



Research Methods

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Pswd: ResMeth23

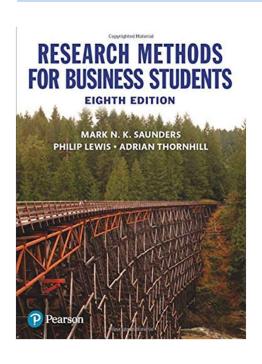
Fachbereich 3

Wirtschaft und Recht | Business and Law





Agenda

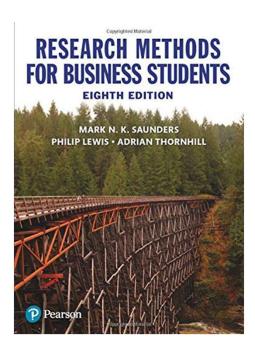


- Business and management research, reflective diaries and the purpose of this book
- 2 Choosing a research topic and developing your research proposal
- 3 Critically reviewing the literature
- 4 Understanding research philosophy and approaches to theory development
- 5 Formulating the research design
- 6 Negotiating access and research ethics
- 7 Selecting samples
- 8 Utilising secondary data
- 9 Collecting data through observation
- 10 Collecting primary data using research interviews and research diaries
- 11 Collecting primary data using questionnaires
- 12 Analysing data quantitatively
- 13 Analysing data qualitatively
- 14 Writing and presenting your project report





Agenda



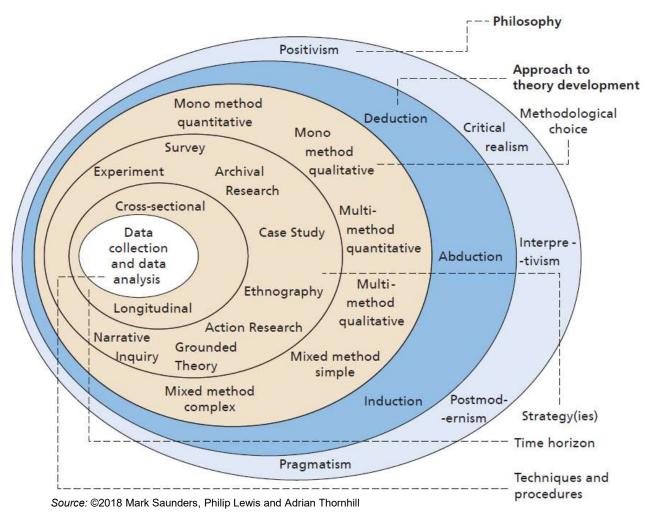
Objectives:

- 1. Representative, Objectivity and Validity
- 2. Quantitative vs. Qualitative Research
- 3. How to get the data and what is important



The Research Onion gives you an overview

Figure 4.1
The 'research onion'



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Search for literature

Online Databases

- Business Source Elite / ScienceDirect
- → you can do full-text searches via keywords, look up topics, search for/browse in journals

VHB-JOURQUAL 2 (http://vhbonline.org/service/jourqual/jq2)



On the Internet Nobody Knows you're a Dog

Elektronische Zeitschriftenbibliothek (EZB; http://rzblx1.uni-regensburg.de/ezeit)

Google Scholar

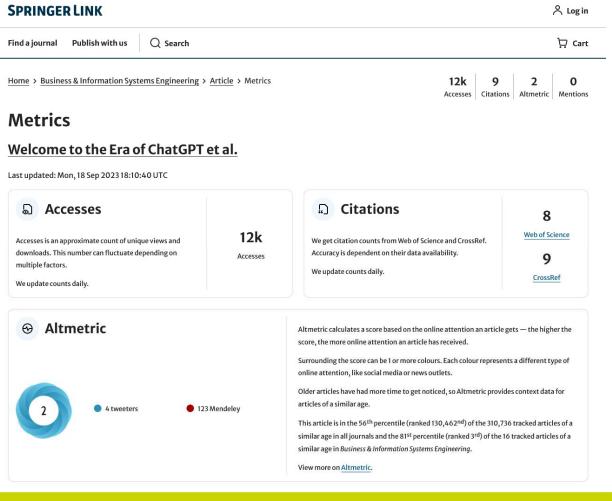
Bibliothek der Frankfurt University of Applied Sciences

(http://www.frankfurt-university.de/einrichtungen-services/verwaltung-einrichtungen/bibliothek.html)

Academic writing



Citations





How to cite

Despite their advantages, e-learning technologies are relatively underutilized. Attitudes towards learning methods, which are gained during school years, shape learners' corresponding life-long attitudes. Hence, we believe that it is important to influence students' Attitude toward Using e-learning technologies during classes, in order to increase their acceptance of these technologies throughout their lives. Consequently, we seek to identify potential influence factors of students' Attitude toward Using e-learning technologies that can be addressed by teachers during class. To this effect, we combine the

Direct quotation:

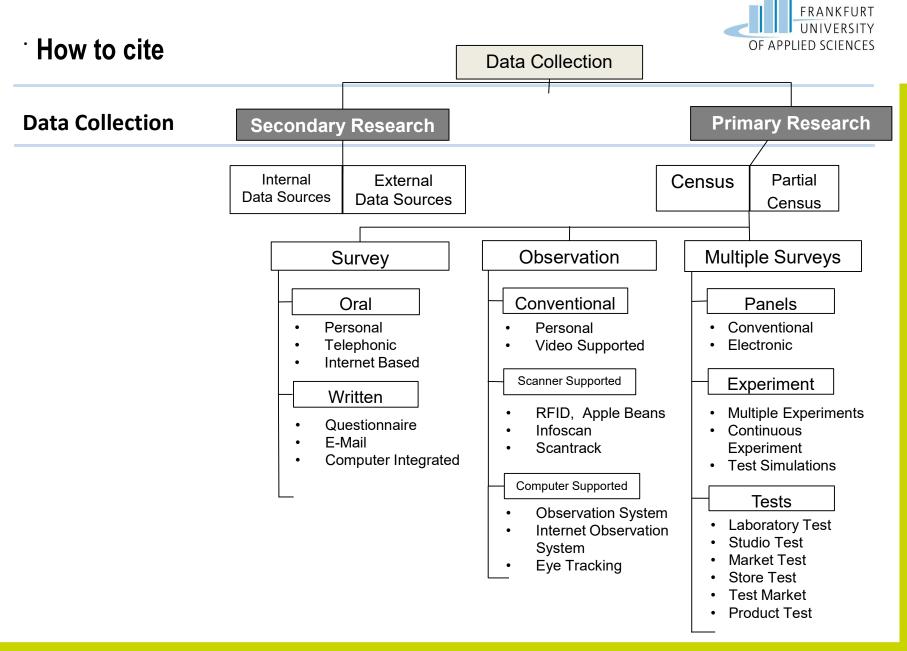
Ernst et al. (2014, S. 1) "believe that it is important to influence students' Attitude toward Using e-learning technologies in their classes, in order to increase their acceptance of these technologies throughout their lives".

Alternative: "[I]t is important to influence students' Attitude toward Using e-learning technologies ... in order to increase their acceptance of these technologies throughout their lives" (Ernst et al. 2014, S. 1).

Indirect quotation:

Ernst et al. (2014) believe that the attitude toward e-learning technologies should be influenced during people's school years.

Alternative: It is important to influence the acceptance of e-learning technologies during school years (Ernst et al. 2014).





Brainstorming for an Investigation Study

- Brainstorming
- Replication of studies
- Participation in a research project
- Case studies, thorough observation
- Proverb A bird in the hand is worth two in the bush
- Analogies (transfer of problems or solutions to other issues)
- first-person observation
- Analysis from the rule of thumb





Importance of literature review

Chapter 7

There cannot be a good research article without a comprehensive literature review; definitions, theoretical backgrounds and hypotheses have to be based on appropriate literature

In general, in order to be considered "good" literature, studies should be up-to-date, contain an empirical study, be written in English, and be published in a prestigious journal or conference

Having only webpage sources is insufficient for any scientific work

Qualitative Methods

Methods

Observation or participant observation

Surveys such as expert interviews, structured interviews, group interviews, face-to-face, telephone, internet

Narrations: Narratives Interview (spontaneous stories how everything began, how things have evolved, and what has become of it)

Group Discussions

(informal group opinions)

Open Space /Bar camps

Metaplan moderation method or organization card (Mind Map)

Experiment especially in marketing e.g. for product testing, etc.



Quantitative Methods



Chapter 7 - Selecting Samples

Occasionally, it may be possible to <u>collect</u> and analyse <u>data</u> from <u>every possible</u> <u>case</u> or group member; this is termed a <u>census</u> (full census = Vollerhebung)

Census = 100% participation

It will be <u>impossible</u> for you either <u>to collect</u> or to analyse <u>all</u> the potential <u>data</u> available to you, owing to <u>restrictions</u> of <u>time</u>, <u>money and often access</u>. This means you will <u>need to select data</u> for a subgroup or <u>sample</u> of all possible cases. Sampling techniques enable you to reduce the amount of data you need to collect by considering only data from a subgroup rather than all possible cases or elements



Chapter 7 - Selecting Samples

The need to sample

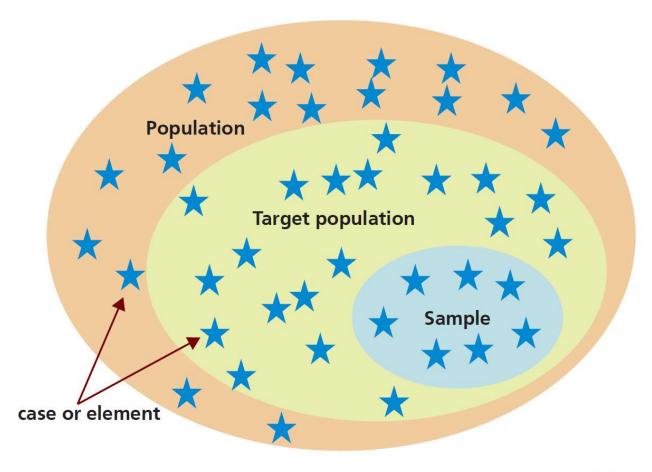
For some research questions it is possible to collect data from an entire
population as it is of a manageable size. However, you should not assume that a census would necessarily provide more useful results than collecting data from a sample. Sampling provides a valid alternative to a census when:

- it would be impracticable for you to survey the entire population;
- your <u>budget constraints</u> prevent you from surveying the entire population;
- your time constraints prevent you from surveying the entire population.

Figure 7.1 . Population, target population, sample and individual cases



Chapter 7 - Selecting Samples



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From Hypothesis to Questionnaires

