做中學教學活動設計－以大學行銷研究課程為例

'LEARNING BY DOING' TEACHING ACTIVITIES DESIGNED FOR UNIVERSITY STUDENTS IN MARKETING RESEARCH COURSE

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摘要

　　以教導行銷研究課程釋例，本研究作者闡釋以綜效性觀點為行銷系學生設計一系列教學活動，課程教師先行研究與預備市場調查活動之題材，以整合學生與教師研究旨趣為方向，將教師深層學術研究議題鑲嵌於教學素材與有助益的教學活動中，藉此設計所獲取的調查資料成果可貢獻於教學、學習以及學術研究中。本研究作者為大學教師，以有彈性方式讓課程學生參與調查主題決策以提升學生的學習自發性動機，經由課程教師嚴謹的要求學生妥善操作訪調流程，整體有效調查問卷的質量皆能得到提升，授課教師不僅提供學生有效的操作建議使其通盤理解，亦從學生端接收到實用性的觀點與意見回饋，據此以改善與促進未來相關市場研究設計活動。

關鍵字：做中學、調查研究、教學活動設計、觀光行銷

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ABSTRACT

Exemplifying with teaching marketing research course, the author illustrates a synergetic perspective to design a serial of teaching activities for marketing department students. The topics of survey activities, combining student's and teacher's interests, are previously prepared and studied by teachers. The deep-down survey issues therefore can be embedded in the teaching materials and implemental activities, and the result of survey data contributes to teaching, learning and academic studying. The author, a university teacher, adopts a flexible approach that allows students to participate in a part of the decision making for enhancing students' autonomous motivation to learn. Through the instructor's stringent requirements and enforcement of the interview survey procedures, the quality and quantity of primary data collected increase. The instructor not only provides effective suggestions to enhance students' comprehensive learning, but also receives valuable outlook and recommendations from students' feedback, in order to improve and reinforce similar market research design activities in the future.

Keywords: Learning by Doing, Survey Research, Teaching Plan Design, Tourism Marketing

1.　INTRODUCTION

Designing systematic 'learning by doing' activities is crucial for the undergraduate students who study professions of marketing research methods. Especially, instructing students to complete a project exercise is much more effective than giving only lectures to make them comprehend the theoretical perspectives and practical procedures of marketing methodologies (Hackathorn, Solomon, Blankmeyer, Tennial, and Garczynski, 2011; Michel, Cater III, and Varela, 2009). Exemplifying with teaching marketing research course (Table 1), the author illustrates a synergetic perspective to design a serial of teaching activities for marketing department students. The topics of survey activities, combining student's and teacher's interest, are previously prepared and studied by teachers. The deep-down survey issues therefore can be embedded in the teaching materials and implemental activities, and the result of survey data contributes to teaching, learning and academic studying. The author, a university teacher, adopts a flexible approach that allows students to participate in a part of the decision making for enhancing students' autonomous motivation to learn. All of the students are invited to determine one survey topic among the three of previously prepared

Table 1　Teaching activities design

Course	Marketing Research	Class	Third-year Junior	Attendance	34 students
Type	Compulsory	Course-offering department		Marketing and Distribution Mgt.	
Teaching time	3 hours / per week	Activities [Duration]	Market survey on young tourists' online behaviors [Total of 8 weeks: From week 4 through week 11]		
Prescribed textbook	Hu, Z., Yan (2015). 　　Marketing research: Market Survey and Analysis. Taipei: New-Wun-Ching Development.				
Designated materials	Churchill and Iacobucci (2006). 　　Marketing research: Methodological foundations. New York: Dryden Press. Wilson, Jones, Miller, and Pentecost (2009). 　　Marketing research: An integrated approach. Melbourne, Australia: Pearson Australia. Wilson, Zeithaml, Bitner, and Gremler (2012). 　　Services marketing: Integrating customer focus across the firm. London, UK: McGraw Hill.				
Course goals	1. This course is to be directed primarily toward undergraduate college/university marketing majors who already have fundamental knowledge of business statistics and marketing management. 2. This course provides students with fundamental knowledge of marketing research from previous literature and practical implications.				
The evaluation standard of this course	Survey project implementation 50% 　　i.　Individual data collection 10%; 　　ii.　Group meetings with teacher 10%; 　　iii.　SPSS software usage 10%; 　　iv.　Individual final report 20% Others: Class participation 10%; Hand-in report 20%; Final-term exam 20%				

Continued the following Table

Continued Table 1

	Through these teaching activities, students shall
Objectives of teaching activities	1. Learn comprehensive procedures of market survey and analysis.
	2. Participate in a selection of market survey topics, and in necessary practical activities of market data survey and analysis.
	3. Learn skills of questionnaire design, purposive sampling, onsite interview processes and techniques, and data collection.
	4. Learn skills of data compilation, data coding and decoding.
	5. Learn skills of data screening: the process of inspecting data for errors and correcting them prior to doing data analysis.
	6. Learn the fundamentals of survey research procedures, using SPSS 19.0 to analyze data, in attempt to propose suggestions to market practitioners.

ones for their market survey project and they also are encouraged to form their study groups (within 6 members). Each student need to be trained for conducting two-phase 'face to face' interviews with their focused subjects because each of them is responsible for collecting a regulated size of sample. Specially, all of the students cooperating with their group partners to collect a pool of sufficient primary data that enables them to complete personal analysis work through an online sharing platform.

