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**Department of Marketing and Consumer Studies**

**MCS\*6050**

Research Methods

**Fall 2020**

**Instructor:** Dr. Towhidul Islam, Professor

Room: MINS 206

Email: [islam@uoguelph.ca](about:blank)

**Lecture:**  Mondays 8.30 -11:20 am, Room MAC 232

**Consultations:** By appointment via Zoom

Course Description and Objectives

The course will provide a solid foundation in the basic concepts of philosophical assumptions, design, including types of variables, relationships, sampling and measurement. The main goal of the course is to help you refine/reposition your research questions, become familiar with alternative designs that can help you answer them, and more generally align your individual preferences with the types of designs best suited to answer the chosen research questions. To achieve this goal, the course encourages you to tackle different designs, and explore their pros and cons. The topics discussed in the course will also help strengthen your reasoning and theory development, write-up, and review skills. This course comes with an ample set of examples, advice and support to each of you, not just from the instructor, but also from your peers, all of whom will hopefully continue to provide relevant feedback as you approach your comprehensive exams, proposal and defence, and as you start getting your own research designs ready for publication. You are strongly encouraged to build on one another’s insights.

*The University catalogue describes Research in Marketing and Consumer studies as*: A comprehensive review of measurement theory, including issues such as construct definition, scale development, validity and reliability. Applications of measurement principles will be demonstrated, particularly as they relate to experimental and survey research design.

Learning Outcomes

This course integrates a handful of textbook chapters and journal articles which explore various types of research designs across a variety of disciplines. To prepare, you may wish to familiarize yourself with the *method sections* of academic papers from your field. Doing so, will increase your level of comfort with thecommon method language, irrespective of the specific constructs or measures used in each model. This exercise, in itself, may gradually strengthen your skills as a reviewer and collaborator. This course aims to help each of you as follows:

1. Understand the foundations of research design, including construct types, levels and timelines, and different types of empirical relationships, i.e. mediation, moderation, and curvilinear effects.
2. Become comfortable with notions concerning measurement, sampling, and design.
3. Develop a clear understanding of the benefits, limitations, uses and abuses of specific design choices in terms of external and internal validity.
4. Learn how to apply various research designs to test some of your own research ideas.
5. Become an informed, confident, and constructive reviewer of others’ research designs.
6. Build competence in discussing and writing about trade-offs among distinct research designs, in preparation for your comprehensive exams, and as a step into your future scholarly journey.

Course Materials and Resources

This course uses a variety of materials and resources. One of your primary resources will be the course website ([http://courselink.uoguelph.ca](about:blank)). All announcements, required and recommended readings, assignments and updates will be posted here. You will also be able to access any handouts you may have missed through this site.

Main Text

* Trochim, W.M., & Donnelly, J.P. (2008).*The Research Methods Knowledge Base, 3rd**Edition*. Atomic Dog Publishing, Cincinnati, OH.

Recommended Texts

* Bell, E., Bryman, A., & Harley, B. (2018). *Business research methods*. Fifth Edition, Oxford university press.
* Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*, Boston: Houghton Mifflin,

# Evaluation Procedure

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| **Assessments** | **Tasks** | **Weight** | **Due Dates** |
| **1** | Class Participation, Class Work & Quizzes | 20% |  |
| **2** | Assignment: Data Handling and Analysis | 10% | TBA |
| **3** | Midterm | 30% | Week 9, November 9 |
| **4** | Research Proposal (presentation: 10%) | 40% | November 30  Presentation Date: TBA |

Class Schedule

I will also revisit some basic statistical concepts as time permits. Read at least two articles where suggested more than two.

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| Week 1: September 14 | Readings |
| **RESEARCH PROCESS AND FOUNDATIONS**   * Steps Involved in Research Process * Theory and Research: Inductive, Deductive Approaches * Philosophical Assumptions: Ontological and Epistemological Considerations | * Trochim & Donnelly (2008): Chapter 1: Foundations. * Bell, Bryman & Harley (2018): Chapter 1- The Research Process and Chapter 2 – Business Research Strategies * Camerer, C., & Mobbs, D. (2017). Differences in behavior and brain activity during hypothetical and real choices. *Trends in cognitive sciences*, *21*(1), 46-56. * Baumeister, R. F., Vohs, K. D., & Funder, D. C. (2007). Psychology as the science of self-reports and finger movements: Whatever happened to actual behavior? *Perspectives on Psychological Science*, *2*(4), 396-403. |

