

Research Methods in Psychology

Section A: Headline Information	
Module title	Research Methods in Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	7/8
Module number/reference	TBC
Module Co-ordinator	Dr Candice E Condon
Parent programme(s)	BA (Honours) in Arts and Humanities
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures and Web Facilitated Learning
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 2 of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Psychology
Maximum number of learners per module	60
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Library, IT Resources
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:10						101: 65 hours Self-directed study and reading 36 hours assessment prep and writing			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				40%			60%	100%		

Section B: Module Descriptor

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The rationale of this module is to present the learner with an overview of the key psychological research methods and ethical considerations employed within psychology. Psychological researchers focus their attention on understanding the science of human behaviour, as well as the cognitive and psychological processes that underpin human behaviour. Research methods in psychology focuses on applying the scientific method to real world social issues. It utilise quantitative, qualitative and mixed methods approaches to investigating human behaviour and interaction. The psychological research methodologies are standardised means of making observations, gathering data, forming theories, testing predictions and interpreting results.
Module Aims and Objectives	This module will give learners an understanding of the psychological approaches utilised in community psychology research, and make them aware of the role of research in informing both theory and practice. Throughout the course, the learner

	<p>will consider psychological research questions, how to conduct a literature review and the various types of research methods (experimental, correlational, etc.) and the ethical considerations employed within psychology. Learners should develop the skills and knowledge necessary to undertake a research project. They should also be capable of reading and interpreting research reports. The goal of psychological research is to better understand the social world.</p>
<p>Minimum Module Learning Outcomes</p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Develop an understanding of ethical issues in psychological research, including those issues that arise in using quantitative and qualitative research. (MIPLO 1, 2, 3, 5, 6, 7, 8) 2. Be able to identify the overall process of designing a research study from its inception to its report. (MIPLO 5, 7) 3. Design a suitable quantitative purpose statement and reliable quantitative research questions and hypotheses. (MIPLO 2, 4, 5, 7). 4. Develop an understanding of the various types of quantitative sampling and which ones present the most rigorous approach to use. (MIPLO 2, 4, 7) 5. Learners should understand the link between quantitative research questions and data collection and how research questions are operationalized in psychological practice. (MIPLO 1, 2, 3, 5, 7)
<p>Information Provided to Learners about the Module</p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<p>Module Content, Organisation and Structure</p>	<ol style="list-style-type: none"> 1. Psychological Research: The Why and How of the Scientific Method <ul style="list-style-type: none"> Why Psychologists Conduct Research Empiricism Testability Common Pitfalls and How to Avoid 2. Hypothesis Development: Where Research Questions Come from <ul style="list-style-type: none"> Developing a Research Question How to Conduct a Literature Review Using Literature to Make Hypotheses 3. Ethical Guidelines for Psychological Research <ul style="list-style-type: none"> Nuremberg Code APA Code Respect for Persons Deception and Debriefing 4. Data Collection Techniques and Research Designs <ul style="list-style-type: none"> Surveys/Questionnaires Using Archival Data Types of research Designs: Correlational Studies

	<p>Experimental Studies</p> <p>5. Variables and Measurement in Research Dependent Variables: Scales Validity and Response Reliability Independent Variables: Types of Manipulation Quasi-Independent Variables</p> <p>6. Sampling Populations and Samples Cluster Samples Convenience Samples Recruiting Participants</p> <p>7. Interpreting Data Descriptive Statistics: Central Tendency Variance Inferential Statistics Significance Testing</p> <p>8. Reporting Research APA Style Article Writing Research Proposals General Formatting Oral and Poster Presentations</p>
Module Teaching and Learning Strategy	<p>This module will be delivered in a two-hour lecture format across twelve weeks.</p> <p>Typically, the first hour will deliver information while the second hour will be given over to practical psychology work: Debating what was just learned Writing up what was just learned Critiquing the methods used about what was just learned.</p> <p>Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.</p>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	<p>N/A</p>
Specifications for Module Staffing Requirements	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
Module Summative and Formative Assessment Strategy	<p>Psychological research project and report:</p> <p>Conduct a short correlational study from proposal to report. The findings will be presented in poster format and the learner will speak and answer questions about the poster, as if at a conference (40%).</p>

	Exam format: four questions (answer two) (60%).
Sample Assessment Materials	<p>Sample exam questions:</p> <ol style="list-style-type: none"> 1. Describe the main differences between the quantitative and the qualitative social research traditions. Support your answer with relevant examples. 2. Describe the main ethical considerations to keep in mind when conducting psychological research. Illustrate your answer with relevant examples.
Reading Lists and Other Information Resources	<p>Essential Reading: McBride, D. M. <i>The Process of Research in Psychology</i> (California: Sage, 2016)</p> <p>Other Reading: Lawrence Neuman, W. <i>Social Research Methods: Qualitative and Quantitative Approaches</i> (Essex: Pearson, 2014).</p> <p>Recommended Viewing: TED Talks-Psychological Researchers</p>
Module Physical Resource Requirements	Lecture Hall with PowerPoint, Projector and internet access.