

CHAPTER IN CASE HANDBOOK

Course: Research Methods in Management

Institution: Collegium Civitas

In this chapter, the online course 'Research Methods in Management' from Collegium Civitas in Poland will be presented as an example to illustrate methods of digital didactics. First, a brief overview of the course and its objectives, an outline of the course structure and its implementation strategy will be presented, followed by two scenarios in which digital didactic methods are used in two different course modules.

PART 1: DESCRIPTION OF THE COUSE

ADDIE – ANALYSIS

1. COURSE OVERVIEW

context and key characteristics

Research Methods in Management is a first-cycle level course taught completely online. It is a required course for a 3-year first-cycle program in Management Faculty.

5 ECTS are awarded upon completion of the course.

Target group (s) - student's profile and group size

30 students take part in a course dedicated to international students who come from diverse backgrounds, both in terms of education and profession. Students interested in management in general, with a particular interest in research and decision-making skills.

2. TEACHING OBJECTIVES AND LEARNING OUTCOMES:

The goal of the course

The goal of this course is to prepare students for everyday work in organizations and businesses in different management areas and departments.

Key concepts and skills

Learning outcomes - KSA and general competence(s)

The aim of the course is to prepare students to independently prepare and conduct research in the field of management, where decisions should be well informed. Basic stages and rules governing effective research process will be introduced, as well Strategies linking knowledge and decisions. The

course will translate an empirical idea into concrete steps to be taken in the process. Students will learn the basics of formulating research problems, hypotheses, conceptualisation and operationalisation, and constructing a tool appropriate for their objective.

Knowledge attained from the course:

The student:

- ✓ understands the difference between cognitive and decision problems, as the value of knowledge for business decisions.
- ✓ has basic knowledge of methods and tools used in empirical research, necessary for obtaining, analysing and evaluating data to conduct market and social research and studying the interrelations between market participants in order to determine the market position of a specific entity. The graduate will also have a basic knowledge of methods and tools for obtaining data to analyse the organisational structure of enterprises and the interrelations between private and public sector entities, e.g. for determining the relationship between structure and organisational effectiveness.
- ✓ is able to prepare a research process in order to obtain data, describe and interpret socio-economic processes and business phenomena.
- ✓ is capable of using basic knowledge about qualitative and quantitative methods, to critically analyse, evaluate and use information and data to support innovative, practical change in new context. The graduate is also able to present research process outcome.

Skills attained from the course:

The student:

- ✓ can reflect on the organization's structure and operation
- ✓ can apply relevant knowledge in understanding and interpreting the daily work of leaders and can reflect on the connection between management, values and leadership
- ✓ is able to communicate ideas for solving research problems to other students in order to improve knowledge on a continuous basis.

Key challenges – the concepts students struggle with or skills especially difficult to attain

Some of the skills listed above are more difficult for students to grasp than others. These would include:

- ✓ ability to distinguish quality of data (vs poor quality or fake data)
- ✓ ability to analyse data and draw conclusions based on data in order to make data-based decisions

ADDIE – DESIGN

1. Course Structure – outline/teaching plan

The course is taught entirely online throughout the summer term each year and is divided into 5 modules that take 2 weeks to complete. Each module includes an asynchronous assignment where students work in groups and two live online lessons where students and the teacher come together for an interactive lecture, presentation of group results and a question and answer session. In general, each module builds on each other, and concepts from one module are useful for understanding a later module.

INSERT THE TABLE – HERE OR AS APPENDIX:

Module component	Module <i>Start page</i> <i>Start page contains</i> - module goals and learning outcomes - activity summary - essential reading assignments	Group work Students work in groups on the assignment given during first live online classes of the module.	Live class Students and teacher meet for an interactive lecture, Q&A session and students presentations of their group work	Assignment Assignment (or part of a larger assignment) that the students should be working on (in groups or individually)
A or S	A	A	S	?
Learning Type	Not applicable	Group work	Discussion	Production (individual) Collaboration (group)
Time 7-9.5 hrs per week	Not applicable	up to 60 mins	2x90 mins	Up to 60 mins
Technology	Moodle Moodle is the central hub for the course. Students use it to - access all course content, - deliver assignments, - communicate with the teacher and other students.	Moodle	Teams Teams is an online video conferencing platform that allows a teacher to - deliver a lecture with a presentation - place the students into breakout groups where they can discuss certain aspects of the course or work in small groups. Mentimeter Mentimeter is a presentation tool that uses quizzes, polls and word clouds to help engage students through the creation of dynamic, interactive presentations.	Power point

