

Georgia Institute of Technology, Scheller College of Business
MGT 6822, Fall 2026

Innovation Research Methods 2

Jonathan Giuliano
j.g@gatech.edu
scheller.gatech.edu/giuliano

Overview

In technology innovation, why do we conduct research? To identify opportunities and to develop innovations, often the best approach is to conduct qualitative research through interviews and observations.

Then how do we conduct research that is immediately practical, highly rigorous, and replicable? We accomplish this by learning, practicing, and developing expertise in research methods for innovation.

Innovation Research Methods 2 (IRM2) develops skills you learned in Innovation Research Methods 1 (IRM1) and provides the fundamentals for you to learn and develop observational skills for and from field research.

IRM2 is complementary to and integrative with Innovation and Business Model Design (IBMD). During IBMD class sessions, you should expect references to and discussions of your work in IRM2.

This course provides conceptual and methodological tools that you use to build and execute your business model and launch plan for technology-innovation projects.

IRM2 should further enable and equip you to succeed by learning how to conduct innovation research quickly, iteratively, rigorously, and cost effectively.

Prerequisites and Corequisite

The prerequisite courses are Innovation Analysis and Innovation Research Methods 1. The corequisite for this course is Innovation and Business Model Design.

Objectives and Outcomes

In this course, you should learn to:

1. Gain fundamental knowledge of the advantages and limitations of observational field research and their implications in technology innovation.
2. Develop skills in framing research questions, designing and conducting research, and analyzing qualitative data.
3. Apply skills in experience-based field research.
4. Develop your experience in evidence-based innovation research.
5. Integrate primary research and secondary research.
6. Further appreciate the complementarity of qualitative research and quantitative research.
7. Demonstrate critical insights from observational field research for innovation execution.
8. Develop skills in organizing, analyzing, and presenting qualitative research.
9. Integrate what you are learning in this course with what you are accomplishing with your course projects.

Modality

This is an asynchronous online course; however, this course integrates with IBMD, so follow the course schedule.

Office Hours

I hold office hours by appointment. If you wish to have a conversation, send an email noting the purpose of and agenda for the conversation and proposing times and dates to talk in person, by telephone, or, if you need to share your screen, by Zoom or Microsoft Teams.

Email

I often respond to email quickly, though you should always expect that a response may take 24 hours; the exceptions are weekends and holidays (including school holidays), when I often leave email until the next business day. You must respond to email you receive from TI:GER faculty and staff within 24 hours, except for weekends and school holidays. We progress quickly in this course, and your delay can create problems for the entire cohort and the TI:GER program.

Website

Canvas provides the course website for Announcements, Assignments, Files, and Grades. Check Canvas frequently to make sure that you have current course Announcements. Use Assignments to follow assignment deadlines and to submit your course assignments. The Files folder contains the course syllabus and other files for this course. Your scores on Assignments are available in Grades.

Assessment

Grades for this course are based on your performance on four assignments, all of which are individual assignments. You may earn a score between 0 and 100 on each written assignment; however, nearly all scores on submissions range between 65 and 95.

Research Journal

- In the first week of this course, start a research journal with one Microsoft Word file.
- In your research journal, note dates, activities, and applications of your research.
 - Activities include watching video assignments and making notes on what you learn, what you plan to apply, and what you have applied from the videos.
 - Applications include planning and conducting interviews. Endeavor to apply what you learn creatively, frequently, and intentionally.
 - With the videos you watch, always answer at least these three questions:
 - What are the most important concepts, frameworks, and methods in the video or the transcript?
 - Why are these the most important?
 - How would you apply, are you applying, or have you applied, these concepts, frameworks, and methods to your project?
- You should write at least one page weekly. One page should comprise at least 300 words.
- Submit your research journal, as one Microsoft Word file, on Canvas before the deadline.

Sight-and-Sound Observations

- You must conduct two sight-and-sound observations.
- Each observation has two components: (1) sound without sight and (2) sight without sound.
- This sight-and-sound observational exercise typically occurs in a public venue, such as an airport, a restaurant, or a store; however, let's conduct this exercise

digitally. Select a film you have never watched – dramas tend to fit well with this exercise – and skip the first 10 minutes of the film.

