Module Syllabus

PHD101 Methodology of Research (Online)

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Term, year:	Fall 2024
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1. Module Description

This module is designed to lay the foundations of skilled professional research in management. The main purpose of the module is to introduce students to quantitative and qualitative methods for conducting meaningful inquiry and research. Students will gain an overview of research intent and design, methodology and technique, format and presentation, and data management and analysis informed by commonly used research methods. The module will provide an overview of the important concepts of research design, data collection, data analysis, and final report presentation. Students will become acquainted with a variety of approaches to research design and are helped to develop their own research projects and to evaluate the products of quantitative and qualitative research. The module will develop each student's ability to use this knowledge to become more effective as PhD students. Upon completion of this module, students will have acquired the responsibility to make judgements of the research methods most suitable for a particular study and of the quality of data and arguments presented in different research studies.

NOTE: The content of this module is regulated by the Malta Further and Higher Education Authority (MFHEA).

2. Module Learning Outcomes

Competencies - at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) C.1: Value ethical considerations in professional social sciences research;

b) C.2: Design innovative and theoretically interesting research projects;

c) C.3: Demonstrate expertise in selecting a proper research problem in the context of modern trends in management research;

d) C.4: Assess the research methods best suitable for a particular study and of the quality of data and arguments presented in different research studies;

Skills - at the end of the module/unit the learner will have acquired the following skills:

a) S.1; Assess the main types of contemporary management research;

b) S.2: Evaluate the diverse techniques that can be employed in quantitative and qualitative data analysis;

c) S.3: Design research projects in management;

d) S.4: Interpret ethical issues in research and professionally address a set of ethical principles that guide research design and practice.

3. Module Topics and Content

Week	Topics and Content	Engagement Activities	Assessment	Readings
Week 1	**Session 1** **Course Introduction:** -Academic Integrity -Reviewing ontology, epistemology, axiology and linking to methodology and methods -Academic writing	-Video lectures. -Self-presentation.		Myers, M. D. (2019). *Qualitative Research in Business and Management, Part II-3,4* Peter Stokes, Tony Wall. (2017). *Research Methods.* Red Globe Press Clive Seale. (2017) *Researching Society and Culture.* SAGE Publications Ltd. Chapters 2 and 3
	Session 2 -Positivism and phenomenological research -Understanding of positivist and phenomenological	**Activity 1: VLE Debates and Discussions:** -Video lectures. -Independent study and reading.		Ted Benton, Ian Craib (2017). *Philosophy of Social Science. The Philosophical Foundations of Social Thought*, Chapters 2.3, 3.3 Kakali Bhattacharya (2017). *Fundamentals of Qualitative*

	paradigms, characteristics, and methods -Background to the anthropological and social science research -The concept of the construct and theoretical research			*Research*. A Practical Guide. Chapters 1.2, 4.2, 4.5
Week 2	***Session 3*** -Defining research problems, rules, and algorithm of identifying problems for research -Defining research problems	-Video lectures. -Independent study and reading.		Gray, D. E. (2019). *Doing Research in the Business World.* Part A. Chapter 2 Peter Stokes, Tony Wall. (2017). *Research Methods.* Chapter 3
	Session 4 -Elements of research design -Concept and types of hypotheses -Units of measurement -Hypothesis testing -Elements of research design -Planning research -Primary vs. secondary research -Overview of methods to conduct a study	-Video lectures. -Independent study and reading.		Gray, D. E. (2019). *Doing Research in the Business World.* Part A. Chapter 3
Live Session 1	***Q&A Session via MS Teams (Link will be shared)***			
Week 3	***Session 5*** -Literature and background review -Prepare an initial annotated bibliography	-Video lectures. -Independent study and reading.	***Formative 1:*** Perform critical methodological analysis of an article (20%).	Pan, M. (2017). *Preparing Literature Reviews.* Ch. 1, 3 ,4, 5, 7

