

TRMH*6310 Research Applications in Tourism and Hospitality W (0.5)

General Course Information

Instructor: Chris Choi
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Office Location MACS 304
Office Hours By appointment
Department/School School of Hospitality, Food, and Tourism Management

Class Schedule: 2:30 – 5:20 Thursday; MINS 207

Pre-requisites: TRMH*6100 & TRMH*6290

Co-requisites: None

Course Description

This course is designed to enhance the student's analytical capability, using both basic and advanced analytical techniques and tools of tourism and hospitality research. They learn to critically evaluate, enabling them to make effective judgments, choose proper statistical techniques, and draw logical and substantive conclusions.

Course Learning Outcomes

Upon successfully completing this course, students will:

Knowledge and Understanding:

- 1 Demonstrate an understanding of psychometric and statistical theory
- 2 Be able to choose an appropriate multivariate analysis to address research questions of interest

Discipline/Professional Skills:

- 3 Explain the process of a professional research designing process
- 4 Be able to use popular statistical software such as SPSS, and AMOS
- 5 Be an informed consumer of research reports in which the results of multivariate analyses have been presented

Transferable Skills:

- 6 Work in groups to prepare professionally designed research project
- 7 Identify key significant issues from a range of relevant research topics
- 8 Interpret following the same process required by scholarly journal submissions: the results of a multivariate analysis, using a scholarly journal.
- 9 This course also contributes to the following University of Guelph Learning objectives: numeracy, understanding of forms of inquiry, depth and breadth of understanding, independence of thought

Course Outline

Week	Date	Content	Readings/Assignments/ Tests
1	10 January	Welcome, introduction + Exam 1	Field Chapter 1.
2	17 January	Exploratory Factor Analysis /Reliability test /In-class Exercise/Table preparation and Result interpretation	Field Chapter 18. Huang, S., Shen, Y., & Choi, H.S.C. (2018).
3	24 January	Linear regression	Field Chapter 9.
4	31 January	Linear regression /In-class Exercise/Table preparation and Result interpretation	Lee, W. J., & Choi, H. S. C. (2009).
5	06 February (6 – 9 pm)	Confirmatory Factor Analysis/Validation	Hair et al. (2010). Chapter 13
6	07 February	Confirmatory Factor Analysis /In-class Exercise/Table preparation and Result interpretation	Schreiber, J. B., Stage, F. K., King, J., Nora, A., Barlow, E. A. (2006). Huang, S., Shen, Y., & Choi, H.S.C. (2018).
	14 & 21 February + March 7	Break!!	Sick Leave
7	28 February	Recap by Lena Liang + Exam 2.	
8	14 March	Structural Equation Modelling	Hair et al. (2010). Chapter 12 & 14
9	21 March	Structural Equation Modelling/In-class Exercise/Table preparation and Result interpretation	Liang, L. J., Choi, H. C., & Joppe, M. (2017).
10	28 March	Market segmentation & Cluster Analysis	Hair et al. (2010). Chapter 9
11	4 April	Cluster Analysis /In-class Exercise/Table preparation and Result interpretation	Choi & Lee (2009)
12	8 April	Recap + Exam 3.	

Course Assessment

		Learning Outcomes	Due Date
Assessment 1:	50%	Exam 1 (10%), Exam 2 (20%), Exam 3 (20%)	
Assessment 2:	40%	4 assignments (10% each)	
Assessment 3:	10%	In-class participation	
Total	100%		

Assignments

- **Lab assignments (40%):** Four (4) assignments will be distributed throughout the course to help you gain hands-on experience with various statistical analyses. These assignments will consist of running analyses, interpreting results, and writing short (one to two page – double spaced) reports. Detailed assignment description will be provided in class before each assignment is due.
- **In-class participation (10%):** It is very important that you ask and answer questions during the class. This will greatly help you and your classmates understand the material better.
- **Exams (50%):** Three exams will be given to students. These exams will be in-class, closed book, closed notes. Its purpose is to test student knowledge of the concepts and techniques covered in class.

Teaching and Learning Practices

Lectures	Lectures will be based on selected course readings provided by the instructor. Students are expected to read all material and to be prepared to participate in class discussion and raise pertinent questions in lecture.
Seminars	The final class will be devoted to presentations of a research prospectus that may eventually evolve into your thesis proposal.

Course Resources

Required Texts:

Field, A. (2017). *Discovering statistics using IBM SPSS statistics (5th ed.)*. Thousand Oaks, CA: Sage.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis (7th ed.)*. Upper Saddle River, NY: Prentice Hall.

Schreiber, J. B., Nora, A., Stage, F. K., Barlow, E. A. and King, J. (2006). Reporting structural equation modelling and confirmatory factor analysis results: A review. *The Journal of Educational Research*, 99 (6), 323-337.

Choi, H. C., & Lee, S. (2009). Understanding US traveller behaviour to Asian countries: A secondary analysis approach. *Asia Pacific Journal of Tourism Research*, 14(3), 279-299.

Liang, L. J., Choi, H. C., & Joppe, M. (2017). Understanding repurchase intention of Airbnb consumers: perceived authenticity, electronic word-of-mouth, and price sensitivity. *Journal of Travel & Tourism Marketing*, 1-17.

Lee, W. J., & Choi, H. S. C. (2009). Understanding meeting planners' internet use behavior: An extension to the theory of planned behavior. *International Journal of Hospitality & Tourism Administration*, 10(2), 109-128.

Huang, S., Shen, Y., & Choi, H.S.C. (2018). Understanding the relationships between motivation, value, satisfaction and behavioural intention in a leisure travel context: An empirical examination (working paper).

Additional articles will be provided on CourseLink

Required Software:

You should obtain SPSS and AMOS via the UG's Software distribution/Other vendors

Course Policies

Grading Policies

For this class, there are two types of absences: excused and unexcused. Excused absences include absences due to religious observances, intercollegiate athletics, University student government, a death in the family, and confirmed medical illnesses. All other reasons for an absence (e.g., heavy snowfall, car problems, job interview, vacation, computer problems, cat stuck in tree, etc.) are considered unexcused absences (talk to me ASAP if you think you might miss class for whatever reason).

For excused absences: You or a family member should contact me within 48 hours (if possible) of the assignment due date to request an extension.

If you get sick, I'll need documentation.

For unexcused absences: turned in on the date due at the beginning of class (10% penalty each day it is late)

Course Policy regarding use of electronic devices and recording of lectures

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08...>

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: <http://www.csd.uoguelph.ca/csd/>

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#)

Drop date

The last date to drop one-semester courses, without academic penalty, is 10 March 2019. For regulations and procedures for Dropping Courses, see the Academic Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08>