Instructor: Prof. Purvi Shah

Classroom: Salisbury Labs 305

Class Time: T 6:00-8:50pm

Prof. Office: Gateway 1315

Prof. E-mail: pshah@wpi.edu

Office Hours: By appointment

COURSE MATERIALS

- NVivo 11 Pro for Windows (Mac Users need to first install Windows on their computer and then install NVivo 11 Pro for Windows. Watch this video.)
- Qualtrics (wpi.qualtrics.com)
- IBM Watson Analytics – Student Edition (Register here)
- 2 HBSP Case Studies (Instructions are provided on Canvas. Use this link to buy them.)
- Video lectures on Canvas, presentations and discussions in class.
- TextBook: Naresh K Malhotra. *Essentials of Marketing Research: A Hands on Orientation*, Prentice Hall.
    - Book/EBook: Pearson (ISBN 13: 9780137066735)

REFERENCE BOOKS (Available on reserve in the Gordon Library)

- Ferrell & Hartline. *Marketing Strategy* (5th Ed).
- Don A Dillman. *Mail and Internet Surveys: The Tailored Design Method*.
- John Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.
- Ellet, William. *The Case Study Handbook: How to Read, Discuss, and Write Persuasively About Cases*.
- Naresh K Malhotra. *Essentials of Marketing Research: A Hands on Orientation*, (2015) Prentice Hall.
- Roam, Dan. *Show and Tell: How Everybody Can Make Extraordinary Presentations,* (2014), Penguin Group.

OBJECTIVES

The overarching purpose of my teaching is to improve upon my students' knowledge base and facilitate learning through creative, critical, and reflective thinking.

Information is the fuel that powers the marketing and business strategy engine; and marketing research is a vital process to obtain this information. In this information age, it is imperative for managers to possess the ability to obtain, interpret, and apply information about markets, consumers, and competitors while formulating and implementing business and marketing strategies.

Therefore, this course focuses on understanding the fundamentals of marketing research and the importance of its role in strategic decision making. It highlights marketing research as an aid to business and marketing decision making. In this course, we aim to develop the ability to (1) learn and apply the fundamental concepts of marketing research in strategic decision making, (2) formulate a marketing research program for a marketing problem or area, (3) learn data collection and analysis tools such as Qualtrics, IBM Watson Analytics, and NVivo 11 Pro, and (4) interpret and apply marketing research concepts through case studies, active learning exercises, and a real world project thereby bridging the gap between theory and practice.

LEARNING OUTCOMES

Upon successful completion of this course, students should,

A. Have a foundational **knowledge** of concepts, aspects, terminologies, functions, activities, tools, and frameworks of marketing research.
B. Demonstrate an **understanding** of the strategic nature and importance of marketing research in business through **application** of knowledge in real-world cases and a hands-on project.
C. Learn how to develop and execute an effective **marketing research program**.
D. Develop **marketing research skills** that employers are seeking.
E. Imbibe a culture of inquisitiveness which in turn will improve critical, creative, and reflective **thinking skills**.
F. Be motivated to be **self-learners** and develop life-long learning skills.
G. Be able to work in teams with good **team spirit**.

ASSESSMENT DETAILS

Assessment Tool	Basis	Weight
IBM Watson Analytics Certification (Canvas)	Individual	10
3 Quizzes (In class)	Individual	30
Active Learning Exercises (In class)	Team	50
2 Case Discussions (In class)	Team	10
2 Case Notes (Canvas)	Team	40
2 AACSB AOL Exercises	Individual	10
1 Research Plan Video & Infographic (Canvas) + Q&A (In class)	Team	50
	TOTAL	**200**

Quizzes (30 points)

There will be a total of 3 quizzes throughout the semester; each quiz is worth 10 points, making it a total of 30 points. The questions will be based on the concepts presented in the text book and Canvas materials. The quiz will be an individual assignment and you will be given 20 minutes in class to complete the quiz. The question types could be true or false or multiple choice. The quizzes are designed to assess your basic understanding of the concepts presented in the textbook and Canvas resources.

