



## Module specification

### **IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM**

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

### 1. Factual information

<b>Module title</b>			
Psychology 206-Research Methods and Statistics II			
<b>Module tutors</b>	Dr Maria Psoinos/ Dr Yannis Krassas	<b>Level</b>	5
<b>Module type</b>	Lecture- guided discussion	<b>Credit value</b>	15
<b>Mode of delivery</b>	100% face-to-face		
<b>Notional learning hours</b>	150		

### 2. Rationale for the module and its links with other modules

This is a required level 5 module in which students are given the opportunity to develop their critical understanding of the research process in Psychology and build a solid ability to evaluate methodological issues in specific Psychology research studies. In this module the students advance their knowledge of qualitative data analysis (mainly typological analysis, thematic analysis and discourse analysis) and of quantitative data analysis by learning about inferential statistics and in particular estimation of parameters and hypothesis testing and significance. Finally, the students acquire the knowledge and skills to design and conduct a piece of small-scale original research. This module provides valuable preparation for final year thesis.

**3. Aims of the module**

Through this module the students will learn to critically discuss and evaluate a range of methodological issues in Psychology research. Also they will acquire further knowledge in qualitative data analysis and will advance their statistical literacy (at the level of inferential statistics) through practical classes that will allow the learnt concepts and analytic techniques to be practiced, both by hand and through using a computer and the relevant software. Finally, the module will provide them with the skills to design and carry out a small-scale original research study in their Psychology topic of interest.

**4. Pre-requisite modules or specified entry requirements**

Psychology 101- Introduction to Psychology  
Psychology 205- Research Methods and Statistics I

**5. Is the module compensatable?**

N/A

**6. Are there any PSRB requirements regarding the module?**

N/A

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> : Demonstrate comparative knowledge of methodological issues in various Psychology areas</p> <p><b>A2</b>: Develop knowledge of the defining features of qualitative and statistical analysis tools in key areas in Psychology</p> <p><b>A3</b>: Show familiarity with areas of research methodology that are open to debate and relate these to personal study</p>	<p>A1, A2</p> <p>A1, A3</p> <p>A3</p>	<p>Lectures, class discussions, case-studies, exam, research study</p> <p>Lectures, class discussions, practical classes, exam, research study</p> <p>Class discussions, case-studies, research study, exam</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b>: Show skills for collecting, analysing and critically evaluating information about various Psychology topics</p> <p><b>B2</b>: Demonstrate competence in designing the appropriate steps for conducting a study, and in justifying clearly the methodological choices, according to theories and concepts</p>	<p>B1, B2, B3</p> <p>B2, B3</p>	<p>Lectures, class presentations and discussions, practical classes, case-studies, exam, research study</p> <p>Lectures, class presentations and discussions, practical classes, case-studies, exam, research study</p>

<b>C. Practical and professional skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Display an ability to undertake complex tasks in relation to setting up research questions, designing and conducting research studies</p> <p><b>C2:</b> Demonstrate the skills to carry out qualitative and inferential statistical analyses of data</p> <p><b>C3:</b> Be able to reflect effectively on the experience of designing and conducting a research study in Psychology</p>	<p>C1, C2, C3, C4</p> <p>C1, C2, C3</p> <p>C3, C5</p>	<p>Lectures, practical classes, case-studies, exam, research study</p> <p>Practical classes, exam, research study</p> <p>Class discussions, research study</p>

<b>D Key transferable skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Show ability to use a range of data analytical tools (by hand or by computer)</p> <p><b>D2:</b> Demonstrate the ability to plan and execute rather advanced research tasks and critically evaluate the emerging findings</p> <p><b>D3:</b> Use interpersonal and communication skills to clarify research tasks and identify challenges within a variety of analytical contexts.</p>	<p>D2, D3</p> <p>D1, D2, D3</p> <p>D4</p>	<p>Practical classes, exam, research study</p> <p>Lectures, Practical classes, case-studies, exam, research study</p> <p>Class discussions and debates, research study</p>

<b>8. Indicative content.</b>
<p>-Research in Psychology: its purposes and processes</p>

## 8. Indicative content.

- Reviewing research paradigms, methodologies, methods and research designs
- Ethics in Psychology research
- Critically evaluating strengths and weaknesses of different methodologies and methods
- Inferential statistics (point estimators, confidence intervals and hypothesis testing)
- Qualitative data analysis (typological analysis, thematic analysis, discourse analysis)
- Quality-criteria of a research project: validity/transferability, reliability/dependability, objectivity/reflexivity, truth/credibility, generalisability/local-groundedness
- How to effectively evaluate/critique one's own and others' quality of empirical research
- Reflecting on the value of Psychology research

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

### Assessment Strategy:

#### Summative assessment

##### A. FINAL EXAM 30%

A closed book, two-hour exam. Use of pen only.

##### B. MINI RESEARCH PROJECT (70%)

#### ETHICAL APPROVAL

Students must seek ethics approval for their proposed research project by the Institutional Review Board of ACT.

