

MAKERERE UNIVERSITY
MAKERERE UNIVERSITY BUSINESS SCHOOL
FACULTY OF GRADUATE STUDIES & RESEARCH

COURSE OUTLINE

PROGRAM:	MASTER OF INTERNATIONAL BUSINESS
COURSE NAME:	SEMINAR SERIES IV
COURSE CODE:	MIB 8101
ACADEMIC YEAR	2025/2026
SEMESTER	TWO

I. COURSE DESCRIPTION

Seminar Series IV is an advanced practical seminar designed to support postgraduate students in implementing their approved research proposals, with emphasis on methodology, data collection, data analysis, and presentation of research findings. The course helps students transition from proposal approval to actual fieldwork and empirical analysis by strengthening practical and analytical research skills.

The seminar provides guided support in refining methodological choices, finalizing data collection tools, managing field data, conducting quantitative and/or qualitative analysis using relevant software, and presenting findings in an academically acceptable format. It also provides a platform for students to share progress, receive feedback from peers and supervisors, and improve the rigor and quality of their research outputs.

2. COURSE OBJECTIVES

The objectives of this course are to:

- i. Enable students to refine and operationalize research methodologies.
- ii. Enable students to prepare and finalize data collection instruments for fieldwork.
- iii. Equip students with practical skills for data collection, coding, entry, cleaning, and management.
- iv. Provide hands-on training in data analysis using appropriate software for quantitative and/or qualitative research.
- v. Enable students to interpret and present research findings clearly and logically in line with study objectives.
- vi. Provide an opportunity for students to interact, share progress on fieldwork and analysis, and obtain feedback from peers and supervisors.

3. LEARNING OUTCOMES

At the end of this course, students will be able to,

- i Develop a clear and defensible methodology section for an empirical study.
- ii Design and refine appropriate data collection tools such as questionnaires, interview guides, and observation checklists.
- iii Conduct and manage field data collection in an ethical and organized manner.
- iv Use relevant software to enter, code, clean, and analyze research data.
- v Interpret quantitative and/or qualitative results in relation to study objectives and research questions.
- vi Present research findings using appropriate tables, figures, narratives, and academic reporting conventions.

4. COURSE CONTENT

	<p>COURSE ORIENTATION AND RESEARCH IMPLEMENTATION READINESS</p> <ul style="list-style-type: none"> - Course overview, expectations, and assessment - Scope of the course: methodology, data collection, analysis, and findings presentation. <p>RESEARCH METHODOLOGY</p> <ul style="list-style-type: none"> - Aligning methodology with study objectives and research questions - Research design and justification - Target population, sampling design, and sample size determination - Units of analysis and measurement considerations <p>DATA COLLECTION METHODS AND INSTRUMENTS</p> <ul style="list-style-type: none"> - Selecting appropriate data collection methods (survey, interview, observation, document review) - Designing questionnaires, interview guides etc - Structuring tools for clarity, relevance, and completeness - Aligning instrument items with variables/objectives.
WEEK 1-3	<p>PILOTING, VALIDITY, RELIABILITY AND ETHICS IN DATA COLLECTION</p> <ul style="list-style-type: none"> - Purpose and process of pilot testing - Validity checks (face, content, construct) - Reliability testing and internal consistency - Ethical issues in field data collection (consent, confidentiality, permissions, data protection) <p>FIELDWORK PLANNING AND DATA COLLECTION MANAGEMENT</p> <ul style="list-style-type: none"> - Fieldwork planning and logistics, Enumerator guidance (where applicable) - Data quality control during collection - Record keeping, field notes, and handling non-response.
WEEK 6	<p>DATA CODING, ENTRY AND MANAGEMENT</p> <ul style="list-style-type: none"> - Coding qualitative and quantitative responses - Data entry templates and variable labeling

- Introduction to online survey tools (e.g., Google Forms, KoboToolbox, SurveyMonkey, Microsoft Forms), Converting a questionnaire into an online survey format
- Design considerations for online data collection (skip logic, mandatory fields, response validation, mobile usability)

COURSEWORK ONE ASSESMENT

SOFTWARE TRAINING I: DATA CLEANING AND PREPARATION

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|-------------|--|
| WEEK | |
| 7 | <ul style="list-style-type: none"> - Introduction to data analysis software (e.g., SPSS, Stata, R, NVivo/ATLAS.ti as applicable) - Cleaning data: missing values, outliers, inconsistencies - Recoding variables and preparing analysis-ready datasets - Data audit trail and transparency in cleaning decisions |

