



**BUSINESS SCHOOL**  
Te Kura Pakihi

MART 460 Research Methods

# COURSE OUTLINE

Semester One, 2019

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## The University of Otago's Graduate Profile

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All graduates of the University of Otago are expected to have the graduate profile in the box below. Not all of that profile is expected to be included in any one paper. This paper will focus on the *italicized* items.

### **Graduate attributes**

All University of Otago graduates will possess a deep, coherent and extensive knowledge of at least one discipline, coupled with knowledge of the fundamental contribution of research to that discipline. In addition, all Otago graduates will possess, to varying degrees, the following sets of attributes:

These attributes involve substantial affective elements:

#### ***Global perspective***

*Appreciation of global perspectives in the chosen discipline(s) and the nature of global citizenship*

#### ***Interdisciplinary perspective***

*Commitment to intellectual openness and curiosity, and the awareness of the limits of current knowledge and of the links amongst disciplines*

#### ***Lifelong learning***

*Commitment to the on-going acquisition of new knowledge and new skills, and an ability to apply these to an ever-changing environment*

#### **Scholarship**

Commitment to the fundamental importance of the acquisition and development of knowledge and understanding

These attributes include those most often sought by employers:

#### ***Communication***

*Ability to communicate information, arguments and analyses effectively, both orally and in writing*

#### ***Critical thinking***

*Ability to analyse issues logically, to challenge conventional assumptions, to consider different options and viewpoints, make informed decisions and act with flexibility, adaptability and creativity*

#### ***Cultural understanding***

Knowledge and appreciation of biculturalism within the framework of the Treaty of Waitangi; knowledge and appreciation of multiculturalism; and an ability to apply such knowledge in a culturally appropriate manner.

#### ***Ethics***

*Knowledge of ethics and ethical standards and an ability to apply these with a sense of responsibility within the workplace and community*

#### ***Environmental literacy***

*Basic understanding of the principles that govern natural systems, the effects of human activity on these systems, and the cultures and economies that interact with those systems*

#### ***Information literacy***

*Ability to apply specific skills in acquiring, organising, analysing, evaluating and presenting information, in particular recognising the increasing prominence of digital-based activity*

#### ***Research***

*Ability to conduct research by recognising when information is needed, and locating, retrieving, evaluating and using it effectively*

#### ***Self-motivation***

*Capacity for self-directed activity and the ability to work independently*

#### ***Teamwork***

*Ability to work effectively as both a team leader and a team member*

## Paper Description and Aims

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This paper asks the question “why do we undertake research?” and considers the different forms of research that are applicable to Marketing. The paper picks up on some of the more practical elements of data collection methods you may have learnt in an undergraduate programme, and links these to different research philosophies. You will be asked to consider your own views on research, and develop a proposal for a research project linked to your particular interests in marketing. Overall, the module will prepare you to undertake a research project of your own, such as an Honours dissertation, a Masters or a PhD.

## Learning Outcomes

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Upon successful completion of this paper, you should be able to

1. Explain deductive and inductive approaches to research for marketing (Ethics, Research)
2. Design a research methodology for a range of marketing research issues (Research, Communication, Ethics, Scholarship)
3. Critically evaluate how research methods have been used to investigate marketing issues (Critical Thinking, Research, Discipline Knowledge, Information Literacy)

## Teaching Staff

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### Paper Coordinator & Lecturer

Name: Associate Professor Lisa McNeill  
Office: OBS 4.39  
Email: [lisa.mcneill@otago.ac.nz](mailto:lisa.mcneill@otago.ac.nz)  
Office Hours: TBA

You should contact Lisa McNeill with any administrative enquiries about the paper.

All requests for late submissions of assignments should be addressed to the programme directors.

Dr Leah Watkins (MMart programme director)

**Email:** [leah.watkins@otago.ac.nz](mailto:leah.watkins@otago.ac.nz)

Associate Professor Lisa McNeill (Honours, PGDip programme director)

**Email:** [lisa.mcneill@otago.ac.nz](mailto:lisa.mcneill@otago.ac.nz)

**Expectations for Staff Response Time to Email Enquiries** – 9am to 5pm, Monday to Friday, email response will generally be within 48 hours. Please be aware that staff are not available to respond to emails between 5pm Friday and 9am Monday.

## Course Delivery

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Lecture Day/Time: **Monday 1:00-3:00pm**

Room: OBS4.26

Every week students must attend **ONE two hour lecture**. Extra library sessions will be scheduled as advised.

**Lectures** present the key conceptual material through discussion and interaction between teaching staff and students. Lectures are supported by readings.

**Library sessions** are interactive, collaborative sessions in which students attempt to cement concepts presented at lectures with their peers in a supportive environment.

**Course Calendar** The course calendar (in this outline) details scheduling information. Note that this calendar may change as the course proceeds. Any changes will be announced at lectures and be detailed on Blackboard.

***Students are expected to prepare for and attend all classes to gain full benefit from the course***

These activities should be prepared for by reviewing information detailed on Blackboard and completing any assigned readings. Students unable to attend a lecture are expected to catch up on missed material. Unless stated otherwise, all aspects of the course are examinable.

## Expectations and Workload

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MART460 is a 20 point paper. As a general guide, 1 point represents study in formal instruction or independent study for 10 hours, made up of a combination of lectures, laboratories, tutorials assignments and readings. As a result you should anticipate spending approximately 200 hours on this subject over the duration of the semester.

## Course Learning Resources

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### **Recommended text is:**

Creswell, J.W. (2013), *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Fourth Edition*, Sage.

It is expected that you will have read the chapters relating to session topics **PRIOR** to each class, as information from these chapters will be instrumental in your understanding of class material. There are also a number of texts on close reserve that deal with specific topics in depth. Noted below are some further texts that students have found helpful during the course.

### **SUPPLEMENTARY TEXTS:**

Punch, K. F. (2006), *Developing Effective Research Proposals*, Second Edition, Sage.

Neuman, W.L. (2003), *Social Research Methods: Qualitative and Quantitative Approaches Fifth Edition*, Allyn and Bacon: Boston. (Earlier editions also appropriate).

### **JOURNAL READINGS:**

In addition to chapters from the text, a number of journal readings will also be recommended to enhance learning in each segment of the course (see course outline/plan). There will also be a small number of mandatory assigned readings for class discussion – THESE ARE EXAMINABLE (refer to Blackboard & Lectures for details).

### **Blackboard**

Blackboard <https://blackboard.otago.ac.nz/> provides you with access to course materials, class notices, and resources. Blackboard is used to email the whole class so it is important that you check your student email and *Blackboard* regularly.

### **Student Webmail**

#### **IMPORTANT - DO THIS NOW:**

Forward your University email address to an email address that you use regularly as follows:

1. [Log into your StudentMail account](#) using your student username and password
2. Click **Cog button (top right corner) > Options**
3. Under **Account**, select the **Forward your email** shortcut under the **Short Cuts** menu on the right side of the screen.
4. Under the Forwarding heading, type in the email address you want your email to be forwarded to. You can also choose to have a copy of these emails kept on your StudentMail account, so please check the box if you would like this.
5. Click the **Start forwarding** button.

## Assessment

All material presented is examinable (except where stated otherwise) by assignments and the final examination. All-important assessment information such as due dates and times, content, guidelines and so on will be discussed at lectures and, where appropriate, detailed on Blackboard. *Students are responsible for ensuring that they are aware of this information, keeping track of their own progress, and catching up on any missed classes.*

Assessment	Due date	% of	Requirements To pass this paper
Submission of Literature Review	25 <sup>th</sup> March 2019	30%	Submission
Presentation of Research Method	6 <sup>th</sup> & 13 <sup>th</sup> May 2019	30%	Presentation
Exam	27 <sup>th</sup> May	40%	Completion

### Course Requirements

Students must complete all assessment and achieve an overall result of 50% or more to pass the course.

### Assessment Format

Individual assignments are designed to help you identify, structure, and position research problems. The first, in particular, is intended to help in the development of a research problem, while the second assesses your ability to clearly present and explain your proposed research to an audience.

### Assignment Submission Procedure

Hand in hard copy in class, electronic copy submitted on request.

### Late Assignments

Please refer to the policy at the back of this course outline.

