

COURSE OUTLINE

(1) GENERAL

SCHOOL	Science and Technology		
ACADEMIC UNIT	Science and Technology		
PROGRAMME OF STUDIES	MSc in e-Business and Digital Marketing		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	EBE09	SEMESTER	2
COURSE TITLE	Market research and analysis		
COURSE TYPE <i>Elective, compulsory</i>	Elective		
INSTRUCTOR(S)	Assistant Prof. Konstantinos Asimakopoulos		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3,75	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
TEACHING ACTIVITIES BREAKDOWN	WEEKLY HOURS		
Lectures – interactive teaching	3,75		
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COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://elearn-ucips.ihu.gr/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Upon completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> • Understand and deepen market research and the specifics of its approach depending on its purpose and the sector to be applied

<ul style="list-style-type: none"> • They will be able to use their knowledge and understanding of the field of investigation in general, and their skills to plan and conduct investigations in cases of unfamiliar environment and to solve, redesign and reorganize any problematic processes that arise with the help of advanced tools and methods • To combine knowledge and formulate judgments, even with incomplete or limited data <p>Also, students will:</p> <ul style="list-style-type: none"> • manage and transform market research problems that are complex, unpredictable and require new approaches • undertake the evaluation of the performance of research groups • Search, analyze and synthesize data and information using the necessary tools • Make decisions and lead research teams • Advise management in decision making with feedback from market analysis 																		
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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<p>Students will acquire the skills</p> <ul style="list-style-type: none"> • To search for, synthesize data and information using web tools and other technologies; • To conduct a literature review and critique the literature. • To define research objectives and carry out research and work in an international environment and in an interdisciplinary field. 																		

(3) SYLLABUS

<ol style="list-style-type: none"> 1. The content and value of Market Research 2. Methods and sources of Bibliographic market research 3. The value of Secondary data in research 4. Study of qualitative market research methods 5. Formulation of Research Assumptions and Methodology of quantitative research 6. Questionnaire Construction Methods 7. Reliability and validity of measures 8. Sampling Methods 9. Methods of data analysis of a survey using mathematical tools and software 10. Conducting Quantitative research with a structured questionnaire 11. Writing a paper 12. Bibliographic review 13. Presentation of results, Presentation of work
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Hybrid: Face to face and synchronous distance learning
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in Teaching</p> <p>During the educational process, various digital tools are used, along with the material available at the e-learning platform regarding market research and analysis.</p> <p>The hybrid teaching method involves synchronous learning with</p>

	<p>the support of the videoconferencing tool Zoom. Students are taught a variety of tools related to the course content and material.</p> <p>Use of ICT in Communication with students</p> <ul style="list-style-type: none"> • The course material (slides, scientific articles, exercises, etc.) is posted on the course page at the e-learn platform (Moodle). • Use of MoodleForums announcements. • Live video meetings via Zoom/Teams. • Contact via email. 																													
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, recitation, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures – interactive teaching</td> <td>30 hrs.</td> </tr> <tr> <td>Literature review papers</td> <td>40 hrs.</td> </tr> <tr> <td>Data collection – formation of data sets</td> <td>20 hrs.</td> </tr> <tr> <td>Data processing and analysis</td> <td>20 hrs.</td> </tr> <tr> <td>Writing individual work</td> <td>10 hrs.</td> </tr> <tr> <td>Unguided Study</td> <td>30 hrs.</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Course total</td> <td>150 hrs.</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures – interactive teaching	30 hrs.	Literature review papers	40 hrs.	Data collection – formation of data sets	20 hrs.	Data processing and analysis	20 hrs.	Writing individual work	10 hrs.	Unguided Study	30 hrs.							Course total	150 hrs.						
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<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students</i></p>	<p>Language of Evaluation: English</p> <p>1. Exams with development questions 80% of the final grade. Final Test (at the end of the period), with a combination of Multiple Choice, Short Answer, Developmental Topics, Problem Solving, Interpretation of Results. The number of assessment units for the specific subject is indicated next to each requested assessment subject.</p> <p>Explanations of how we answer are preceded and explanations of the issues are given, as well as sufficient resolution time.</p> <p>2. Oral and written presentation of work (20% of the final grade) Public Presentation and written submission of a work report in the last course using modern education methods (live or distance learning).</p>																													

	<p><u>Evaluation criterias</u></p> <ol style="list-style-type: none"> 1. Model answers from teaching aids, teaching and course notes 2. Standard format for writing scientific papers 3. Adherence to the Scientific Research Preparation Procedure 4. Quality of presentation of a scientific paper to the public with the help of multimedia, and standard form of writing scientific papers <p>After completion and presentation of scores, students receive feedback to identify errors, omissions and feedback from exam topics and work because exams is part of the educational process</p>
<p style="text-align: center;">STUDENT OBLIGATIONS</p> <p><i>Compulsory attendance of lectures, labs, recitations, compulsory participation in midterms, exams, compulsory delivery of homework, projects, etc.</i></p>	<ul style="list-style-type: none"> ● Compulsory attendance of lectures ● Compulsory participation in the exams ● Compulsory delivery of project

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested Textbooks</i></p> <ol style="list-style-type: none"> 1. Naresh Malhotra, Marketing Research: an Applied Orientation, Sixth Edition, ISBN 13: 978-0-13-608543-0, Pearson Prentice Hall 2. Saunders, M., Lewis, P. and Thornhill, A. (2012). Research Methods for Business Students. 3. Corbin, Juliet and Anselm Strauss (2008). Basics of Qualitative Research. 4. Exploring Marketing Research, 8th edition, by William G. Zikmund, Thomson/South-Western, 2003. <p>- <i>Additional Bibliography:</i></p> <ol style="list-style-type: none"> 1. Service quality assessment in a Greek higher education institute Costas Zafiroopoulos and Vasiliki Vrana Journal Of Business Economics And Management Vol. 9 , Iss. 1,2008 2. Delivering quality service: Balancing customer perceptions and expectations A Parasuraman, VA Zeithaml, 1990 - The Free Press New York 3. The Qualitative Research Interview In Qualitative methods in organizational research, A practical guide Nigel King, Catherine Cassel and Gillian Symon, London, Sage Publications, 1994.
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