

Deriving Insights from Evidence

UGRA_014951

Departments	Department of Marketing
Teaching Languages	English
ECTS	6
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Course Goals

Insights are very important in business. The Collins Dictionary defines insight as “a penetrating and often sudden understanding of a complex situation or problem.” A business insight may arise from analyzing data to increase understanding of a situation, resulting in some competitive advantage for your business. Insights give you deeper awareness of major mechanics related to your particular business.

The difference between observations and insights is an important one. Observations are just raw data: things you saw and heard — what you recorded without judgment. Insights, however, are a deeper interpretation and understanding of what you are seeing and hearing.

In this course, students learn to derive insights from evidence. The course builds towards this by having students first learn the fundamentals of good research. That is, students learn to frame problems effectively, develop hypotheses and then test them, and finally derive insights from empirical evidence.

During the course, students will dig deeply into different types of situations requiring different research methodologies. For instance, cases in which direct manipulation of the phenomena being studied is not possible (such as observational studies, case studies, and surveys) will be compared with cases in which variables are manipulated to different degrees (such as randomized controlled trials and quasi-experiments).

The course emphasizes the tenets of good research design, reviewing the strengths and limitations of different design types, the use of quantitative methods to validate data, and the generalizability of inferences drawn from distinct study designs.

Prerequisites

CA02: Expressive Clarity; CA04: Applied Creative & Critical Thinking; CA07: Statistical Intuitions & Applications (co-requisite).

Teaching methodology

This course meets for two class sessions each week. In each session, lectures are combined with group discussions and various in-class activities, following the **full active learning approach** that characterizes the Minerva methodology. Accordingly, students are expected to engage in **careful preparation** of relevant material, specifically by:

1. (a) going through and preparing the assigned materials **before** each class session (i.e., the “pre-work”),
2. (b) fully engaging with other students and the professor **during** the sessions, and
3. (c) applying everything learned to the different tasks proposed **throughout the course**.

The pre-work is the foundation of each class. As students are asked to share/discuss their pre-work

with the rest of the group in virtually every session, the quality of their pre-work will determine the depth of the discussions and and thus the learning they will get out of this course.

Presence in class and active involvement in both the in-class activities and the discussions is absolutely essential to the attainment of the learning objectives. Students' sharing of their thoughts, experience, and insights with the group enriches the class discussion and contributes to the learning experience of all.

In addition to the activities that will be done in class, students will need to work on three assignments, in teams. A learning area, available in the Intranet, will contain detailed instructions regarding how to prepare for each session as well as for the three assignments, alongside bibliography and resources.

Assessment

Tool	Assessment tool	Category	Weight %
In-class analysis and discussion of issues	Classroom scores (Active and Positive Verbal Contribution; Reflection Polls)	Ordinary round	35.00%
Group project	Team Assignments	Ordinary round	40.00%
Quizzes/tests	Final integrative assessment	Ordinary round	25.00%

PROGRAMS

BITLASI22-Bachelor in Transformational Leadership and Social Impact (Undergraduates: Business)
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