

City University of Hong Kong

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

Part I

Course Title:	Advanced Research Methods in Psychology
Course Code:	SS5797
Course Duration:	One semester
No. of Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites:	SS5780 Research Design and Analysis in Psychology
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	SS5795 Multivariate Statistics for Psychology; SS5796 Qualitative Research Methods for Psychology

Part II

1. Course Aims:

This course aims to develop an understanding of and practical skills in choosing appropriate strategies and procedures to collect, manage, analyze, interpret and report quantitative and qualitative data in psychological research.

Upon completion of this course, students will be capable of using the methods independently for their research (e.g., final year thesis). In this course, students are given plenty opportunities to practice and exercise with different examples and tools. Knowledge about elementary statistics will be advantageous.

2. Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting
1.	Describe major methods in collecting quantitative and qualitative data	20%
2.	Apply appropriate procedures to analyze quantitative and qualitative data	30%
3.	Interpret results from quantitative and qualitative analyses properly	30%
4.	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	TLA3	Hours / week (if applicable)
CILO 1	√	√	√	
CILO 2	√	√	√	
CILO 3	√	√	√	
CILO 4	√	√		

Describe the TLAs:

TLA1: Assigned Readings

Students are required to read one to two assigned paper(s) and/or chapter(s) per week before attending each lecture.

TLA2: Lectures

Major strategies and procedures used to collect, manage, analyze, interpret and report quantitative and qualitative data in psychological research will be explained in the lectures.

TLA3: Workshops

With exercises and practices, students will gain hands-on experience to deepen their understanding and to develop skills in 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: Discussion Seminar	40%	Group
CILO 1-3	AT2: Lab skill assignment	30%	Individual
CILO 1-3	AT3: Quiz	30%	Individual

Further description of TAs:

AT1: Discussion Seminar (40%)

Each group needs to lead a 45-min discussion seminar based on an article selected by the group. In each discussion seminar, the group-in-charge is expected to 1) present and evaluate the selected article, 2) suggest ways of how an alternative research approach can be used to compliment the study, and 3) engage the class in active discussion and to think more deeply in the topic.

AT2: Lab skill assignment (30%)

This is a skill-based assessment conducted in computer lab. Students need to utilize their knowledge and skills to analyze datasets provided by the course instructor.

AT3: Quiz (30%)

This quiz will be in paper-and-pencil format and is designed to assess students' understanding of the concepts, theories, and knowledge covered in this course.

5. Grading of Student Achievement:

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

Standard (A+AA-...F). Grading is based on student performance in assessment tasks/activities.

Part III

1. Keyword Syllabus:

Merits and limitations of multivariate data analysis, exploring multivariate data, assumptions and requirements of multivariate statistics, multivariate analysis of variance (MANOVA), multiple regression, and path analysis.

Major approaches in qualitative research (e.g., grounded theory, phenomenological, narrative, and discursive approaches), key procedures adopted in those approaches (e.g., design, sampling, interviewing, coding, analysis, validation), and integrating qualitative with quantitative research.

2. Recommended Reading:

Essential Reading

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Frost, N. (2011). *Qualitative research methods in psychology: Combining core approaches*. Berkshire, UK: Open University press.

Supplementary Readings

Camic, P. M., Rhodes, J. E., & Yardley, L. (2003). *Qualitative research in psychology: expanding perspectives in methodology and design*. Washington, DC: American

Psychological Association.

- Dugard, P., Todman, J. B., & Staines, H. (2010). *Approaching multivariate analysis: a practical introduction* (2nd ed.). New York, NY: Routledge.
- George, D. & Mallery, P. (2006). *SPSS for Windows Step by step: A simple guide and reference* (6th ed.). Boston: Pearson/Allyn and Bacon.
- Keith, T. Z. (2006). *Multiple regression and beyond*. Boston: Pearson/Allyn and Bacon.
- Michell, J. (2004). The place of qualitative research in psychology. *Qualitative Research in Psychology, 1*, 307-319.
- Smith, J. A. (2003). *Qualitative psychology: A practical guide to research method*. London: Sage.
- Todd, Z. (2004). *Mixing methods in psychology: The integration of qualitative and quantitative methods in theory and practice*. New York: Psychology Press.
- Wertz, F. J. (2011). *Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry*. New York: Guilford.