

Semester VI

Program	BS (4 Years)	Course Code	APSY-361	Credit Hours	3
Course Title	Research Methods-II				
Course Introduction					
<p>This course combines lectures from Research Methods in Psychology-I with a focus on advancing of knowledge through designing research plans. The focus is on students learning how to do research in psychology, with an emphasis on different forms of quantitative experimental research designs and qualitative research designs. The students will also learn about principles of scientific research report writing and publishing.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Apply theoretical knowledge to select appropriate research design to plan and execute research project. 2. Write research proposal and research thesis keeping in mind APA format. 					
Course Contents					
<p>Experimental Research Designs Experimental method: Control and variability, logic, characteristics. Independent measures designs/ between group design Alternative independent group design Methodological issues: Individual differences; assigning conditions Repeated measures designs/ within group design</p> <p>Quasi – Experimental designs Brief overview of Retrospective/ Ex Post Facto Design; Prospective Quasi- Experimental design Time Series Designs; Event- Specific Alignment Designs; Twin Studies and Adoption Studies</p> <p>Factorial Research Designs Small N Designs; Classical, After- Only, Before- After No Control Group, Crossover, Solomon Four-group research design</p> <p>Qualitative Research Methods Introduction to Ethnography Introduction to Phenomenology Introduction to Grounded Theory</p> <p>Research Report Writing & Publishing Research The structure of a research report based on APA standards: Title page, abstract, introduction, review of relevant literature, method, results, discussion, references and citation.</p>					
Textbooks and Reading Material					
<p>2.1 Books</p> <ul style="list-style-type: none"> • Creswell, J. (2008). <i>Research design: Qualitative, quantitative, and mixed methods approach</i>. UK: Sage Publications • Edmonds, W. & Kennedy, T. (2013). <i>An applied reference guide to research designs: Quantitative, qualitative, and mixed methods</i>. UK: Sage Publications • Goodwin, C. J. (2002). <i>Research in psychology: Methods and design</i>. (3rd ed.). New York: John Wiley & Sons. 					

- Mook, D.G. (2001). *Psychological Research: The Ideas behind the Methods*. New York.
- Nachmias, C.F. & Nachmias, D. (1992). *Research Methods in the social sciences* (4th ed.). London: St. Martin's Press, Inc.
- Ray, W. J. (2000). *Methods toward a Science of Behavior and Experience* (6thed), 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.

2.2 Journal Articles/ Reports

- Adjerid, I., & Kelley, K. (2018). Big data in psychology: A framework for research advancement. *American Psychologist*, 73(7), 899.
- Kemp, A. H., & Fisher, Z. (2021). Application of Single-Case Research Designs in Undergraduate Student Reports: An Example From Wellbeing Science. *Teaching of Psychology*, 00986283211029929.
- Ledford, J. R., Barton, E. E., Severini, K. E., & Zimmerman, K. N. (2019). A primer on single-case research designs: Contemporary use and analysis. *American journal on intellectual and developmental disabilities*, 124(1), 35-56.
- Larkin, M., Shaw, R., & Flowers, P. (2019). Multiperspectival designs and processes in interpretative phenomenological analysis research. *Qualitative Research in Psychology*, 16(2), 182-198.
- McCrudden, M. T., Marchand, G., & Schutz, P. (2019). Mixed methods in educational psychology inquiry. *Contemporary Educational Psychology*, 57, 1-8.
- Nahum-Shani, I., & Dziak, J. J. (2018). Multilevel factorial designs in intervention development. *Optimization of Behavioral, Biobehavioral, and Biomedical Interventions*, 47-87.
- Possi, M. (2020). Analysis of Single-Subject Research Designs in Special Needs Education: Some Examples for Application. *Papers in Education and Development*, 37(1).
- Willig, C. (2019). What can qualitative psychology contribute to psychological knowledge? *Psychological Methods*, 24(6), 796.

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.
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