



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>2002HSL</b>
<b>Course Name:</b>	<b>Introduction to Research</b>
<b>Trimester:</b>	<b>Trimester 1, 2022</b>
<b>Program:</b>	Associate Degree in Commerce & Business
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Shaun Shao
<b>Document modified:</b>	7 Feb 2022

### Course Description

Introduction to Research is a 10 Credit Point course within the Associate Degree in Commerce and Business. The course is situated within the second year of the program. This course focuses on practical research procedures including problem formulation, research design, and data collection, description and reporting. The course develops skills in conducting research and provides a working knowledge of ways to analyse and describe non-numerical information as well as techniques to describe sets of numerical data. Skills will be developed using information and methods pertinent to decision making in the management of the tourism, leisure, hotel and event industries.

### Assumed Knowledge

There is no assumed prior knowledge for students in this course.

## 1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Shaun Shao	<a href="mailto:shaun.shao@griffithcollege.edu.au">shaun.shao@griffithcollege.edu.au</a>
Andrew Thrush	<a href="mailto:andrew.thrush@griffithcollege.edu.au">andrew.thrush@griffithcollege.edu.au</a>

## 1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

The aim of this course is to introduce prospective managers and leaders in the service industries to the essentials of the research process. The course presents a number of practical research strategies. Furthermore, this course will assist with the development of skills for understanding research reports and articles.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. **Identify** the basic frameworks and theories that underpin ethical research practices in the tourism and hotel industries
2. **Produce** research reports on management fields
3. Critically **evaluate** specific problems and questions to solve applied research scenarios
4. **Propose** research strategies appropriate to particular industry problem



## 2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the [Graduate Generic Skills and Capabilities policy](#).

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	
Creative and future thinking				
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment				



## 3. Learning Resources

### 3.1 Required Learning Resources

Details of the required weekly readings can be found in the weekly learning schedule and on the portal.

### 3.2 Recommended Learning Resources

You may want to read or access additional material to help you with your learning and assessment. They may include:

- Bell, E., Bryman, A. & Harley, B. (2019). *Business Research Methods* (5th ed.). Oxford University Press.
- Creswell, J. W. (2003). *Research design: qualitative, quantitative, and mixed method approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Jennings, G. (2010). *Tourism research* (2nd ed.). Milton: John Wiley & Sons Australia, Ltd.
- Neuman, W. L. (2006). *Social research methods: Quantitative and qualitative approaches* (6th ed.). Boston: Pearson Education, Inc.
- Veal, A.J. (2011). *Research methods for leisure and tourism: A practical guide* (4th ed.). London: Prentice Hall.

### 3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about support resources that are available to students are included below for easy reference.

- [Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [Services and Support](#) provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.
- [Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.
- [IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

### 3.4 Other Information about your Learning

#### Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

#### Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

#### Course Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

### Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, students are engaged in their learning and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].






### Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Learning Content, Learning Experiences and Learning Activities

### 4.1. Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	Learning Content	Learning experiences	Learning activities	Evidence of learning	Learning outcome
					
<b>Module 1: Introduction to Research</b>					
1	Introduction to ethical research processes	Icebreaker  Overview of Course Assessment	Readings	Review Activity (5%)	1
<b>Module 2: Qualitative Research</b>					
2	What is a Literature Review?	Introduction to Assessment 3: Open Coding	Literature Search	Review Activity (5%)	2
3	Conducting Qualitative Research Part I	Axial Coding	Drafting a Literature Review	Review Activity (5%)	
4	Conducting Qualitative Research Part II	Selective Coding	Coding completion	Draft Literature Review (5%)	2
5	Qualitative Report Writing	Report writing	Report Writing	Review Activity (5%)	2

<b>6</b>	<i>Summary of Qualitative Research</i>	<i>Report Q&amp;A with draft reading</i>	<i>Report writing</i>	<i>Qualitative Report (25%)</i>	<b>2</b>
<b>Module 3: Quantitative Research</b>					
<b>7</b>	<i>Introduction to Quantitative Research</i>	<i>Introduction to Assessment 4: Frequency Table</i>	<i>Prepare Learning Content Activities</i>	<i>Review Activity (5%)</i>	<b>3</b>
<b>8</b>	<i>Analysing Quantitative Research Part I</i>	<i>Descriptive Statistics &amp; T- test</i>	<i>Prepare Learning Content Activities</i>	<i>Review Activity (5%)</i>	<b>3</b>
<b>9</b>	<i>Analysing Quantitative Research Part II</i>	<i>Correlation test</i>	<i>Prepare Learning Content Activities</i>	<i>Review Activity (5%)</i>	<b>3</b>
<b>10</b>	<i>Understanding Quantitative Research</i>	<i>Recommendat ions and presenting your data</i>	<i>Finalise Group Presentation</i>	<i>Review Activity (5%)</i>	<b>3</b>
<b>11</b>	<i>Comparing Qualitative and Quantitative Research</i>	<i>Quantitative Presentations</i>	<i>Prepare Learning Content Activities</i>	<i>Quantitative Presentations (20%)</i>	<b>3</b>
<b>Module 4: Solving research problems</b>					
<b>12</b>	<i>Solving applied research problems</i>	<i>Final Quiz guidance</i>	<i>Final Quiz Preparation</i>	<i>Final Quiz (10%)</i>	<b>4</b>



## 5. Evidence of Learning

### 5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Review Activities	40%	1	Weeks 1,2,3,5,7,8,9,10 – <b>before</b> the Learning Experience
2	Draft Literature Review	5%	2	Week 4 - 9am on the day of the Learning Experience
3	Individual Qualitative Report	25%	2	Week 6 – see Moodle for day/time
4	Group Quantitative Presentation	20%	3	Week 11 – during the Learning Experience
5	Problem Solving Final Quiz	10%	4	Week 12 – during the Learning Experience

### 5.2 Evidence of Learning Task Detail –

#### 1. Evidence of Learning Task 1: Review Activities (40%)

**Task Type:** Review Activities

**Due Date:** Weekly (Weeks 1-10)

**Weight:** 40% overall, each marked out of: 5

**Task Description:** You will be given weekly review activities to complete at the end of connecting with the weekly Learning Content (5%). These relate to key frameworks and theories underpinning research. The review activities format will include Quizzes with Multiple Choice Questions, Missing word activities, or Short Answer Questions, as well as Reflections and Survey completions. You will be advised and guided in the Learning Experience the week prior.

**Criteria and Marking:** Students are assessed on the key frameworks and theories underpinning research.

**Submission:** Via the course site.

#### 2. Evidence of Learning Task 2: Literature Review Draft (5%)

**Task Type:** Assignment

**Due Date:** Week 4

**Weight:** 5%, Marked out of: 5

**Task Description:** You will conduct a literature review of three journal articles related to the topic of the qualitative study. You will compare and contrast the findings of the articles as well as critique the limitations of the studies. You will be given feedback including three key areas to improve. These improvements will be re-submitted as part of your qualitative report in week 6.

**Criteria and Marking:** Refer to the course site.

**Submission:** Via the course site.

### 3. Evidence of Learning Task 3: Qualitative Report (25%)

**Task Type:** Assignment – Written Assignment

**Due Date:** Week 6

**Weight:** 25%, Marked out of: 15

**Length:** 2000 words

**Task Description:** Using the qualitative data collected in week one, you will be required to code and analyse the data and then prepare a 2,000 word report. The report should incorporate conclusions and implications arising from the qualitative study. You will also include a revised literature review based on the feedback given from your teacher as part of Assignment 2 (Literature Review Draft). The coding process will be taught in-class between weeks 2 to 5. Further information will be provided both in class and also posted on the Griffith College portal.

**Criteria and Marking:** Refer to the course site.

**Submission:** Via the course site.

### 4. Evidence of Learning Task 4: Quantitative Presentation (20%)

**Task Type:** Presentation

**Due Date:** Week 11

**Weight:** 20%, Marked out of: 20

**Task Description:** You will be required to complete an analysis of supplied quantitative data. A Microsoft Excel spreadsheet will be used to complete basic quantitative analysis to provide descriptive data and one-way analysis of variance. You will then work in groups of 3 to present a summary to report on your data analysis, findings and recommendations to management. Further information will be provided both in class and also posted on the Griffith College portal. An individual grade will be awarded for your presentation.

**Criteria and Marking:** Refer to the course site.

**Submission:** Via the course site.

### 5. Evidence of Learning Task 5: Problem Solving Final Quiz (10%)

**Task Type:** Online quiz

**Due Date:** Week 12

**Weight:** 10%, Marked out of: 10

**Task Description:** The final quiz will be held in the final Learning Experience. The quiz format will be short answer questions including data interpretation and problem solving. The quiz will test key research frameworks, theories, and strategies as well as solving research problems.

**Criteria and Marking:** Refer to the course site.

**Submission:** Online quiz

## 5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

## 5.4 Other Information about Evidence of Learning

### Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the Course.

### Requests for extension

To apply for an extension of time for an evidence of learning task, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website – [Policy Library](#) for guidelines regarding extensions and deferred Evidence of Learning Tasks.

### Return of Evidence of Learning Tasks



1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

*The sum of your marks of evidence of learning tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies: [Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

**Academic Integrity** Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation. All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied. However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

### **Reasonable Adjustments for Evidence of Learning Tasks – The Disability Services policy**

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

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