

Module description for Module 4-B: Research Methods

Module title, ECTS credits (and possibly STADS code) <i>Research methods</i> 5 ECTS
Location <i>1st semester</i>
Module coordinator <i>Roman Jurowitzki</i>
Type and language <i>Type: compulsory methodology module</i> <i>Language: English</i>
Objectives <i>The purpose of module 4-B is to give the student knowledge, skills and competences in the application of advanced methods that are relevant for the analysis of the interplay between knowledge, innovation and entrepreneurial dynamics.</i> <i>Qualitative research is concerned with understanding both individuals' and collectives' meaning-creating processes. It provides approaches and methods that are designed for helping the researcher to explore the motives and mental framings of situations, action repertoires, recognized opportunities and challenges among human actors. In business research, issues such as exploring the motivations of lead users, uncovering the rationales of decision-makers or unveiling the underlying assumptions upon which a group's shared belief system rests are all important for understanding the faculties of actors and exploring why the act and interact as they do.</i> <i>The purpose of this lecture series is to provide you with insights into planning and conducting qualitative research. We will look at three aspects of qualitative research designs: Data collection, techniques for qualitative data analysis and research design, with a specific focus on the interplay between explorative research design and theory.</i> <i>In the course we will focus on the qualitative interview as a data collection technique. Interviewing is perhaps the most common data collection approach in qualitative business research. At the same time, it is a technique which is often poorly understood. Frequently, interviewers lack reflective abilities, miss opportunities to understand and explore the life-world of the interviewee better and do not understand their own nor the interviewee's role in the interview. We will exercise, discuss and use both semi-structured and narrated interviews.</i> <i>In the first seminar we ground the role of qualitative data research in relation to the overall purpose of doing qualitative research – and discuss examples of qualitative research. At the end of the seminar, participants are assigned an interview task – to be submitted and discussed during the second seminar.</i> <i>In the second seminar we follow up on the interviews and use these to discuss interview techniques and – later on- to zoom in on principles for analyzing qualitative data. We will discuss some of the most common practices for data analysis, using both tabular and grounded approaches for understanding data. Furthermore, we will interlink interviews in order to search for deeper patterns and thus seek to link findings from individual interviews to broader, emergent categories.</i> <i>In the third seminar, our focus is on the overall research designs and how researchers conducting qualitative research draws on existing theoretical approaches, while not necessarily engaging in formulation and formal testing of propositions. The point of departure in this third seminar is the development of qualitative research designs and the interaction between concepts such as qualitative data, research questions, theory and findings. We discuss three such strategies: case research, grounded theory and degrees of freedom</i>

<p>research designs.</p> <p>Teaching methods</p> <p><i>The course will consist of three 1-day seminars. Seminars will include presentations, in-class questions, discussion or audio-visual content that are designed to deepen the student's understanding. The students are encouraged to ask questions during the lectures. Students are also welcome to post questions and engage into discussion via the message board on Moodle.</i></p> <p><i>Students are expected to prepare for the class and participate in the in-class and between class exercises. The students are also expected to have acquired the relevant literature and read it prior to the lecture. Some of the literature must be downloaded through Aalborg University Library, while other readings will be made available online through Moodle. Slides are made available.</i></p> <p>Learning Outcomes</p> <p><i>Upon successful completion of the course the student will have gained</i></p> <ul style="list-style-type: none"> • <i>knowledge</i> <ul style="list-style-type: none"> ○ <i>and understanding of the concept "qualitative research design"</i> ○ <i>of how to conduct a proper interview.</i> ○ <i>of the background assumptions of the interview situation and the impact of the roles taken by interviewers</i> ○ <i>of the basic steps of moving from pure qualitative data to data categories and higher-order concepts</i> • <i>skills</i> <ul style="list-style-type: none"> ○ <i>to use these insights in developing a proper qualitative research design.</i> • <i>competences</i> <ul style="list-style-type: none"> ○ <i>to independently plan and execute an interview for collecting qualitative data</i>
<p>Academic content and conjunction with other modules/semesters</p> <p><i>Module 4B adds methodological skills to the MIKE-B students' development over the 1st semester (in parallel with module 4E for MIKE-E students). In combination with the theoretical basis from module 1 and the application of these theories in innovation management (module 2) and entrepreneurship (module 3) module 4B completes the skill set needed to undertake problem based project work (module 5) in the field of Innovation, Knowledge and Entrepreneurial Dynamics.</i></p>
<p>Scope and expected performance</p> <p><i>Module 4B consists of 5 ECTS which is equivalent to 137.5 hours of work. 3*7.5 of these are spent in class during the seminars. There will be a significant workload of 15 hours prior to each seminar in terms of reading material and preparation. In addition, there will be a significant amount of homework in-between the seminars; 2*20 hours. Finally, it is expected that students review the course material prior to the exam. This preparation along with the actual will take 30 hours.</i></p>
<p>Participants</p> <p><i>MIKE-B students</i></p>
<p>Prerequisites for participation</p> <p><i>Enrolment in MIKE-B</i></p>
<p>Module activities (course sessions etc.)</p> <p><i>Contents of the module: See moodle</i></p> <p><i>Material and instructions for preparation for each workshop will be available on moodle.</i></p>
<p>Examination</p> <p><i>Oral internal examination covering the course curriculum. The examination is based on an oral presentation</i></p>

and an ensuing discussion with the presentation as its point of departure. The duration of the examination is approximately half an hour per student. The grading is according to the Danish 7-point marking scale. The examination weights 5 ECTS.

Evaluation criteria

The grade '12' is given for an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses.