Kingdom of Saudi Arabia

Supreme Education Council

National Commission for Academic Accreditation and Assessment

Course Specification

Research project (Econ 450)

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| Course Specification Form  For instructions see ……. in the guidebook (2) which includes the process of ensuring internal quality. | | | | | | | | | | |
| Educational Institute: | | | King Saud University | | | | | | | |
| College/ Department: | | | College of Business Administration, Economics | | | | | | | |
| A) Course Specification and General Information: | | | | | | | | | | |
| 1- Name and number: | | | | Research project (Econ 450) | | | | | | |
| 2- Credit Hours: | | | | 3 | | | | | | |
| 3- Program Level | | | | Undergraduate | | | | | | |
| 4- Instructor | | | |  | | | | | | |
| 5- Course Level (or Year): | | | | Eighth | | | | | | |
| 6- Prerequisites (if any): | | | | Econometrics (Econ 416) | | | | | | |
| 7- Accompanied requirements (if any): | | | | Non | | | | | | |
| 8- Location of lectures if not in main campus: | | | |  | | | | | | |
| B) Goals and Aims: | | | | | | | | | | |
| 1- A brief description of learning outcome of the course: | | | | | | | | | | |
| * Understanding the basic concepts of the scientific research. * Selecting problem to study. * Stating economic hypothesis to be examined. * Employing the analytical tools used in economics analyses. * Submitting a complete research project. * Experience in project presentation. * Examining policy implication for the project problem. | | | | | | | | | | |
| 2- Describe in brief any plans to develop and improve the course (for example: the use of materials and sources that depend on information technology or the internet and results of scientific research): | | | | | | | | | | |
| * Continuous upgrading of course contents to match well leading universities by reviewing the Benchmark universities syllabus. * Reviewing previous studies conducted by students to form expectations about current students’ performance. * Using distinguished research papers as models. * Searching for training references to help students in doing research. * Developing an interactive time tablefor progressing work. * Monitoring current issues related to student’s project and to inform them through SMS/E-mail. | | | | | | | | | | |
| C) Course Description (general description which will be used in the attached guidebook): | | | | | | | | | | |
| 1- Subjects covered in the course | | | | | | | Communication hours | | | Number of Weeks |
| * Basics of scientific research * Nature and statement of the problem * Showing research hypotheses * Reviewing literature and authentication * Types of economic models * Data collection and analysis * Economics / Econometrics analysis * Empirical results, concluding remarks, and references | | | | | | 21 | | | | 7 |
| * Completion of research projects | | | | | | 21 | | | | 7 |
| * Project Presentation | | | | | | 3 | | | | During final exam |
| 2- Course Component (hours of communication in the week): | | | | | | | | | | |
| Lectures | | Tutoring | | | Fields Work /Cooperative Training | | | | Other | |
| 7 weeks 21hours | | 21 hours | | | | | | | | |
| 3- Extra learning time expected from students per Week: | | | | | | | | | | |
| 14 weeks (5 hours) | | | | | | | | | | |
| 4- Improving the learning skills earned from the course: For each Area of Learning, the following should be clarified:   * A brief description of the knowledge or skills that are developed in the course * A Description of the learning strategies used to develop the knowledge or skills * Ways to assess student's learning | | | | | | | | | | |
| a- Knowledge | | | | | | | | | | |
| (i) Description of the knowledge earned from the course: | | | | | | | | | | |
| The course aims:   * Helping students to use the economic theories and analytical tools to conduct scientific economic studies: * Understanding the basic concepts of the scientific research. * Selecting problem to study. * Stating economic hypothesis to be examined. * Employing the analytical tools used in economics analyses. * Submitting a complete research project. * Experience in project presentation. * Examining policy implication for the project problem. | | | | | | | | | | |