- For the sound-without-sight exercise, hide the video, and focus your attention on the audio for 10 minutes of the film. Take copious notes with great attention to detail. Then watch and listen to the same 10 minutes of the film. Answer these questions:
 - What did you miss only by listening?
 - What did you capture accurately only by listening?
 - What are the main advantages of watching the film while listening?
 - What are actual or potential disadvantages of watching the film while listening?
- For the sight-without-sound exercise, advance the film 30 minutes. Mute the audio, and focus your attention on the video for 10 minutes of the film. Take copious notes with great attention to detail. Then listen and watch the same 10 minutes of the film. Answer these questions:
 - What did you miss only by watching the film?
 - What did you capture accurately only by watching?
 - Aside from the advantages and disadvantages you identified in the sound-without-sight exercise, what new advantages did you identify from listening and watching the film?
 - What new disadvantages?
- Write up your first sight-and-sound observational exercise. Your first writeup should approximate 1500 words. Submit this assignment as one PDF file on Canvas before the deadline.
- The second observational exercise is identical to the first, with the same two components (i.e., sound without sight and then sight without sound), except you must watch a different film. By completing the exercise a second time, which occurs later in the course, you can see if you have improved your listening and watching skills during the time between these two exercises.
- Write up your second sight-and-sound observational exercises. Your second writeup should approximate 1500 words. Submit this assignment on Canvas before the deadline.

QSR Observation

- After completing your two sight-and-sound observations, go to a quick-service restaurant; often Waffle House restaurants lend themselves to this assignment.
- Before going to the restaurant, develop one research question and one hypothesis that you can test.
- For a period of at least one hour, carefully observe others in the restaurant, and take copious notes. While watching and listening to others, apply the concepts and methods from IRM2 to conduct your research.
- Immediately after leaving the restaurant, analyze your notes, which are your source of qualitative data.

- Write a report, between 2000 and 3000 words, providing your research question and hypothesis, describing your observations, analyzing your data, and discussing your conclusions and their implications. Make explicit applications, references, and citations to all the resources you have watched (e.g., videos), read (e.g., the course textbook), and used (e.g., NVivo).
- Submit this assignment as one PDF file on Canvas before the deadline.

Late Submissions

In general, Assignments that are late submissions lose 10 percentage points if they are less than 24 hours late, 20 percentage points if 24 hours late and less than 48 hours late, 30 percentage points if they are 48 hours late and less than 72 hours late, and 10 additional percentage points for each period of 24 hours thereafter that the submissions are late. If you fail to submit an assignment, your score is zero.

Course Grades

You may earn a course grade of A, B, C, D, or F. You must take this course for a letter grade. Your course grade comprises...

Your course grade comprises...

1. Research Journal: 20 Percent
2. 1st Sight-and-Sound Observation: 20 percent
3. 2nd Sight-and-Sound Observation: 20 percent
4. QSR Observation: 40 percent

Course scores and course grades follow this table:

90.00 and higher:	A
80.00 to 89.99:	B
70.00 to 79.99:	C
60.00 to 69.99:	D
59.99 and lower:	F

Resources

Resources for this course include these four:

1. Videos in Canvas Files
2. Links (in this syllabus' Schedule section) to webpages with videos you must watch
3. Jackson, K., & Bazeley, P. 2024. *Qualitative Data Analysis with NVivo*, 4th edition. SAGE Publications. Los Angeles.

4. NVivo software

You may buy, rent, or borrow the Jackson and Bazeley book. The format (ebook, hardcover, paperback) is irrelevant; choose whichever format you prefer. This book specifically provides context and instructions on how to use NVivo software and generally offers insights into the approaches, methods, and practices of interview research and observational research.

NVivo is qualitative data analysis software (QDAS). A useful webpage to learn about QDAS is this site at Johns Hopkins University:
<https://guides.library.jhu.edu/c.php?g=941489>

There is no need for you to purchase NVivo software, as you may download and use the software with a free trial of 14 days. With a free-trial period of only two weeks, make sure that you plan appropriately. The main website for NVivo is this:
<https://lumivero.com/products/nvivo/>
For the free trial: <https://lumivero.com/resources/free-trial/nvivo/>

Integrity

Georgia Tech endeavors to foster a community based on trust, integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, click either of these links:
<http://www.catalog.gatech.edu/policies/honor-code/>
<http://www.catalog.gatech.edu/rules/18/>

Any student suspected of plagiarizing or other cheating on any assignment will be reported to the Office of Student Integrity, which investigates the incident and identifies the appropriate penalty for violations.

Accommodation

If you are a student with learning needs or other needs that require special accommodation, call the Office of Disability Services at 404-894-2563 or click this link:
<http://disabilityservices.gatech.edu>
Make an appointment immediately to discuss your special needs and to obtain an accommodations letter. Please also email me as soon as possible to so that we can discuss your learning needs.