	-Prepare a brief literature review -Finalizing the review, develop your theoretic model, and generate hypotheses -Explore background factors which imply on a method choice			
	Session 6 -Qualitative, quantitative, and mixed methods -Meta-analysis -Mixed methods –Convergent parallel design -Embedded design -Explanatory sequential design -Critically examine the stated question/problem	*Activity 2: Develop 3-4 Research Hypotheses. Individual Work:* -Video lectures. -Independent study and reading.		Myers, M. D. (2019). *Qualitative Research in Business and Management,* Part I-2 Pan, M. (2017). *Preparing Literature Reviews.* Ch. 15
Week 4	*Session 7* *Qualitative Research Methods:* -Deep interviews -Semi-structured interviews -Observations -Action research -Ethnographic research -Focus groups -Case study -Grounded theory	-Video lectures. -Independent study and reading.		Myers, M. D. (2019). *Qualitative Research in Business and Management,* Part III
	Session 8 *Quantitative Research Methods:* -Surveys, polls -Statistical analysis, correlation -Regression analysis	*Activity 3: Perform Critical Analysis of the Applied methods in each Article. Group Work:* -Video lectures. -Independent study and reading.		Paul M Brewerton, Lynne J Millward (2001). *Organizational Research Methods.* A Guide for Students and Researchers. Parts 7,9
Live Session 2	*Q&A Session via MS Teams (Link will be shared)*			

Week 5	No Sessions.			
	Session 9 Overview of utilization of specialized software for qualitative analysis on example of MAXQDA	-Video lectures. -Independent study and reading.	**Formative 2 – Applying the Qualitative Analysis Software (20%)**	Sharda, Delen, Turban (2014). *Business Intelligence and Analytics Systems for Decision Support.*
Week 6	**Session 10** **Overview of Utilization of Specialized Software for Quantitative Analysis:** -Excel Power BI -GNU PSPP (IBM SPSS)	**Activity 4: VLE Debates and Discussions:** -Video lectures. -Independent study and reading.		Myers, M. D. (2019). *Qualitative Research in Business and Management*, Part V
Live Session 3	***Q&A Session via MS Teams (Link will be shared)***			
Week 7	**Session 11** **Specific Quantitative Methods:** -Single, Double, and Triple-Blind Studies **Non-Standard and Complex Methods**: -Longitudinal analysis -Ethnography -Participant-led diaries (written, blog, video) -Applying AI in research	-Video lectures. -Independent study and reading.		https://www.scribbr.com/methodology/double-blind-study/
	Session 12 **Economic-Mathematical and Experimental Models:** -Factor analysis -Cluster analysis	**Activity 4: VLE Debates and Discussions:** Video lectures. Independent study and reading.	**Formative 3 – Applying the Quantitative Analysis Software (20%)**	Paul M Brewerton,Lynne J Millward (2001). *Organizational Research Methods. A Guide for Students and Researchers.* Part 9 Sharda, Delen, Turban (2014). *Business Intelligence and Analytics Systems for Decision*

	-Fuzzy-set methods -Heteroscedasticity auto- and multi-correlation -Dummy variables			*Support.* Chapters 9-11 (optional) Maheswary (*Cluster Analysis*)
Week 8	***Session 13*** ***Research Project Enablement:*** -Specific character of a research project -Types of research projects -Planning approach -Control and validation of project progress -ongoing adjustments in research projects -keep the focus	-Video lectures. -Independent study and reading.	***Formative Assessment 4 - Research Proposal (30%)***	Paul M Brewerton,Lynne J Millward (2001). *Organizational Research Methods. A Guide for Students and Researchers.* Part 5
	Session 14 ***Ethical Principles of Research:*** -Business ethics -Ethics approval procedures -Ethical considerations	***Activity 5: VLE Debates and Discussions:*** -Video lectures. -Independent study and reading.		
Live Session 4	***Q&A Session via MS Teams (Link will be shared)***			
Week 9	***Session 15*** ***Revision Session:*** -Types of journals -How to select an appropriate journal for research and publication -Tips for a successful publication	***Activity 6:*** Video lectures.		Myers, M. D. (2019). *Qualitative Research in Business and Management, Part VI* Paul M Brewerton,Lynne J Millward (2001*). Organizational Research Methods. A Guide for Students and Researchers.* Part 10
Week 10 Week 11	***Submission of the Summative Assessment Activities***			

