



# PSYC12048 *Research Methods*

## Term 3 - 2019

Profile information current as at 13/02/2026 04:40 am

All details in this unit profile for PSYC12048 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### Corrections

### General Information

#### Overview

This unit will introduce you to key concepts in research methodology as employed in psychological research and the social sciences. The material covered in this unit provides the necessary background for you to conduct and/or appraise research as part of your undergraduate or professional careers. The primary goals of this unit are to a) provide you with an awareness of the range of methodologies available (both quantitative and qualitative) to researchers and to appreciate the strengths and weaknesses of both approaches and b) design research studies to understand psychological phenomena, including writing sub-sections of research reports in APA style.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Successful completion of 24 credit points.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 3 - 2019

- Online

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Portfolio**

Weighting: 55%

#### 2. **Group Discussion**

Weighting: 15%

#### 3. **Examination**

Weighting: 30%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student feedback

**Feedback**

High level of support from lecturers.

**Recommendation**

Continue to offer good support and where possible continue to adopt a team teaching approach.

#### Feedback from Student feedback

**Feedback**

Students appreciated the depth and breadth of research experience the teaching team had.

**Recommendation**

Ensure that research led teaching experience is incorporated into lectures and tutorials.

#### Feedback from Student feedback and self reflection

**Feedback**

Some students not taking the group task seriously enough and not enough marks for personal contribution.

**Recommendation**

Retain group task as it imparts transferable graduate skills. Look to allocate some marks for personal contribution over and above current peer ratings.

#### Feedback from Student feedback and self reflection

**Feedback**

Section A of the exam could be an in-class quiz, or even remove the exam and add a piece of coursework.

**Recommendation**

The exam will be retained in 2020 and section A will continue to assess breadth of knowledge. But, the four separate short answer questions (section B) will be replaced by one longer answer question that requires drawing on material from multiple lectures and relating to a real-world research scenario. This will assess depth of knowledge and integrate better with the coursework assessments.

#### Feedback from Student feedback

**Feedback**

Component 2 of Portfolio task (Methods section) needs a narrower focus.

**Recommendation**

Provide more guidelines, whilst still requiring students to think critically and allowing some novel input for the final assessment piece.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Evaluate basic research designs
2. Design studies to investigate psychological phenomena
3. Demonstrate knowledge of key concepts in research methods.

The major aim of this unit is to provide an in-depth understanding of the methodology employed in psychological research.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
---------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------

## Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Portfolio - 55%	•	•	•
2 - Group Discussion - 15%	•	•	
3 - Examination - 30%			•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•	•	•
3 - Critical Thinking	•	•	•
4 - Information Literacy	•		•
5 - Team Work	•	•	
6 - Information Technology Competence	•		
7 - Cross Cultural Competence			•
8 - Ethical practice	•	•	•
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Portfolio - 55%	•	•	•	•				•		
2 - Group Discussion - 15%	•	•	•	•	•	•		•		
3 - Examination - 30%		•	•							

## Textbooks and Resources

### Textbooks

PSYC12048

#### Prescribed

#### **CONDUCTING RESEARCH IN PSYCHOLOGY: MEASURING THE WEIGHT OF SMOKE**

Edition: Fifth (2018)

Authors: Brett W. Pelham and Hart Blanton

Sage

Thousand Oaks , California , United States of America

ISBN: 9781544333342

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Helen Mason** Unit Coordinator

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**Darren Walker** Unit Coordinator

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## Schedule

### Week 1 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Research	1, 2, 4	

### Week 2 - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Validity, Reliability and Measurement	3, 5	

### Week 3 - 25 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Threats to Validity	7	

### Week 4 - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Experiments	9	<b>Portfolio Component 1</b> Due: Week 4 Monday (2 Dec. 2019) 11:55 pm AEST

Vacation Week - 09 Dec 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Week 5 - 16 Dec 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Quasi-Experiments	10	
Week 6 - 23 Dec 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Research Designs	11	
Week 7 - 06 Jan 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Writing in Psychology (focus on Method section)	13 McBurny & White, Ch. 4 (available online) Burton, Chs. 1 & 3 (available online)	
Week 8 - 13 Jan 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Surveys	6	
Week 9 - 20 Jan 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Understanding and Representing Data	12 De Veaux, Vellman & Bock, Chs. 2, 3 & 4 (available online) Neuman Ch. 9 (available online)	<b>Group Discussion</b> Due: Week 9 Monday (20 Jan 2020) 11:55 pm AEST
Week 10 - 27 Jan 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Non-experimental Research	8	
Week 11 - 03 Feb 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Qualitative and Mixed Methods	Richardson, Goodwin & Vine, Chs. 7 & 8 (available online)	
Week 12 - 10 Feb 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Bringing it all together and exam revision		<b>Portfolio Component 2</b> Due: Week 12 Monday (10 Feb. 2020) 11:55 pm AEST
Exam Week - 17 Feb 2020		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Portfolio

#### Assessment Type

Portfolio

#### Task Description

This assessment item will provide you with the opportunity to practice the skills and knowledge gained throughout the unit in an applied setting. The portfolio assessment will test your understanding of how to construct a testable hypothesis from a research question, how to design an experiment to test this hypothesis, and how to interpret experimental findings. The assessment task will also develop your research report writing skills and evaluate your

understanding of fundamental concepts in psychological research. This assessment task closely relates to each of the unit learning outcomes.