Active Learning Exercises i.e. AL_EX (50 points)

There will be active learning and thinking exercises in class. These exercises are designed to facilitate effective learning and understanding of concepts through application. These exercises will account for 50 points of the total 200 points. These exercises will be done in teams. The entire team will get the same grade based on their team performance. If you do not come to class and/or do not participate in the exercise, you do not get any points for that exercise. So, please be present to score points while you have fun solving these exercises with your team. There are **No Make-Ups** for these exercises.

Case Notes and Discussion (40 + 10 points)

As business students, it is very essential to learn the application of concepts to real world scenarios. This team-based exercise will not only help you learn from leading business minds but will also give you an opportunity to enhance your critical and creative thinking skills.

Cases are narratives, situations, select data samplings, or statements that present unresolved and provocative issues, situations, or questions. As a teaching/learning tool, cases challenge participants to analyze, critique, make judgments, speculate, and express reasoned opinions. A Case Analysis exercise is a valuable learning tool because:

1.) students apply the concepts, techniques, and methods of the discipline,

2.) it is more engaging and challenging than just listening to lengthy lectures,
3.) it brings energy and excitement to the classroom,
4.) it provides students with an opportunity to work with a range of evidence and facts,
5.) it improves students' ability to apply the vocabulary, theory, and methods they have learned in the course, and
6.) students learn the material more deeply and retain it longer.

In this case analysis assessment, each team will be reading and analyzing a total of 2 cases (20 points each) throughout the semester (Refer to **Appendix A** for case analysis tips and guidelines). Every team member must participate in the analysis and contribute equally. Each team will submit its Case Notes on Canvas by 9:00 AM before the respective case discussion class. Teams should also carry the case notes with them for in-class discussion. The Case Notes will be structured as follows (Refer to **Canvas for details**):
- Page 1 - Title, Team Number, Names of Team Members (with contribution made be each), Date.
- Page 2 onward - Answers to questions asked (Refer to **Canvas** for the case questions).

Note: The case note should be a maximum of 10 pages (TW Cent 11-point font, Left Justified, 0.5 inch margins, 1.5-line spacing). Your case notes will be graded based on *clear explanation of key strategic issues, valid arguments supported by facts and figures, appropriate analysis and evaluation of the situation, creative and strategic recommendations, and professional writing (proper organization, no typos, no grammatical errors, logical flow of analysis).*

These cases will be discussed in class. It will be a free and open discussion. If a student is absent during the discussion, he/she gets **no points** for that day's participation/discussion. Each day's discussion is worth 5 points making it a total of 10 points for the semester (5 points X 2 Case Discussions).
Team Grading Scale:
- 0 points: No contribution to the discussion.
- 1 point: Very little contribution to the discussion.
- 3 points: Contributed several times but most times did not make a valuable contribution.
- 5 points: Contributed several times and most times made a valuable contribution.

The grade is based on team participation. So everyone gets the same score based on how well their team contributed to the discussion and **every member should participate**. If I see that some team members never or hardly speak, they will receive 5 points lesser than the total team score at the end of the semester. We video record the classroom and so we know who spoke and who did not.

Research Plan (50 points)
The research plan is based on 10 in-depth interviews (qualitative data collection). Each interview is expected to be at least 45 min to 1-hour long. This research plan will be completed in four phases (Refer to **Appendix B**). There are two deliverables for the research plan: **(1) Video** and **(2) Infographic.**

Video Presentation Format: Maximum 5 minutes long Video + 10 minutes of Q&A (You can use Flash, Powtoon, Prezi, Animoto, Camtasia, goAnimate or any other software to create the video).