This study aims to contribute to the literature of teaching marketing survey with several ways. First, the author demonstrates a series of well-planned 'learning by doing' activities that can enable the undergraduate students to learn both of professional theories and operational skills. Second, the author presents how the teacher can inspire students' learning motivations by encouraging them to participate in making decision for learning activities. The teamwork mode is designed to make students learn to cooperate with their partners for achieving the goals of interview data collecting, checking, and analyzing. Furthermore, a control mechanism of preliminary discussion meetings is designed to examine the outlines and analytic results of each student's project. At this moment, the discussions are expected to benefit teacher's teaching method and students' project refinement. Moreover, the students are expected to learn skills of questionnaire design, purposive sampling, onsite interview, and data collection and analysis with computer software SPSS 19.0. Finally, students learn to write a formal report to specify valuable suggestions for marketing managers according to the analyzed results. This teaching plan is also set goals to benefit

scholars' research progression in several ways. First, the author emphasizes on helping students who took marketing research course to learn and experience the comprehensive procedures and logics of market survey. Simultaneously, these junior students of marketing department who have learned fundamental knowledge on Marketing and Statistics could more accurately execute each procedure of market survey than the students studied in the other departments. Moreover, the students' study groups could rapidly and widely distribute questionnaires and collected data through their social network. The author demonstrates how to adopt effective control in the process of sampling and data collecting so that the teachers can acquire high response rate data for further deep-down research.

2.   LITERATURE REVIEW

2.1   Learning by Doing in Teaching

Recent decades, research methods have been a compulsory course for students majoring in social science domains (Longmore, Dunn, & Jarboe, 1996). Different from traditional college lectures of teaching verbally research methods courses which only introduce each step of social science research to the students (Michel, et al., 2009), learning by doing has been paid attention and implemented in research courses for decades (Hackathorn, et al., 2011). For example, early, Takata and Leiting (1987) have suggested that undergraduate students could acquire substantial experiences in doing social science research through embedding learning by doing model into the curriculum. Specially, contemporary teaching research has emphasized the importance of students' actively engagement in the real operation of teaching activities which facilitate students' deep thoughts and knowledge internalization (Peck, Ali, Levine, & Matchock, 2006). In pragmatism, structured teaching activities (e.g. small group discussions, group project assignments, and outcome demonstrations/presentations) can get the students to participate in learning process (Michel, et al., 2009). Myers-Coffman, Ibrahim, Bryl, Junkin, and Bradt (2021) recommended that students need to be dedicated to the course projects which can be regarded as an experiential activity for learning intermediate mixed methods research. When students are guided to execute an entire process of social science research, they experience the reality such as deciding research direction, literature review, questionnaire design, interview practice, data analysis and interpreting statistic results. At the same time, through grouping up students for implementing a common project, they can utilize the variety of individual's abilities, ideas and skills to contribute to a common goal (Longmore, et al.,

1996). Grouped students responsible for the projects can be benefited in such "learning by doing" process because the teachers can discuss more with students to align with group targets and refine the outcome reports. A well-established "hands-on" course design facilitates students to learn the empirical research effectively (Aguado, 2009) proposed that an instructor has to establish up a series of "hands-on" assignments and matching check-point evaluations for each step of students' operating the empirical research process. Guiding each group of students' peer-learning, discussion and reflections can improve quality of both teaching and learning by completing practical projects together.

2.2   Research Methods for Student Tourists' Online Behaviors

Most young people of this generation know and use well specific online channels/media (e.g. websites, internet community, or mobile apps) to search and assess information, to purchase and sell merchandises, and to communicate people. Study related to students' online consumption behaviors continues to be focused because of the rapid development of social media and information technologies. With increasing attentions to young tourists' online behaviors, most previous study employed market survey technique to acquire invisibly potential elements that influence young tourists' online acts. For instance, Bizirgianni and Dionysopoulou (2013) conducted a survey on Greek young tourists, aged between 16 and 29, to examine how the information through media and communicating technologies were involved into the youth's travel decisions. Using a typical market survey skill, Bizirgianni and the colleague collected primary data by distributing questionnaires to social media users and conducting quantitative analysis. In addition, prior scholars (e.g., Chung & Buhalis, 2008; Peterson & Merino, 2003; Xiang & Gretzel, 2010) addressed and examined the role of online communities and social media in young people's online travel information search by using questionnaire survey. Lehto, Kim, and Morrison (2006) addressed that contents of information and the extent of online and off-line search behavior associated with travelers' prior experience with destinations. Thus, adequate information acquired from online websites and virtual communities was recognized to help young tourists make choices for tourism arrangements (Pan & Fesenmaier, 2006). Regarding the data collection technique, Carr (2002) examined the behavioral differences between domestic and international young tourists (between 16 and 35) by conducting face-to-face questionnaire surveys due to the high level of response rate achieved.

The author prepared one of the topics that received limited research attention, the

associations between young tourists' information search behaviors and the ordering decisions in the digital environment. As the popularity of online communities has seen increased growth, travelers have recently been used to applying internet online channels to access tourism information, to disclose personal experiences, and to purchase travel-related products (Chung & Buhalis, 2008). Specifically, nowadays increasing are plenty of innovative official websites of travel-related companies, online and mobile communities (e.g. Facebook, Twitter, Plurk, Line or Wechat), Vlog and Blog functions related to travel information in our everyday life. Hence, these online information platforms become attractive channels for tourism marketers to release critical marketing information (Buhalis, 2003). Responding to scholar's calling (Lehto, Kim, & Morrison, 2006; Peterson & Merino, 2003), this study aims to examine how young tourists who are divided into three different categories of personalities choose online searching channels to search and purchase tourism products. Lining up with previous research methods for this topic, the author planed and implemented a series of teaching activities embedded a survey research for the undergraduate students who took marketing research course for one semester. The teaching and implementation activities basically included survey design, development and usage of survey questionnaire, data collection, data collation and analysis skills. In the campus, the current registered students who once experienced online shopping, aged between 17 and 25 years old, are our purposely selected samples.

2.3 Peer Onsite Interviews, and Time Lag Measure

Nowadays, though the increasing quantity of survey research is implemented through web surveys, there is still a substantial proportion of survey data collected by interviewer-mediated surveys (Engel, Jann, Lynn, Scherpenzeel, & Sturgis, 2015). Three aspects of biases may happen in the web surveying including non-coverage population, self-selection of respondents, and nonresponse (Engel, et al., 2015) due to unwillingness to reply or inaccessibility to internet. In Turner, Sturgis, Martin, and Skinner's (2014) study, they found that the effects from different interviewers' characteristics (e.g., attitude, personality) are small and would not generate compelling influences on expected directions. In the teaching activities, the teacher planned to instruct all of the 34 students practice conducting face-to-face interview-mediated survey methods after completing prior training. To control the response rate and the quality of data collected, student interviewers are also requested to conduct the purposive sampling procedure by filtering (choose) qualified informants in the campus, current university students who once experienced online consumption. Though the

student interviewers may take considerable time to proceed the survey work, they can learn how to select effective respondents and how to collect data accurately, and they achieve high perfection of response rate for this teaching and research plan. The quality of collected data will be graded as one of the crucial performance indicators.

3. IMPLEMENTATION OF THE TEACHING ACTIVITY

3.1 Duration: Lectures and preparation before the activity (Week 0-3); The start of the activity (Week 4-5, 6 hours)

Location: General Classroom

Preparation for Instructor:

(1) Week 0: The instructor has prepared questionnaire outlines of 3 subject matters on market research prior to the beginning of the semester. The object of study will be focused on groups of college students.

(2) Week 1: The syllabus outline, course program, and criterion of grading will be described precisely to students in class. Because marketing research is a compulsory course for students in this department, students are required to take part in activity-based market research, and relevant performance will account for 50 percent of the semester grade. The instructor has made a clear explanation of 3 alternative subject matters on market research; Proposal A, B, and C. All students in this program have voted and determined the final investigative proposal. There were 5 votes in favor of Proposal A, 25 votes of Proposal B [The study of the behavioral model of young tourists concerning online booking and purchasing], and 3 votes of Proposal C. The teaching assistant has divided students into 6 groups in accordance with their grades from the statistics course. There were at least 2 students with grades above 80 points assigned to each group.

(3) Week 2: Scientific research procedures (Figure 1) will be explicated thoroughly. The essential principles and analysis reports of market research will be made explicit in lecturing instruction as well.

(4) Week 3: Each step of implementing marketing research will be illustrated in class.

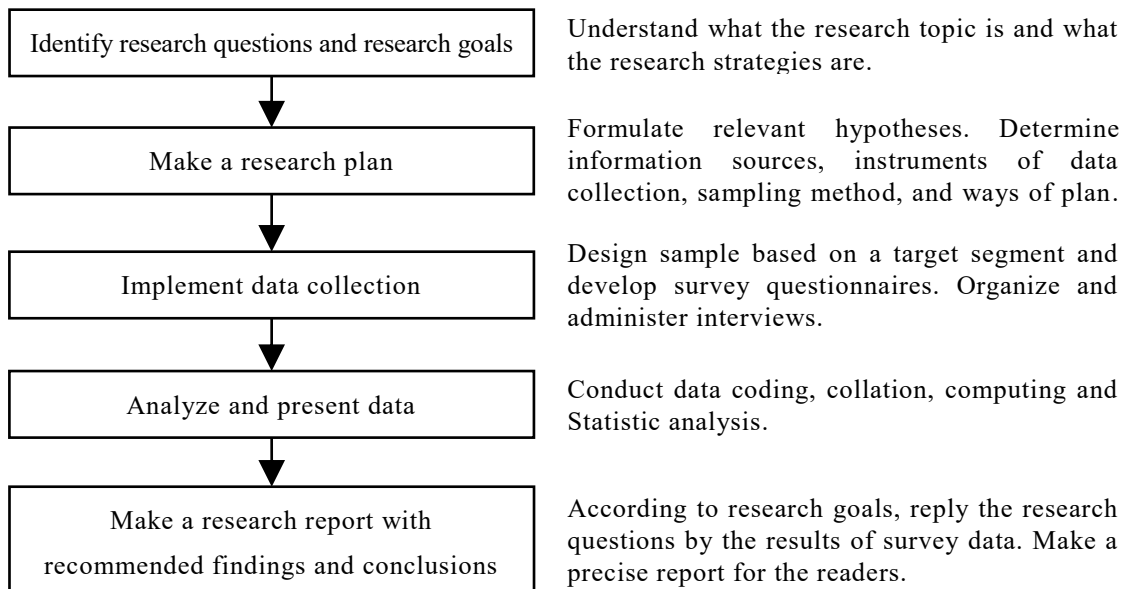| Identify research questions and research goals | Understand what the research topic is and what the research strategies are. |
Make a research plan	Formulate relevant hypotheses. Determine information sources, instruments of data collection, sampling method, and ways of plan.
Implement data collection	Design sample based on a target segment and develop survey questionnaires. Organize and administer interviews.
Analyze and present data	Conduct data coding, collation, computing and Statistic analysis.
Make a research report with recommended findings and conclusions	According to research goals, reply the research questions by the results of survey data. Make a precise report for the readers.

Figure 1   Marketing survey process

Though the instructor has already prepared research questionnaire for the students. The techniques of questionnaire design and collocation in statistical analysis will be instructed, practiced and assigned as students' hand-in report in the other weeks and tested in final-term examination as well.

(5)   Week 4-5 (thematic approach): Students first determine the subject matter. The concepts of how to address research questions with alternative hypotheses, the techniques and processes of interviewing, questionnaire pretesting, and reliability and validity of market research will be instructed in subject lectures.

3.1.1 Thematic approach procedures and features

(1)   The research questionnaire was formulated in accordance with literature review, and validity assessment of the questionnaire was affirmed by two qualified professionals. The instructor illustrates key points of a questionnaire design process.

(1-1)   The instructor demonstrates how to develop survey questions, item statements and response parts design from various resources of variable conceptualization in prior studies.

(1-2)   The functions of measured demographic variables will also be mapped out.

(1-3) Give the students the context of how the mainstream participants trade online tourism, and guide them how to implement behavioral analysis of social media.

(2) A total of 34 copies of survey questionnaire were handed out to each student in class to proceed with the questionnaire pretest.

(2-1) The questionnaire items and statements will be modified in accordance with the undergraduate students' popular jargon geared toward online language usage.

(2-2) The population of the study consists of 856 undergraduate students with online shopping experience for 3 years at Tzu Chi University of Science and Technology (TCUST) in the year of 2015 those who were the mainstream participants in the population of this study.

(3) The instructor will provide guidance and demonstrate the techniques of a two-phase onsite interviews and data collection methods. Meanwhile, the students will be instructed to practice interview techniques by peer interviewing as a pretest of this study. The key points of this class include:

(3-1) Students are instructed to make a notation carefully on the first interview session, as well as mark the coding number of each interviewee. Next, students are guided to interview the same interviewees more than a week later but within two weeks to complete the other questionnaire items.

(3-2) Students are requested to narrate the questionnaire items clearly to the interviewees without any dramatic embellishment. Therefore, interviewers' biases shall be reduced during the interview sessions. The purpose is to assure that participants respond to all the questionnaire items in a stress-free atmosphere.

(4) The instructor instructs students how to work together for mutual benefit. For instance, group members have to share works to response for interpreting the questionnaire items clearly for interviewees if requested, as well as for examining finished questionnaires to avoid omissions once the interview sessions ended.

3.1.2 The essential elements to be learned

(1) Students obtain fundamental knowledge of mapping research topics, literature review and hypothesis inferences by establishing up a theoretical framework for an empirical study.