4. Module Assessment

The assessment of this Module consists of Formative and Summative Assessment activities listed in Table 1 and described in Table 2 below:

Table 1:

Formative	*Summative*
33 hours	27 hours
Use of Digital Software Tools	Report (1000 words) – 15%
Use of Digital Software Tools	Report (1000 words) – 15%
Presentation Handouts	Written Assignment (1500 words) – 20%
Presentation Handouts	Project Output (2500-3000 words) – 50%

*Prefinal grade is based on the Formative Assessment and Engagement activities, and it is not a part of a module final grade. **Students should have over 50 points of the prefinal grade to submit summative assessment activities representing module final grade. Formative assessments weight in the pre-final is 90%; Engagement grades weight is 10%.***

Table 2:

Formative	Summative
Oral Assessment/ Online Participation: On set weeks, students will have to participate in a discussion forum, with questions covering the topics of the week. This will help students to be in contact with different perspectives due to the diversity of participation, as well as to develop proficiency in understanding and applying concepts and developing critical thinking.	**Report:** Students will be asked to write a report analyzing data the instructor will give them. Students will attach data analysis (tables, graphs, etc.) to the report and should refer to this data analysis in their report.
Use of Digital Software Tools: In the module, students will be able to test a software package for analyzing quantitative data by doing practical exercises with existing data.	**Report:** Students will be asked to write a report analyzing three interviews taken from the media on a specific economics/ management topic, using a software package. Students will attach data analysis to the report and should refer to this data analysis in their report.
Presentation: Several articles from management journals will be reviewed and analyzed throughout the module, each week a different group of students will be preparing their analysis of an article.	**Written Assignment:** Students will be asked to do a methodological analysis of an article, which will be given out, providing a framework of research approaches and data collection and analysis techniques and critically discussing the pros and cons of each.

Presentation: Students will have an opportunity to present their research in class and get feedback from the instructor and other students.	Project Output: The final research project requires students to write a research paper that will serve as an important exercise in how to design a social science research study and will hopefully serve as the basis of the dissertation proposal. The paper should contain (1) the central research question(s), (2) the literature and/or debate it seeks to address, (3) the argument or theory/hypotheses, (4) the methodology to be used in the project, (5) case selection criteria (if applicable), and (6) a plan for data collection and analysis that will serve to answer the research question(s). In the research paper students should also reflect on ethical considerations of their research.

The passing grade for the module is 60%.

4.1. Engagement Activities

Activity 1: Debates and Discussions

- Give examples of positivist and phenomenological approaches, compare their effectiveness and areas of implementation.
- 150-200 words.

Activity 2: Individual Work

- Develop 3-4 research hypotheses.
- 200-250 words.

Activity 3: Group Work

- Perform critical analysis of the applied methods in each article (to be submitted by a professor).
- 350-400 words.

Activity 4: VLE Debates and Discussions

- Give examples of factor and cluster analysis with your recommendations on preferable application area.
- 150-200 words.
- Files with examples can be attached to by students.

Activity 5: VLE Debates and Discussions

- Give examples on both – ethical and unethical or "grey" research approach.
- 250-300 words.

Activity 6

- Preliminary search for appropriate journal for your publication.
- Give reasons why the selection is appropriate to the purposes of your dissertation.
- 200-250 words.

