

Title of the Course	RESEARCH DESIGN		
Amount in credit points/ECTS)	2/3	Volume (in hours)	80
Prior knowledge	Economy and Entrepreneurship		
Science Sector	Econometrics		
Science Subsector			
Summary of academic hours		Amount (academic hours)	
Distance learning		40	
Contact hours / video lessons		8	
Exercises, self – assessment questions and tests		14	
Individual work/ discussions in distance		16	
Exams/tests		2	
1st level professional study programme	Business Logistics		
Author(s) of the course	Mg. psych. Liga Roke-Reimate		
Lecturer(s) of the course	Mg. psych. Liga Roke-Reimate		
Goal of the course:	To develop students' basic understanding about scientific research principles, stages and research methods. To prepare students for carrying out theoretical and empirical research as a part of their qualification work development.		
Requirements for obtaining credit points (structure of course evaluation):	<p><u>The final evaluation is calculated:</u> Moodle discussion/tasks – 40% Exam – 60% <i>For obtaining final evaluation, both activities should hold successful evaluation – not below 4 points.</i> <i>Final evaluation is the average grade in 10-point system, in proportion of percentage distributed amongst both activities</i></p>		
Study Results			
<p>1. <i>Knowledge:</i></p> <p>1.1. A student understands the terminology of scientific research and significance of valid research.</p> <p>1.2. A student lists research types, strategies and development stages.</p> <p>1.3. A student differentiates between data collection methods and understand their application.</p> <p>2. <i>Skills:</i></p> <p>2.1. A student defines the research aim and hypothesis, based on real life problem and its topicality.</p> <p>2.2. A student selects suitable scientific literature for the research and includes them in the literature review appropriately.</p> <p>2.3. A student uses different types of data collection methods during the development of research.</p> <p>2.4. A student designs the theoretical and empirical part of the research according to the research design requirements.</p> <p>3. <i>Competences:</i></p> <p>3.1. A student develops research designs neatly and selects appropriate scientific literature sources according to the research aim.</p> <p>3.2. A student critically assesses the strengths and weaknesses of the research of its own and</p>			
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others.

3.3. A student applies gained knowledge of scientific research methods for defining conclusions and making decisions.

Content of the Course

No.	Subjects	Contact hours, video, audio lessons	Distance learning	Exercises, self-assessment questions and tests	Individual task – remote discussion. Description of the individual task is available in the E-studies	Exam
1.	Scientific, especially applied research objectives, basic principles, basic notions. Description of scientific approach, purpose and usefulness. General description of research process. Difference between scientific and non-scientific approach	8	3	2		2
2.	Theoretical and empirical research. Strategies and types of researches. Quantitative, qualitative and mixed strategy, their strengths and weaknesses		4	2		
3.	Overview of literature as an important part of research. Work with scientific article databases, selection of information sources, creation of summary. Requirements for preparation of theoretical part of the research. Types of literature sources and criteria. Data searching types: development of bibliography. References. Writing styles.		5	2		
4.	Research process stages. Development of a research		5	2		

	design for the research work. Planning of the research, possible risks to the reliability of the research and their reduction.					
5.	Methods of obtaining information according to the purpose of the research: surveys, questionnaires, tests, interviews, focus group discussion, document analysis. The choice of most appropriate methods in line with the research aim and researchers competency.		4	2		
6.	Statistical method of the study. Statistical concept, subject and methods. Benefits from statistical analysis opposite to intuitive, simplified calculations. Measurements and statistical scales. Data analysis and statistical indicators. Data analysis using descriptive and conclusive statistical tools (mean value comparative analysis and correlation analysis).		5	2		
7.	Pētījuma rezultātu interpretācija saistībā ar formulēto jautājumu/hipotēzi, rezultātu saistīšana ar tēmas praktiskajiem aspektiem un reālām problēmsituācijām. Zinātniskā pētījuma ētiskie aspekti. Plaģiātisma veidi.		4	2		
8.	Representation of the results of the research, design requirements. Why are there design		4	2		

requirements (including examples of successful and unsuccessful designs). Stages of the study work development process, structure of the work, design and defence.						
TOTAL:	8	34	18	16	2	
	80					

Mastering the course and successfully passing examination, student is capable of (*knowledge, skills and competencies*)