(2)　Students will acquire the techniques of survey design (Figure 1), learn both advantages and disadvantages of survey data collecting, learn questionnaire pretesting, as well as study the concepts of reliability and validity.

(3)　Students will acquire a methodological foundation of interview techniques and how to design and implement a two-phase process of peer interviews.

(4)　Students will comprehend the reasoning for and implementation of purposive sampling.

3.1.3 The evaluation standard

The criteria for grading students are based on students' pretesting performance, the design of theoretical framework for matching individual's aims of analytical plan, and the group meeting with the teacher. These performances will be counted into the portion of group meeting with the teacher (10%), and individual data collection (10%).

3.2　Time: Week 6-7, 6 hours / Location: Computer Lab

3.2.1 Preparation for Instructor

(1)　The instructor prepares 400 formal copies of the questionnaire for the students in advance.

(2)　The instructor delivers a lecture of survey research prototypes from designated textbook materials by using PowerPoint presentations.

(3)　The computers should be previously installed with SPSS 19.0 statistical software, and the instructor will designate textbook materials conducive to the course.

(4)　Week 6-7 (thematic approach): Interviewing sessions will take place, as well as the collecting of questionnaire data, data examination, data coding and decoding, and data input to SPSS 19.0 statistical software.

(5)　The instructor has set up a network platform of curriculum beforehand to familiarize each group of students with interview proceedings, the quality of interview data and to assist each group of students with data collection and solve any issues.

3.2.2 Thematic approach procedures and features

(1)　The instructor assigns 34 students to seek at least 10 TCUST undergraduate students

(with no overlap) to participate in the survey research.

(1-1) Participants must have 3-year online purchasing experience to fit in the sampling frame.

(1-2) Each group of students in the class must proof the target subjects with the teaching assistant to avoid the repetition of interviewing the same subjects, so as to ensure the quality of data collection.

(2) Group members must be onsite and confirmed by participants to avoid misunderstanding the questionnaire. Doing so will increase the percentage of effective sampling.

(3) Students are instructed to put their student ID numbers as the part of serial numbers on each of interviewed questionnaire.

(3-1) For instance, the first collected questionnaire from a student whose ID number is 00125 will be coded as [00125-001] on the questionnaire.

(3-2) Students need to self-examine the collected data to eliminate invalid questionnaires. Meanwhile, students are encouraged to collect effective data from new participants.

(4) Students need to practice interviewing techniques within group discussion, sharing and interaction. Therefore, students will be able to enhance and improve their communication skills.

(5) About the usage of SPSS 19.0 statistical software.

(5-1) The instructor demonstrates the procedure of data input to SPSS 19.0 statistical software, so as to assist students in unifying the serial code numbering on each survey collected.

(5-2) Students are instructed to share archives via the network platform of curriculum, and practice onsite data entry of serial code numbering for the collected questionnaires.

3.2.3 The essential elements to be learned

(1) Students learn to look for the targeted participants, implement at least ten-time onsite interviews, and apply reciprocal interactive patterns to secure the high ratio of effective-interviewed questionnaires.

(2)　　Students learn to manage the collected questionnaires by doing data coding, and the skills of data entry to SPSS 19.0 statistical software.

3.2.4　The evaluation standard

　　　The criteria for grading students are based on students' collected questionnaire management, and the quality and quantity of practicing data entry to SPSS 19.0 statistical software. These performances will be counted into the portion of individual data collection (10%), and SPSS software usage (10%).

3.3　Time: Week 8-9, 6 hours / Location: Computer Lab

3.3.1　Preparation for Instructor

(1)　　The assistant examines the total of effective questionnaires (378; the effective ratio of questionnaires was 94.5%). There were a total of 19 invalid questionnaires (the invalid ratio of questionnaires was 4.75%), which were eliminated. A total of 378 effective questionnaires will be divided into 6 subsets (Figure 2).

(2)　　The instructor prepares the teaching material of survey research procedures from designated textbook materials, and deliver lectures with PowerPoint presentations.

(3)　　The instructor utilizes SPSS 19.0 statistical software to previously set up demonstrated examples of analyses and designated textbook materials conducive to the course.

(4)　　A prototype of a final report will be presented and explained through lectures.

(5)　　Week 8-9 (thematic approach): Reliability and validity, descriptive variables analysis, ANOVA, student T-tests, regression analysis and structure equation modeling (SEM) analysis will be illustrated.