4.2 Formative Assessment

Formative 1: Presentation - Student Submission: End of Week 3. (20% of Prefinal Grade)

- Students are expected to find an article in their research area.
- Requirements – the article should be published in a peer reviewed journal or manuscript.
- The selected article should be no older than 10 years and contain at least 10 pages.
- A student should submit the selected article, link to primary source of it together with her/his critical analysis.
- A student may use the article delivered by a professor.
- Perform a critical analysis of applied research methods in the selected article.

Objectives:

- Explore the publication.
- Identify the applied methods and name them.
- Perform the critical analysis; how do those methods help in reaching publication objectives?
- Give your opinion and proposals for improvement.

Guidelines:

- Carefully explore the article.
- Compare the applied gathering, analysis tools and methods applied to the given theory.
- Identify which methods are applied, including mixed.
- Give reasons and proof.
- Give your proposals on improvement.

Students present the presentation (pptx or pdf). Recommended structure:

- Title.
- Research area, article, journal.
- Methods applied, reasons.
- Improvement recommendations.
- Conclusion.
- 5-8 slides in total.
- Students record and upload oral presentations (audio at pptx or video).

Evaluation Criteria:

- Quality of an article and a journal (or other source).
- Correct research methods identification.
- Valuable improvement recommendations.
- Fluent motivated oral presentation.
- To be submitted in Week 3.

Formative 2: Use of Digital Software Tools - Qualitative- Student Submission: End of Week 6. (20% of Prefinal Grade)

Students select raw qualitative data—three interviews in the selected area. It is highly recommended that students continue working in the same area as for Formative 1.

The data can be provided by a professor upon the student's request. Students should analyze the data using **qualitative methods** and **specialized software**.

Prepare a presentation of your findings using a software tool, addressing the following:

- Objectives.
- Problem statement.
- Research question(s) (1-2).
- Explanation of data collection approach.
- Explanation of methods and tools applied.
- Results.
- Results discussion.
- The presentation should be **5-8 slides**.

Guidelines:

- In your research area, follow the defined problem (Formative 1) and design 1-2 research questions.
- Define the appropriate method(s) and select tool(s).
- Explain why these tools are fit for purpose.
- Apply the methods and tools and demonstrate the results.
- Explain the results and conclude how the selected method and tool helped (or did not).
- Prepare a presentation (PPTX or PDF) following these recommendations:
- Be brief.
- Use visual forms of information, such as graphs, charts, and tables.
- Prepare an oral presentation (audio in PPTX or video).

Evaluation Criteria:

- Quality of data source.
- Correct application of the software tool.
- Valuable conclusions.
- Fluent, well-motivated oral presentation.
- This should be submitted by **Week 6**.

Formative 3: Use of Digital Software Tools - Quantitative - Student Submission: End of Week 7. (20% of Prefinal Grade)

The students should apply quantitative analysis using a software tool.

The raw data will be provided by a professor, or students may choose their own dataset, but this must be approved by the lecturer beforehand.

The dataset should meet the following requirements:

- Minimum of 100 rows.
- Data must be cleansed and verified for duplicates or losses.
- The relevance of the data must be demonstrated.

Prepare a presentation of your findings using a software tool, addressing the following:

- Objectives.
- Problem statement.
- Explanation of data collection approach.
- Explanation of methods and tools applied.
- Results (including screenshots or video recordings of software application).
- Results discussion.
- The presentation should be **5-7 slides**.

Guidelines:

- Define the appropriate method(s) and tool(s). Provide reasons and explanations for why these tools are fit for purpose.
- Apply the methods and tools and demonstrate the results.
- Explain the results and conclude how the selected method and tool were helpful (or not).

Prepare a presentation (PPTX or PDF) following these recommendations:

- Be brief.
- Use visual forms of information such as graphs, charts, and tables.

Evaluation Criteria:

- Quality of the data source (if applicable).
- Correct application of the software tool.
- Valuable conclusions.
- Fluent, well-motivated oral presentation.
- This is to be submitted by **Week 7**.

Formative 4: Formative Submission (Presentation) of Research Proposal - Student Submission: End of Week 7. (30% of Prefinal Grade)

The students start working on their research proposal from the first week.

In Week 8, they can present their proposal and get detailed feedback from the lecturer and other students. This feedback will help with their summative submission 'Project Output'.

Objectives:

The presentation should contain:

- The research area, problem, and the central research question(s).
- The literature and/or debate it seeks to address.
- The argument or theory/hypotheses.
- The methodology to be used in the project.

- Case selection criteria (if applicable).
- A data collection and analysis plan that will answer the research question(s).
- 7-10 slides in total.
- Audio in pptx or video recording is required.
- Total duration 4-6 minutes.

Evaluation Criteria:

- Relevance and actual character of research area and problem.
- Research questions are logical.
- Correct research methods identification.
- Hypothesis reasons.
- Fluent motivated oral presentation.
- To be submitted in Week 8.

4.3 Summative Assessments

Summative Assessment 1 – Written Assignment – 20% of Final Grade

Students prepare a written assignment on an article in their research area. The article must be published in a peer-reviewed journal or manuscript. The selected article should be no older than 10 years and contain at least 10 pages.

Students should submit the selected article, along with a link to the primary source and their critical analysis.

Students will work on the same article as in Formative 1, carefully considering feedback and making necessary improvements.

Objectives:

- Perform a critical analysis of the research methods applied in the selected article.
- Explore the publication.
- Identify and name the applied methods.
- Conduct a critical analysis: how do these methods contribute to achieving the publication's objectives?
- Provide your opinion and suggestions for improvement.

Guidelines:

- Carefully explore the article. Compare the applied data gathering, analysis tools, and methods to the given theory.
- Identify which methods were applied, including mixed methods, and provide reasons and evidence.
- Offer your suggestions for improvement.

Students must present a presentation (PPTX or PDF). The recommended structure includes:

- Title.
- Research area, article, journal.

- Methods applied, reasons.
- Improvement recommendations.
- Conclusion.

Evaluation Criteria:

- Quality of the article and journal (or other source).
- Correct identification of research methods.
- Valuable improvement recommendations.
- Reasonable improvements compared to Formative 1.
- Correct report formatting, including title page, table of contents, abstract, keywords, and APA reference style.
- Please refer to the evaluation rubric at the end of the summative section of this syllabus.

Summative Assessment 2 – Report – 15% of Final Grade

Continuation of Formative 2: Use of Digital Software Tools – Qualitative - Student Submission: End of Week 6

Students select raw qualitative data—three interviews in the selected area.

Students will continue working with the same data (interviews) as in Formative 2.

Students should analyze the data using **qualitative methods** with specialized software.

Prepare a report on your findings and your experience of applying a software tool. Please consider any feedback the professor gave and make the necessary adjustments/improvements.

Objectives:

- Problem statement.
- Research question(s) (1-2).
- Explanation of data collection approach.
- Explanation of methods and tools applied.
- Results.
- Results discussion.

Guidelines:

In your research area, follow the defined problem (Formative 1) and design 1-2 research questions.

- Define the appropriate method(s) and select tool(s). Provide reasons and explanations for why these tools are fit for purpose.
- Apply them and demonstrate the results.
- Explain the results and give your conclusion on how the selected method and tool were helpful.

Prepare a report following these recommendations:

- Be brief.

- Use visual forms of information such as graphs, charts, and tables.
- The report should be **1000 words** (+/- 10%).
- Ensure correct design, including title, table of contents, and APA referencing.

Evaluation Criteria:

- Correct application of the software tool.
- Valuable conclusions.
- Improvements based on feedback and studies.
- Correct design.
- Please refer to the evaluation rubric at the end of the summative section of this syllabus.

Summative Assessment 3 – Report – 15% of Final Grade

The students should apply quantitative analysis using software tools.

The raw data set should be the same as in Formative 3 or updated according to the formative 3 feedback.

Prepare a report on your findings and use a software tool.

Objectives:

- Problem statement.
- Explanation of data collection approach.
- Explanation of methods and tools applied.
- Results, including screenshots or video recording of software application.
- Results discussion.

Guidelines:

- Define the appropriate method(-s) and tool(-s). Give reasons and explanation why those tools are fit for purpose.
- Apply them. Demonstrate results.
- Give your explanation of the results. Give your conclusion, how the selected method and tool can help or not.

Prepare a presentation (pptx or pdf), following the recommendations:

- Be brief.
- Use visual forms of information presenting, i.e., graphs, charts, tables.
- Approximately 1000 words. Include screenshots demonstrating software application.

Evaluation Criteria:

- Quality of data source (if applicable).
- Correct application of software tool.
- Valuable conclusions.
- Meeting formal requirements in word counting and design.
- Please refer to evaluation rubric at the end of the summative section of this syllabus.

Summation Assessment 4 – Project Output – 50% of Final Grade

The report should contain the research proposal, including:

- The research area, problem, and the central research question(s).
- The literature and/or debate it seeks to address.
- The argument or theory/hypotheses.
- The methodology to be used in the project.
- Case selection criteria (if applicable).
- A data collection and analysis plan that will answer the research question(s).
- Ethical considerations.
- 2500–3000 words.

Evaluation Criteria:

- Relevance and actual character of research area and problem.
- Research questions are logical.
- Correct research methods identification.
- Hypothesis reasons.
- Introducing ethical considerations
- Fluent, motivated oral presentation.

Evaluation Rubric:

Criteria	Identification of the Research Objectives	Analysis	Solutions
	-Clear explanation of key strategic issues. -The problems, scope and seriousness were clearly identified in the discussions. -There was a well-focused diagnosis of strategic issues and key problems that demonstrated a good grasp of the company's present situation and strategic issues. -Did not waste space summarizing information already found in the case.	-Logically organized, key points, key arguments, and important criteria for evaluating business strategies were easily identified. -Critical issues and key problems that supported the Analysis were identified and clearly analyzed and supported.	-Specific recommendations and/or plans of action provided. -Specific data or facts were referred to when necessary to support the analysis and conclusions. -Recommendations and conclusions were presented and supported in an effective manner.
0 to 20 pts	Identifies and understands a few of the issues in the work.	Incomplete or no analysis of the topics	Little or no action suggested, and/or inappropriate solutions to all the topics in the study.
21 to 45 pts	Identifies and understands some of the issues in the work	Superficial analysis of some of the issues in the case.	Superficial and/or inappropriate solutions to some of the topics in the work.

	Identifies and understands most of the key issues in the study.	Thorough analysis of most of the topics.	Appropriate, well thought out comments about solutions or proposals for solutions to most of the topics in the work
46 to 75 pts			
76 to 100 pts	Identifies and understands all the fundamental issues in the study.	Insightful and thorough analysis of all the topics.	Well documented, reasoned and pedagogically appropriate comments on solutions or proposals for solutions to all topics of the work.

5. Module Requirements

A. Core   Readings   List

1. American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.).
2. Bell, E., Bryman, A., & Harley, B. (2019). *Business Research Methods* (5th ed.). Oxford University Press.
3. Honig, B., Lampel, J., Siegel, D., & Drnevich, P. (2014). Ethics in the production and dissemination of management research: Institutional failure or individual fallibility? *Journal of Management Studies, 51*(1), 118–142. https://doi.org/10.1111/joms.12056
4. Jeanes, E. (2017). Are we ethical? Approaches to ethics in management and organisation research. *Organization, 24*(2), 174–197. https://doi.org/10.1177/1350508416656930
5. Myers, M. (2019). *Qualitative Research in Business and Management* (3rd ed.). SAGE Publications Ltd. https://www.perlego.com/book/1431616
6. Pan, L. (2016). *Preparing Literature Reviews* (5th ed.). Routledge. https://www.perlego.com/book/2192825
7. Polonsky, M. J., & Waller, D. S. (2018). *Designing and Managing a Research Project: A Business Student's Guide*. Sage Publications.
8. Vrontis, D., & Christofi, M. (2020). Contemporary issues in management and marketing research. *Business Perspectives and Research, 8*(1), 2-3. https://doi.org/10.1177/2278533719860036

