Content Outline 2018
MKTG 703: ADVANCED RESEARCH METHODS 1 (15 POINTS)

Semester 1 (1183)

Course Prescription
This is a core course in the postgraduate programme, providing an overview of research methodology and methods. We aim to provide an understanding of the research process and introduce some basic techniques in both qualitative and quantitative research in order to assist students to think critically when designing research and to plan their research projects in a rational and realistic way.

Programme and Course Advice
This course is open to all students who have been admitted to the BCom Honours in Marketing or Masters in Commerce in Marketing at the University of Auckland. Entry to all other students is at the discretion of the Postgraduate Coordinator in Marketing and with the approval of the Course Coordinator.

Goals of the Course
The purpose of this course is to introduce the philosophies of research and methodologies used by social scientists in their discovery of theory. This is followed by an introduction to some different types of qualitative and quantitative research methods commonly used in marketing. This course will provide students with advanced knowledge of research methodologies and methods.

Learning Outcomes
By the end of this course it is expected that students will be able to:

1. Understand the difference between the philosophies that underlie qualitative and quantitative methods;
2. Evaluate and apply a variety of advanced research methods;
3. Understand when to apply qualitative methodologies and methods, and when to apply quantitative methodologies and methods; and
4. Competently design a research project.

Content Outline
Week 1 Principles of Qualitative Research (research paradigms)
Week 2 Ethnography & Observation
Week 3 Depth Interviewing & Visual Methods
Week 4 Content Analysis & Thematic Analysis
Week 5 Netnography & Videography
Week 6 Research Project Presentations
Week 7 Principles of Quantitative Research (sampling, data collection, basic data analysis)
Week 8 Designing and Operationalising Research Projects; Experimental Design
Week 9 Moderator and Mediator Effects
Week 10 ANOVA, ANCOVA; Introduction to MANOVA.
Week 11 Investigating Relationships: Regression
Week 12 Investigating Relationships: Binary Logistic Regression
Learning and Teaching
Our sessions will take the form of seminars, each between 2 and 3 hours long. Postgraduate students are expected to attend all scheduled seminars and to be fully prepared for seminars by completing the required readings.

Teaching Staff

Course Coordinator and Lecturer
Dr. Catherine Frethey-Bentham
Office: 260-414 (Lvl 4, OGGB)
Tel: 09 923-8830
Email: c.bentham@auckland.ac.nz

Lecturer
Associate Professor Dr. Karen V. Fernandez
Office: 260-417 (Lvl 4, OGGB)
Tel: 09 923-8796
Email: k.fernandez@auckland.ac.nz

Learning Resources

Canvas: Useful material such as this course outline and a list of the readings for the course will be available on Canvas. Additional useful material such as PowerPoint handouts and additional readings guides may be posted on Canvas from time to time. Students are advised to check their Canvas email address at least twice a week, preferably every Monday and Wednesday.

Textbook: There is no prescribed text for the first half of this course. Instead, students will be expected to read and critically evaluate assigned journal articles and book chapters. However, there is a recommended text that students will find useful:


For the second half of the course, the recommended text is:


Assessment

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Critique</td>
<td>20%</td>
</tr>
<tr>
<td>Data Project</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Assignment</td>
<td>30%</td>
</tr>
<tr>
<td>Group Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Learning Outcome

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Article Critique</th>
<th>Team Qualitative Proposal</th>
<th>Individual Assignment</th>
<th>Group Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. MORE INFORMATION ON ASSESSMENT

Article Critique

In Week 1, students will be allocated to critique an article that utilises qualitative methodology. This individual written critique is due at 5pm on Monday, 26/3. More information will be provided in seminar 1.

II. Group Qualitative Research Proposal

This is expected to be a team assignment (size of teams is expected to be about 3-4 but this will depend on the size of the class). Although the work will be completed in teams, there will be a component of individual assessment based on peer and lecturer feedback. The research project will involve observing a local event and then preparing a research proposal to engage in qualitative study of some aspect of the event. There will be more information on the nature of the project and its assessment later in the semester. It is expected that presentation materials (PowerPoint slides, any handouts and an extended abstract) will be emailed to Dr. Fernandez by 5pm on Monday, 16 April. More information will be provided in seminars.