3.3.2　Thematic approach procedures and features

(1)　　The instructor instructs students how to utilize the database from the network platform of curriculum, so as to review participants' data entry and achieve various methods and skills of statistical analysis.
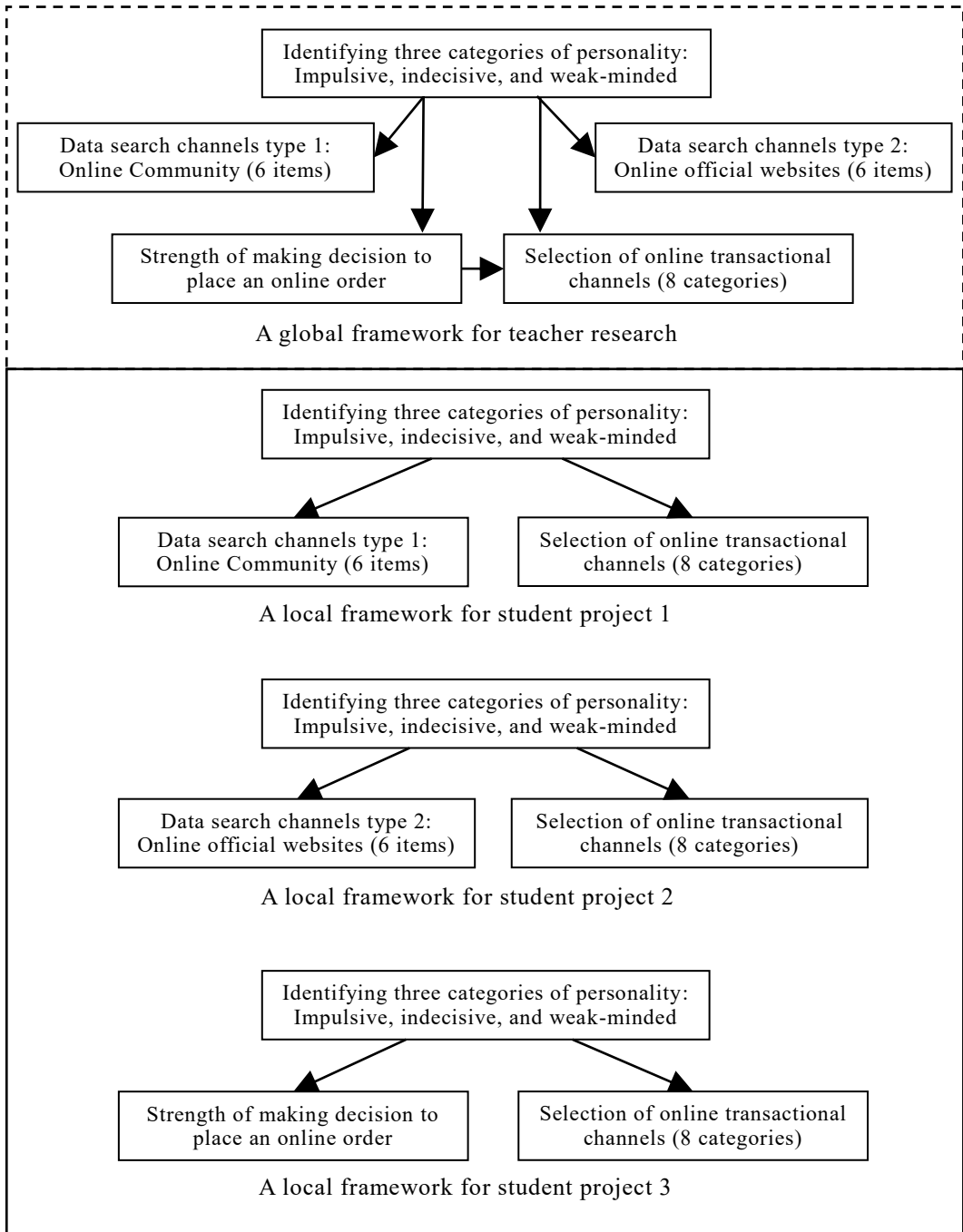
Figure 2   Examples of survey frameworks for single student project and teacher research

(2)　The instructor will illustrate the prototype and format of final research report presentation.

(3)　The distribution of the database of the effective questionnaires.

(3-1)　A total of 378 effective questionnaire samples, with serial code numbered, will be previously divided into 6 subset categories for the 6 groups of students. Each subset can contain 180 copies.

(3-2)　Subset 1 covers serial codes no. from 1 to 180, subset 2 covers 181 to 360, subset 3 has odd numbers of the 180 copies from 1 to 360, subset 4 has even numbers of the 180 copies from 2 to 360, subset 5 covers 101 to 280, and subset 6 covers 151 to 330.

(3-3)　A student representative from each group (a total of 5-6 members) will draw lots to determine their order of the 6 subsets, which will be applied to assignment analysis and research reports.

(4)　Each group of students will use their data subset to implement statistics analysis, and ability to write research reports on one's own.

3.3.3　The essential elements to be learned

(1)　Students should learn the purpose of each statistics analysis and how to match each of the functions of SPSS 19.0 statistical software.