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| Week 2: September 21 | | Readings |
| **DEVELOPING RESEARCH QUESTIONS FROM LITERATURE REVIEW**   * Generating Research ideas * Research Questions * Research Proposal * Literature review to generate hypotheses * Systematic review * Meta-Analysis | | * Bell, Bryman & Harley (2018): Chapter 4 - Planning a Research Project and Developing Research Questions, Chapter 5 – Getting Started: Reviewing the Literature * Burke, P. F., Eckert, C., & Sethi, S. (2020). A Multiattribute Benefits-Based Choice Model with Multiple Mediators: New Insights for Positioning. *Journal of Marketing Research*, *57*(1), 35-54.   **Example of Review Article**:   * Luo, Y., Zhang, H., & Bu, J. (2019). Developed country MNEs investing in developing economies: Progress and prospect. *Journal of International Business Studies*, 1-35. |
| Week 3: September 28 | Readings | |
| **MEASUREMENT**   * Theory of Measurement * Reliability * Validity * Introduction to Conclusion Validity | * Trochim & Donnelly (2008): Chapter 3 - The Theory of Measurement. * Shadish, Cook & Campbell (2002): Chapter 2 – Statistical Conclusion Validity and Internal Validity, Chapter 3 – Construct Validity and External Validity * Cortina, J.M. (1993). What is coefficient alpha? An examination of theory and applications. *Journal of Applied Psychology*, 78(1), 98-104. * Hinkin, T.R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods*, 1(1), 104-121. * Ree, M.J., & Carretta, T.R. (2006). The role of measurement error in familiar statistics. *Organizational Research Methods*, 9(1), 99-112. | |

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| Week 4: October 5 | Readings |
| **EXPERIMENTAL DESIGNS**   * Experiment and Causal Inference * Types of Experimental Designs * Factorial Design * Latin Square, Randomized Block Design * BIBD, Fractional Factorial Design * Covariance Design | * Shadish, Cook & Campbell (2002): Chapter 1 – Experiments and Generalized Causal Inference * Trochim & Donnelly (2008): Chapter 7 – Design; 9 – Experimental Design and 10 – Quasi-Experimental Design * Schwenk, C.R. (1982). Why sacrifice rigour for relevance? A proposal for combining laboratory and field research in strategic management. *Strategic Management Journal*, 3(3), 213-225. * Mook, D.G. (1983). In defense of external invalidity. *American Psychologist*, 38(4), 379. * Mitchell, T.R. (1985). An evaluation of the validity of correlational research conducted in organizations. *Academy of Management Review*, 10(2), 192-205. * Gneezy, A. (2017). Field experimentation in marketing research. *Journal of Marketing Research*, 54(2), 140-143. |

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| Week 5: October 12  [Guest Lecturer, probably via Zoom] | Readings |
| **QUALITATIVE DESIGN**  **Topics:**   * Qualitative Measures and Observations * Grounded Theory * Types of Qualitative Design | * Trochim & Donnelly (2008): Chapter 6 – Qualitative and Unobtrusive * Bell, Bryman & Harley (2018): Chapter 17 – The Nature of Qualitative Research, and Chapter 19 – Ethnography and Participant Observation |

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| Week 6: October 19 | Readings |
| **SAMPLING**   * Revisit Basic Statistical Concepts * Sampling and Sample Sizes * Statistical Power * Effect Sizes * Trade-offs between Internal and External Validity * Introduction to G-Power | Download G-Power:  [https://www.psychologie.hhu.de/arbeitsgruppen/allgemeine-psychologie-und-arbeitspsychologie/gpower.html](about:blank)   * Trochim & Donnelly (2008): Chapter 2 – Sampling, and 12 (only conclusion validity) * Bell, Bryman & Harley (2018): Chapter 9 – Sampling in Quantitative Research * Shadish, Cook & Campbell (2002): Chapter 2 (only statistical conclusion validity) * Cohen J. (1992) A power primer. *Psychological Bulletin*, 112(1), 155-159. |

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| Week 7: October 26 | Readings |
| **SURVEY DESIGN**   * Construction Surveys * Different Types of Scales * Questionnaire Design * Non-response and Self-Report Bias * Attrition in Longitudinal Surveys | * Trochim & Donnelly (2008): Chapter 4 – Survey Research and 5 – Scales and Indexes * Bell, Bryman & Harley (2018): Chapter 11 – Self Completion Questionnaires, and 12: Bell, Bryman & Harley (2018) * Schwarz, N. (1999). Self-reports: how the questions shape the answers. *American Psychologist*, 54(2), 95-105. * Sivo, S.A, Saunders, C., Chang, Q., & Jiang, J. (2006). How low should you go? Low response rates and the validity of inferences in is research using questionnaires, *The Journal of the Association for Information Systems*, 352-414. |