Details:

During the unit, you will be required to submit two (2) components related to the research process and the research report writing process. Each component will be submitted independently. The components are:

1. Constructs, Variables and Hypotheses
2. Experimental Design

Your unit coordinator will provide a list of research questions at the start of the unit to help you with each of the components. See Moodle for more detailed requirements

### **Assessment Due Date**

Components are due by 11.55pm on Monday at the start of weeks 4 and 12

### **Return Date to Students**

Each component will be returned within 2 working weeks of the submission due date.

### **Weighting**

55%

### **Assessment Criteria**

Component 1 - Constructs, Variables and Hypotheses

Your Unit Coordinator will provide you with a set of five research questions at the start of the unit. For each question, you will be asked to identify the constructs in the research question, describe a variable that could be used to measure the constructs that you have identified, and construct a testable hypothesis using the variables that you have described. Requirements/criteria: Identify the constructs, describe variables to measure the constructs, construct a testable hypothesis (4 marks for each question). See Moodle for more details.

Due Date: 11:55pm Monday - start of week 4

Component 1 Weighting: 20%

Word Count Range: 500 – 600 words (max 600 words)

Component 2 – Experimental Design

For this component, you will need to choose one of the two questions from the list provided by your Unit Coordinator. Your task is to design an experiment to answer your research question. You will 'write up' your experiment in the form of an APA style methods section containing the following sections: design statement, participants, materials, procedure, and use of data.

Requirements/criteria: Design statement (5 marks), Participants (7 marks), Materials (10 marks), Procedure (10 marks), Use of data (3 marks). Marks per section will be awarded via a detailed criteria and feedback sheet available on Moodle. For example, to get a HD for the Design Statement, students would need "All of the major aspects of the design (including hypothesis, type of design, IVs, DVs) have been clearly described".

Due Date: 11:55pm Monday - start of week 12

Component 2 Weighting: 35%

Word Count Range: 600 – 700 words (max 700 words)

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Online in Moodle. Components 1 and 2 are submitted separately

### **Learning Outcomes Assessed**

- Evaluate basic research designs
- Design studies to investigate psychological phenomena
- Demonstrate knowledge of key concepts in research methods.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

## 2 Group Discussion

### Assessment Type

Group Discussion

### Task Description

Task Description

Objectives:

Contributing to a group discussion provides you with the opportunity to demonstrate a functional knowledge of the issue under discussion and to apply the knowledge and skills learned throughout the unit in a practical setting reflecting the research process. Participation in a group discussion will further reveal the extent to which you have synthesised theory and practice associated with various issues within the field.

Details:

From Week 3, you will assign yourselves into groups of four (4). The task for the Group Discussion will be posted on the unit website in Week 2. You will be required to discuss the task within your group and to submit a single group solution to the task in the form of a Wiki page. Briefly, the task requires your group to evaluate and comment on four (4) research designs. Private discussion forum spaces and private chat sessions will be provided to each group to assist with communication (although groups may choose any method of communication that they like). The word count range for the submission is 500– 700 words.

### Assessment Due Date

Week 9 Monday (20 Jan 2020) 11:55 pm AEST

The task is due Monday of week 9

### Return Date to Students

Week 11 Monday (3 Feb 2020)

The group task will be returned within 2 weeks of submission

### Weighting

15%

### Assessment Criteria

Grading of the Group Discussion assignment will be based on:

Group solution (10 marks).

Identify which type of validity is threatened. Explain how/why you think validity is threatened. Explain how the design could be changed to eliminate/reduce the threat. (2.5 marks for each design)

Peer review of contribution (5 marks). Each member of your group will assess your participation and contribution to the assignment. A peer review of contribution form will be available on the unit website and must be submitted by the due date.

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online Group

### Submission Instructions

The Wiki is a group effort and is saved in Moodle. Each team member must submit the peer review contribution individually in Moodle by Monday of week 9.

### Learning Outcomes Assessed

- Evaluate basic research designs
- Design studies to investigate psychological phenomena

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Ethical practice



## Examination

### Outline

Complete an invigilated examination.

### Date

During the examination period at a CQUniversity examination centre.

### Weighting

30%

### Length

120 minutes

### Exam Conditions

Closed Book.

### Materials

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem