

Qualitative & Quantitative Research Methods

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Course outline

Module 1 **(September-October)**

- **Human being as a challenge: Research paradigms in psychology. Introduction to Q&Q research methods.**
- Planning your research: theories, hypothesis, and potential pitfalls
- Getting your data: Sources and samples
- Psychological measurement: Psychometrics and psychophysics

Course evaluation

$$\text{Coursework} = 0.5 * H + 0.3 * T + 0.2 * S$$

$$\text{Final Score} = 0.6 * \text{Coursework} + 0.4 * \text{FinalExamScore}$$

H - home assignments

T - end-of-the-module test

S - class involvement on seminars



“Automatic” pass policy

Option 1) Those students whose average score on the end-of-module tests equals 7.5 or above, have the option of having this score counted as final exam score.

Option 2) Those students whose Coursework score (H, T, S combined) equals 7.5 or above, have the option of having this score counted as course final score.

No-fail exam policy: If a student who is eligible to get an “Automatic pass” (Option 1 or Option 2) chooses to take the final exam, his/her exam score will only be counted in case it makes the exam / course total score higher, compared to the “automatic pass” score.



Roger R. Hock

**FORTY STUDIES
THAT CHANGED
PSYCHOLOGY**

*Explorations into the History
of Psychological Research*

SIXTH EDITION

SEE AGGRESSION . . . DO AGGRESSION!

Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology, 63*, 575-582.

I CAN SEE IT ALL OVER YOUR FACE!

Ekman, P., & Friesen, W. V. (1971). Constants across cultures in the face and emotion. *Journal of Personality and Social Psychology, 17*, 124-129.

THE ONE, THE MANY

Triandis, H., Bontempo, R., Villareal, M., Asai, M., & Lucca, N. (1988). Individualism and collectivism: Cross-cultural perspectives on self-ingroup relationships. *Journal of Personality and Social Psychology, 54*, 323-338.

TO HELP OR NOT TO HELP

Darley, J. M., & Latané, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality and Social Psychology, 8*, 377-383.

Questions for discussion:

- 1) What did this study reveal, why is it a ground-breaking study that changed psychology?
- 2) What were the authors' hypotheses? How were the hypotheses justified? How did the results support or not support the authors' hypothesis?
- 3) What traits of positivist or alternative paradigm do you see in this study?
- 4) What kind of flaws do you see in this study? What did the authors miss? If you were doing this study what would you improve?

[40 Studies That Changed Psychology \(Hock, 2009\)](#)

The 2 paradigms (McGrath & Johnson, 2003)

Table 3.1. Assumptions of Positivist and Alternative Paradigms

Question	Positivist assumption	Alternative assumption
1. Relation of experimenter (E) to "facts"	Facts independent of E	Facts and E interdependent
2. Relation of E to subjects (S)	S independent of E	S interdependent with E
3. Role of context in studies of systems	Can and should extract essence of phenomena from context	Should study systems embedded in context; meaning is situated
4. Science and values	Can and should be value-free	Cannot be value-free; must make values clear
5. Status of E and S as knower and observer	E superior to S as knower and as observer	E and S part of and influenced by same context
6. How to advance knowledge	Use analytical, reductionist approach; seek universal cause-effect laws at microlevels	Use holistic approaches; seek patterns of relations with situated meaning
7. Criteria of progress in science	Predict and control via generic cause-effect relations	Understand patterns of human activity via many forms of causality

Seminar references

- About Stapel:

<http://www.nytimes.com/2013/04/28/magazine/diederik-stapels-audacious-academic-fraud.html?pagewanted=all&r=1>

References

Recommended reading:

- Sheldon, K. (2004). *Optimal Human Being: An Integrated Multi-Level Perspective*. Mahwah, NJ: Lawrence Erlbaum.
- McGrath, J. E., & Johnson, B. A. (2003). Methodology makes meaning: How both qualitative and quantitative paradigms shape evidence and its interpretation. In: P. M. Camic, J. E. Rhodes, & L. Yardley (Eds.) (2003). *Qualitative Research in Psychology: Expanding Perspective in Methodology and Design* (pp. 31-48). Washington, DC: APA.
- Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of Counseling Psychology*, 52(2), 126-136.

Supplementary reading:

- Michell, J. (2003). The quantitative imperative: Positivism, naïve realism, and the place of qualitative methods in psychology. *Theory and Psychology*, 13(1), 5-31.
- Madsen, K. B. (1988). *A History of Psychology in Metascientific Perspective*. *Advances in Psychology*. Vol. 53. North-Holland: Elsevier Science.