The Research Plan Video must include the following components (in any logical order as a story):
1. Problem Formulation
    a. Management Decision Problems – Marketing Research Problems?
    b. Research Questions
2. Research Design
    a. Exploratory Vs. Descriptive Vs. Causal? Which type(s)?
    b. Why did you choose this method?
3. Data Collection Methods
    a. Primary Vs. Secondary? Why?
    b. Qualitative Vs. Quantitative? Why?
    c. Procedure of data collection (Handout – Questions and Protocols)

4. Sampling
    a. Population definition
    b. Sample Size and Description
    c. Sampling Frame
    d. Probability Vs. Non-Probability? Why?
5. Analysis and Findings
6. Recommendations and Conclusion
7. Critical Reflection: Top three MR concepts you learned and applied. Top three personal growth opportunities you leveraged in this course. And how will this help you in the future personally and professionally.
8. References/Sources (Handout)

Infographic Format: The infographic should be designed in PowerPoint. The dimensions are 12 X 24 inches. You can design it in portrait or landscape format. There is no specific design specification for the infographic; use your creativity to build the story. The crux is that the infographic should illustrate the findings and recommendations. The infographic should be printed at the ATC. The poster type is 12 X 24-inch Glossy print. Follow their poster design guidelines on this website: https://web.wpi.edu/Academics/ATC/Media/poster.html. The PowerPoint file should be saved in a flash drive and submitted to ATC on **April 20, 2018** before **3 pm**. Please collect the printed poster from ATC before coming to class on April 24, 2018 for your research plan presentation. Your contact person in ATC is Ellen Lincourt (eml@wpi.edu). Please mention very clearly that you are submitting a poster for **MKT 562 Marketing Research Course Project for Prof. Purvi Shah.**

Note: The communication style should emphasize objectivity and candor. **Please submit the video and infographic online on Canvas by 9:00 am before the presentation in class.** Everyone must play a role in the research plan and Q&A.

Learning by doing is very crucial for a lot of students. It is important to put theory to practice. So, whatever is learned from the course materials and discussions in class, students will apply those lessons to develop a research program in phases. This is a team exercise and all team members must contribute to the plan. Briefings will be held in class where teams can meet the instructor and discuss the plan they are working on. They should come prepared with a meeting agenda, summary of the phase they are working on, and questions/points they wish to discuss.

The grade of the research plan will be decided based on the instructor's fair judgment based on *research problem definition, strategic thinking, application of concepts learned in the course, attention to detail, research logic based on facts and figures, and writing/presentation skills and materials*. This plan is worth 50 points and is your capstone exercise where all the topics you studied in this course will be applied. Therefore, it is essential to highlight those applied concepts in your deliverables.

Big Data University: Watson Analytics 101 Certification (10 points)
Students are expected to enroll in the Watson Analytics 101 course on Big Data University. The course is offered FREE of Cost and takes about 4 to 6 hours to complete according to the Big Data University. This is the web link of the course: https://bigdatauniversity.com/courses/introduction-watson-analytics/ . You should complete this course individually and submit your passing certificates on Canvas by Feb 20, 2018 9:00 am. When you submit this passing certification in time, you will score 10 points. Late certifications do not receive any points. You have almost a month from the first day of class to complete the certification.

On Feb 20, 2018 we will also have our Watson Analytics Lab in class where I will demonstrate a case study that applies Watson Analytics to a sample dataset. Thereafter, you will work with your respective team on another sample dataset and create a research dashboard/display using IBM Watson Analytics in class. This will be assessed as an active learning exercise (AL_EX).

Use this link to register for free access to IBM Watson analytics. Then use the product using this link.

AACSB AOL Exercises (10 points)

The Association to Advance Collegiate Schools of Business (AACSB International) was founded in 1916 to accredit schools of business. It is a global, nonprofit membership organization of educational institutions. In order to accredit business schools, AACSB requires assessment of assurance of learning (AoL) outcomes demonstrating that students achieve learning expectations for the programs in which they participate. These two exercises are not related to this course in particular; they are actually being used to assess your learning in the whole program. Each exercise is worth 5 points.

