## COURSE DESCRIPTIONS

| Faculty | Business | | | | |
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| **Department** | Business Administration | | | **NQF level** | 6 |
| **Course Title** | Scientific Research Methods | **Code** | 832102 | **Prerequisite** | Statistics for business students |
| **Credit Hours** | 3 | **Theory** | ✓ | **Practical** | |
| **Course Leader** | Dr. Rokaya Albdareen | **Email** | rokaya@jadara.edu.jo | | |
| **Lecturers** | Dr. Nader Aljawarneh Nadeen Darkal | **emails** | n.jawarneh@jadara.edu.jo nnnonly@yahoo.com | | |
| **Lecture time** | 12:00−1:30 | **Classroom** | Online | | |
| **Semester** | first | **Production** | 2020 | **Updated** | 10/7/2021 |
| **Awards** | Bachelor's degree | | | **Attendance** | Fulltime |

| Short Description |
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| The course deals with methods of scientific research related to the definition of scientific research and clarification of its importance, types, steps and approaches. It also deals with the sources and methods of data collection, methods of data analysis, methods of inspection and assessment, and all statistical methods that can be used in analysis and scientific research in the field of business administration. |
| **Course Objectives** |
| 1. Clarify the concept of scientific research. |
| 2. An explanation of the detailed steps of scientific research |
| 3. Introduce students to methods of collecting data and samples |
| 4. Introduce students to statistical concepts and statistical analysis |

| Learning Outcomes |
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| **A. Knowledge - Theoretical Understanding** |
| a1. Explains the concept of scientific research and its most important objectives and characteristics, its most important types, methods, and the most important sources of data collection necessary for conducting research. |
| **B. Knowledge - Practical Application** |

a2. Distinguishes between the most important research approaches and strategies, the methods of sampling from which data will be collected that will enable access to the solution of these problems, and the different methods of documentation.

| C. Skills - Generic Problem Solving and Analytical Skills |
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| b1. Interprets the results of the analysis of data collected from the studied samples. |

| D. Skills - Communication, ICT, and Numeracy |
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| b2. Calculates the size of the samples representing the populations under study, which enables accurate data to be obtained.<br>b3. Tests the validity of the hypotheses he developed using the statistical tests included in the statistical analysis program he uses. |

| E. Competence: Autonomy, Responsibility, and Context |
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| c1. Concludes the most important reasons that led to the occurrence of the administrative problems that he studied, and write recommendations that contribute to solving these problems. |

| Teaching and Learning Methods |
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| 1. Discussing study cases in the classroom.<br>2. Using brainstorming method in solving problems.<br>3. Discussion and dialogue.<br>4. Participatory learning through group assignments in the classroom.<br>5. Learning through inquiry, and direct learning.<br>6. Provide homework and group assignments in the classroom. |

| Assessment Methods |
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| Two semester exams will be held: midterm and final, in addition to homework and classroom assignments, short examinations, and participation. The overall performance of the student will be evaluated according to the following distribution:<br><br>Midterm exam        30%<br>Final exam        40%<br>Other works        20%<br>Total        100% |

| Course Contents | | | | | |
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| Week | Hours | CLOs | Topics | Teaching & Learning Methods | Assessment Methods |
| 1. | 3 | a1 | Introduction to scientific research | Discussion and dialogue, learning through inquiry, and direct learning | Classroom participation and oral presentation |
| 2. | 3 | a1, a2 | scientific method | Discussion and dialogue, learning through inquiry, and direct learning | Classroom participation and oral presentation |
| 3. | 3 | a2 | Scientific Research Steps (Research Problem) | Discussion and dialogue, learning through inquiry, and direct learning | Classroom participation |