| (ii) Teaching Strategies required to improve the knowledge earned | | | | | | | | | | |
| * Lectures. * Professional interactive presentations. * Field Visits. * Computer Applications. * Field experiments. * Attending seminar/workshop in the subject matter. * One to one meeting for the project discussion progress. | | | | | | | | | | |
| (iii) Ways of assessing the earned knowledge | | | | | | | | | | |
| * Weekly reports about the progress made in working research. * Visiting reports. * Field visits to collect data. * Computer applications using some specialized statistical packages. * Written summaries. * Project presentation. | | | | | | | | | | |
| b. Cognitive Skills | | | | | | | | | | |
| 1- Cognitive Skills required for improvement | | | | | | | | | | |
| * Understanding of the subject matter. * Ability to analyze literature critically. * Ability to conduct research. * Ability to apply statistical packages. * Ability to discuss and presenting. | | | | | | | | | | |
| 2- Teaching Strategies used to develop knowledge skills | | | | | | | | | | |
| * Interactive slide show. * Panel discussion. * Using distinguished previous students research papers as models. * Effective participations. * Training and applications. * Attending seminar/workshop in the subject matter. * One to one meeting for the project discussion progress. | | | | | | | | | | |
| 3- Ways to assess earned knowledge skills | | | | | | | | | | |
| * Evaluation of the reports and supporting documentation to ensure an appropriate and sufficient basis for the scientific methodology. * Quality of research conducted. * The accuracy of data collected. * The substance of reports. * Project presentation. * Conductive discussion. | | | | | | | | | | |
| c- Skills of personal relations and carrying responsibility | | | | | | | | | | |
| 1-Description of the Skills of personal relations and carrying responsibility | | | | | | | | | | |
| * Leadership and guidance. * Constructive cooperation with others. * Self-denial. * Overcome potential problems. | | | | | | | | | | |
| 2- Strategies used to develop personal relations and carrying responsibility | | | | | | | | | | |
| * Forming Research and discussion groups. * Specific assignments. * Attendance of seminars and scientific meetings. * The discussions' ideas and outcome. | | | | | | | | | | |
| 3- Ways of evaluating earned skills in creating personal relations and carrying responsibility | | | | | | | | | | |
| * Examining the significance of cooperation among students in research groups. * Analyzing the students’ performance in quizzes. * Completion of tasks according to the time table. | | | | | | | | | | |
| d- Skills in communication, information technology, and quantitative analysis | | | | | | | | | | |
| 1-Description of skills in communication, information technology, and quantitative analysis | | | | | | | | | | |
| * Using IT * Intellectual Thinking * Basic math and statistics * Using Statistical and econometrics packages. | | | | | | | | | | |
| 2- Strategies learning kills in communication, information technology, and quantitative analysis | | | | | | | | | | |
| * Application of using the four skills mentioned above. * Downloading articles available on World Wide Web. * Carrying out empirical research by using the available data. * Presenting and analyzing the results. | | | | | | | | | | |
| 3- Ways to assess earned kills in communication, information technology, and quantitative analysis | | | | | | | | | | |
| * Evaluation of the reports and supporting documentation to ensure an appropriate and sufficient basis for the scientific methodology. * Substance of student report. * Discussion the accuracy of collected data. * Substance of complete project. | | | | | | | | | | |
| e- The skills of moving if required | | | | | | | | | | |
| 1- Description of the movement skills (muscle skills) required to be developed in this direction | | | | | | | | | | |
| Not Applicable | | | | | | | | | | |
| 2- Learning strategies of developing moving skills | | | | | | | | | | |
| Not Applicable | | | | | | | | | | |
| 3- Ways of evaluating movement skills earned by the students | | | | | | | | | | |
| Not Applicable | | | | | | | | | | |
| 4- Time table determining task of evaluation on which students' evaluation is based during the semester | | | | | | | | | | |
| Item Number | Nature of evaluation task ( for example: article, quiz, collective project, exam) | | | | | | | Due Week | Percent of overall evaluation | |
| 1 | Preparation of the economic study | | | | | | | 14th | 60% | |
| 2 | Attendance and participation in seminar/workshop&Summaries of economic papers. | | | | | | | Over the Semester | 15% | |
| 3 | Presentations | | | | | | | During final exam | 25% | |
| d) Support provided to students | | | | | | | | | | |
| Procedures and arrangements conducted to ensure the availability of faculty members to provide consultations and academic supervisions to students (specifically time, office hours) | | | | | | | | | | |
| 5 hours per week to be announced besides lectures hours and upon request. | | | | | | | | | | |
| e) Sources of the learning | | | | | | | | | | |
| 1- Main Textbook(s) required   * Alrufai, Ahmad. Methods of Scientific Research: Business and Economics Applications. Dar Wael. Jordan (2009). (Arabic) | | | | | | | | | | |
| 2- Basic References | | | | | | | | | | |
| * Suleiman, Huda, Mohamed. Economics Research Methods. Dar AlmaerefehAljameyyeh. (2000). (Arabic) * Al NajjarF., N. AlNajjar, and M., Al Zoubi. Scientific Research Methods in Applied Perspective. (2009).(Arabic) * Qahtani S., A. Alameri, M., Al Metheb., and B. Alomar. Research Methods in Behavioral Sciences. (2004). | | | | | | | | | | |
| 3- Books and References recommended (Scientific magazines, Reports | | | | | | | | | | |
| -Non | | | | | | | | | | |
| 4- Electronic materials, and internet and websites   * IMF website (<http://www.imf.org/>) * World Bank website (<http://www.wb.org/>) * Ministry of Economy and Planning (<http://www.mep.gov.sa/>) * The Central Department of Statistics (<http://www.cdsi.gov.sa/>) * Saudi Arabian Monetary Agency (SAMA) (<http://www.sama.gov.sa/>) * Ministry of Labor([http://portal.mol.gov.sa)](http://portal.mol.gov.sa)y) * The Egyptian Center for Economic Studies (<http://www.eces.org.eg/>) * Riyadh Economic Forum (<http://www.riyadhef.com/>) * Gulf Cooperation Council Website (http://www.gcc-sg.org/eng/ ) | | | | | | | | | | |
| 5- Other materials for learning (computer software, diskettes,  systems) | | | | | | | | | | |
| * IHS EViews: Data Handling, Graphics, Programming, and Statistics and Econometrics. * SPSS | | | | | | | | | | |
| f) Facilities Required (Specify course requirements including number of students per class or lab) | | | | | | | | | | |
| 1- Teaching facilities (classrooms, labs) | | | | | | | | | | |
| Depends on number of students per class | | | | | | | | | | |
| 2- Computers | | | | | | | | | | |
| Depends on number of students per class | | | | | | | | | | |
| 3- Others (specify lab equipments) | | | | | | | | | | |
| Not Applicable | | | | | | | | | | |
| g) The Course evaluation and improvement  1- Strategies to achieve efficiency of teaching | | | | | | | | | | |
| * The review of the course contents by the scientific committee. * The review of the course portfolio by the Quality Committee. * The review of the course test, quizzes and assignment by course coordinator. | | | | | | | | | | |
| 2- Other strategies conducted by the teacher or the department in evaluation   * + Analyzing and reviewing samples of students' work.   + The introduction and using of Rubric to evaluate student work. | | | | | | | | | | |
| 3- Operations of improving the teaching   * + The attendance of training courses Organized by The Skills Development Deanship. | | | | | | | | | | |
| 4- Procedures to verify students' achievements (for example: checking the grading and grades by other independent teachers, and exchanging grading with others teachers on regular basis)   * Comparing Students research across different semesters * Evaluating research project by different instructors * Using peer consultation the department remarks final grading and reporting any deviation in results to the head of department. | | | | | | | | | | |
| 5- Describe periodical arrangements and plans conducted to review the efficiency of the course and plans of improvement | | | | | | | | | | |
| * Periodical review for courses plans by the curriculum committee * The department has prepared a new curriculum, currently in pipeline for approval. | | | | | | | | | | |