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| Week 8: November 2 | Readings |
| **RESEARCH CONTRIBUTIONS & EMPIRICAL RELATIONSHIPS**   * What are the Building Blocks of Theoretical Contributions? * Methodological Contributions * Managerial and Policy Implications * Linear and non-linear * Multilevel Data * Main effects, Mediators, Moderators * Combining Surveys and Real Purchase/Field experiment data | * Baron, R.M., & Kenny, D. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6): 1173-1182. . * Zhao, X., Lynch, J.G.Jr., Chen, Q. (2010). Reconsidering Baron and Kenny: myths and truths about mediation analysis. *Journal of Consumer Research*, 37, 197-206. * Whetten, D.A. (1989). Editorial: What constitutes a theoretical contribution? *Academy of Management Review*, 14(4), 490-49 * Crane A., Henriques I., Husted B. W., & Matten D. (2016). What constitutes a theoretical contribution in the business and society field? *Business & Society*, 55(6), 783-791. |

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| Week 9: November 9 | Readings |
| **MIDTERM & PUBLISHING/REVIEWING RESEARCH PAPERS**   * The Art of Designing, Writing, and Reviewing Research Reports/Papers | * Trochim & Donnelly (2008): Chapter 15. Write-up. * Hyman, R. (1995). How to critique a published article, *Psychological Bulletin*, 118 (2), 178-182. * Lee, A.S. (1995). Reviewing a manuscript for publication, *Journal of Operations Management*, 13(1), 87-92. * Lynch Jr., J. G. (1998). Presidential Address: Reviewing, *Advances in Consumer Research*, 25, 1-6. |

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| Week 10: November 16 | Readings |
| **CAUSAL INFERENCES from EXPERIMENTAL & OBSERVATIONAL DATA**   * Secondary Data Analysis * Issues with Causal Inference from Experimental Design * Issues with Causal Inferences from Observational/Secondary Data | * Preacher, K. J. (2015). Advances in mediation analysis: A survey and synthesis of new developments. *Annual review of psychology*, *66*, 825-852. * Helveston, J. P., Feit, E. M., & Michalek, J. J. (2018). Pooling stated and revealed preference data in the presence of RP endogeneity. *Transportation Research Part B: Methodological*, *109*, 70-89. |

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| Week 11: November 23 | Readings |
| **INTRODUCTION TO DATA ANALYSIS I**   * Data Preparation * Descriptive Statistics, Conclusion Validity, Reliability, Validity * General Linear Model | * Software: SPSS, Bring Laptop with Installed SPSS * Trochim & Donnelly (2008): Chapter 12 -Analysis, Chapter 14 – Inferential Statistics, General Linear Model |

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| Week 12: November 30 | Readings |
| **INTRODUCTION TO DATA ANALYSIS II**   * How to Write Hypotheses Statements for Main, Moderation, Mediation and Combination of Moderation and Mediations? * Replication Study: Testing Main, Moderation and Mediation Hypotheses | * Software: SPSS * TBA |

**Research Proposal (30%):**

Write a paper on a marketing or Consumer Behavior that interests you. The idea must be original and the paper must be independent of other coursework. Make it a small enough idea that you can get it done, but a big enough idea that if you collected data on it, you could see yourself presenting it next year at a conference. You should aim for a level of quality that would generate interest and attention from reviewers at journals in your field. The paper does not need to be hypothesis-driven, but it must demonstrate a good grasp of the literature; it must attempt to make an explicit and significant contribution; it must be logical, persuasive, and put theory front and central. The paper includes everything you’d typically see in a top journal article up to the results section. You will also make a short presentation of your research idea at the end of semester in presence of your classmates and others in the department. This is intended to elicit feedback. The paper must include the following sections:

**Proposal Outline**

1. **Introduction**

This part should cover the following four goals:

1. Establish the importance of the general area of interest.
2. Indicate in general terms what has been done in this broad area.
3. Identify important gaps, and/or inconsistencies in the relevant literature.
4. Provide a concise statement of the research purposes,
5. Contributions (theoretical, methodological, and/or practical) that research will make in the literature.
6. **Literature Review**

Literature review is the process of collecting theoretical, empirical and methodological information on a research topic. It has three main purposes as follows:

1. Provide scientific context of the research. The literature review helps you generate this context by bringing to light the theory and research relevant to your research question. It also lets you determine the important theoretical, practical, and methodological issues that surround your research topic.
2. Avoid duplication of effort. If you find your research question has been addressed, further research may not be productive.
3. Identify potential problems in conducting the research. Research articles contain information about operational definitions, potential alternative explanations, and appropriate ways to analyze the data.

For each article summarize your review with (a) conceptual framework/ theoretical model, (b) hypotheses tested, (c) methodology used, (d) empirical findings, and (e) further research opportunities and comments. Review about 10-20 articles for this proposal.

Your literature review must address the following four questions.

1. What is the research question being investigated?
2. What is known about the research questions?
3. What will your study add to what is already known?
4. Why is your study important?

You must lead the reader from the general context of the research through its theoretical and empirical background to a specific hypothesis. The literature review must show where the hypotheses came from, citing theory and research to support your research gap. Literature review must be current and make sure to focus on your topic. It is easy to get off on tangential issues in an attempt to be comprehensive in reviewing the literature; address only the issues that are directly relevant to your research.

1. **Conceptual Model, Research Objectives and Hypothesis**

Describe your conceptual model by identifying independent, dependent, moderating, and mediating variables. State your research objectives and hypotheses.

1. **Research Methodology**
   * 1. **Type of study**: Give brief explanation how necessary information will be collected (e.g. survey,experiment, etc).
     2. **Sampling plan and sample size:** The population or sample to be studied and its size should bedescribed. Also justify your sampling plan.
     3. **Stimuli, product, service to be studied.** Manipulation checks
     4. **Data collection methods/ Development of research instrument**: The kind of data collectionforms you plan to use should be discussed and included in the proposal. Depending on the nature of the study, this may be pre-tested questionnaires**.**
     5. **Data analysis plan:** Type of analysis that will be carried out should be mentioned here**.**
2. **Research Evaluations**

Discuss reliability, validity (e.g. internal, statistical, construct and external)

1. **Estimate of time requirement**

The various phases of study, and the amount of time required for each , should also be made clear (e.g. preliminary investigation – one month, final test of questionnaire – one month, sample selection – two weeks, data collection – one month, data analysis – two weeks and so on).

*Formatting*: typed, 1.5 spaced, 1-inch margins, 12-point font, Times New Roman. Forother formatting issues (e.g. references use APA style) follow any top tier marketing journals. Page limit 15-20 pages including references.

**Proposal Presentation (10%):**

The presentation will approximate a typical conference talk: presentation of research idea, discussion of contribution, literature review, advance hypotheses (if applicable), methodology and design, and importantly, anticipated results. Each presentation will be approximately 10 minutes in length with five minutes at the end for questions. You will be graded not only on your poise and delivery, but also on your ability to defend your logic and approach to an audience of your peers. Time management is critical. I may invite others in the department to attend the presentations. We’ll discuss this more during class.

## Grading Policies

Unless you have discussed an extension well ahead of the due date with the instructor, late penalties of 5% of the total grade earned per day (including weekends) will be assigned to any assessment (i.e. deducted from the total mark). Extensions will only be granted on the basis of valid medical or personal reasons and need to be requested via email to the instructor as soon as possible. Late assignments will not be accepted once graded assignments have been returned officially to the class at large, unless circumstances permit and alternative arrangements have been made.

Students who find themselves unable to meet course requirements by the deadlines or the criteria expected because of medical or personal reasons, should review the regulations on academic consideration in the Academic Calendar and discuss their situation with the instructor, program counselor or other academic counselor as appropriate.

[http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds.shtml](about:blank)

Missed Assignments

A grade of zero will be assigned if you fail to submit an assignment, unless you are ill or have other compassionate reasons. Please read your Undergraduate Calendar for the regulations regarding illness and compassionate grounds. Please note, vacation travel, moving house, or outside work commitments will not be accepted as valid reasons for missing deadlines.

If you have religious observances which conflict with the course schedule or if you are registered with Student Accessibility Services, please contact the course instructor in order to make arrangements for your assessment if appropriate.

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:

<https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/genreg/sec_d0e2502.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 Graduate Calendar:

<https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/genreg/sec_d0e2952.shtml>

## 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 Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: [https://wellness.uoguelph.ca/accessibility/](about:blank)

## Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](about:blank)

## Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## Drop date

For regulations and procedures for Dropping Courses, see the Academic Calendar:

https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/sched/sched-dates-f10.shtml

**Illness:** The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses.  However, requests for Academic Consideration may still require medical documentation as appropriate.