### Referencing Style and Style Guide

Style guides are available on the University Library website: <http://www.otago.ac.nz/library/quicklinks/citation/index.html>

### Maori Language Policy

The University of Otago has a Māori Language Policy which promotes the use of te reo Māori by staff and students. For more detail about this policy and its procedures, go to: <http://www.otago.ac.nz/administration/policies/otago0003239>

Commerce students who intend to present an assessment or examination in te reo Māori must write to (Manager of Student Administration, Academic Services: student.admin@otago.ac.nz), who will then inform the Head of Department (HoD). This must be done at the beginning of the paper (within the first three weeks of the semester) to allow sufficient time for suitable arrangements to be made for marking, including translation and external assessment (if necessary).

### Quality Assurance

At the Otago Business School we monitor the quality of student learning and your learning experience. Your assessed work may be used for assurance of learning processes, such as evaluating the level of achievement of learning outcomes, with the aim of improving the quality of our programmes. All material used for quality assurance purposes will be treated as confidential and the outcome will not affect your grades.

## Assessment

### **INDIVIDUAL ASSIGNMENT ONE - FRAMING AND POSITIONING RESEARCH:**

#### **OBJECTIVES:**

This exercise provides an opportunity to practice framing and positioning a research problem by writing a short positioning statement and literature review.

This assignment is intended to assess your ability to:

- Demonstrate an understanding of the development of research problems as part of the research process;
- Identify applied research problems and link them to areas of academic study;
- Clearly and concisely state research problems;
- Demonstrate an understanding of the importance of positioning and framing research relative to an existing stream of literature; and
- Clearly and concisely review (briefly) a stream of extant literature.

FORMATIVE ASSESSMENT: This exercise is *formative*. Once you have received feedback on your draft literature review, you will have the opportunity to re-submit the review before the end of the course, with revisions made. Your final grade for the assignment will be based on the two submissions, with revisions taken into consideration in determining a final grade. You may choose to not submit either the draft or the final submission, in which case, you will receive one grade only.

#### **ASSESSMENT CRITERIA:**

This assignment will be assessed on the:

- Suitability, clarity, originality and creativity of your stated research problem;
- Logic and conciseness of your framing and positioning of that problem;
- Conciseness of the review; and
- Quality of presentation (free of spelling errors, grammar, etc).

### **INDIVIDUAL ASSIGNMENT TWO – PRESENTATION OF RESEARCH METHOD:**

#### **OBJECTIVES:**

This assignment is intended to assess your ability to demonstrate that you understand the importance of research design to the success of a research project.

#### **INFORMATION ON RESEARCH PROPOSALS:**

Your presentation should deliver a clear and concise outline and justification for a research project. It should include: (1) a brief summary of relevant literature; (2) research questions/hypotheses; (3) justification for your chosen methodology; and (4) likely outcomes of the research. You should incorporate feedback received from Assignment 1 when developing your presentation.

**INSTRUCTIONS:**

Present your research design (following on from Assignment One) to your peers in class. In particular, you should discuss alternative designs that may help research your problem, and argue why the design you chose is the most appropriate. You should also provide one handout for your presentation to the lecturer.

**ASSESSMENT CRITERIA:**

Your presentation will be assessed on your ability to:

- Clearly and concisely present the research problem, including a review of relevant literature;
- Demonstrate your understanding of your proposed research method;
- Evaluate your research design;
- Handle feedback from the class; and
- Answer questions and provide clarification.

Additionally, the presentation itself will be graded for its conciseness and overall quality.

**Learning Outcomes**

Learning Outcome	Literature Review	Presentation	Exam	Total
1) Explain deductive and inductive approaches to research for marketing			✓	✓
2) Design a research methodology for a range of marketing research issues	✓	✓		✓
3) Critically evaluate how research methods have been used to investigate marketing issues	✓		✓	✓
<b>Total</b>	30%	30%	40%	100%

**Grading System**

The grading scheme used at Otago is:

<b>A+</b>	90-100	<b>C+</b>	60-64
<b>A</b>	85-89	<b>C</b>	55-59
<b>A-</b>	80-84	<b>C-</b>	50-54
<b>B+</b>	75-79	<b>D</b>	40-49
<b>B</b>	70-74	<b>E</b>	<40
<b>B-</b>	65-69		

## Academic Integrity

**Students should ensure that all submitted work is their own.** Plagiarism is a form of academic misconduct (cheating). It is defined as copying or paraphrasing another's work and presenting it as one's own. Any student found responsible for academic misconduct in any piece of work submitted for assessment shall be subject to the University's dishonest practice regulations, which may result in serious penalties, including forfeiture of marks for the piece of work submitted, a zero grade for the paper, or in extreme cases, exclusion from the University. The University of Otago reserves the right to use plagiarism detection tools.