Peer Evaluation (-20 points)

Peer evaluations will be done at the end of the semester. These evaluations can reduce up to 20 points (i.e., one grade point) from your final score in the course. Peer evaluation forms will be distributed in the class. Each one of you must individually complete the form and submit it in class to the instructor. Missed meetings, poor preparation, failure to complete assignments, etc. are all indicative of underperformance. Please do not wait until the final peer evaluation if you are having team issues. Please schedule a meeting with me to discuss these issues. We will find a solution!

TIPS FOR SUCCESSFUL LEARNING & GOOD GRADES

- **Think**: Think about the concepts when you participate in class activities, during case analysis, and while reading the reference material. Think creatively, think analytically, and think critically. Try to think of some examples from your daily life where you have seen the applications of that concept. This will enhance your learning.
- **Ask questions in class**: Nobody understands everything! If you have a question, someone else probably does as well. If you do not understand something, ask me to explain it. Remember, even Einstein asked questions! But you will be able to ask questions only if you have thought about it and if you have been attentive in class.
- **Take advantage of my student drop-by hours**: If you are having trouble with the subject matter, please make an appointment to come see me. You can email me for an appointment.
- **Value time:** Be in class on time. Submit assignments on time. Please do not procrastinate. **Late work will not be accepted; No exceptions.**
- **Do not cheat:** There is no shortcut to success in this class. Only sincere effort and team work will help you.
- **Work with your team:** If you work in close coordination with your team members and fully utilize each other's strengths, learning will not only be fun but also efficient. Good team spirit and support will help you excel in the course and also prepare you for future workplace etiquette.
- **Writing Center:** Located on the first floor of Daniels Hall (room 116), the Writing Center is a valuable resource for helping you improve as a writer. Writing Center tutors help you identify your strengths and weaknesses, and teach you strategies for organizing, revising, and editing your course papers, projects, and presentations. Writing Center services are free and open to all WPI students.

GRADING NOTES

- Grades will be posted on Canvas every week. Final scores will be posted on Canvas by May 4, 2018.
- Using the posted grades, you can calculate your own grade; it is simple arithmetic.
- I am willing to discuss your grades in person ONLY with YOU by appointment (NOT by telephone or e-mail). For borderline cases, see **Appendix C**.
- If you believe there is an error in your grades (posted every week), contact me by email within 3 days of each posting. If there is an error, I will correct it and notify you of the correction by email. Beyond 3 days of posting, there will be no change in the grade.
- Whining about poor grades, especially if they are earned because of failure to attend class or not completing assignments will not help in any way. It is your responsibility to perform well when various opportunities are given in class.

- Grade Scale:
  - **A**   180 - 200 points
  - **B**   160 - 179 points
  - **C**   140 - 159 points
  - **D**   120 - 139 points
  - **F**   Less than 120 points

EXPECTATIONS

- **Attendance:** Students are expected to attend all class sessions and actively participate in discussions and activities. Students are responsible for all announcements made in class, by email, and on Canvas.
- **Academic honesty:** Standards of academic honesty will be observed in accordance with WPI's statement on Academic Honestly - http://www.wpi.edu/offices/policies/honesty.html . This is serious stuff because the surest and fastest way to upset an instructor is to cheat. **Plagiarism and/or cheating will result in a zero for the assignment and may also result in an "F" for the course.** Common examples of plagiarism are:
  - Copying and pasting text directly from a source without providing source references
  - Summarizing or rephrasing from a source without providing appropriate citations
  - Work together on individual assignments
  - Using a good portion of someone else's work, even if properly cited and referenced
  - Copying and pasting directly from your own past work/assignments (self-plagiarism)
- **Students with disabilities:** Special accommodations for students with disabilities can be made by contacting Disability Services Office located in the Student Development and Counseling Center, 157 West Street, (508) 831- 4908.
- **Distractions:** The use of cell phones, laptops, and other electronic devices, outside reading material, and tobacco/alcohol products is strictly prohibited in class. Students can use a laptop only if I permit and when required for facilitation of class room learning. Personal conversations in class will not be tolerated. If you choose to distract and disturb other students, you will be asked to leave the class.
- **Participation:** Participation in class enriches the learning experience for everyone. Attendance alone does not mean participation. This class is interactive. Students are expected to actively participate and at the same time maintain the decorum of the class. Raise your hand if you want to say something. Give others a chance to speak. Please do not interrupt or argue when someone is making a point. We should learn to respect others' viewpoints and opinions. Debate on a point you do not agree with but do so with respect, politeness, and decency. Do not yell or use abusive language. You can indeed say, "You just made a very good point but I think that..."
- **Courtesy:** Do not place your feet on the seats of other chairs/desks. Do not use abusive language. Do not engage in any kind of rude behavior.
- **Response Time:** I reply to students' emails generally between 10:00am and 6:00pm (M-F) and mostly within 3 days of receiving your email.