III. Individual Quantitative Project

In this assignment, students will design an experiment. This involves identifying a gap in the literature and formulating research objective(s). Students will be required to identify and formally define the relevant variables of interest, develop hypotheses and design an experiment to address the research objective(s). Experimental designs will be presented in a research proposal. There will be more information on the nature of the project and its assessment later in the semester. It is expected that the research proposal will be emailed to Dr. Frethey-Bentham by 5pm on Monday, 21 May.

IV. Group Quantitative Project

This is expected to be a team assignment (size of teams is expected to be about three people per team, but this will depend on the size of the class). Students will be provided with a data file and description of the research questions relating to this data file. Students are expected to write a research report to address the relevant research questions. There will be more information on the nature of the project and its assessment later in the semester. It is expected that the research report will be emailed to Dr. Frethey-Bentham by 5pm on Thursday, 7/6.
3. MORE INFORMATION ON SEMINARS

Seminar Schedule (Seminars are currently scheduled from 3-6 pm on Tuesdays in OGGB room 260-321)*. Some sessions in Module 2 will be held, in part, in laboratories. Students are assigned material to read and critically evaluate. Seminars will include discussion, workshops and hands-on participation.

Tentative Seminar Schedule*

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Date</th>
<th>Seminar Topic</th>
<th>Lead</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>27/02</td>
<td>Introducing Qualitative Research</td>
<td>KVF</td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>06/03</td>
<td>Ethnography &amp; Observation</td>
<td>KVF</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>13/03</td>
<td>Interviewing &amp; Visual Methods</td>
<td>KVF</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>20/03</td>
<td>Content &amp; Thematic Analysis</td>
<td>KVF</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>27/03</td>
<td>Netnography &amp; Videography</td>
<td>KVF</td>
<td>Critique due 5pm 26/3</td>
</tr>
<tr>
<td>-</td>
<td>03/04</td>
<td>Teaching Recess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>10/04</td>
<td>Teaching Recess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>17/04</td>
<td>Research Proposals</td>
<td>KVF</td>
<td>Proposals due 5pm 16/4</td>
</tr>
<tr>
<td>07</td>
<td>24/04</td>
<td>Principles of Quantitative Research (sampling, data collection, basic data analysis)</td>
<td>CFB</td>
<td></td>
</tr>
<tr>
<td>08</td>
<td>01/05</td>
<td>Designing and Operationalising Research Projects; Experimental Design</td>
<td>CFB</td>
<td></td>
</tr>
<tr>
<td>09</td>
<td>08/05</td>
<td>Moderator and Mediator Effects</td>
<td>CFB</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>15/05</td>
<td>ANOVA, ANCOVA; introduction to MANOVA</td>
<td>CFB</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>22/05</td>
<td>Investigating Relationships: Regression</td>
<td>CFB</td>
<td>Individual Quantitative Project due 5pm 21/5</td>
</tr>
<tr>
<td>12</td>
<td>29/05</td>
<td>Investigating Relationships: Binary Logistic Regression</td>
<td>CFB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Group Quantitative Project due 5pm 7/6</td>
</tr>
</tbody>
</table>

Overview of Seminar Readings for Qualitative Module*

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Date</th>
<th>Seminar Topic</th>
<th>1</th>
<th>2</th>
<th>Kozinets Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>26/02</td>
<td>Introducing Qualitative Research</td>
<td>Hudson &amp; Ozanne 1988</td>
<td>Belk, Sherry &amp; Wallendorf 1988</td>
<td>Ch 1</td>
</tr>
<tr>
<td>02</td>
<td>05/03</td>
<td>Ethnography &amp; Participant-Observation</td>
<td>Brennan, Fry &amp; Previte 2015</td>
<td>Cayla &amp; Arnould 2013</td>
<td>Ch 4</td>
</tr>
<tr>
<td>03</td>
<td>12/03</td>
<td>Depth Interviewing &amp; Visual Methods</td>
<td>Belk, Fischer &amp; Kozinets 2012</td>
<td>Rohani, Aung &amp; Rohani 2014</td>
<td>Ch 3</td>
</tr>
<tr>
<td>04</td>
<td>19/03</td>
<td>Content Analysis &amp; Thematic Analysis</td>
<td>Kolbe &amp; Burnett 1991</td>
<td>Spiggle 1994</td>
<td>Ch 8</td>
</tr>
<tr>
<td>05</td>
<td>26/03</td>
<td>Netnography &amp; Videography</td>
<td>Kozinets 2002</td>
<td>Belk &amp; Kozinets 2005</td>
<td>Ch 5</td>
</tr>
<tr>
<td>06</td>
<td>02/04</td>
<td>Teaching Recess</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09</td>
<td>04/04</td>
<td>Teaching Recess</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>16/04</td>
<td>Presentations</td>
<td>-</td>
<td>-</td>
<td>Ch 9</td>
</tr>
</tbody>
</table>