The project will consist of a) **A RESEARCH PROPOSAL (20%)** and b) **A RESEARCH STUDY (50%)**

**RESEARCH PROPOSAL:** Students will need to provide an outline of their planned research (approx. 1000 words) in APA format consisting of the following sections: literature review and study rationale, research question/hypothesis, design/method, data analysis, ethical considerations, research timetable, references, and appendices.

**9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes**

**RESEARCH STUDY:** Students will need to conduct a small-scale empirical research project on a topic and submit their work (approx. 2,500 words) in APA format. Students will be offered regular individual or small group tutorials with their project supervisor. All research projects **must** gain ethical approval by the Institutional Review Board of ACT prior to the collection of any data.

Further guidelines for all assessments to be distributed to students in due course.

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Final Exam	30%	Week of Finals	%	Please see table below
MINI RESEARCH PROJECT (70%) (Research Proposal and Research Study)	70%	Week 4 (Proposal) & Week 10 (Study)	%	

Assessment tasks	A1	A2	A3	B1	B2	C1	C2	C3	D1	D2	D3
	Research proposal	x	x	x	x	x	x		x		
Research study	x	x	x	x	x	x	x	x	x	x	x
Final Exam	x	x		x	x	x	x		x	x	

**10. Teaching staff associated with the module**

<b>Name and contact details</b>
Dr Maria Psoinos, <a href="mailto:psoinos@act.edu">psoinos@act.edu</a> Office hours: WED 5-6
Dr Yannis Krassas, <a href="mailto:ykrassas@act.edu">ykrassas@act.edu</a> Office hours: MO/WED/FRI 12-2:30. TUE/THU 2-3

<b>11. Key reading list</b>				
Author	Year	Title	Publisher	Location
Gravetter, F.J., & Wallnau, L.B.	2012	Statistics for the behavioral sciences (9th ed.)	Wadsworth Cengage Learning	Belmont, CA
Creswell, J.	2018	Research design: Qualitative, Quantitative and Mixed Methods approaches	Sage	London
Howell, D.C.	2013	Statistical Methods for Psychology (8 <sup>th</sup> ed.)	Wadsworth Cengage Learning	Belmont, CA
Pallant, J.	2016	SPSS survival manual : A step by step guide to data analysis using IBM SPSS(6th ed.)	Open University Press	Berkshire, England and Two Penn Plaza, New York
Walliman, N.	2011	Your Research Project: Designing and Planning Your Work (3 <sup>rd</sup> ed.)	Sage	London

<b>12. Other indicative text (e.g. websites)</b>		
APA Ethics Code in Research; BPS Ethics Code in Research; Publication Manual of the American Psychological Association, 6th ed. Washington, DC: American Psychological Association, 2010.		
Additional material to be uploaded on Moodle.		
<b>13. List of amendments since last (re)validation</b>		
Area amended	Details	Date Central Quality informed

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**GRADING & ACADEMIC POLICIES**

**ASSESSMENT DEADLINES**

Students must submit work by the deadlines set in the module outline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further. Submission that is late by 7 or more working days is refused, mark of 0. Submission after the deadline will be assumed to be the next working day. Mitigating circumstances will be evaluated by the AS&PC

**Assessment of non-degree students taking OU-validated courses (e.g., Study Abroad)**

Same method of assessment, i.e. only “summative” assessments determine final grade. However, since those students are not pursuing an OU degree, they are not subject to resits or second marking, and final grade is calculated as the (weighted) average of all “summative” assessments, without requirement of passing all summative assessments to pass the course.

**Revised Absence Policy – Effective Fall 2019**

Students are expected to attend and participate in all of their courses throughout the term, including the first week. Those who fail to do so may be administratively withdrawn from individual courses of the College. This may affect the students’ scholarship and financial aid eligibility. A student is considered to have successfully attended a course if he/she has attended 75% of the course lectures. Thus, for a typical ACT course with 42 hours of contact time, the **maximum number of absences stands at 10 hours per course**. This policy applies to all ACT students, degree-seeking and Study Abroad. Please note that absences are counted on an hourly basis. Absences due to participation in school-related trips and activities may count toward this limit.

**ACADEMIC INTEGRITY**

All academic divisions at ACT, both undergraduate and graduate, will apply the following policy on academic integrity and be included in the syllabus: “A student committing an act of Academic Dishonesty in a given course will receive an F (0 percentage points) in the assignment where the academic infraction took place. If a student commits an act of Academic Dishonesty for a second time in the same course, this student will receive a failing grade in that course”.



### Special Accommodations

If you have specific physical, psychological, or any other learning disabilities that you believe may require accommodations for this module, you should visit the Dean's office by bringing the appropriate documentation.

The Learning Hub (1st floor, Bissell Library) is staffed by experienced English faculty and you are encouraged to use its services.

### GRADING SCALE

Grade Description	UK points	US Letter Grade	US point grade
Excellent	70+	A	4.0
Very Good (high)	65-69	A-	3.67
Very Good (low)	60-64	B+	3.33
Good (high)	55-59	B	3.0
Good (low)	50-54	B-	2.67
Satisfactory (high)	45-49	C+	2.33
Satisfactory (low)	40-44	C	2.0
Fail	0-39	F	0