

**GD30303****RESEARCH METHODOLOGY FOR INTERNATIONAL FINANCE**

1	<b>Name of course/module:</b> Research Methodology for International Finance					
2.	<b>Course code:</b> GD30303					
3.	<b>Name(s) of academic staff:</b> Dr. Lim Kian Ping					
4.	<p><b>Rationale for the inclusion of the course/module in the program:</b></p> <p>When taking core finance courses, many questions will come to the mind of the students as they relate textbook knowledge to current issues affecting the financial world. On the other hand, these students are equipped with quantitative methods through courses in business statistics and econometrics. The present course on research methodology fills the missing link, illustrating how the quantitative techniques can be used to address those finance issues through a step-by-step research process, starting from problem formulation through to writing a research report. By the end of this course, students will acquire the skills to carry out empirical finance research for their future professional life.</p>					
5.	<b>Semester and year offered:</b> Semester 1, Year 3					
6.	Total student learning time (SLT)	Face to face				Total guided and independent learning
	L=Lecturer T=Tutorial P=Practical O=Others	L 24	T 7	P -	O -	Total guided = 31 Total independent learning = 53 Total = 79
7.	<b>Credit value:</b> 3 hours					
8.	<b>Prerequisite (if any):</b> None					
9.	<p><b>Learning outcomes:</b></p> <ol style="list-style-type: none"> <li>To comprehend the principles and processes involved in developing and addressing a specific research question (C2).</li> <li>To acquire the ability to discern between 'good quality' and 'poor quality' research reported</li> </ol>					

	<p>in academic journals and between appropriate and inappropriate research activities (C6).</p> <p>3. To develop core competencies in designing a research project through the writing of a literature review and a research proposal (C3, C5, CTPS1, TS1, LS1, EM1).</p>																																																																																																																						
10.	<p><b>Transferable skills:</b></p> <ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Planning</li> <li>3. Analytical</li> </ol>																																																																																																																						
11.	<p><b>Teaching-learning and assessment strategy:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th></th> <th></th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge of discipline area</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Practical skills/ practical/ psychomotor</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Problem solving and scientific skills</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication skills</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Social and team skills and responsibilities</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Value, attitude, ethic and professionalism</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Information management and long life learning skills</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Managerial and entrepreneurial skills</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership skills</th> </tr> <tr> <th></th> <th><b>Assessment</b></th> <th><b>%</b></th> <th><b>P1</b></th> <th><b>P2</b></th> <th><b>P3</b></th> <th><b>P4</b></th> <th><b>P5</b></th> <th><b>P6</b></th> <th><b>P7</b></th> <th><b>P8</b></th> <th><b>P9</b></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Online Test (Individual)</td> <td>10</td> <td style="text-align: center;">√</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>E-forum (Individual)</td> <td>5</td> <td style="text-align: center;">√</td> <td></td> <td></td> <td style="text-align: center;">√</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Assignment 1 (Group)</td> <td>5</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td></td> <td></td> <td style="text-align: center;">√</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Assignment 2 (Group)</td> <td>10</td> <td style="text-align: center;">√</td> <td></td> <td></td> <td></td> <td style="text-align: center;">√</td> <td></td> <td style="text-align: center;">√</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>Term Paper (Group)</td> <td>20</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td></td> <td style="text-align: center;">√</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>Presentation (Group)</td> <td>10</td> <td></td> <td></td> <td></td> <td style="text-align: center;">√</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7</td> <td>Final Exam (Individual)</td> <td>40</td> <td style="text-align: center;">√</td> <td></td> <td style="text-align: center;">√</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>														Knowledge of discipline area	Practical skills/ practical/ psychomotor	Problem solving and scientific skills	Communication skills	Social and team skills and responsibilities	Value, attitude, ethic and professionalism	Information management and long life learning skills	Managerial and entrepreneurial skills	Leadership skills		<b>Assessment</b>	<b>%</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>	<b>P8</b>	<b>P9</b>	1	Online Test (Individual)	10	√									2	E-forum (Individual)	5	√			√						3	Assignment 1 (Group)	5	√	√			√					4	Assignment 2 (Group)	10	√				√		√			5	Term Paper (Group)	20	√	√	√		√					6	Presentation (Group)	10				√						7	Final Exam (Individual)	40	√		√						
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12.	<p><b>Synopsis:</b></p> <p>This course provides students with an understanding of the research process, focusing on the logic and activities underlying the planning, conduct and writing up of research. In doing so, not much time will be spent on the techniques of statistical analysis, which are best taught in the separate courses of business statistics and econometrics. Instead, students will learn how to move from a research question toward the formulation of theoretical framework, the development of hypotheses, the selection of research design and sample, the preparation of research proposal, the collection and analysis of data, and finally the writing of research report/paper. The role of computer in research will also be highlighted, particularly the use of reference management database (EndNote) and statistical analysis software (SPSS and EViews).</p>																											
13.	<p><b>Mode of delivery:</b></p> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Tutorial classes</li> <li>3. Online learning</li> </ol>																											
14.	<p><b>Assessment methods and types:</b></p> <table border="1" data-bbox="188 1003 1493 1532"> <thead> <tr> <th></th> <th><b>Component</b></th> <th><b>Weight</b></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Online Test (Individual)</td> <td>10%</td> </tr> <tr> <td>2</td> <td>E-forum (Individual)</td> <td>5%</td> </tr> <tr> <td>3</td> <td>Assignment 1: Selecting and Justifying your Research Topic (Individual)</td> <td>5%</td> </tr> <tr> <td>4</td> <td>Assignment 2: Reviewing the Relevant Literature (Individual)</td> <td>10%</td> </tr> <tr> <td>5</td> <td>Term Paper: Research Proposal (Group)</td> <td>20%</td> </tr> <tr> <td>6</td> <td>Presentation of Research Proposal (Group)</td> <td>10%</td> </tr> <tr> <td>7</td> <td>Final Exam (Individual)</td> <td>40%</td> </tr> <tr> <td colspan="2"><b>Total</b></td> <td><b>100%</b></td> </tr> </tbody> </table>		<b>Component</b>	<b>Weight</b>	1	Online Test (Individual)	10%	2	E-forum (Individual)	5%	3	Assignment 1: Selecting and Justifying your Research Topic (Individual)	5%	4	Assignment 2: Reviewing the Relevant Literature (Individual)	10%	5	Term Paper: Research Proposal (Group)	20%	6	Presentation of Research Proposal (Group)	10%	7	Final Exam (Individual)	40%	<b>Total</b>		<b>100%</b>
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15. **Mapping of the course/module to the programme aims:**

	To provide the basic understanding in conceptual and practical aspects of international financial economics	To expose students to current issues in international financial economics	To enable students to analyze critically and objectively financial economics issues
To comprehend the principles and processes involved in developing and addressing a specific research question (C2).	√		
To acquire the ability to discern between 'good quality' and 'poor quality' research reported in academic journals and between appropriate and inappropriate research activities (C6).	√		√
To develop core competencies in designing a research project through the writing of a literature review and a research proposal (C3, C5, CTPS1, TS1, LS1, EM1).	√	√	√

16. Mapping of the course/module to the programme learning outcomes:

	Demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to international financial economics	Apply theoretical principles of international financial economics in relevant areas	Utilise relevant techniques and demonstrate analytical and critical thinking skills in problem solving.	Communicate effectively with peers, clients, superiors and society at large	Demonstrate teamwork, interpersonal and social skills	Demonstrate professionalism, social and ethic considerations in accordance with ethic and legal principles	Apply skills and principles of lifelong learning in academic and career development	Apply broad business and real world perspectives daily and demonstrate entrepreneurial	Demonstrate leadership in international financial economics field
To comprehend the principles and processes involved in developing and addressing a specific research question (C2).	√								
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To develop core competencies in designing a research project through the writing of a literature review and a research proposal (C3, C5, CTPS1, TS1, LS1, EM1).	√	√	√						

17. **Content outline of the course/module and the SLT per topic (please refer to Appendix A):**

Week	Topic
1	<b>Introduction to Research Methodology</b> <ul style="list-style-type: none"> <li>• What is research?</li> <li>• Why do research?</li> <li>• Types/classifications of research</li> <li>• Ethics in research</li> <li>• How to do research? The research process</li> </ul>
2	<b>Scientific Research</b> <ul style="list-style-type: none"> <li>• Hallmarks/characteristics of scientific research</li> <li>• The hypothetico-deductive method</li> <li>• Scientific investigation in finance</li> </ul>
3	<b>The Research Process (Step 1): Formulation of the Research Problem</b> <ul style="list-style-type: none"> <li>• Selecting a research problem/topic</li> <li>• Literature review: the purpose</li> <li>• Searching for existing literature: the sources</li> <li>• Reviewing and organizing the selected literature</li> </ul>
4	<b>The Research Process (Step 1): Formulation of the Research Problem</b> <ul style="list-style-type: none"> <li>• Writing a critical literature review</li> <li>• Managing citations and references with bibliographic software (EndNote)</li> <li>• Steps in formulating the research problem</li> <li>• Defining the research objectives</li> </ul>
5	<b>The Research Process (Step 2): Theoretical Framework and Hypothesis Development</b> <ul style="list-style-type: none"> <li>• Theoretical framework: roles, components and examples</li> <li>• Identifying variables</li> <li>• Constructing hypotheses</li> </ul>
6	<b>The Research Process (Step 3): Conceptualizing the Research Design</b> <ul style="list-style-type: none"> <li>• Research designs based on the purpose of study (exploratory, descriptive, hypothesis testing, case study)</li> <li>• Research designs based on type of investigation (causal, correlational)</li> <li>• Research designs based on study setting (contrived and non-contrived)</li> <li>• Research designs based on unit of analysis (individuals, groups, organizations, industry, countries)</li> <li>• Research designs based on time horizon (cross-sectional, longitudinal)</li> </ul>

	7	<b>The Research Process (Step 4): Selecting the Method of Data Collection</b> <ul style="list-style-type: none"> <li>Collecting data using primary sources (observation, interview, questionnaire, projective tests)</li> <li>Collecting data using secondary sources</li> </ul>
	8	<b>The Research Process (Step 5): Selecting the Sample</b> <ul style="list-style-type: none"> <li>The concept of sampling</li> <li>Reasons for sampling</li> <li>The sampling process</li> <li>Types of sampling</li> <li>The sample size</li> </ul>
	9	<b>The Research Process (Step 6): Writing the Research Proposal</b> <ul style="list-style-type: none"> <li>Contents of an academic research proposal</li> <li>Contents of a funding application research proposal</li> </ul>
	10	<b>The Research Process (Step 7): Primary Data Collection and Analysis</b> <ul style="list-style-type: none"> <li>SPSS: Data collection, data transformation, descriptive analysis, hypothesis testing, regression analysis, etc.</li> </ul>
	11	<b>The Research Process (Step 7): Secondary Data Collection and Analysis</b> <ul style="list-style-type: none"> <li>EViews: Data collection, data transformation, descriptive analysis, hypothesis testing, regression analysis, diagnostic checking, etc.</li> </ul>
	12	<b>The Research Process (Step 8): Writing the Research Report/Paper</b> <ul style="list-style-type: none"> <li>Content of a research report/paper</li> </ul>
	13-14	<b>Research Proposal Presentation</b>
18.	<b>Main references supporting course:</b> <ol style="list-style-type: none"> <li>Sekaran, U. and Bougie, R. (2010) <i>Research Methods for Business: A Skill Building Approach</i>. 5<sup>th</sup> edition, Chichester: Wiley.</li> <li>Kumar, R. (2005) <i>Research Methodology: A Step-by-step Guide for Beginners</i>. 2<sup>nd</sup> edition, Frenchs Forest, N.S.W.: Pearson.</li> <li>Saunders, M., Lewis, P. and Thornhill, A. (2009) <i>Research Methods for Business Students</i>. 5<sup>th</sup> edition, Harlow: Prentice Hall.</li> <li>Cooper, D.R. and Schindler, P.S. (2008) <i>Business Research Methods</i>. 10<sup>th</sup> edition, Singapore: Mc Graw-Hill.</li> </ol>	
19.	<b>Other additional information:</b> Substantive examples will be drawn from articles published in the academic finance journals.	

**Learning Activities, Learning Time (in hours) and MQF Credit for GB30303 KAEDAH PENYELIDIKAN KEWANGAN ANTARABANGSA**

No	Modules / Topics / units of study	Traditional teaching			Guided teaching-learning activities								Independent learning activities				Online Test	Mid-term Exam	Final Exam	Total
		Lecture	Lab.	Tutorial	Assignment 1		Assignment 2		Online Discussion		Research Proposal		Post-lecture reading	Prep for online test	Prep for final exam	Prep for presentation				
		F2F	F2F	F2F	F2F	Non F2F	F2F	Non F2F	F2F	Non F2F	F2F	Non F2F	Non F2F	Non F2F	Non F2F	Non F2F				
1	Introduction to research methodology	2								1.5			1	2	1					7.5
2	Scientific research	2								1.5			1	2	2					8.5
3	Formulation of the research problem	4		2	1	2	2	6		1			4	2	4					28
4	Theoretical framework and hypothesis development	2		1						0.5			2	2	2					9.5
5	Conceptualizing the research design	2								1.5			2	2	2					9.5
6	Selecting the method of data collection	2								1.5			2		2					7.5
7	Selecting the sample	2								1.5			2		2					7.5
8	Writing the research proposal	2		1						0.5	3	6	1		2					15.5
9	Primary data collection and analysis	2	1							0.5			1		2					6.5
10	Secondary data collection and analysis	2	1							0.5			1		2					6.5
11	Writing the research report/paper	2		1						0.5			1		2					6.5
																				0
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																2	2	0	3	7
		<b>24</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>11</b>	<b>3</b>	<b>6</b>	<b>18</b>	<b>10</b>	<b>23</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>120</b>

F2F = Face-to-face, SLT = Student Learning Time

MQF Credit = 120/40 = 3