*Please check Canvas the night before the first class because there can, and have been, last minute changes in room allocations. Topics & readings may be revised to take advantage of guest speakers and current events – students are advised to regularly check their University email address for announcements sent via Canvas.
4. MORE INFORMATION ON LEARNING AND TEACHING

More Information on Seminars

The purpose of lectures is to discuss and gain experience with the methods in the required readings. A list of seminar topics and a tentative course schedule is provided at the end of this course outline. As it is impossible to fully discuss all the aspects of a given topic within the seminar time provided, students are required to read the required readings carefully prior to attending the seminar.

More Information on Learning Resources

Dr. Karen Fernandez is leading Module 1 (Weeks 1-6) and will provide students with a course book which will contain the required readings before the start of semester (course books will be distributed to students free of charge). The required readings (and further optional readings) are also listed at the end of this course outline, and can also be downloaded from the Talis reading list (which can be accessed from the course page on Canvas). Further information about the recommended textbooks for the course is provided on pages 2-3 of this course outline.

Communicating with Lecturers

Lecturers will advise students of their contact details and office hour(s) at their first seminar (which are Week 1 for Dr. Fernandez & Week 7 for Dr. Frethey-Bentham respectively).

1. Outside of scheduled office hours, the BEST way to contact lecturers is via email. Lecturers check email often, and will get back to students as soon as possible.
2. In general, queries regarding material covered in lectures and assignments should be directed to the lecturer who led the seminar covering that particular topic/in charge of that assignment. Queries regarding assignments should be directed to the relevant lecturer. Administrative queries (e.g. enrolment issues) should be directed towards the Course Coordinator.
3. Students should identify themselves and the course clearly (all of the teaching team is involved in more than one paper), use their University email address and include their student ID number with all correspondence, also include a contact telephone number if the query is complicated or urgent

Resolving Problems and Disputes

If students have a problem with any Marketing course, they are advised to first approach their lecturer or Course Coordinator. If students are uncomfortable approaching the Course Coordinator, they are advised to contact the Marketing Department’s Honours advisor:

Dr Mike Lee
OGGB, level 4
Ph: 09 373 7599 Ext. 88830
e-mail: msw.lee@auckland.ac.nz

Inclusive Learning

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the Course Coordinator, Catherine Frethey-Bentham.
Student Feedback

One course representative is selected by the enrolled students to help solicit feedback from the class at least once during the semester. Students are also given the opportunity to provide feedback via formal evaluations at the end of the semester. Wherever possible, this feedback is used to shape or change the course to better meet students’ needs.

In the Event of an Unexpected Disruption

We undertake to maintain the continuity and standard of teaching and learning in all courses throughout the year. If there are unexpected disruptions the University has contingency plans to ensure that students’ access to their courses continue and that students’ assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. In the event of a disruption, the University and Course Coordinators will make every effort to provide students with up to date information via Canvas and the university website.

Expectations Regarding Classroom Behaviour

Students are expected to turn cell phones OFF or to SILENT mode before seminars commence. In order to provide a good learning environment for all students, cell phone ringing, texting, or excessive personal chatter during seminars is unacceptable. Students are expected to express themselves politely to one another, and to their lecturer, during group discussions. Although students are welcome to bring drinking water to seminars, please be advised that University Lecture Theatre Management policy does not permit food or beverages to be consumed in lecture theatres or meeting rooms. Students should try to arrive at each seminar before it commences, and if they are unavoidably late or have to leave early, they should try to minimise the disruption to the class.

Message from Student Advice and Advocacy Services

Unfortunately, life and studies sometimes don’t run as smoothly as is hoped. The Student Advice Hub is where students can access AUSA’s advocacy, welfare and representation services when things go wrong. The Student Advice Hub provides free and confidential support to all students, and is independent from the University. They can help with:

- Academic complaints and study problems
- Debt or funding issues
- Housing and tenancy queries
- Employment issues and much more!

Visit the Student Advice Hub in Old Choral Hall rooms G15 or G08. Students can also email at cityhub@ausa.org.nz or call on 09 923 7299/021 272 7026.

Please refer to the Department of Marketing Postgraduate Protocol in Canvas for further information regarding Department polices.