

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Applied Social Sciences  
with effect from Semester B 2017 / 2018**

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**Part I Course Overview**

<b>Course Title:</b>	Research Methodology in Psychology of Education
<b>Course Code:</b>	SS5781
<b>Course Duration:</b>	One semester
<b>Credit Units:</b>	3
<b>Level:</b>	P5
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

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 education settings for knowledge generation and/or problem-solving.

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

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
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%	✓	✓	✓
		100%			

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

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

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
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.	✓	✓	✓	✓	
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 (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: <u>100 %</u>						
Research proposal	✓	✓	✓	✓	40%	
Group presentation	✓	✓	✓	✓	20%	
Research critique	✓	✓	✓	✓	40%	
Examination: _____ (duration: _____, if applicable)					100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Below are the performance standards based on which students' work will be graded:

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. <b>Research proposal (3000 words) (40%)</b>	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	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of concepts and theories in research methodology; evidence of extensive knowledge base	Evidence of grasp of concepts and theories in research methodology, some evidence of critical capacity and analytic ability; reasonable understanding of the study issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the concepts and theories in research methodology; ability to develop a simple research plan to study a selected problem.	Sufficient familiarity with the concepts and theories in research methodology to enable the student to progress without repeating the course.	Little evidence of familiarity with the concepts and theories in research methodology; weakness in critical and analytic skills; limited, or irrelevant use of literature.

	and report data collected in and arising from psychological research. Higher marks will be given to work that are original and innovative.					
<b>2. Group presentation (20%)</b>	Students will be required to present main ideas and key issues related to their proposed research projects.	Clear description of how knowledge in research methodology is related to the selected problem and personal experiences. Concepts and theories are integrated with knowledge structures of student's own personal experiences and such integration is illustrated with clear theoretical and practical implications. Apart from it, creative insight and/or deep	Clear description of how knowledge in research methodology is related to their own personal experiences. Concepts and theories are integrated with knowledge structures of student's own personal experiences; however, such	Knowledge in research methodology is addressed and linked to student's own personal experiences but the linkage is general and superficial. Attempts are shown to integrate concepts and theories of research methodology with student's own	The content of presentation is not focusing on a proper issue, knowledge is poorly integrated, and/or presentation of content is disorganized.	The presentation is so poorly done that nothing meaningful is demonstrated.

		meaning is generated and presented effectively to audience.	integration is general but not adequately specific in both theoretical and practical terms.	knowledge and personal experiences but such integration is either too general or not correct.		
<b>3. Review critique (40%)</b>	Exemplar research studies will be selected from journals/books for student to write a 2,000-word critique.	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of concepts and theories in research methodology; evidence of extensive knowledge base	Evidence of grasp of concepts and theories in research methodology, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the concepts and theories in research methodology; ability to develop a simple research plan to study a selected problem	Sufficient familiarity with the concepts and theories in research methodology to enable the student to progress without repeating the course.	Little evidence of familiarity with the concepts and theories in research methodology; weakness in critical and analytic skills; limited, or irrelevant use of literature.

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

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. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Creswell, J. W. (2015). <i>Educational research: Planning, conducting, and evaluating quantitative and qualitative research</i> (5 <sup>th</sup> ed.). Boston, MA : Pearson.
2.	Sweet, S.A. & Grace-Martin, K. (2012). <i>Data Analysis with SPSS: A first course in Applied Statistics</i> (4th ed.). Boston, MA: Pearson.

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

##### Supplementary Readings:

1.	Gall, J.P., Gall, M.D., & Borg, W.R. (2014). <i>Applying educational research</i> (7 <sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
2.	Johnson, B., Christensen, L.B. (2013). <i>Educational research: quantitative, qualitative, and mixed approaches</i> (5 <sup>th</sup> ed.). Thousand Oaks, Calif: SAGE.
3.	Mertler, C.A., & Charles, C.M. (2011). <i>Introduction to Educational Research (with Research Navigator)</i> (7 <sup>th</sup> ed.). Boston, MA: Pearson/Allyn & Bacon.
4.	Mertens, D.M. & McLaughlin, J.A. (2004). <i>Research and evaluation methods in special education</i> . Thousand Oaks, California: Corwin Press.
5.	American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6 <sup>th</sup> ed.). Washington, D.C.: American Psychological Association.
6.	Huck, S.W. (2011). <i>Reading statistics and research</i> (6 <sup>th</sup> ed.). Pearson.
7.	Green, S.B., & Salkind, N.J. (2016). <i>Using SPSS for Windows and Macintosh</i> . Upper Saddle River, NJ: Prentice Hall.
8.	Lee, A. K. & Brooke, C. F. (2016). <i>A simple guide to IBM SPSS statistics for version 23.0</i> . Singapore: Wadsworth/Cengage Learning.
9.	Jones, W.P., & Kottler, J. (2006). <i>Understanding research: becoming a competent and critical consumer</i> . Upper Saddle River, NJ: Pearson.
10.	Kennedy, C. (2005). <i>Single-case designs for educational research</i> . Upper Saddle River, NJ: Merrill.
11.	Stringer, E. (2014). <i>Action research in education</i> (4 <sup>th</sup> ed.). Upper Saddle River, NJ: Pearson/Merrill.

12.	Szuchman, L.T. (2014). Writing with style: APA style made easy (6 <sup>th</sup> ed.). Belmont, CA: Wadsworth
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**Online Resources:**

1.	<a href="http://www.apastyle.org/elecref.html">http://www.apastyle.org/elecref.html</a>
2.	<a href="http://davidmlane.com/hyperstat/index.html">http://davidmlane.com/hyperstat/index.html</a>
3.	<a href="http://www.socialresearchmethods.net/">http://www.socialresearchmethods.net/</a>
4.	<a href="http://www.statsoft.com/textbook/stathome.html">http://www.statsoft.com/textbook/stathome.html</a>
5.	<a href="http://www.wadsworth.com/psychology_d/templates/student_resources/workshops/index.html">http://www.wadsworth.com/psychology_d/templates/student_resources/workshops/index.html</a>