

## Semester V

<b>Program</b>	BS (4 Years)	<b>Course Code</b>	APSY-351	<b>Credit Hours</b>	3
<b>Course Title</b>	<b>Research Methods-I</b>				
<b>Course Introduction</b>					
This course introduces students to the basic principles of research methods in Psychology. The focus of the course is on students learning how to plan research in psychology, with an emphasis on student-centered activities and problem solving. Students will learn about such key concepts as the scientific method, conceptualizing research, operationalizing constructs, developing hypotheses, sampling and data collection techniques, non-experimental quantitative research designs and the ethics of research.					
<b>Learning Outcomes</b>					
On the completion of the course, the students will be able to: <ol style="list-style-type: none"><li>1. Knowledge of research concepts and processes and they will be able to critically evaluate different research methods.</li><li>2. Make decisions and follow steps involved in designing and executing a research plan.</li><li>3. Design, conduct, analyze and interpret findings of an empirical investigation.</li><li>4. Read through and evaluate research papers in scientific journals.</li><li>5. Identify ethical concerns in a research study.</li></ol>					
<b>Course Contents</b>					
<b>Introduction</b> Goals and Assumption of Scientific Methods; Salient features of scientific method Limitations of the use of Scientific Method in Psychology; Types of Research: Basic & Applied: Qualitative & Quantitative; From theory to testable hypothesis; Variables and measurement					
<b>Sources of Research Ideas</b> Observation, Theory, Searching the literature, Personal Interest					
<b>How to Conduct Literature Review</b> Professional review, Literature review, online literature search: Science Direct, Ebscohost, Blackwell-Synergy, Psychinfo, Psycharticle, Medical Index, and other related data bases					
<b>Formulation of a Hypothesis</b> Importance of Hypothesis; Types of Hypothesis; Formulation of Hypothesis Characteristics of a good Hypothesis					
<b>Research Process/Steps in Research</b> Formulating Problems Statement; Operational Definitions of Concepts, Variables and Constructs Variables and Types of variables; Introduction and Review of Research Literature Theoretical Framework					
<b>Sampling Methods</b> Selecting Research Participants; Sample Planning; Defining the population and sample; Probability Sampling Methods: Simple random sampling; Systematic random sampling Stratified random sampling; Cluster sampling Non-probability Sampling Methods: Quota sampling; Snow ball sampling; Purposive sampling Convenience sampling					
<b>Ethics in Psychological Research</b> APA Ethical Guidelines for Research with Humans; Ethics in planning research					

Ethics in execution of research: Informed consent, Deception, Coercion, Anonymity, Risk assessment, Debriefing Ethics in Writing and Publishing: Plagiarism, reporting results, credit of authorship, Copyrights

### **Research Design and Quantitative Research**

What is research design? Purpose of research design; Descriptive and Correlational research designs: Archival Research; Survey Research: Nature, goals, and basic steps  
Types of Survey method: Mail survey, personal interviews, telephone survey.  
Correlational research design types: Cross- sectional; longitudinal and Cross sequential research design

## **Textbooks and Reading Material**

### **2.1 Books**

- Breakwell, G. M. (2012). *Research methods in psychology* (4<sup>th</sup> ed.). Los Angeles: Sage.
- Bryman, A. (2011). *Quantitative data analysis with IBM SPSS 17, 18 and 19*. London: Routledge.
- Coakes, S. J. (2010). *SPSS version 17.0 for windows*. Australia: John Wiley & Sons.
- Cooper, H. (2010). *Research synthesis and meta analysis* (4th ed.). Los Angeles: Sage.
- Devellis, R. F. (2012). *Scale development* (3rd ed.). Los Angeles: Sage.
- Evans, A. N. (2011). *Methods in psychological research* (2<sup>nd</sup> ed.). Los Angeles: Sage.
- Flick, U. (2011). *Introducing research methodology*. Los Angeles: Sage.
- Gelfand, H. (2010). *Mastering APA style* (6<sup>th</sup> ed.). Los Angeles: Sage.
- Goodwin, C. J. (2002). *Research in psychology: Methods and design*. (3<sup>rd</sup> ed.). New York: John Wiley & Sons.
- Malhomes, V. (2010). *Applied research in child and adolescent development*. NY: Psychology Press.
- McBride, D. M. (2013). *The process of research in psychology* (2<sup>nd</sup> ed.). Los Angeles: Sage.
- McBurney, D. H. (1998). *Research methods* (4<sup>th</sup> ed.). Pacific Grove: Brooks/Cole Publishing Company.
- Mook, D. G. (2001). *Psychological research: The ideas behind the methods*. New York. John Wiley & Sons.
- Nestor, P. G. (2012). *Research methods in psychology*. Los Angless: Sage
- Nestor, P., & Schutt, R. (2012). *Research methods in psychology: Investigating human behavior*. USA: Sage Publication.
- Ray, W. J. (2000). *Methods toward a science of behavior and experience* (6<sup>th</sup> ed.). U.S.A: Wadsworth Thomson Learning.
- Reis, H. T. & Judd, C. M. (2000). *Handbook of research methods in social and personality psychology*. United Kingdom: Cambridge University Press.
- Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005). *Research methods in psychology*. (5th ed.). Singapore: McGraw-Hill.
- Silverman, D. (2011). *Interpreting qualitative data* (4<sup>th</sup> ed.). Los Angeles: Sage.
- Silverman, D. (2011). *Qualitative research* (3<sup>rd</sup> ed.). Los Angeles: Sage.
- Stangor, C. (2011). *Research methods for the behavioral sciences* (4<sup>th</sup> ed.). Australia: WADSWORTH.
- Willig, C. (2010). *Introducing qualitative research in psychology* (2<sup>nd</sup> ed.). New Delhi: Tata McGraw Hill
- Frost, N. (2021). *Qualitative Research Methods in Psychology: Combining Core Approaches*

2e. McGraw-Hill Education (UK).

- Howitt, D. (2019). *Introduction to qualitative research methods in psychology: Putting theory into practice*. Pearson UK.
- Jhangiani, R. S., Chiang, I. C. A., Cuttler, C., & Leighton, D. C. (2019). *Research methods in psychology*. Kwantlen Polytechnic University.

## 2.2 Journal Articles/ Reports

- Da Silva Frost, A., & Ledgerwood, A. (2020). Calibrate your confidence in research findings: A tutorial on improving research methods and practices. *Journal of Pacific Rim Psychology*, 14.
- Gabriel, A. S., Podsakoff, N. P., Beal, D. J., Scott, B. A., Sonnentag, S., Trougakos, J. P., & Butts, M. M. (2019). Experience sampling methods: A discussion of critical trends and considerations for scholarly advancement. *Organizational Research Methods*, 22(4), 969-1006.
- Gibson, S., & Sullivan, C. (2018). A changing culture? Qualitative methods teaching in UK psychology. *Qualitative Psychology*, 5(2), 197.
- Goode, C. T., Lamoreaux, M., Atchison, K. J., Jeffress, E. C., Lynch, H. L., & Sheehan, E. (2018). Quantitative skills, critical thinking, and writing mechanics in blended versus face-to-face versions of a research methods and statistics course. *Teaching of Psychology*, 45(2), 124-131.
- Sarstedt, M., Bengart, P., Shaltoni, A. M., & Lehmann, S. (2018). The use of sampling methods in advertising research: A gap between theory and practice. *International Journal of Advertising*, 37(4), 650-663.
- Sassenberg, K., & Ditrich, L. (2019). Research in social psychology changed between 2011 and 2016: Larger sample sizes, more self-report measures, and more online studies. *Advances in Methods and Practices in Psychological Science*, 2(2), 107-114.

**Note:-** It is preferable to use latest available editions of books.

### Teaching Learning Strategies

- 1 Lectures/Tutorials
- 2 Semester work
- 3 Class participation /Presentation
- 4 Assignments/Class Projects
- 5 Quizzes

### Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.