# Qualitative & Quantitative Research Methods

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## Course outline

### Module 1 (September-Octobe r)

- 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

$$0.3 * T + 0.2 * S$$

Coursework + 0.4 \*

FinalExamScore

- H home assignments
- T end-of-the-module test
- S class involvement on seminars

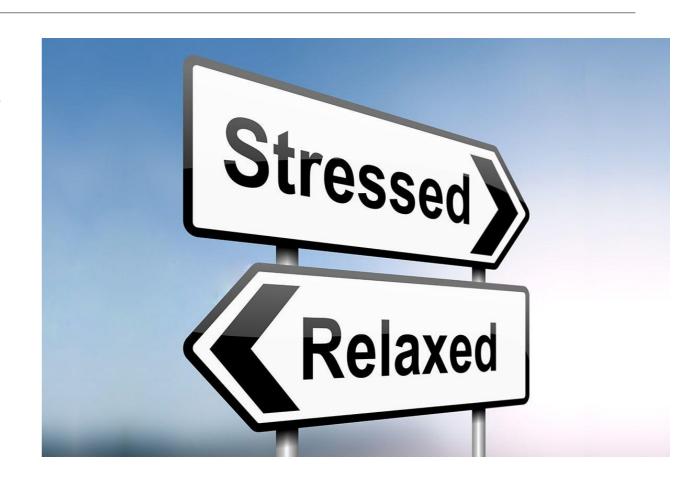


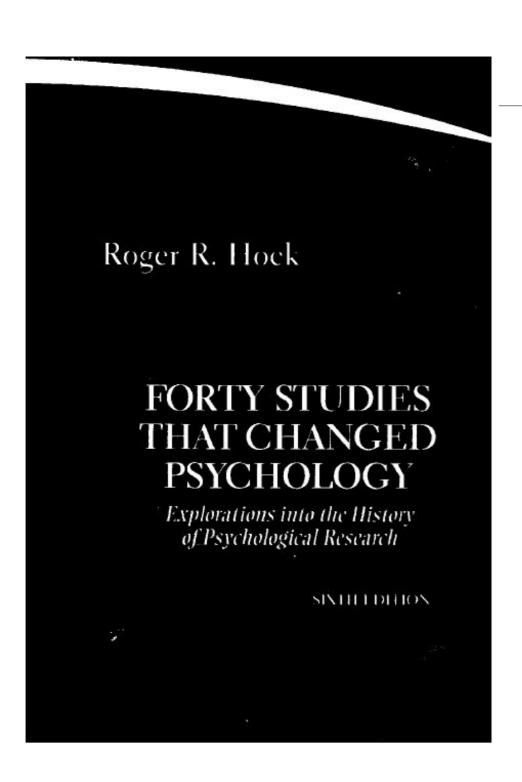
# "Automatic" pass policy

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.





#### 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 Positivistic 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.