

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Psychology/ All Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Research Methods in Psychology
Course Code	: PSY2031
Department	: Psychology
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Basic Principles of Psychology (or equivalent)
Medium of Instruction	: EMI
Course Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The advancement of psychological knowledge depends on systematic, innovative, rigorous, ethical, and theoretically-informed approaches and scientific methods of investigation. This course deals with fundamental principles and practices relevant to contemporary psychological research. As an introduction to scientific research methods in psychological science, it examines the research process in its broadest context, covering areas such as: philosophy of science, theories of knowledge, ethical processes, research methodologies, and research outcomes. The course provides a basic grounding in research design and data analysis. The course will cover a selection of experimental, quasi-experimental, and non-experimental research methods that generate answers to specific research questions. Students will acquire knowledge on how to develop research plans for different purposes.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Identify and critically examine the core concepts, features, and processes of scientific research in psychology;
- CILO₂ Understand the logic of research design and the interpretation of findings;
- CILO₃ Discuss the merits and limitations of scientific approaches to the study of psychological phenomena;
- CILO₄ Apply scientific methods in psychology to research and practice.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction to scientific research (conducting literature search, constructing and testing hypothesis, overview of the differences between experimental and correlational research, basic research, applied research)	CILO ₁	Lecture and discussion
Basics of research methods in psychology (operational definition, independent and dependent variables, reliability and validity)	CILO ₁₋₂	Lecture and discussion
Ethical issues	CILO _{1,3,4}	Lecture and discussion
Correlational research (design and	CILO ₂₋₄	Lecture, discussion and

administration of questionnaire, sampling)		group work
Experimental research (experimental and control group, randomization and counterbalancing, independent groups designs, repeated measures designs, factorial designs, true experiment vs. quasi-experiment)	CILO ₂₋₄	Lecture, discussion, and group work
Quasi-experiment (different quasi-experiment designs, program evaluation)	CILO ₂₋₄	Lecture, discussion and group work
Qualitative research (interview and observational research, field experiment)	CILO ₂₋₄	Lecture, discussion and group work
Basic concepts of statistics (descriptive and inferential statistics)	CILO ₂₋₄	Lecture and tutorial
Reporting research findings	CILO ₁₋₄	Lecture, discussion, and group work

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Research Proposal (1,800 words) In a group of 5-6 students, students are required to design a small-scale research project in any topic of psychology. The research proposal should consist of the following components: - Literature review - Proposed method - Expected results and conclusions - References	40%	CILO ₁₋₄
b. Quizzes Each of the two quizzes contributes 30% to the final grade. The quizzes consist of multiple choice and short answer questions.	60%	CILO ₁₋₄

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). *Research methods in psychology* (10th ed.). McGraw-Hill.*

7. Recommended Readings

American Psychological Association (APA). (2020). *Publication manual of the American Psychological Association* (7th ed.). APA.

Bordens, K. & Abbott, B. (2025). *Research design and methods: A process approach* (11th ed.). McGraw-Hill.

Breakwell, G. M., Wright, D. B., & Barnett, J. (Eds.). (2021). *Research methods in psychology* (5th ed.). Sage.

McBride, D. M. (2023). *The process of research in psychology* (5th ed.). Sage.

Reis, H. T., West, T., & Judd, C. M. (Eds.) (2024). *Handbook of research methods in social and personality psychology* (3rd ed.). Cambridge University Press.

Sullivan, C., & Forrester, M. A. (Eds.). (2019). *Doing qualitative research in psychology: A practical guide* (2nd ed.). Sage.

8. Related Web Resources

American Psychological Association Code of Ethics: <http://www.apa.org/ethics/code/>

Measurement instruments: <http://buros.unl.edu/buros/jsp/search.jsp>

National Foundation for Educational Research: <http://www.nfer.ac.uk/research/>

Publication Manual of the American Psychological Association: <http://www.apastyle.org/>

Trochim, W. M. K., *Research Methods Knowledge Base*: <https://conjointly.com/kb/>

9. Related Journals

American Educational Research Journal

Behavior Research Methods

British Journal of Educational Psychology

Contemporary Educational Psychology

Educational Psychology

Educational Researcher

International Journal of Educational Research

Journal of Applied Measurement

Journal of Educational Psychology

Journal of Experimental Psychology: Applied

Journal of Experimental Psychology: General

Journal of Experimental Psychology: Learning, Memory, & Cognition

Journal of Experimental Social Psychology
Journal of Personality
Journal of Personality and Social Psychology
Learning and Instruction
Personality and Social Psychology Bulletin
Psychological Methods
Psychological Science
Psychonomic Bulletin & Review
Social Psychological and Personality Science
Quarterly Journal of Experimental Psychology
Review of Educational Research
The Journal of Educational Research

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil