1. General Information

Course Subject	MKTG
Course Number	3502
Course Title	Marketing Research
Academic Years	2025-2026
Grading Method	Letter

2. Instructors

Professor Kwon, Theresa A
Office: Room 725 7/F K.K. Leung Building
Email: theresa.kwon@hku.hk
Office: 3917 0448
Subclasses: 1A,1B,1C

Professor KIM, Sara
Office: Room 708 7/F K.K. Leung Building
Email: sarakim@hku.hk
Office: 3917 2266
Subclasses: 1D

4. Course Description

Course Description	The goal of this course is to provide a fundamental understanding of marketing research. The focus will be on how marketing research can help improve managers' marketing decisions. Throughout the course, you will learn the basic methodologies and a variety of techniques used to guide managers' marketing decisions and address substantive marketing problems.
Prerequisites	MKTG2501: Introduction to Marketing

5. Course Objectives

1. To provide you with the skills for systematically analyzing marketing challenges and/or opportunities and translating identified problems into appropriate marketing research problems.

2. To help you to develop a critical eye for marketing research and understanding of its potential contributions and limitations to improving marketing decisions.

3. To provide a hands-on experience with the full marketing research process from the formulation of the research problem through research design, data collection, data analysis and interpretation, and presentation.

6. Faculty Learning Goals

Goal 1: Acquisition and internalization of knowledge of the programme discipline

Goal 2: Application and integration of knowledge

6. Faculty Learning Goals

Goal 3: Inculcating professionalism

Goal 4: Developing global outlook

Goal 5: Mastering communication skills

Goal 6: Cultivating leadership

7. Course Learning Outcomes

Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. Understand the relationship between marketing research and business practice	✔	✔				
CLO2. Learn the processes used in formulating and conducting marketing research projects	✔	✔			✔	✔
CLO3. Comprehend the range of qualitative and quantitative techniques and methods available in marketing research, including applicability and limitations	✔	✔				
CLO4. Be able to use the language of marketing research as it is used by business practitioners and researchers	✔	✔	✔		✔	✔
CLO5. Learn to perform qualitative and quantitative techniques, including survey construction, data collection, analysis, and reporting (presentation)	✔	✔	✔	✔	✔	

8. Course Teaching and Learning Activities

Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. Interactive Lectures with Discussions	36	25.7
T&L2. Self study	36	25.7
T&L3. Data-Based Study and Analysis	20	14.3
T&L4. Group Discussion (Group Projects)	48	34.3
	Total: 140	Total: 100

9. Assessment Methods

Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Class participation	To a large extent, learning in this class is related to your willingness to expose your insights and viewpoints to the critical judgment of your classmates. Thus, to make the learning process much more beneficial and enjoyable for all of us, each one of you is expected to contribute to class discussions. This includes preparation for class by reading the text and cases, and presenting your opinions or summaries of material covered in class.	15%	1,3,4,5

9. Assessment Methods

A2. Group project	The group project is the cornerstone of the course, providing a forum in which to apply the material learned in the course and in which to grapple first-hand with the issues and trade-offs that marketing researchers face. Make sure you have a clear understanding of the key research problem(s), an understanding of the organizational constraints (including time and budgetary restrictions) and have thought through how the information from your research will facilitate decision making. You will also develop a research plan, develop a survey, collect data, and analyze your data using appropriate statistical techniques, and present your findings and suggestions.	35%	1,2,4,5
A3. Final Exam	Final Quiz

At the end of the semester, there will be a quiz to test students' understanding of the course materials. | 50% | 1,2,3,5 |