LAST WORD

I have attempted to create an environment within which you can learn using different ways. If the environment isn't working for you, drop by my office and inform me. We will try to work out something that helps you succeed in this course.

TENTETIVE COURSE SCHEDULE (might change if required)

DATE	TOPICS	IN-CLASS	TO DO LIST
Jan 16	Syllabus	Team formation	Gather all the materials. Start working on the Watson Analytics 101 Course.
Jan 23	**Plan & Design** Role and Definition of MR Problem Definition Research Design Types of Data	Quiz + AL_EX 1,2 Guest Speaker	Jan 23 – Jan 31 (RP Phase 1) Create Research Design and Data Collection Plan. Submit a one page summary on Canvas by 9:00 am on Jan 31.
Jan 30	**Collect – Part 1** Surveys & Sampling Interviews and Focus Groups Other Qualitative Methods	Quiz + AL_EX 3,4,5	
Feb 6	**Collect – Part 2** Measurement Scales Asking Questions	Quiz + AL_EX 6,7	Jan 31 – Feb 13 (RP Phase 2) Create the interview protocol and questionnaire. Submit the Word file on Canvas by 9:00 am on Feb 13.
Feb 13	Survey Lab: Qualtrics	Demo & Training	
Feb 20	Analytics Lab: IBM Watson Analytics	AL_EX - Dashboard	Submit the Watson Analytics 101 Course Certificate on Canvas by 9:00 am on Feb 20.
Feb 27	Harvard Student Housing Case	Case Discussion 1	Submit Case Note on Canvas by 9:00 am – Feb 27
Mar 13	**Analyze** Data Preparation Qualitative Data Analysis Data coding Tool – NVivo Coding Tool – NVivo Queries	AL_EX – Data Coding	Feb 13 – Mar 13 (RP Phase 3) Collect and Transcribe Data. Submit Transcripts on Canvas by 9:00 am on Mar 13.
Mar 20	AdLider Case	Case Discussion 2	Submit Case note on Canvas by 9:00 am – Mar 20
Mar 27	Qual Lab 1: NVivo 11 Pro	Data Coding	Watch NVivo 11 Tutorial Videos (Links on Canvas). Install NVivo 11 Pro for Windows on your laptop and carry your laptop to class. Submit AACSB AOL exercise 1 online by 9:00 am on Mar 27.
Apr 3	Qual Lab 2: NVivo 11 Pro	Queries and Models	
Apr 10	**Report** Summarize Findings Answer Questions Build a Story Presentation Formats Reporting Tools	Reporting Expert 1 Reporting Expert 2 AL_EX - Storyboard	Mar 13 - Apr 10 (RP Phase 4) Analyze Data. Upload Coding Report and Queries on Canvas by 9:00 am on Apr 10.
Apr 17	Guest Speaker / RP Briefing		Submit AACSB AOL exercise 2 online by 9:00 am on Apr 17. Submit Peer Evaluations by Apr 18, 9:00 am. Submit PPAR on Canvas by 9:00 am on Apr 20. (Optional activity)
Apr 24	Final Presentation		Upload Video and Infographic on Canvas by 9:00 am on Apr 24.