Students are advised to inform themselves about University policies concerning dishonest practice and take up opportunities to improve their academic and information literacy. If necessary, seek advice from academic staff, or the Student Learning Centre. The guideline for students is available at this link: <http://www.otago.ac.nz/study/academicintegrity/index.html>

Further information about the Academic Integrity Policy, the Student Academic Misconduct Procedures and the Academic Integrity can be found through the links below. The Academic Integrity website in particular has a number of useful links and suggestions as to where students can get help with referencing issues.

<http://www.otago.ac.nz/administration/policies/otago116838.html>

<http://www.otago.ac.nz/administration/policies/otago116850.html>

## Course Calendar

Lecture/ Tutorial Number	Week Commencing*	Topic	Notes:
1	25 Feb	<i>Introduction to Research</i>	Individual assignment 1 instructions given.
2	<b>5 March Change in day and time for this week only. (switched with Theory Paper)</b>	<i>Library Session (Lit Searching &amp; Databases, skills test)</i>	Session to be held in Robertson Library Lab.
3	11 Mar	<i>Literature Reviewing</i>	Topics to be covered include: Selecting a gap, framing and positioning research relative to extant theory, synthesis vs summary.
4	18 Mar	<i>Ways of Knowing</i>	Topics to be covered include: philosophy of research; research paradigms; ontology; epistemology.
5	25 Mar	<i>Research Strategy: Qualitative Research Methodologies</i>	Topics to be covered include: the nature of qualitative research; selecting participants; evaluating qualitative research; interviewing in qualitative research; focus groups; observation and ethnography; case studies; projective techniques; and documents in qualitative research.  <b>Assignment 1 due by 12 Noon – Hand in to Lisa’s blue mailbox or during class</b>
6	1 April	<i>Research Strategy: Qualitative Research Methodologies Cont.</i>	
7	8 April	<i>Research Strategy: Quantitative Research Methodologies</i>	Topics to be covered include: the nature of quantitative research; measurement issues; reliability and validity; sampling; survey design and administration; and conducting experiments.
8	15 April	<i>Research Strategy: Quantitative Research Methodologies Cont.</i>	
	<b>22 April – 26 April Mid-Term Break</b>		
9	29 April	<i>Guest – presenting your research</i>	
10	6 May	<b>Individual Presentations</b>	
11	13 May	<b>Individual Presentations</b>	
12	20 May	<i>The Research Proposal</i>	
13	27 May	<b>In Class Exam</b>	

\* First week of Semester 1 is ACADEMIC WEEK 9

Lectures end Friday 31 May

University Exam Period First Semester Begins Wednesday 5 June

Ends Wednesday 19 June

## Student Learning Support and Information

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### Student Charter

<http://www.otago.ac.nz/about/otago005275.html>

### Guidelines for Learning at Otago

<http://hedc.otago.ac.nz/hedc/wp-content/uploads/2012/12/Guidelines-for-Learning.pdf>

<http://hedc.otago.ac.nz/hedc/learning/>

### Student Learning Centre

The Student Learning Centre, which is part of the Higher Education Development Centre, provides learning support, free of charge, to ALL enrolled students. Their services include:

- a workshop programme designed to help students to improve their learning strategies and their generic skills;
- individual assistance with learning issues;
- on-line study skills advice;
- a student leadership programme
- a student-led peer support programme for students of all ages and backgrounds.
- conversational English groups for students from a non-English speaking background

The Centre also provides two very helpful study guides, "Guidelines for Writing and Editing" and "Writing University Assignments" and these are available on the SLC website.

<http://slc.otago.ac.nz/>

### Library Support

The Library website <http://www.otago.ac.nz/library> provides access to resources and services, including group room bookings, library hours and locations, past exam papers, subject guides, article databases and more.

If you need assistance either check out the self-help guides <http://otago.libguides.com/selfhelp>, or ask Library staff at the ground floor service desks, or email [ask.library@otago.ac.nz](mailto:ask.library@otago.ac.nz)

### Māori Student Support

Kaiārahi Māori

Contact Rachel Sizemore

**Email:** [kaiarahi.obs@otago.ac.nz](mailto:kaiarahi.obs@otago.ac.nz)

Their role is to help link Māori students with the various support networks throughout the university and the community.

