Course title	**Research Methods in Psychology II**				
Course code	**PSY2003**				
Course type	Compulsory				
Level	Bachelors				
Year / Semester	Year 2 / 3rd & 4th Semester				
Teacher's name	Professor Timothy Skinner/ Dr Annita Venturis				
ECTS	12	**Lectures / week**		**Laboratories / week**	3hrs
Course purpose and objectives	This advanced research methods course builds on foundational skills acquired in Year 1 and prepares students for advanced empirical work in psychology, including the Year 4 dissertation. The course is structured across two semesters and includes Quantitative Methods (Semester 3) and Qualitative & Systematic Review Methods (Semester 4). Students gain hands-on experience in study design, data collection, quantitative and qualitative analysis, scientific writing, and evidence synthesis.				
Learning outcomes	On successful completion of the course and with further independent study, students will be able to: **Knowledge and Understanding** 1. Critically appraise major research methodologies in psychology, including experimental design, psychometrics, qualitative approaches (grounded theory and discourse analysis), and systematic review methods, in relation to their underlying epistemological assumptions. 2. Analyse the theoretical foundations and analytic principles that guide statistical (ANOVA, multiple regression), qualitative (GT, DA), and evidence-synthesis (PRISMA, PICO/PECO/SPIDER) frameworks. **Competencies** 3. Formulate coherent research questions and methodological strategies, and design empirical or review-based studies that integrate appropriate data collection, analytic procedures, or evidence-screening techniques. 4. Interpret, evaluate, and synthesise quantitative results, qualitative findings, or systematic review evidence, and construct advanced scientific reports demonstrating methodological precision and critical reasoning. **Transferable Skills**				

	5. Produce clear, coherent scientific reports and presentations that communicate research aims, methodology, findings, and implications, using academic writing conventions and APA style. 6. Demonstrate the ability to work both collaboratively within teams and independently to complete academic and research tasks.		
Prerequisites	PSY1103 Quantitative Research Methods; PSY1105 Statistics in Psychology I; PSY1207 Qualitative Research Methods	**Required**	PSY2305 Statistics in Psychology II
Course content	**Indicative Content** **<u>Quantitative Methods (Semester 3)</u>** This section of the course focuses on the application of appropriate research methods and data analysis techniques in the context of Experimental Design and Psychometrics. Students will learn how to develop suitable research questions and hypotheses, design studies, collect and analyse quantitative data, and produce structured scientific reports. The section consists of two sequences: Experimental Design and Psychometrics. Working in groups, students will design and carry out an experiment or develop a theoretical psychometric model. They will critically review relevant psychological literature, formulate research questions and hypotheses, collect and analyse data, and prepare both an experimental report and a psychometrics report. The quantitative data analysis component includes: • Analysis of Variance (ANOVA), covering one-way and factorial designs, applied within the Experimental Design sequence. • Multiple Regression, used within the Psychometrics sequence to support test construction, model development, and validation. Through these applied analytical techniques, students will develop fundamental skills in interpreting quantitative results and integrating them into scientific reporting. **<u>Qualitative Sequence (Semester 4)</u>** This sequence introduces students to two major qualitative methodologies used in psychological research: Grounded Theory and Discourse Analysis. Students will explore the philosophical foundations, analytic procedures, and applications of each approach, gaining a clear understanding of how they support different types of qualitative inquiry.		

	Over the duration of the sequence, students will engage with both methodologies through lectures, exemplars, and practical workshops. They will then choose one approach, either Grounded Theory or Discourse Analysis, to apply in a small-scale qualitative study carried out in groups. Working collaboratively, students will formulate an appropriate research question, design a study aligned with their chosen methodology, collect and prepare qualitative data, and conduct an initial stage of analysis. They will also critically reflect on the strengths and limitations of their selected approach and produce a structured qualitative report demonstrating methodological coherence and analytic rigour. **<u>Systematic Review Sequence (Semester 4)</u>** This sequence introduces students to the principles and practices of conducting **systematic reviews** in psychology. Students will work in small groups to develop a systematic review protocol, including the formulation of a focused research question, the construction of search strategies, and the selection of appropriate databases and screening procedures. Students will practise using systematic review tools (e.g., PRISMA flow diagrams) and and frameworks (e.g. PICO, PECO, Spider) and learn how to critically appraise empirical studies using established quality assessment frameworks. By the end of the sequence, each group will produce a structured mini systematic review, summarising the available evidence, identifying gaps in the literature, and discussing the implications of their findings for psychological theory and practice.
Teaching methodology	Teaching will consist of a weekly 3-hour research methods workshop held in a computer lab will provide hands-on experience with both quantitative tools and qualitative techniques. These workshops will guide students through the full research process, including designing studies, addressing ethical considerations, collecting and managing data (both numerical and textual), conducting appropriate analyses, and presenting findings in APA-style research reports. Students will engage in small-scale individual and group research tasks to develop confidence in applying research methods to real-world psychological questions.
Bibliography	**Core Text:** • Coolican, H. (2024). *Research methods and statistics in psychology* (8th ed.). Routledge. • Howitt, D., & Cramer, D. (2017). *Introduction to SPSS in psychology* (7th ed.). Pearson. • Howitt, D. (2025). Introduction to qualitative research methods in psychology (5th ed.). Pearson.

	Recommended: • British Psychological Society. (2021). *Code of Ethics and Conduct*. [Available online] • American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct* [Available online] **Further reading:** A reading list will accompany each lecture, highlighting relevant articles accessible through the library, as well as open-access and e-learning resources.
Assessment	Quantitative report (Experimental;1500 words) 25% Quantitative report (Psychometrics; 1500 words) 25% Qualitative report (2500 words) 25% Mini Systematic Review 25%
Language	English