NOTEs: *This syllabus has a pedagogical purpose. It is not contractual. The instructor may modify the syllabus and class schedule during the semester, if required.*

*Refer to **Appendix D** for a list of Learning Materials for each day.*

<h1 style="text-align:center">APPENDIX A – CASE ANALYSIS TIPS</h1>

CASE STUDY: A case study presents an account of what happened to a business or industry over a number of years. It chronicles the events that managers had to deal with, such as changes in the competitive environment, and charts the managers' response, which usually involved changing the business- or corporate-level strategy.

BENEFITS:
- Cases provide students with experience of organizational problems that they probably have not had the opportunity to experience firsthand.
- Cases provide an opportunity to apply concepts, frameworks, and theories learned in class to simulated real world situations and problems.
- Cases provide students with the opportunity to participate in class and to gain experience in presenting their ideas to others.
- Case analysis improves students' creative, reflective, and critical thinking skills.
- Case analysis in teams also enhances students' team participation and management skills.
- Case solving skills are essential in order to perform well in job interviews where the company provides a hypothetical problem situation and the candidate is expected to provide recommendations.

TIPS FOR EFFECTIVE CASE ANALYSIS:

- The key to the case analysis process is active reading – interrogative, thoughtful, purposeful, and iterative (if required).
- Allocate a set amount of time for each case. For e.g., at the end of 2 hours, stop and settle for whatever you know about the case. This is a way to place constructive pressure on yourself to make the most efficient use of your time.
- Put yourself in the shoes of the protagonist in the case to understand what he/she is going through.
- Make notes of important points while reading the case. This will help while analyzing it later on.
- STEPS:
  1. Start by asking "What is the situation in the case?" and write down the points that you identified about the situation.
  2. It is vital to take a short break whenever you realize that you are not working on the case productively. Turning your attention to something else allows that subconscious mind to work on the information you have collected.
- Always remember, there is no right or wrong solution. Your hypothesis fails only when you cannot make a strong credible argument in support of it based on the case evidence.

APPENDIX B – RESEARCH PLAN

- Each team will be assigned a management decision problem at the beginning of the course.

- The teams can use only Secondary Data and In-Depth Interviews to solve this problem.

- Teams will conduct at least 10 in-depth interviews. Each interview must be at least 45 – 60 minutes long.

- The interviewees / participants could be your classmates and/or friends.

- The research plan will be completed in 4 phases:

  - **Phase 1:** Submit a 1-page summary of the research design and data collection plan on Canvas. This includes defining the research problems from the given management decision problem, deciding the research design and providing a rationale for the same, and finalizing your data collection methods, procedures, sample description, and sample size. Also, it is important to provide a rationale for all these decisions.

  - **Phase 2:** Submit the detailed interview protocol on Canvas. This includes instructions to the interviewer, introduction paragraph to be read out to the interviewee, key research question to be asked, probes to follow the key questions, transition messages for the interviewer, and space for recording interviewer's comments and notes. Here is an example, https://web.stanford.edu/group/ncpi/unspecified/student_assess_toolkit/sampleInterviewProtocol.html

  - **Phase 3:** Conduct the interviews. Collect the audio recorded data. Transcribe the data in word files (one file per interview). Submit the transcripts on Canvas. Here is an example of an interview transcript, http://www.u.arizona.edu/~kimmehea/purdue/421/exampleinterview.htm You have a month to collect this data.

  - **Phase 4:** Download Nvivo 11 Pro for Windows. If you have a Mac, first install Windows on your Mac and then install Nvivo 11 Pro for Windows on it. Import the transcript word files in an NVivo project. Conduct Open and Axial Coding. Analyze the data. Run Queries. Find interesting themes and ideas from the data. Submit a list of these findings and recommendations you developed, on Canvas. Submit the PUMA storyline for your video. You have almost a month to analyze the data you collected.

- **Final Deliverable:** After you are done with all the analysis, findings, and recommendations (based on the findings) to solve the management decision problem, report them creatively in two forms: Video and Infographic. You will be getting the infographic printed from ATC (12 X 24-inch Glossy print). Submit it in PowerPoint format in a flash drive to ATC on April 20, 2018 before 3 pm. Please pick it up from ATC on April 25, 2018 for research plan presentation. Your contact person in ATC is Ellen Lincourt (eml@wpi.edu).