### Pacific Islands' Student Academic Advisor

Warm Pacific Greetings

Talofa lava, my name is Esmay Eteuati and my role is to liaise with Academic Departments and Student Services relating to Pacific students' and their course of study. I support both staff and students in the Business School and have a network of Pacific contacts in other Divisions around the University.

**Email:** [esmay.eteuati@otago.ac.nz](mailto:esmay.eteuati@otago.ac.nz)

**Tel:** 479 4756

Marketing Department support person for Maori/Pacific Island students is Kirsten Robertson.

**Contact Kirsten at the following:**

**Email:** kirsten.robertson@otago.ac.nz

**Tel:** 479 8451

### **Equity Advisor**

Students are encouraged to seek support if they are having difficulty with their studies due to disability, temporary or permanent impairment, injury or chronic illness. It is important to seek help early, through one of the contacts below:

**Mathew Parackal**

**Email:** mathew.parackal@otago.ac.nz

**Tel:** 479 7696

## **Student Feedback**

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We encourage your feedback. This can be in the form of contacting staff, participating in course evaluation surveys and communicating with class representatives. Continual improvements will be made to this course based in part on student feedback.

### **Class Representatives**

The class (or student) representative system is an avenue for encouraging communication and consultation between staff and students. It provides you with a vehicle for communicating your views on the teaching and delivery of the paper and provides staff with an opportunity to communicate information and gain constructive feedback from students. It contributes to the development of a sense of community within a department and it adds a further dimension to the range of support services offered to students.

Volunteers for the role of class representatives will be called early in the semester. The OUSA invites all class representatives to a training session, conducted by OUSA, about what it means to be a class representative and some of the possible procedures for dealing with issues that arise. They also provide information on the services that OUSA offers and the role OUSA can play in solving problems that may occur. The OUSA provides support to class representatives during the semester. Departmental staff will also meet with class representatives during the semester to discuss general issues or matters they wish to have considered.

Your class representative's name and contact details will be posted on Blackboard early in the semester.

### **Concerns about the Course**

We hope you will feel comfortable coming to talk to us if you have a concern about the course. The Course Co-ordinator will be happy to discuss any concerns you may have. Alternatively, you can report your concerns to the Class Representative who will follow up with departmental staff. If, after making approaches via these channels, you do not feel that your concerns have been addressed, there are University channels that may aid resolution. For further advice or more information on these, contact the departmental administrator or head of department.

## Disclaimer

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While every effort is made to ensure that the information contained in this document is accurate, it is subject to change. Changes will be notified in class and via Blackboard. Students are encouraged to check Blackboard regularly. It is the student's responsibility to be informed.

**UNIVERSITY OF OTAGO**  
**Policy on Student Internal Assessment**

*The purpose of this document is to have a consistent policy throughout the department as well as to develop students' time management skills. It reflects usual practices in the business world in which neither success (here: grades) nor deadlines are negotiable.*

1. **Dissemination of Grades** – Regarding internal assessment, the numerical marks will be returned to students via eVision no later than two weeks after the assessment has been submitted. All students are requested to check their marks as they appear on eVision. Any discrepancies should be reported to the course administrator as soon as possible.
2. **Late Assignments** – Assignments received up to 24 hours after the deadline will have 10 marks deducted from the available grade for the piece of assessment (i.e. a 78% becomes a 68%). Assignments received between 24 - 48 hours after the deadline will have 20 marks deducted from the available grade. Assignments received 48 hours after the deadline will not be marked and there will be no grade given.  
If you are required to submit both an electronic and hardcopy of your assignment both need to be submitted on time. If only one of the versions of your assignment (i.e., hardcopy or electronic) is submitted on time and the other version is submitted late then you will receive half of the penalty associated with the respective late submission.
3. **Extensions** – Extensions will be granted only in exceptional circumstances (eg. illness with supporting medical documentary evidence stating nature and length of impairment, family emergency, provincial or national representative activities) by the appropriate paper administrator.

If the assignment or internal assessment tests count significantly towards the final result then a formal medical certificate is required. As a guideline, an internal assessment component which counts for 20% of the final result would be considered significant.