SOFTWARE TRAINING II: DESCRIPTIVE ANALYSIS

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|-------------|--|
| WEEK | |
| 8 | <ul style="list-style-type: none"> - Frequencies, means, and standard deviations - Summary tables and charts - Descriptive interpretation in relation to study variables/objectives - Preparing descriptive results for a findings chapter |

SOFTWARE TRAINING III: INFERENCE / ADVANCED ANALYSIS

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|-------------|--|
| WEEK | |
| 9 | <ul style="list-style-type: none"> - Choosing appropriate statistical tests based on objectives and variable types (as applicable) - Assumptions and diagnostics - Interpretation of outputs and reporting of results |

QUALITATIVE DATA ANALYSIS

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|-------------|--|
| WEEK | |
| 10 | <ul style="list-style-type: none"> - Coding and theme development - Thematic analysis and interpretation - Presenting qualitative evidence using quotes and thematic narratives |

PRESENTATION OF RESEARCH FINDINGS

- | | |
|-------------|---|
| WEEK | |
| 11 | <ul style="list-style-type: none"> - Structuring the findings chapter - Presenting results by objective/research question - Using tables, figures, and narrative effectively - Common mistakes in findings presentation and how to avoid them |

COURSEWORK TWO ASSESSMENT

INTERPRETATION, DISCUSSION LINKAGES AND REPORTING STYLE

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|-------------|--|
| WEEK | |
| 12 & 13 | <ul style="list-style-type: none"> - Distinguishing findings presentation from discussion - Interpreting findings objectively and logically - Academic writing style for results sections |

5. DELIVERY METHODS: The course uses a blended approach (50% in-person, 50% online) combining lectures, student-led presentations, interactive discussions, and case studies. Practical workshops on data analysis, and presentation skills will support the progressive development of seminar papers.

6. COURSE ASSESSMENT

- a) Course Work Assessment: 40%
- b) Final Examination: 60%.
- c) Total: 100%

7. FACILITATOR:

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8. COURSE REQUIREMENTS

Students must fill all course requirements in order to achieve a passing grade. These include:

- i. Class attendance is compulsory and must be greater than 75% in order to be eligible to sit for the final examination.
- ii. The institution is committed to the highest standards of academic integrity and honesty; thus, students are urged to avoid any behaviour that could potentially result in suspicions of cheating, plagiarism and misconduct in the lecture rooms and examinations.
- iii. Students are encouraged to review literature on this course since this is the best way to learn about the course and prepare for exams as well. Students may work together on assignments, BUT each student MUST write up his/her assignments independently.
- iv. Students should avoid obtaining a final mark below 60% as this will imply failure and retaking the course when next offered. Thus, students should take courseworks seriously since it contributes significantly to the final mark.
- v. There will be at least two test assignments and a comprehensive final exam. No make-up course work will be given to students to compensate for poor performance. In the same regard, missing any assignment plus late submission will not be accepted and hence will attract an automatic zero.
- vi. Failure to write the final examination will result in grade of ABS.

9. READING LIST

American Psychological Association. (2020). Publication manual of the American psychological association 2020. *American Psychological Association*.

Barsoum, M. (2022). The importance of qualitative and phenomenological research methods in business studies. *Monarch Research Paper Series, 1(1)*.

Bell, E., Harley, B., & Bryman, A. (2022). *Business research methods*. Oxford university press.

Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.

Denny, E., & Weckesser, A. (2022). How to do qualitative research? *Qualitative research methods. Bjog, 129(7)*, 1166.

Field, A. (2024). *Discovering statistics using IBM SPSS statistics*. Sage publications limited.

- Gürbüz, S., Ding, N., & Bakker, A. (2026). *Research Methods for Business and Management: A Practical Guide to SPSS, Process Macro, Atlas. ti, and AMOS*. Routledge.
- Hasan, F. F., & Bakar, M. S. A. (2022, October). From Google Forms to data repository: A new methodology in data collecting, data transforming, and information systems evaluation. In *2022 International Symposium on Multidisciplinary Studies and Innovative Technologies (ISMSIT)* (pp. 710-714). IEEE.
- Haynes-Brown, T. K. (2023). Using theoretical models in mixed methods research: An example from an explanatory sequential mixed methods study exploring teachers' beliefs and use of technology. *Journal of mixed methods research, 17*(3), 243-263.

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Head, Department of International Business & Trade

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