APPENDIX C - BORDERLINE CASE

Meaning: If you are only 1 point away from your next letter grade, you are dealing with a borderline case. For example, if you have earned 179 points out of 200, you are on a borderline between A and B. If you are happy with the B, all is well. However, if you want to earn that one point to bump up your grade to A, you have that opportunity.

Opportunity: You will write a Popular Press Article Review (i.e., PPAR) and submit it on Canvas by April 20, 2018 9:00 am. This is the final deadline. Late submissions will **NOT** be accepted in any situation. When I am working on the final grades, I will check if there is any student on borderline. If there is, I will check if the student has submitted the PPAR. If yes, the student will earn a better grade. For example, 179 + 1 = 180 (jump from B to A). If not, the student stays on the borderline grade of 179 (B).

What you need to do?
1. Find three articles from popular business press such as Wall Street Journal or The Economist, etc… that relate to the "Marketing Research Concepts" we learned in the course.
2. Read the articles.
3. Prepare the PPAR.
   a. Type a paragraph summarizing each article (total 3 paragraphs)
   b. Type an additional paragraph (or more if needed) explaining how it was related to a topic/concept discussed in those videos and what did you learn out of it in terms of business/marketing strategy. (total 3 paragraphs)
4. Submit both files (the articles and the PPAR) on Canvas by 9:00 am on April 20, 2018.

NOTE: If you are not in a borderline situation, you do not get any extra points for this work. This is just like insurance and so is applicable only if you are in a borderline case. If you have not done the PPAR and you are in a borderline situation, please do not request the professor to help you in any way.

Format (3 pages, TW Cent 11-point font, Left Justified, 0.5 inch margins, 1.5-line spacing)

POPULAR PRESS ARTICLE REVIEW

WPI ID:_____   Name:_____

Article 1 Summary:

Article 1 Concept and Learning:

Article 2 Summary:

Article 2 Concept and Learning:

Article 3 Summary:

Article 3 Concept and Learning:

Jan 23 – Plan & Design

- The Role of MR in Marketing (Watch Video on Canvas)

- Define MR (Watch Video on Canvas)

- Problem Definition (Watch Video on Canvas)

- Research Design (Read Textbook Pg. 60 to 65)

- Types of Data (Watch Videos on Canvas + Read Textbook Pg. 65 to 85)

Jan 30 – Collect (Part 1)

- Surveys & Sampling (Read Textbook Chapter 5 (up to Page 141) and Chapter 9 + Watch 4 Sampling videos on Canvas)

- Interviews and Focus Groups + Other Qualitative Methods (Read Textbook Chapter 4 + Watch Videos on Canvas + Read a paper on "Tips for Writing Interview Protocols and Conducting Interviews" posted on Canvas)

Feb 6 – Collect (Part 2)

- Measurement Scales (Read Textbook Chapter 7 + Watch Videos on Canvas)

- Asking Questions (Read Textbook Chapter 8 + Watch Videos on Canvas + Read a paper on "Asking Questions" posted on Canvas)

Feb 13 – Qualtrics Lab (Watch Qualtrics Videos on Canvas + Read the Qualtrics Guide)

Feb 20 – Watson Analytics 101 course on Big Data University (Complete the course and bring certificate to class)

Feb 27 – Read the Harvard Case Study and submit the Case Note on Canvas. Discuss the case solution in class.

Mar 13 – Analyze

- Data Preparation (Read 2 papers on Data Preparation posted on Canvas)

- Qualitative Data Analysis (Watch Videos on Canvas)

- Data coding (Watch Videos on Canvas)

Mar 20 – Read the AdLider Case Study and submit the Case Note on Canvas. Discuss the case solution in class.

Mar 27 and Apr 3 – NVivo Lab (Install NVivo 11 Pro for Windows on your laptop and bring it to class. Watch Tutorial Videos and Read NVivo Guide)