Inclusivity

I am strongly committed to, and actively engaged with, creating an inclusive learning environment in which everyone feels welcome and safe. I rely on your feedback to achieve this goal. I invite you to talk with me about things you feel I should stop, start, and continue doing to allow everyone to feel valued and engaged in our learning community.

Expectations

It is important to establish and maintain a culture of respect, open inquiry, intellectual challenge, mindful and conscientious behavior, and responsibility. Click this link – <http://www.catalog.gatech.edu/rules/22/> – to read an articulation of expectations that you can have of me and that I have of you. Professional conduct helps create and sustain the community and environment we value.

Schedule

NB

1. Consult Canvas Assignments for assignment due dates.
2. Remember to make weekly entries in your research journal.
3. *Jackson & Bazeley* refers to the course textbook.
4. Although this is an asynchronous online course, the schedule lists dates as a guide to help you complete your course work and assignments on time.

For the week commencing...

Monday 24 August

- Read the course syllabus.
- Review the Canvas website for this course.
- Acquire the course textbook, Jackson & Bazeley.
- Start your research journal.

Monday 31 August

- How accurate are your observations?
 - At this link – <https://www.youtube.com/@DanielSimons> – watch these videos from Dan Simons (https://en.wikipedia.org/wiki/Daniel_Simons):
 1. “The Selective Attention Test”
 2. “The Monkey Business Illusion”
 3. “A Movie Perception Test: Conversation”
 4. “A Movie Perception Test”
 5. “The Door’ Study”
 6. “Intuitions About Perception”
 7. And any other videos on the webpage you would like to see

Monday 7 September

- How does observational research fit within field research?
 - Read the article “Field Research” in Canvas Files.
 - Watch all the videos (in Canvas) in folder 1, and make notes in your research journal on how you can apply these concepts and methods in your project.

Monday 14 September

- 1st Sight-and-Sound Exercise
 - Complete the 1st Sight-and-Sound assignment.
 - Submit your 1st Sight-and-Sound Exercise in Canvas before the deadline.

Monday 21 September

- Observational Field Research
 - Watch all the videos (in Canvas) in folder 2, which focus on observational field research, and make notes on how you can apply these concepts and methods in your project.

Monday 28 September

- Observational Field Research
 - Watch all the videos (in Canvas) in folder 3, which focus on good practices and effective criteria for observational field research, and make notes on how you can apply these concepts and methods in your project.

Monday 5 October

- 2nd Sight-and-Sound Exercise
 - Complete the 2nd Sight-and-Sound assignment.
 - Submit your 2nd Sight-and-Sound Exercise in Canvas before the deadline.

Monday 12 October

- Comparative Review: Qualitative Interviews
 - To further develop your skills in qualitative interviews and to make a comparison between interviews and observational research, watch all the videos (in Canvas) in folder 4, which focus on interviews, and make notes on how you can apply these concepts and methods in your project.
 - Read this overview of qualitative data analysis software (QDAS) because NVivo is QDAS. Here's the link to the Johns Hopkins University site: <https://guides.library.jhu.edu/c.php?g=941489>
 - In Jackson & Bazeley, read chapters 1 through 4.

Monday 19 October

- Qualitative Analysis
 - Watch all the videos (in Canvas) in folder 5, which focus on qualitative data analysis, and make notes on how you can apply these concepts and methods in your project.
 - In Jackson & Bazeley, read chapters 5 through 8.

Monday 26 October

- Mixed Methods Research
 - Watch all the videos (in Canvas) in folder 6, which focus on writeups, mixed methods research, and ethics; make notes on how you can apply these concepts and methods in your project.
 - In Jackson & Bazeley, read chapters 9 through 11.

Monday 2 November

- NVivo
 - Begin your NVivo trial period (which is only 14 days), and use this link to download the software: <https://lumivero.com/resources/free-trial/nvivo/>
 - Use your interviews from Innovation Analysis, Innovation and Business Model Design, or IRM1 as your data set.

Monday 9 November

- NVivo
 - Continue learning NVivo during the trial period.
 - Watch at least five NVivo videos that interest you at this site: <https://www.youtube.com/@NVivosoftware/videos>

Monday 16 November

- QSR Observation
 - Conduct your fieldwork for the QSR observation assignment.

Monday 23 November

- QSR Observation Writeup
 - Write up your QSR observation field work.

Monday 30 November

- Submit your QSR observation assignment and your Research Journal assignment in Canvas before the deadline.