Course Name: Introduction to Research Methods in Psychology

Program in which it is offered: B. Sc. Applied Psychology

Course Category: Core	**Schedule of Offering: Semester-3**
Course Credit Structure: 6	**Course Code: PSY 211**
Total Number of Hours: 90	**Contact hours per week: 5**
Lecture: 4; Tutorial: 0	**Practical/Practicum/Practicum:2**
Last Revision Year: NA	**Instructor: Dr Ramesh Pattni**

Course Introduction

The core course titled, 'Introduction to Research Methods in Psychology' is an introductory course that familiarizes students with principles and concepts of research in psychology. The paper introduces the students to various approaches and perspectives of doing research. It outlines the mainstream approach of research, introducing concepts and design principles. The students are then introduced to naturalistic approaches and the concepts therein. Further, the students are introduced to the ideas of mixed methods research as especially relevant to research in Indian knowledge traditions. Finally, the paper introduces the students to research reporting and dissemination. The paper builds the foundation for further advanced courses in research methods in Psychology.

Course Objectives:

The course objectives are:

1. To introduce the students to basic principles and concepts of research in Psychology
2. To formulate research questions from day to day life experience.
3. To apply the concepts and methods for research questions in psychology.

Course Outcome:

At the completion of the course, the students will be able to,

1. Understand the principles of research in psychology and formulate simple research questions.
2. Grasp the differences in perspectives in psychological research and the methods.
3. Develop analytical thinking to interpret the research results for psychological research.
4. Recognize the features of scientific writing, presentation and communication of results to academic audiences.

PO-CO Mapping

CO/PO Mapping	CO1	CO2	CO3	CO4
PO1 -To enhance the knowledge base of students in the subject of psychology and allied areas.	**X**			
PO2- To develop the scientific inquiry and critical thinking skills of students.	**X**	**X**		
PO3- To equip students to grow as an ethically and socially responsible professional in the area of psychology.			**X**	**X**
PO4-To develop the professional communication skills of students require them to practice psychology.				**X**
PO5- To provide meaningful professional direction and develop life-management skills to students to enable them to lead a productive professional and personal life.			**X**	
PO6- To bring in, integrate, and strengthen the cultural rootedness and appropriateness of psychological knowledge and practice with a global outlook.				

Teaching Method

The Course will be taught based Kolbs Learning Style approach. The components are:

1. **Experience** – Students will be exposed to the ideas and principles of research and statistics in Psychology through TEDX/ other videos.
2. **Reflection:** Reflections and internalization would be done through group activities, brainstorming sessions and critical thinking group assignments.
3. **Concepts**: Conceptual frameworks will be introduced and internalized through lectures, paper and report review assignments.
4. **Active Experimentation** – Mini student projects will be given for different aspects of research and basic statistics in psychology. These will be through various webinars, TED X video reviews, group work and writing assignments.

Module Sessions

Module 1: What do we mean by research in Psychology

(12 lecture Hours+ 6 Practical/Practicum hours)

- Why do we do research? Difference between scientific knowledge, and other types of knowledge; Science and Pseudoscience; Ways of knowing; The scientific method.
- What are the goals and outcomes of research? Finding the truth- Understanding Phenomena/noumena –description, causality, prediction –towards building theory and finding application.
- Overview of methods: Quantitative/positivistic and Qualitative/naturalistic perspectives, universals and cultural specifics of human behaviour
- Types of research: lab experiments, field experiments, naturalistic research.
- Subjectivity and Objectivity: Understanding the assumptions, applications and limitations of different research approaches

Readings:

1. Gergen, K. J. (1991). Toward transformation in social knowledge. London: Sage
2. Howell, K. (2013). *An introduction to the philosophy of methodology*. Los Angeles, CA:
3. Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). Thousand Oaks, CA: Sage

Activities: TBC

Module 2: Research Process: Basic concepts in Quantitative perspectives

(12 lecture Hours+ 6 Practical/Practicum hours)

- Framing Research questions: Description and linking concepts and constructs.
- What is a variable? Independent and dependent variables,.
- Setting Hypothesis, Relationship between the independent and dependent variables; the idea of control and confounding variables, generating evidence scientifically.
- Is that which is true for me, true for all? : Generalizability, Samples, population and the assumptions of representation and homogeneity.
- What is a research design; understanding elements of design; varieties of research designs; Research in Labs and fields: experimental and non-experimental designs.