B. Supplementary   Reading   List

1. Bassey, B., & Owan, V. (2019). Ethical issues in educational research management and practice. In P. N. Ololube & G. U. Nwiyi (Eds.), *Encyclopedia of Institutional Leadership, Policy, and Management: A Handbook of Research in Honour of Professor Ozo-Mekuri Ndimele* (1287–1301). Port Harcour. https://10.13140/RG.2.2.11785.88161
2. Berkowitz, H., & Dumez, H. (2016). The concept of meta-organization: Issues for management studies. *European Management Review, 13*(2), 149–156. https://doi.org/10.1111/emre.12076
3. Galvan, J., & Galvan, M. (2017). *Writing Literature Reviews* (7th ed.). Routledge. https://www.perlego.com/book/2193023
4. Ghauri, P., Grønhaug, K., & Strange, R. (2020). *Research Methods in Business Studies*. Cambridge University Press.
5. Gray, D. (2019). *Doing Research in the Business World* (2nd ed.). SAGE Publications Ltd. https://www.perlego.com/book/1431899

6. Jick, T. (1979). Mixing qualitative and quantitative measures: Triangulation in action. *Administrative Science Quarterly, 24*(4), 602-611. https://doi.org/10.2307/2392366
7. Kuckartz, U., & Rädiker, S. (2021). Using MAXQDA for mixed methods research. In *The Routledge Reviewer's Guide to Mixed Methods Analysis* (305-318). Routledge. https://ereader.perlego.com/1/book/2527341/0
8. Schindler, P. (2018). *Business Research Methods* (13th ed.). McGraw Hill.

C. Supplementary Reading List

1. Berkowitz, H., & Dumez, H. (2016). The concept of meta-organization: Issues for management studies. *European Management Review, 13*(2), 149–156. https://doi.org/10.1111/emre.12076
2. Bhattacharya, K. (2017). *Fundamentals of Qualitative Research: A Practical Guide.* Routledge.
3. Brewerton, P. M., & Millward, L. J. (2001). *Organizational Research Methods: A Guide for Students and Researchers.* SAGE Publications Ltd.
4. Benton, T., & Craib, I. (2017). *Philosophy of Social Science: The Philosophical Foundations of Social Thought.* Red Globe Press.
5. Seale, C. (2017). *Researching Society and Culture.* SAGE Publications Ltd.
6. Sharda, R., Delen, D., & Turban, E. (2014). *Business Intelligence and Analytics Systems for Decision Support.* Pearson.
7. Stokes, P., & Wall, T. (2017). *Research Methods.* Red Globe Press.

D. General Rules for Submitting Written Assignments

Prior to the assessment and grading, all homework assignments submitted via Virtual Learning Environment (VLE) are checked for plagiarism with the software embedded to the system. Before turning in the first assignment, each student must familiarize themselves with the Plagiarism Handbook in the VLE.

Written assignments should be typewritten and will only be marked and graded if they are submitted via VLE by the requested time. **Late submissions will not be accepted under any circumstances!** *Being absent shall not be an accepted excuse for not submitting the required homework for the following session.*

Technical issues: The VLE system works functionally well and technical issues are almost nonexistent. Failure to submit the assignment on a timely basis is typically a result of a misuse of the VLE instructions or simply a missed deadline.

In case a student experiences issues with the submission of a particular assignment, an email should be sent before the submission deadline to the lecturer (with a copy to the Academic Coordinator) along with the screenshot of the technical issue. Each case will be thoroughly investigated, and the ultimate decision will be made by the Academics Department whether the homework should be accepted for evaluation and grading.

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