City University of Hong Kong
Course Syllabus

offered by Department of Social and Behavioural Sciences
with effect from Semester A 2022 /23

Part I   Course Overview

Course Title:	Advanced Research Methods in Psychology
Course Code:	SS5797
Course Duration:	1 semester
Credit Units:	3 credits
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	SS5780 Research Design & Analysis in Psychology for MSocSc in Applied Psychology
Co-requisites: *(Course Code and Title)*	SS5780 Research Design & Analysis in Psychology for MSocSc in Psychology
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1. **Abstract**

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)**
    (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.	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%		✓	✓
		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			
Assigned Readings	Students are required to read one to two assigned paper(s) and/or chapter(s) per week before attending each lecture.	✓	✓	✓	✓			
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.	✓	✓	✓	✓			
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 (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: 100%								
Discussion Seminar (40%)	✓	✓	✓	✓			40%	
Lab skill assignment (30%)	✓	✓	✓				30%	
Quiz (30%)	✓	✓	✓				30%	
Examination: 0% (duration: , if applicable)								
							100%	

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Discussion Seminar (40%)	Group-based assessment; assessment based on each group's performance during presentation	The selected paper is clearly and accurately presented with the key issues explicitly articulated. Discussion of the used and alternative research approaches is clear, accurate, and insightful. The flow of presentation is exceptionally clear and logical. The discussion session is well-designed, thoughtful, in-depth, and interactive. The expectations of the assignment are fully and accurately addressed.	The key issues of the selected paper have been articulated. Discussion of the used and alternative research approaches is clear and accurate in general. The flow of presentation is clear and logical but with some minor mistakes. The discussion session is well-designed and interactive. Most of the expectations of the assignment have been addressed.	Few key issues of the selected paper have not been articulated. The flow of presentation is not clear enough. Only few of the expectations of the assignment have been addressed.	No show during the scheduled time for the Discussion Seminar without legitimate reasons. Copy from others' work. Or significantly deviated from the expectations.
2. Lab skill assignment (30%)	Individual based; assessment based on each student's performance (marks obtained) in the assignment; lab-based practical skills are assessed.	75-100% of marks	65-74% of marks	50-64% of marks	Below 50% of marks
3. Quiz (30%)	Individual based; assessment based on each student's performance (marks obtained) in the quiz; paper and pencil based	75-100% of marks	65-74% of marks	50-64% of marks	Below 50% of marks

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Discussion Seminar (40%)	Group-based assessment; assessment based on each group's performance during presentation	The selected paper is clearly and accurately presented with the key issues explicitly articulated. Discussion of the used and alternative research approaches is clear, accurate, and insightful. The flow of presentation is exceptionally clear and logical. The discussion session is well-designed, thoughtful, in-depth, and interactive. The expectations of the assignment are fully and accurately addressed.	The key issues of the selected paper have been articulated. Discussion of the used and alternative research approaches is clear and accurate in general. The flow of presentation is clear and logical but with some minor mistakes. The discussion session is well-designed and interactive. Most of the expectations of the assignment have been addressed.	Some key issues of the selected paper have not been articulated. The flow of presentation is not clear enough. Only some of the expectations of the assignment have been addressed.	Only the minimum level of expectations has been reached.	No show during the scheduled time for the Discussion Seminar without legitimate reasons. Copy from others' work. Or significantly deviated from the expectations.
2. Lab skill assignment (30%)	Individual based; assessment based on each student's performance (marks obtained) in the assignment; lab-based practical skills are assessed.	75-100% of marks	60-74% of marks	45-59% of marks	40-44% of marks	Below 40% of marks
3. Quiz (30%)	Individual based; assessment based on	75-100% of marks	60-74% of marks	45-59% of marks	40-44% of marks	Below 40% of marks

	each student's performance (marks obtained) in the quiz; paper and pencil based				

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.)

   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. **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.	Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2018). *Multivariate data analysis* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
2.	Frost, N. (2011). *Qualitative research methods in psychology: Combining core approaches*. Berkshire, UK: Open University press.

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

1.	Camic, P. M., Rhodes, J. E., & Yardley, L. (2003). *Qualitative research in psychology: expanding perspectives in methodology and design*. Washington, DC: American Psychological Association.
2.	Dugard, P., Todman, J. B., & Staines, H. (2010). *Approaching multivariate analysis: a practical introduction* (2nd ed.). New York, NY: Routledge.
3.	George, D. & Mallery, P. (2006). *SPSS for Windows Step by step: A simple guide and reference* (6th ed.). Boston: Pearson/Allyn and Bacon.
4.	Keith, T. Z. (2006). *Multiple regression and beyond.* Boston: Pearson/Allyn and Bacon.
5.	Lyons, E. & Coyle, A. (2007). *Analysing qualitative data in Psychology.* Los Angeles, London: Sage. (Online version is available through the CityU library system)
6.	Michell, J. (2004). The place of qualitative research in psychology. *Qualitative Research in Psychology, 1*, 307-319.
7.	Smith, J. A. (2003). *Qualitative psychology: A practical guide to research method.* London: Sage.
8.	Todd, Z. (2004). *Mixing methods in psychology: The integration of qualitative and quantitative methods in theory and practice.* New York: Psychology Press.