Assessment Rubrics

A1. Class participation	
A+,A,A-	-All or almost all oral/written responses are clear, accurate, and/or with sufficient elaboration as required. -Consistently actively contribute to the class discussions and activities by providing relevant and helpful examples and analyses, suggesting creative and insightful solutions, raising thoughtful questions, synthesizing across readings and discussions, appropriately challenging assumptions and perspectives, expanding the class's perspective, and/or reflecting the group process and individual contributions to the group work with thoughtful improvement suggestions in the future.
B+,B,B-	-Most oral/written responses are clear, accurate, and/or with sufficient elaboration as required. -Actively contribute to the class discussions and activities by providing relevant examples and analyses, suggesting creative solutions, raising some thoughtful questions, occasionally synthesizing across readings and discussions, appropriately challenging assumptions and perspectives, expanding the class's perspective, and/or reflecting the group process and individual contributions to the group work with good improvement suggestions in the future.
C+,C,C-	-Some oral/written responses are clear, accurate, and/or with sufficient elaboration as required. -Contribute to the class discussions and activities by providing some relevant examples and analyses, suggesting solutions but lacking of creativity, raising questions for clarification, sharing ideas only based on required readings, and/or describing the group process and individual contribution to the group work with limited improvement suggestions in the future.
D+,D	-Few oral/written responses are clear, accurate, and/or with sufficient elaboration as required. -Contribute to the class discussions and activities by providing limited relevant examples and analyses, suggesting incomplete solution, raising questions and sharing ideas not closely related to the topic being discussed, and/or including incomplete descriptions of the group process and individual contribution to the group work without improvement suggestions in the future.
F	-Very few or no oral/written responses are clear, accurate, and/or with sufficient elaboration as required. -Do not contribute or have limited contribution to the class discussions and activities by providing irrelevant examples, analyses, and solutions, raising questions and sharing ideas

Assessment Rubrics	
	unrelated to the topic being discussed, and failed to reflect on the group process and individual contribution to the group work and to suggest improvement in the future or the reflection is unrelated to the objectives.
A2. Group project	
A+,A,A-	Executive Summary (Research Project Overview) -Effectively introduces the motivation, clearly defines the research problems and objectives, and demonstrates strong alignment with the analyses and recommendations that follow. -Provides a comprehensive and clear snapshot of research methodology. Data analysis -Six or more types of data analyses covered in class are properly used to develop and support marketing strategies. -Hypotheses are adequately set, analyses are properly chosen and conducted, and interpretations are clearly provided. -Analyses are insightful, critical, thorough, systematic, with sufficient support from relevant facts/data and an effective application of appropriate concepts /techniques/examples. Recommendations -Recommendations are well thought-out, clear, logical, consistent, feasible, and creative. -Almost all pros and cons of alternatives are thoroughly and critically evaluated. -Overall recommendations are closely aligned with all research objectives (e.g., profitability, competitiveness, and/or sustainability). Presentation Effectiveness -The presentation has a well-organized structure with logical sequencing of content, and effective transitions between sections. -Presentation slides are professionally designed with clear, readable content, and effective use of visual aids. -Presenters well-articulate the content with an appropriate pace and tone. -Presenters show high level of audience engagement, confidence, enthusiasm, and capability of handling questions.
B+,B,B-	Executive Summary (Research Project Overview) -Adequately introduces the motivation, defines the research problems and objectives, and shows general alignment with the analyses and recommendations that follow. -Provides a clear snapshot of research methodology with most key elements included. Data analysis -Four or five types of data analyses covered in class are properly used to develop and support marketing strategies. -Most hypotheses are relatively adequately set, most analyses are properly chosen and conducted, and interpretations are adequately provided. -Analyses are critical, thorough, systematic, with support from relevant facts/data and application of appropriate concepts/techniques/examples. Recommendations -Recommendations are generally well thought-out, clear, logical, consistent, feasible, and creative. -Most pros and cons of alternatives are sufficiently examined. -Overall recommendations are aligned with most of the research objectives (e.g., profitability, competitiveness, and/or sustainability). Presentation Effectiveness -The presentation has a generally well-organized structure with logical sequencing of content, and mostly effective transitions between sections. -Presentation slides are generally professionally designed with mostly clear, readable content, and appropriate use of visual aids. -Presenters articulate the content clearly with a generally appropriate pace and tone. -Presenters show a good level of audience engagement, confidence, enthusiasm, and capability of handling questions.
C+,C,C-	Executive Summary (Research Project Overview) -Introduces the basic motivation, somewhat defines the research problems and objectives, and shows partial alignment with the analyses and recommendations that follow. -Provides a general snapshot of research methodology with some key elements missing or unclear.

Assessment Rubrics		
		Data analysis -Three or four types of data analyses covered in class are properly used to develop and support marketing strategies. -Some hypotheses are adequately set, some analyses are properly chosen and conducted, and some interpretations are adequately provided. -Analyses lack sufficient elaboration, are less systematic, with some support from relevant facts/data and some application of appropriate concepts/techniques/examples. Recommendations -Recommendations are generally clear, but show insufficient depth of thought and elaboration in terms of logical flow, consistency, feasibility, and creativity. -Some pros and cons of alternatives are examined with moderate elaboration. -Overall recommendations are aligned with some of the research objectives (e.g., profitability, competitiveness, and/or sustainability). Presentation Effectiveness -The presentation has a moderately organized structure with generally logical sequencing of content, but some transitions between sections may be abrupt or missing. -Presentation slides are adequately designed with somewhat clear, readable content, and moderate use of visual aids. -Presenters articulate the content with occasional issues in pace or tone. -Presenters show a moderate level of audience engagement, confidence, enthusiasm, and capability of handling questions.
	D+,D	Executive Summary (Research Project Overview) -Vaguely introduces the motivation, inadequately defines the research problems and objectives, and shows limited alignment with the analyses and recommendations that follow. -Provides an incomplete snapshot of research methodology with several key elements missing. Data analysis -One or two types of data analyses covered in class are properly used to develop and support marketing strategies. -Hypotheses are unclear, only one or two analyses are properly chosen and conducted, and few interpretations are adequately provided. -Analyses lack a clear focus and elaboration, with limited support from relevant facts/data, and limited application of appropriate concepts/techniques/examples. Recommendations -Recommendations are somewhat clear, but show limited depth of thought and elaboration in terms of logical flow, consistency, feasibility, and creativity. -Some pros and cons of alternatives are examined with limited elaboration. -Overall recommendations show limited alignment with research objectives (e.g., profitability, competitiveness, and/or sustainability). Presentation Effectiveness -The presentation has a loosely organized structure with some issues in content sequencing and limited transitions between sections. -Presentation slides show limited professional design with problems in content clarity/readability, and limited or ineffective use of visual aids. -Presenters struggle with articulation of content, with noticeable issues in pace or tone. -Presenters show minimal level of audience engagement, confidence, enthusiasm, and capability of handling questions.
	F	Executive Summary (Research Project Overview) -Fails to introduce the motivation, does not clearly define the research problems and objectives, and shows little to no alignment with the analyses and recommendations that follow. -Provides minimal or no snapshot of research methodology. Data analysis -Failed to perform any type of data analyses covered in class. -Hypotheses are not provided, no analyses are properly chosen or conducted, and interpretations are inadequate or missing. -Analyses are missing or mostly descriptive, with no or minimal support from relevant facts/data, and minimal application of appropriate concepts/techniques/examples. Recommendations -Recommendations lack clarity, logical flow, consistency, feasibility, and creativity. -Very few or no pros and cons of alternatives are identified.

Assessment Rubrics	
	-Overall recommendations show no clear alignment with research objectives (e.g., profitability, competitiveness, and/or sustainability). Presentation Effectiveness -The presentation lacks organized structure with poor sequencing of content and few or no transitions between sections. -Presentation slides lack professional design with unclear, difficult-to-read content, and poor or missing use of visual aids. -Presenters poorly articulate the content with inappropriate pace and tone. -Presenters show little to no audience engagement, confidence, enthusiasm, or capability of handling questions.