(2)　Students should actual onsite operate SPSS 19.0 statistical software. [Students who attend this course have already taken a 3 credits statistics course, as well as learned SPSS statistical software.]

(3)　Students are requested to apply five skills and methods of statistics in marketing research reporting including reliability and validity, descriptive variables analysis, ANOVA, student T-tests, regression analysis and structure equation modeling (SEM).

3.3.4　The evaluation standard

　　The criteria for grading students is based on students' practice and utilization of SPSS 19.0 statistical software (10%), individual comprehension of statistical analyses, and the key points of analytical contention.

3.4 Time: Week 10-11, 6 hours / Location: Computer Lab

3.4.1 Preparation for Instructor

(1) The instructor read students' first drafts of research reports beforehand through the curriculum platform.

(2) The instructor examines the research topic design, the logicality of statistical analysis, and the research survey proceedings and progress.

(3) Week 10-11 (thematic approach): The instructor and students have group discussions about matter of final research reports.

3.4.2 Thematic approach procedures and features

(1) The assistant arranges a workshop with each group of students in class, with a 60-minute format.

(2) Every student from each group will have 10 minutes to present the substance of his or her final research report. The instructor will provide effective suggestions to enhance students' comprehensive learning.

3.4.3 The essential elements to be learned

(1) Students will give constructive feedback and suggestions related to the instructor's involvement and participation in workshop activities.

(2) Students will be able to detect the advantages and disadvantages of their research design and statistics analyses plan, so as to further the development of research survey reporting.

3.4.4 The evaluation standard

The criteria for grading students are based on students' discussion with the instructor (10%) and involvement, the modification and scope of the final research survey report after a two-week period (20%).

3.5 Follow-up: Week 12-18

(1) The instructor deliberates precisely again on social science research methods used in market survey research, enabling students to correspond a variety of technical

learning methods within survey research activities.

(2)   The instructor teaches students to implement questionnaire design including open-ended and structured questionnaires.

(3)   The instructor introduces experimental methods and will be demonstrated and practiced in class.

(4)   The instructor will relate marketing research with marketing strategy formulation.

(5)   A written final examination will be based on the essential concepts, elements, and theoretical framework of marketing research derived from lectures, as well as the details of practical implementation.

4.   RESULTS

The pragmatism of onsite interviewer-mediated surveys have been executed by college students to collect primary data from a clustering sample frame of college students. We also implemented purposive sampling by recruiting qualified informants on campus who had at least 3 years of online purchasing experiences. Eventually, 34 students have successfully completed 378 effective questionnaire samples with a two-phase survey method. All of the students were interviewers and requested to ensure the same illustrative contents and explain what if the participants have questions about items. To avoid potential influence of fatigue, common-method bias, and impatience during the questionnaire reply process, the authors instructed the interviewers to use a time-lagged design method (Li, Lin, Tien, & Chen, 2015; Li, Lin, & Tien, 2015). As Table 2 depicted, we arranged the variables of three elements of marketing mix (Product, Price, Promotion) to be replied at Time 1. After one week, the variables of relative channels, and purchase intention were to be replied at Time 2. The related different priorities for usage of website and online community can be disclosed (Park & Kim, 2010).

4.1 Implications of the Originality

4.1.1 Identify research questions and research goals

During the week 4-5, a targeted group of undergraduate students participate in the market

Table 2　Resultant outcome of survey instruments

Research Variables	Items / Numbers	Mean / SD	Time
Price Sensitivity	PS1-5 / 5 items	1.76　/ 0.707	1
Online Community	OnC1-6 / 6 items	N.A	2
Age, Gender, Personality, Tenure, Department	5 items	Age: 20.13 / 1.642	1,2
Keywords Search	KwS 1-5	N.A	2
Online Transactional Channel	OpC8 / 8 items	N.A	2
Product Diversity	PD1-3 / 3 items	2.71 / 0.663	1
Promotion Official Websites	Pr1-6 / 6 items	2.91 / 0.652	1
Online Purchase Intention	Opi1-4 items / 4 items	3.087 / 1.232	2

research design activities. The instructor has arranged and provided 3 subject matters on market research for student selections. Involvement in spontaneous student activities will heighten the rate of activity-achievement, so as to enhance students' motivation to learn and arouse their interest through participation. The instructor prepares a draft of the questionnaire beforehand in accordance with the fundamentals of literature review. Meanwhile, questionnaire design and various textbook materials used in lectures will be integrated in market research design activities for an early start. The population of the study consists of students with online experience at TCUST campus. A bold assumption has been made from this survey research design, which is that most 856 undergraduate students have online shopping experience. This survey research is aimed at the study of the behavioral model of undergraduate students using online booking and purchasing tourism products. At least 2 students with grades in the Statistics class of above 80 points have been assigned to each group so that they will be appointed as the statistics tutors to help teach group members in the project group. This can reinforce and invigorate interactive learning among peers for further data analysis.