Lecturers are **not** authorised to give extensions. **Only** the programme leaders should be approached for extensions. Leah Watkins and Lisa McNeill are the programme leaders for this course

Computer problems do not constitute an exceptional circumstance unless it is an officially notified failure of university equipment.

4. **Academic Misconduct** – "Academic misconduct is seeking to gain for yourself, or assisting another person to gain, an academic advantage by deception or other unfair means. The most common form of academic misconduct is plagiarism." Plagiarism is the dishonest use of someone else's words, facts or ideas, without proper acknowledgement. Most students will include other people's ideas and information in their work and assignments - such material may be either quoted or digested and used by students. In either case, acknowledgement is essential.  
For further information please refer to <http://www.otago.ac.nz/study/academicintegrity/index.html>.
5. **Problems with group work** – Where group work is set and a group is experiencing difficulties, the students should approach their tutor to try to resolve these differences. The tutor will counsel the group, or individuals from the group, on the procedures open to them to resolve group problems (the problem should be raised prior to the work being completed or handed in).

**The procedure to be followed is:**

- i) students should try to resolve the problems within the group without outside assistance.
- ii) students should meet with their tutor to endeavor to resolve outstanding issues.
- iii) the tutor will arrange for students to meet with the paper administrator who will endeavor to resolve the situation.

This procedure **MUST** be completed to step iii) before the assignment is submitted for grading. Where there are still unresolved difficulties, step iv) will be implemented.

- iv) students will complete a 'Peer Assessment' form available from the appropriate paper administrator (which must be submitted to the tutor or paper administrator before any grades are released).

Paper administrators reserve the right to require all students to complete peer assessment forms at any time during and/or after submission of an assessed group project. Should there be differences in the peer assessment forms, the student(s) will be required to either submit in writing to, or meet with a group comprised of their paper administrator and lecturer(s) and others (as deemed appropriate) to provide an explanation for the discrepancy. A differential allocation of grade may result from this process.

**UNIVERSITY OF OTAGO**  
**Policy for Special Consideration in Final Exams**

***\*\*\* All applications for special consideration must be dealt with through the examinations office not the department \*\*\****

The Special Consideration provisions apply only to final examinations and only where it is clearly documented that a candidate has been prevented from taking an examination through illness or other exceptional circumstances beyond his or her control; or has been seriously impaired by illness or other exceptional circumstances beyond his or her control at the time of, or in the 14 day period immediately prior to the examination itself. Where students have been affected by illness or other exceptional circumstances during the teaching period, they are expected to have informed Heads of Departments directly at the time (not individual lecturers or tutors).

**Process**

You need to make an application through your eVision student portal. For further information please see <https://www.otago.ac.nz/study/exams/otago062916.html>

No special arrangements can be made for candidates who fail to attend examinations at the correct time.

**Deadline:**

Five calendar days from the date of the last examination for which you are making an application for Special Consideration.

**Please Note:**

Applications cannot be accepted without supporting documentation such as a medical certificate.

**Absences**

1. A student may be offered an aegrotat pass providing:
  - (a) their grade for internal assessment is C+ or better and
  - (b) the internal grade they have achieved has contained a significant element of individual work as opposed to group assignments (25% of the total grade for the paper).
2. All other cases will be offered a special examination.
3. In some cases that qualify for an aegrotat, it may be relevant to offer the student the choice of an aegrotat or a special examination. For example aegrotats at any stage of the course can have a detrimental effect on a student's ability to qualify for scholarships.
4. Special examinations for Semester One 2019 will be held on (date to be arranged), in the week prior to Semester Two commencement.  
  
Special examinations for Semester Two 2019 will be held on (date to be arranged), two weeks after cessation of official examination period.

**Impaired Performance**

1. If the student has no internal assessment there will be no adjustment to the exam mark and only an optional special will be offered.
2. If the student has internal assessment the examination mark may be adjusted by taking account of the discrepancy between the examination and internal marks, with particular attention to individual work for the student in comparison to that for the whole class.
3. In all other circumstances the student will be offered the choice of accepting this mark or sitting a special examination.
4. Once a student accepts to take a special examination the original examination mark is nullified and the result of the special examination replaces the original mark, even if it is lower. Any absence or impairment for the special examination must be covered using the same regulations as apply for normal university examinations.