| | | | | | and oral presentation |
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| 4. | 3 | a2 | Scientific research steps (literature review) | Discussion and dialogue, learning through inquiry, and direct learning | Classroom participation and oral presentation |
| 5. | 3 | a2, b3 | Scientific research steps (variables, theoretical framework and hypothesis development) | Discussion and dialogue, learning through inquiry, and direct learning | Classroom participation and oral presentation |
| 6. | 3 | a2 | Research Design | Discussion and dialogue, learning through inquiry, and direct learning | Classroom participation and oral presentation |
| 7. | 3 | a1 | Data collection sources | Discussion and dialogue, learning through inquiry, and direct learning | Classroom participation and oral presentation |
| 8. | 3 | - | Mid exam | - | - |
| 9. | 3 | a2, b2 | Samples | Discussing study cases in the classroom, using the method of brainstorming to solve problems, discussion and dialogue, and participatory learning through group assignments in the classroom. | Homework and group assignments, short exams, class participation. |
| 10. | 3 | a2 | Documentation | Discussing study cases in the classroom, using the method of brainstorming to solve problems, discussion and dialogue, and participatory learning through group assignments in the classroom. | Homework and group assignments, short exams, class participation. |
| 11. | 3 | a2 | Scales | Discussing study cases in the classroom, using the method of brainstorming to solve problems, discussion and dialogue, and participatory learning through group assignments in the classroom. | Homework and group assignments, short exams, class participation. |
| 12. | 3 | b1, b3 | (Descriptive statistics) | Discussing study cases in the classroom, using the method of brainstorming to solve | Homework and group assignments, |

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| | | | | problems, discussion and dialogue, and participatory learning through group assignments in the classroom. | short exams, class participation. |

| # | | | Topic | Teaching Methods | Assessment |
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| 13. | 3 | b1,b3 | Data analysis (quantitative statistics) | Discussing study cases in the classroom, using the method of brainstorming to solve problems, discussion and dialogue, and participatory learning through group assignments in the classroom. | Homework and group assignments, short exams, class participation. |
| 14. | 3 | b1, b3 | Data analysis and hypothesis testing (quantitative statistics) | Discussing study cases in the classroom, using the method of brainstorming to solve problems, discussion and dialogue, and participatory learning through group assignments in the classroom. | Homework and group assignments, short exams, class participation. |
| 15. | 3 | c1 | Data analysis and hypothesis testing ((Results and recommendations | Discussing study cases in the classroom, using the method of brainstorming to solve problems, discussion and dialogue, and participatory learning through group assignments in the classroom. | Homework and group assignments, short exams, class participation. |
| 16. | 3 | c1 | research Discussion | Discussion, dialogue, and participatory learning through group and individual assignments in the classroom. | Homework |

| Infrastructure | |
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| **Textbook** | Sekaran , Uma and Bougie ,Roger (2016) Research Methods for Business A Skill-Building Approach, 7th ed, John Wiley & Sons Ltd |
| **References** | Leguina, A. (2015). A primer on partial least squares structural equation modeling (PLS-SEM). |
| **Required reading** | Quinlan, C., Babin, B., Carr, J., & Griffin, M. (2019). *Business research methods*. South Western Cengage. |
| **Electronic materials** | computerized course on university website (E-Learning). |
| **Other** | Journals and websites. |

| Course Assessment Plan | | | | | | | |
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| **Assessment Method** | **Grade** | **CLOs** | | | | | |
| | | a1 | a2 | b1 | b2 | b3 | c1 |

| | Total | | | | | | |
|---|---|---|---|---|---|---|---|
| **First (Midterm)** | 30 | 10 | 10 | | | 5 | 5 |
| **Second (if applicable)** | | | | | | | |
| **Final Exam** | 50 | | 10 | 10 | 10 | 10 | 10 |
| **Coursework** | 20 | | | | | | |

| | | Total | | | | | | |
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| **Coursework assessment methods** | Assignments | 5 | | | | 5 | | |
| | Case study | 5 | | | 5 | | | |
| | Discussion and interaction | 5 | | | | | | 5 |
| | Group work activities | | | | | | | |
| | Lab tests and assignments | | | | | | | |
| | Presentations | | | | | | | |
| | Quizzes | 5 | | | | | 5 | |
| **Total** | | 100 | | | | | | |

| Plagiarism |
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| Plagiarism is claiming that someone else's work is your own. The department has a strict policy regarding plagiarism and, if plagiarism is indeed discovered, this policy will be applied. Note that punishments apply also to anyone assisting another to commit plagiarism (for example by knowingly allowing someone to copy your code). |
| Plagiarism is different from group work in which a number of individuals share ideas on how to carry out the coursework. You are strongly encouraged to work in small groups, and you will certainly not be penalized for doing so. This means that you may work together on the program. What is important is that you have a full understanding of all aspects of the completed program. In order to allow proper assessment that this is indeed the case, you must adhere strictly to the course work requirements as outlined above and detailed in the coursework problem description. These requirements are in place to encourage individual understanding, facilitate individual assessment, and deter plagiarism. |