2. The pedagogical approach

The didactic approach of the course is 'active learning', which engages students in the learning process and builds on their contribution to the learning objectives. This approach can be seen in the following scenarios, in which students work together in groups on a digital project throughout the semester and use examples from their own lives to illustrate abstract concepts through discussion threads that later become part of the lecture. They later present the results of their group work to the lecturer and other peers, discuss and organise question and answer sessions.

Meeting the key challenges

Major challenges of this course is ability to distinguish quality of data (vs poor quality or fake data) and ability to analyze data and draw conclusions based on data in order to make data-based decisions.

We address this challenge through:

- General approach to the design of the course: we create opportunities and allocate the right amount of time for students to engage with and reflect on data understating, reading distinguishing good quality data from poor quality data;
- Course organization: we use a nested modular structure, with each module focused on specific concepts that build upon each other
- Group work: students work in groups to practice analyzing data with proper reading it and drawing conclusions based on good data. They also learn how to apply their knowledge as they produce knowledge that they share with the rest of the class.
- Discussion & Reflection: Students reflect upon quality of data and good and proper data analyzing through examples from their group work assignment via discussions during online classes.

3. Assessment – FOR&OF learning

FOR learning

Throughout the course, students work individually and in groups and complete individual and group assignments. These are compulsory assignments that are assessed as pass/fail and act as 'learning assessments' as they direct students' attention to the course material to reflect on and answer questions about leadership, organisational culture and other topics.

OF learning

At the end of the semester, the students take a final exam based on the acquired knowledge. Test is graded from 1.0 to 5.5, measured against course objectives and learning outcomes.

Assesment overview

Assessment OF, FOR, AS Learning	Description	Individual or Group	Timeframe and Workload (hrs)	Technology	% of final course grade
FOR	Discussion and group work	Individual and group	3 week, together 240 mins	Moodle, Teams	20%+30%
OF	Final exam	Individual	60 mins	Moodle	50%

ADDIE - DEVELOPPMENT

In order to facilitate the course objectives and learning outcomes, the teacher uses various types of content, media, and technology as elements in the learning modules.

Content – educational materials&resources & Technology

The course is organised and delivered using the Moodle platform and the Teams application for live online lectures. Moodle is the central place for the course as it enables students access to all course content, delivers assignments, communication with the teacher and other students.

Teams is central to the online course as it is a digital classroom for synchronous live sessions that take place twice in 3 modules and three times in the opening and closing module. Teams allows the teacher to deliver a lecture with a presentation and students to present a group work assignment and interact with students during the session, as well as placing students in groups where they can discuss specific aspects of the course or work in groups.

Another useful tool in the course is Mentimeter, which is a platform that enables collaborative presentations. For example, the instructor can ask questions to the class, which class members can answer in surveys, short answers, votes, word clouds, etc. This helps to create a more dynamic presentation where students can give immediate feedback and see it on the screen, along with feedback from other students.

ADDIE – IMPLEMENTATION

First online live classes are designed as introductory part of the course. During this session Lecturer presents syllabus of the course, explains each part and the requirement for each of the module. Further Lecturer explains final assignment and the grading system. At the end Lecturer presents course files and folders on Moodle, explaining how this platform will be used. Afterward two more synchronous classes are held, where Lecturer presents students introduction to the Research Methods in Management, sets background for the further work.

The course then follows with the rest of the modules, where three of them include Conceptualization, Operationalization and Sample Selection. Each of these three modules start with online synchronous class, where theory is presented and students are briefed for the group work. Next students work on this assignment in the asynchronous way and next online classes they present and discuss results of their asynchronous work.

After those three modules Final test is taken by students. This module of Final Test is divided into three parts again, all of them synchronous, where each part of the final assignment is taken.

ADDIE – EVALUATION OF THE COURSE

This course is evaluated in three areas:

1. Final test taken during last module. It constitutes 50% of the final grade and the test covers presentations and readings.
2. Group work, during asynchronous parts, constituting 30% of the final grade.
3. Individual work, which is 20% of the final grade.