

**City University of Hong Kong**

**Information on a Course  
offered by Department of Applied Social Sciences  
with effect from Semester B 2014/2015**

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**Part I**

Course Title:	Research Methodology in Psychology of Education
Course Code:	SS5781
Course Duration:	One semester
No. of Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites:	Nil
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

**Part II**

**1. Course Aims**

The aim of the course is to enable students to develop a thorough understanding on concepts of psychological research and to put them into practice in an education setting for knowledge generation and/or problem-solving.

**2. Course Intended Learning Outcomes (CILOs)**

*Upon successful completion of this course, students should be able to:*

No.	CILOs	Weighting
1.	Develop a thorough understanding on the concepts and terminology in behavioural research;	30%

2.	Use appropriate research designs for psychological investigations in educational settings;	30%
3.	Apply appropriate procedures in analyzing data collected in psychological research; and	20%
4.	Interpret research findings critically and communicate research findings in a scholarly way.	20%

### 3. Teaching and Learning Activities (TLAs)

*(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)*

CILO No.	TLA1	TLA2	Hours / course (if applicable)
CILO 1	√	√	
CILO 2	√	√	
CILO 3	√	√	
CILO 4	√	√	

#### TLA1: Lectures

Major theories and key concepts in research design and data analysis in psychological investigations will be explained in the scheduled lectures. Examples related to their applications in inclusive educational settings will be presented to enhance students' learning. Students will be reminded to be critical in digesting research findings presented in publications.

#### TLA2: Workshops

Hands-on activities on SPSS are provided to deepen students' understanding on theories and concepts explained in the lectures and to develop skills in data analysis and interpretation. Students will be trained to develop a critical mind in the process of data analysis and interpretation.

### 4. Assessment Tasks/Activities

*(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)*

CILO No.	Type of Assessment Tasks/Activities	Weighting	Remarks
CILO 1-4	AT1: Research proposal	40%	
CILO 1-4	AT2: Group presentation	20%	
CILO 1-4	AT3: Research critique	40%	

AT1: Research proposal (3000 words) (40%)

Students are required to develop a research proposal on group basis to demonstrate their abilities in identifying a relevant research topic, to generate appropriate research questions and hypotheses, to plan a systematic investigation, and to interpret and report data collected in and arising from psychological research. Higher marks will be given to work that are original and innovative.

AT2: Group presentation (20%)

Students will be required to present main ideas and key issues related to their proposed research projects. It may include scope of the study, definitions of key concepts and terms, research aims/objectives and research questions, justifications of the proposed study through literature review, research methodology, evidence on its feasibility (such as preliminary findings from a pilot study, rationale for adapting and/or constructing instruments...).

AT3: Research critique (40%)

Exemplar research studies will be selected from journals/books for student to write a 2,000-word critique. The critique can be a critical account on (a) positioning of the research focus; (b) connection between the research focus and literature being reviewed; (c) appropriateness of the research methodology; (d) appropriateness of the data analytical techniques; (e) clarity and completeness of presentation of findings; (e) integration between findings from the study and the extant literature; and (f) its contribution to knowledge advancement.

**5. Grading of Student Achievement:**

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

<b>Letter Grade</b>	<b>Grading criteria in relation to CILOs</b>
A+ A A-	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base
B+ B B-	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
C+ C C-	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.
D	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

## Part III

### 1. Keyword Syllabus

The research process; identifying a research problem; reviewing the literature and defining research questions; designing the study: experimental, correlational, survey, grounded theory, ethnographic, narrative, mixed methods and action research designs; data analysis: qualitative and quantitative analysis; research ethics.

### 2. Recommended Reading

#### Text(s)

#### Essential Reading

Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.

#### Supplementary Reading

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association.

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5<sup>th</sup> ed.). Boston, MA: Pearson/ Allyn and Bacon.

Gall, J. P., Gall, M. D., & Borg, W. R. (2005). *Applying educational research: A practical guide* (5<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

Gravetter, F. J., & Wallnau, L. B. (2007). *Statistics for the behavioural sciences* (7<sup>th</sup> ed.). Thomson/ Wadsworth

Green, S. B., & Salkind, N. J. (2008). *Using SPSS for Windows and Macintosh: Analyzing and understanding data* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Johnson, B., & Christensen, L. B. (2004). *Educational research: Quantitative, qualitative, and mixed approaches* (2<sup>nd</sup> ed.). Boston, MA: Allyn and Bacon.

Koshy, V. (2010). *Action research for improving educational practice: A step-by-step guide* (2<sup>nd</sup> ed.). London: Sage.

Mertens, D. M., & McLaughlin, J. A. (2010). *Research and evaluation methods in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (3<sup>rd</sup> ed.). Thousand Oaks, California: sage.

Mertler, C. A., & Charles, C. M. (2005). *Introduction to educational research (with research navigator)* (5<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

O'Hanlon, C. (2003). *Educational inclusion as action research*. Berkshire: Open University Press.

Szuchman, L. T. (2012). *Writing with style: APA style made easy* (5<sup>th</sup> ed.). Belmont, CA: Wadsworth.

Devellis, R.F. (2003). *Scale development: Theory and applications* (2<sup>nd</sup> ed.). Thousand Oaks, Calif.: Sage.

### **Online Resources**

<http://www.apastyle.org/elecref.html>

<http://davidmlane.com/hyperstat/index.html>

<http://www.socialresearchmethods.net/>

<http://www.statsoft.com/textbook/stathome.html>

[http://www.wadsworth.com/psychology\\_d/templates/student\\_resources/workshops/index.html](http://www.wadsworth.com/psychology_d/templates/student_resources/workshops/index.html)