Study Results:	Evaluation Criteria		
	(40-69%)	(70-89%)	(90-100%)
Knowledge	Moderately recognize the basic notions of scientific research, names the research types and research development stages; differentiates between experimental and non-experimental research design; names the main data collection and analysis methods; recognizes various literature sources, differentiates between scientific and non-scientific literature sources.	Describe the basic notions of scientific research, the importance of correctly conducted research, research types, strategies, research development stages; characterizes the main data collection methods and application principles; differentiates various types of literature sources, the principles of scientific quality and scientific language.	Demonstrate excellent knowledge of the basic notions of scientific research, the importance of correctly conducted research, research types, strategies, research development stages; arguments between experimental and non-experimental research design; explicitly describes the main data collection and analysis methods, various literature sources and application principles; described in detail various types of literature sources, the principles of scientific quality and scientific language
Skills	Generally formulated research	Clearly formulated research aims and	Clearly and sufficiently

	<p>aims and objectives/hypothesis, choose data collection and analysis methods, collect empirical data and analyse results; make conclusions; design the theoretical and empirical parts of the scientific research work according to the main qualification work design requirements.</p>	<p>objectives/hypothesis, to follow research design requirements, choose appropriate data collection and analysis methods; plan and organise empirical data collection, analyse and interpret results, make respective conclusions; design the theoretical and empirical parts of the scientific research work according to nearly all qualification work design requirements</p>	<p>formulated research aims and objectives/hypothesis, create and justify research design, choose valid data collection and analysis methods, plan and organise the empirical data collection, analyse and interpret the conclusions accordingly, make considerate conclusions; choose the most suitable and appropriate literature sources; design the theoretical and empirical parts of the scientific research work according to all qualification work design requirements.</p>
<p>Competences</p>	<p>Develop basic elements of research design, carry out necessary improvements after constructive criticism and suggestions; recognize the strengths and weaknesses of own research work; in short present research design, gained results and conclusions.</p>	<p>Independently develop own research design and improves it after constructive criticism and recommendations; be aware of the importance of scientific methods in evidence based decisions; critically judge upon the strengths and weaknesses of own research; clearly present research design, gained results and conclusions</p>	<p>Independently and responsibly develop own research design and objectively explain the chosen research methods; be aware of the importance of scientific methods in evidence based decisions and use this method in various contexts; critically reason about own and others' research strengths and weaknesses; make justified conclusions for the improvement of research design; and understand of</p>

			ethical principles in research.
Acknowledgement of the obtained study results			
Study Results	1.	2.	3.
Evaluation Method			
Moodle discussions/tasks	X	X	X
Exam	X	X	X

Core Literature	
1.	Kristapsone, S. (2014). Scientific Research During the Study Process. <i>Second revised edition</i> . Riga: Biznesa augstskola Turība.
2.	Kristapsone, S., Kamerade, D., Lazda, R., u.c. (2011). Introduction to Research: <i>Strategies, Desings, Mothods</i> . Riga: RaKa.
3.	Kropļijs, A., Rascevska, M. (2010). Qualitative Research Methods in Social Siences. Riga: RaKa
4.	<i>Zinātniskā rakstīšana un pētījumu rezultātu izplatīšana</i> (2018). Red. K. Martinsone un A. Pipere. Rīga: Rīgas Stradiņa universitāte.
5.	<i>Pētniecība: teorija un prakse</i> (2016). Red. K. Mārtinsone, A. Pipere, D. Kamerāde. Rīga: RaKa.
Additional Literature	
1.	Hancké, B. (2009). <i>Intelligent Research Design: a Guide for Beginning Researchers in the Social Sciences</i> . New York: Oxford University Press.
2.	Creswell, J.W., & Creswell, J.D. (2017). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (5th Ed.). Thousand Oaks, CA: SAGE Publications.
3.	Stone-Romero, E.F., & Rosopa, P.J. (Eds) (2020). <i>Research methods in human resource management</i> . Charlotte, DC: Information Age Publishing.
4.	Kristapsone, S. (2020). <i>Statistiskās analīzes metodes pētniecībā</i> . Rīga: Biznesa augstskola Turība.
5.	Cooper, D.R. (2014). <i>Business research methods</i> . New York: McGraw-Hill.
Recommended Periodicals	
1.	Social Science Research. https://www.journals.elsevier.com/social-science-research
2.	Articcles of Latvijas Universitate. Economy. Management Science. (annual eddition). https://www.lu.lv/apgads/lu-raksti-pdf/
3.	Research in Economics (Eds. Michele Boldrin, David K. Levine). http://www.economics-ejournal.org/
4.	Economics E-Journal (Ed. D.Snowe). http://www.economics-ejournal.org/