a scale of **one** to **five** where (one being the least relevant/related and five being the most relevant/ related).

A1	A2	A3	A4	A5	A6
3	3	3	3	5	5

17.

Mapping of the course/module to the Programme Learning Outcomes

The learning outcomes of this course are mapped to the eight MQF domains using a scale of **one** to **five** where (one being the least relevant/related and five being the most relevant/ related).

LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10	LO11	LO12
2	4	4	3	2	5	5	3	2	2	4	4

18.

Content outline of the course/module and the SLT per topic

WEEK	Details	SLT			
		L	T	Indep.	Total
WEEK 1	Introduction to research <ul style="list-style-type: none">Applied and basic researchManagers and researchThe building blocks of research	2	1	6	9
WEEK 2	The research process <ul style="list-style-type: none">Problem definitionDeveloping a theoretical frameworkHypothesis development research design	2	1	6	9

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	WEEK 3, 4	Research design <ul style="list-style-type: none"> Purpose of the study Type of investigation Extent of researcher interference with the study Study setting Unit of analysis Time horizon 	4	2	12	18
	WEEK 5, 6	Theoretical Framework <ul style="list-style-type: none"> The need for a theoretical framework Types of variables Hypotheses development 	4	2	12	18
	WEEK 7, 8	Measurement of variables <ul style="list-style-type: none"> How variables are measured Operational definition Scaling techniques frequently used <ul style="list-style-type: none"> Rating scales Ranking scales Goodness of measures: <ul style="list-style-type: none"> Reliability Validity 	4	2	12	18
	WEEK 9	Experimental design <ul style="list-style-type: none"> The lab and field experiment Control experiment Randomised block designs Factorial experiments Internal and external validity 	2	1	6	9
	WEEK 10	Data collection Methods <ul style="list-style-type: none"> Questionnaire design Personal interview Telephone interview Mail survey Secondary data source 	2	1	6	9

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	WEEK 11, 12	Sampling <ul style="list-style-type: none"> Population, element, population frame, sample, subject, sampling Reasons for sampling Representativeness of the sample Normality of distributions Probability and non-probability sampling Precisions and confidence Sample data and hypothesis testing Determining the sample size Efficiency in sampling Sampling in qualitative studies 	4	2	12	18
	WEEK 13	Data collection and methods. <ul style="list-style-type: none"> Getting data ready for analysis Descriptive statistics Inferential statistics Measure of association Multivariate analysis 	2	1	6	9
	WEEK 14	The research report <ul style="list-style-type: none"> Parts in the research report Handling questions 	2	1	6	9
		Total	28	14	84	126
19.	Main references supporting the course: Sekaran, U. (2006). <i>Research methods for business: A skill building approach</i> John Wiley & Sons, Inc. (4 th Edition) Additional references supporting the course: 1. Krishnaswamy, Sivakumar & Mathirajan. (2006). <i>Management Research Methodology: Integration of Methods and Techniques</i> , (1 st Edition). Pearson. 2. Creswell, J.W. (2003). <i>Research design: Qualitative, quantitative and mixed methods approaches</i> (Latest edition). Sage Publications					
20.	Other additional information All related subject materials will be available to the students during the period of the course					