Reading:

1. Craig, J. R., &Metze, L. P. (1986). *Methods of psychological research* (2nd ed.). Monterey,CA: Brooks/Cole.
2. Kerlinger, F. (1986). *Foundations of behavioral research*. NY: Holt Rinehart.

Activity: **TBC**

Module 3: Research Process: Basic concepts in Qualitative perspectives

(12 lecture Hours+6 Practical/Practicum hours)

- Critique of the positivistic quantitative perspectives: how do we describe self experience, or experiences in conversation? Can description alone lead to theory building?
- Can we frame our research questions differently? Reflexivity- self as part of research process.
- Developing research framework: linking experience, concepts and methods of enquiry
- Sampling purposively – Theoretical sampling, Critical and Typical case sampling
- Ethnography and Naturalistic methods: Systematic narratives, observation, interviews and group discussions

Reading:

1. Craig, J. R., & Metze, L. P. (1986). *Methods of psychological research* (2nd ed.). Monterey, CA: Brooks/Cole.
2. Cohen, L., Manion, L., & Morrison, K. (2000). Research methods in education (5th Ed.). London: Routledge.
3. Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). Thousand Oaks, CA: Sage

Activities: TBC

Module 4: Mixed Method Research

(12 lecture Hours+6 Practical/Practicum hours)

- What is Mixed Methods research? Introduction
- Working with mixed methods approaches.
- Stages of mixed method research.
- Why use mixed method? Working with Indian knowledge traditions in psychology.

Reading:

- Cohen, L., Manion, L., & Morrison, K. (2000). Research methods in education (5th Ed.). London: Routledge.
- Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). Thousand Oaks, CA: Sage

Activity: TBC

Module 5: Describing and Communicating Research

(12 lecture Hours+6 Practical/Practicum hours)

- Understanding concepts and theories visually- Mind maps
- Understanding past research- reviewing research and drawing insights. Reference styles and bibliography
- Organizing research process – Writing for clarity
- Data and Cases: Describing data and cases visually.
- Analysis and conclusions: Formal writing of research reports, locating the voice of the researcher.
- Communicating research for various audiences.

Readings:

- Cohen, L., Manion, L., & Morrison, K. (2000). Research methods in education (5th Ed.). London: Routledge.
- Miles, M., Huberman, MA., Saldana, J(1994) Qualitative Data Analysis: A Methods Sourcebook (2nd Ed.), Sage, New Delhi

Activity: TBC

Textbooks:

- Cohen, L., Manion, L., & Morrison, K. (2000). Research methods in education (5th Ed.).
- London: Routledge.
- Coolican, Hugh(2019). Research Methods and Statistics in Psychology(7th Ed.) Oxford, Routledge.
- Howitt, D. & Cramer, D. (2011). Introduction to Statistics in Psychology (5th Ed.). London: Pearson Education.

Reference Books

- Kerlinger, F. (1986). *Foundations of behavioral research*. NY: Holt Rinehart.
- Aron, A., Aron, E.N., & Coups, E.J. (2007).Statistics for Psychology. (6th Ed.) India: Pearson Education, Prentice Hall.
- Chadha, N.K. (1991) Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi.
- King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences USA: John Wiley & Sons.
- Mangal, S.K. (2012). Statistics in Psychology & Education. 2nd Edition. New Delhi: PHI learning Pvt. Ltd

CIA Components

Continuous Evaluation is built in the design of the course. Assignments are given at the end of each module. CIA is as follows:

1. Participation in the class and group activities (class quizzes)	15%
2. Time management of Assignments	10%
3. Mid-term Exam	**20%**
4. Individual Assignments	15%
5. Group Assignments (including presentations)	15%
6. End Term Exam	**25%**