4.1.2　Make a research plan and implement data collection

Within week 6-7, students use their student ID numbers for serially coding on each interviewed questionnaire; accordingly, the instructor can grade the results of each students' questionnaire collection effectively. Furthermore, students assist participants onsite during the interview sessions by examining the questionnaire with participants to avoid missing data happening, effectively enhancing the data collection. Through the instructor's stringent

requirements and enforcement of the interview survey procedures, the quality and quantity of effective questionnaires increase. Each group of students administers only one type of a pre-determined subset of effective questionnaires (a total of 180 copies for each group). Under the prerequisite of the fundamentals of literature review outlined by the instructor, students are able to develop their own theoretical frameworks of survey research, analysis of variance, statistical design, and measurement analysis, as well as bring forward analytical conclusions with recommendations for market research.

4.1.3 Analyze data and make a research report

During the week 8-9, by utilizing on-campus technological facilities to instruct students to upload their results of statistics analyses works every week, and also share their archives of database. Meanwhile, the instructor can monitor the quality of effectively coded questionnaires in market survey progress. Later, within week 10-11, the instructor and each group of students have group seminars about the matter of final research reports. Through group discussion, the instructor not only provides effective suggestions to enhance students' comprehensive learning, but also receives valuable outlook and recommendations from students' feedback. In the end, each student will be required to submit their final research reports for the advantages of academic assessment grading online and archival storage for the instructor. Furthermore, by means of this group team-work arrangement of data analysis, group discussion and interaction, plagiarism of other students' academic assignments can be prevented.

5.　CONCLUSIONS, LIMITATIONS AND FUTURE STUDY

This teaching activities plan perhaps can succeed in training student how to conduct a typical market survey work but it still has several limitations. First, the planned activities must be completed within or shorter than 8 weeks for a semester because the teacher needs to include and pay equal attention to the other units such as observation method, experimental method, and the extension of marketing strategies. Second, this study exemplified a plan of creating practical 'learning by doing' activities for the course of marketing research; however, we used convenient samples, 'current students in the campus', to save time for completing the whole process of survey work. Thus, the students must be clearly taught the concept that the result outcomes of their own projects cannot be

generalized over the all university travelers. The cognition and reflections of the campus students might not entirely represent the students of the other universities. Third, according to the function of a cross-sectional investigation, the informants who participated in this teaching plan only could offer spontaneous information to express their temporary perception and behavior. To plan for a long term marketing strategy, one shot survey may be insufficient to report the market dynamics. Therefore, the secondary data collection and analysis, a longitudinal research, and experimental method are suggested for reinforcing the accuracy of market monitoring. The current teaching activities plan can be duplicated for the other courses in social science domains. Teachers are suggested to combine the deep-down research with the teaching activities for students because of the win-win benefits on students and teachers.

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Appendix

The Statistical Result of Student Learning Response and Assessment
Tzu Chi University of Science and Technology

Academic Year: Second Semester

Department: Marketing and Distribution Management

Course Title: Marketing Research

Day Division / School of Continuing Education: Day Division / Undergraduate Program

Class: Third-year junior (compulsory course)

Student Participants: 33 (Excluding 1 four-year student who retook the course was non-respondent.)

Mean of Point Average in instructional approaches: 4.64

Mean of Point Average in students' responses: 4.63

*Likert-like scale: very agreeable (5 points); agreeable (4 points); neutral (3 points); disagreeable (2 points); very disagreeable (1 point)

Measure items:

1. The instructor sincerely cares about and values all students.
2. The instructor adopts applicable course materials in accordance with students' learning needs.
3. The course lecture content from the instructor is systematic and integrated.
4. The instructor encourages students to contemplate and value the comprehension of all aspects of the lectures.
5. The instructor's teaching approaches arouse my interest toward the learned subject.
6. The instructor is capable of conducting and modulating syllabus progress in accordance with students' learning abilities and / or circumstances.
7. The instructor and students are capable of discussing lessons and assignments in effective ways.
8. The instructor manages the assessment criteria toward students' learning comprehension objectively and impartially.
9. The instructor is willing to solve problems in connection with students' learning.
10. The instructor and students are capable of developing superior and interactive approaches in class.
11. The lesson content coincides with course objectives.

12. I understand and realize that I will acquire academic intelligence from this course.

13. I concentrate and think conscientiously in class discussion.

14. I will recommend this course to schoolmates.

15. I look forward to attending this course every week.

Open-ended questions: Others comments related to this course

1. Thank you, teacher.

2. I am grateful to have your instructions as my important mentor for completing the project.

3. Both of the instructor and the students have worked very hard to teach and learn the knowledge of marketing research. I feel our efforts worthy.

4. I perceived the knowledge that I've learned from this course is solid and useful for my career.

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