10. Course Grade Descriptors

A+,A,A-	Consistently demonstrating through understanding of the materials in class and assignments
B+,B,B-	Frequently demonstrating through understanding of the materials in class and assignments
C+,C,C-	Some of the responses are well organized but with insufficient elaboration
D+,D	Containing unstructured but relevant observations in assignments and lack of participation in class
F	Little evidence of basic understanding about course materials and lack of participation

11. Course Content and Tentative Teaching Schedule

Topic/ Session	Content	Other information
1	Course Introduction, Introduction to Marketing Research, Research Design (Part 1)	
2	Survey Design	
3	Sampling, Basic Data Analysis	
4	Making Inferences, Finding Relations (Chi-square Test, Correlation)	
5	Comparisons (Proportion Tests, t-tests, ANOVA)	
6	Making Predictions (Linear Regression) & Final Group Project Check-In	
7	Grouping (Factor Analysis & Cluster Analysis)	
8	MDS & Research Design (Part 2)	
9	Final Group Project Q&A	
10	Final Project Presentations	
11	Final Project Presentations	
12	Final Quiz	

12. Required/Recommended Readings & Online Materials

Textbook	No textbook is required

13. Means / Processes for Student feedback on Course	
✔	Conducting mid-term survey in additional to SETL around the end of the semester
	Online response via Moodle site
	Others

14. Course Policy

Professionalism: You are expected to behave with the professionalism you would bring to the workplace. Behavior that would not be appropriate in a marketing team meeting at work is probably not appropriate for class either. Also, you are expected to approach the class with the goal of actively maximizing both your learning and the learning of your classmates.

Attendance: Attendance is a necessary but not sufficient condition for participation. If you do not actively participate, you will receive a low participation grade even if you attend every class.

Participation: The basis for class participation is quality, not quantity. While lively debate is encouraged, please make sure your comments are constructive and on-topic.

Course Policies on Academic Dishonesty:
We are serious in students' ethical conducts. The University Regulations on academic dishonesty will be strictly enforced.

- We do not tolerate students engaging in academic dishonesty which includes, but is not necessarily limited to, the following types: plagiarism, paraphrasing of someone else's ideas, unauthorized collaboration on out-of-class projects, cheating on in-class exams, and unauthorized advance access to an exam.

- Students should be familiar with the HKU regulations and policies particularly on attendance, absence, examination, plagiarism, and copyright. Please refer to the HKU Undergraduate Handbook and HKU Examination Unit webpage.

- **Plagiarism and copying of copyright materials are serious offences and may lead to disciplinary actions**. Students are expected to be aware of what plagiarism is and how to avoid it. The following website provides information on plagiarism, including related HKU policies and regulations: www.hku.hk/plagiarism. To avoid intellectual property and copyright infringement, and/or violation of the Personal Data (Privacy) Ordinance, **DO NOT upload HKU teaching-related materials including but not limited to course materials, marking schemes, examination papers, etc. to websites**.
- **Turnitin Originality Check:** Students' written assignments and presentations will be sent to the Turnitin for originality check. The purpose of this program is to check for plagiarism. This program compares all assignments you submit with every other assignment ever submitted to the system (including those of your fellow students) as well as a host of online sources. I sincerely hope that there will be no such problems, but if there are, this program will discover them and alert me. Students should avoid plagiarism and have proper citations for their work. Student work with plagiarism will be seriously handled according to the University and Faculty policies.

15. Additional Course Information

Assignments: All assignments are required to be submitted on or before the specified due date and time to the assignment submission destination. The penalty policy for any late assignments will be as follows: (1) 1 day late: deduct 25%, (2) two days late: deduct 50%, (3) three days late: deduct 100%. If dates cannot be met for valid reasons, please let me know in advance (i.e., before assignment due).

Professional Email Communication:

- For all course-related questions, students are encouraged to ask their questions during or after each class. However, if you would like to schedule an office hours appointment, please communicate with me over email.

- Before emailing, please note the following:

  o Try to figure out the answer on your own first (e.g., syllabus, Moodle, check with a classmate).

  o Treat email like a phone answering machine, not instant message. We will try our best to provide responses in 1-2 business days (excluding weekends).

  o I strongly encourage you to study, do your assignments and ask questions ahead of time. Last-minute cramming tends not to be effective, and last-minute questions within 24 hours of due dates are not guaranteed a response in time.