



# PSY 351

## Research Methods in Psychology

S2 Day 2016

*Department of Psychology*

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## **General Information**

Unit convenor and teaching staff

Senior Lecturer

Ian Stephen

[ian.stephen@mq.edu.au](mailto:ian.stephen@mq.edu.au)

Contact via [ian.stephen@mq.edu.au](mailto:ian.stephen@mq.edu.au)

C3B 612

Monday 2pm-5pm

Lecturer

Eugene Chekaluk

[eugene.chekaluk@mq.edu.au](mailto:eugene.chekaluk@mq.edu.au)

Contact via [eugene.chekaluk@mq.edu.au](mailto:eugene.chekaluk@mq.edu.au)

C3A 527

By appointment

Lecturer

Julia Irwin

[julia.irwin@mq.edu.au](mailto:julia.irwin@mq.edu.au)

Contact via [julia.irwin@mq.edu.au](mailto:julia.irwin@mq.edu.au)

C3A 506

By appointment

Lecturer

Anthony Miller

[anthony.miller@mq.edu.au](mailto:anthony.miller@mq.edu.au)

Contact via [anthony.miller@mq.edu.au](mailto:anthony.miller@mq.edu.au)

C3A 410

By appointment

Tutor

Tim Marsh

[tim.marsh@mq.edu.au](mailto:tim.marsh@mq.edu.au)

Contact via [tim.marsh@mq.edu.au](mailto:tim.marsh@mq.edu.au)

By appointment

Tutor

Dan Sturman

[daniel.sturman@mq.edu.au](mailto:daniel.sturman@mq.edu.au)

Contact via [daniel.sturman@mq.edu.au](mailto:daniel.sturman@mq.edu.au)

By appointment

Lecturer

Deborah Mitchison

[deborah.mitchison@mq.edu.au](mailto:deborah.mitchison@mq.edu.au)

Contact via [deborah.mitchison@mq.edu.au](mailto:deborah.mitchison@mq.edu.au)

By appointment

Tutor

Jasmina Vrankovic

[jasmina.vrankovic@mq.edu.au](mailto:jasmina.vrankovic@mq.edu.au)

Contact via [jasmina.vrankovic@mq.edu.au](mailto:jasmina.vrankovic@mq.edu.au)

By appointment

Tutor

Melanie Sauer

[melanie.sauer@mq.edu.au](mailto:melanie.sauer@mq.edu.au)

Contact via [melanie.sauer@mq.edu.au](mailto:melanie.sauer@mq.edu.au)

By appointment

Novello Alday

[novello.alday@mq.edu.au](mailto:novello.alday@mq.edu.au)

Credit points

3

Prerequisites

(Admission to BPsych(Hons) or GPA of 2.5 (out of 4.0)) and ((PSY222(P) or PSY248(P)) and PSY234(P) and PSY235(P) and PSY236(P) and (PSY237(P) or PSY246(P) and PSY247(P)))

Corequisites

Co-badged status

Unit description

This unit is an introduction to research methods used in psychology and related disciplines. Psychology uses the scientist-practitioner model as its basis. Successful completion of this unit gives students an understanding of the range of methods that psychologists use to answer their research questions, their strengths and weakness and the historical antecedents of the science of psychology. One of the learning objectives of this unit is to provide insight into the process of doing research: devising the question, selecting a research strategy, conducting the study, evaluating the data, and reporting and interpreting the results, as well as practical experience in doing research. Students learn important research terminology, sampling strategies, measurement strategies, and how to write a research report.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

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

Providing insight into the process of doing research: from devising the question, selecting a research strategy, conducting the study, evaluating the data and reporting and interpreting the results, as well as practical experience in doing research. You will learn important research terminology, sampling strategies, measurement strategies, and how to write a research report.

You will learn knowledge of research ethics and the course fosters critical thinking and reflection on scientific practice.

Developing problem solving and research capabilities and drawing connections across fields of knowledge.

## General Assessment Information

### Assessment information

*Note:* Further information regarding assessment will be provided throughout the course. If you have questions about specific course components (e.g., specific lectures or workshops) then please contact the relevant teaching staff involved.

### Week 7 Quiz

There are 35 multiple choice test questions (worth 10%) covering the material presented in the lectures and workshops **in the first five weeks**. Assessable materials include the textbook readings. The test is 50 minutes long.

Some practice questions will be made available before the test.

### Final Exam:

The exam will be 2 hours long with 10 minutes reading time.

### *Exam structure*

There will be 28 multiple choice questions and 4 short-answer questions to complete. One of the short-answer questions will be compulsory and worth 10 marks. The remaining 3 short-answer questions can be selected from a pool of 7 other questions to choose from. Each will be worth 4 marks.

*Note:* Given that this is a research methods course, ALL material covered in the course (week 1-13) that is relevant to critical scientific reasoning is potentially assessable.

*Multiple choice questions:* The material from week 6 onwards will be examinable and there will be roughly 2 multiple choice questions per lecture and per workshop (weeks 7-13).

*Short-answer questions:* The questions will be primarily based on material from week 6 onwards. However, note that material relevant to earlier lectures/workshops has also been covered in

these later workshops (e.g., general principles of research) and may also be potentially examinable. In particular, good scientific reasoning (including being able to compare, contrast and apply different designs) is relevant to the entire course. You should, for instance, be able to apply critical scientific thinking to constructing an appropriate design/methodology for a hypothetical research question.

Some example short-answer questions:

*What are the advantages and disadvantages of conducting a research study with a single individual instead of a group of participants?*

*Briefly explain how order effects can be a confounding variable in a within-subjects design.*

*Discuss the strengths and weakness of qualitative research.*

[There also may be hypothetical research scenarios to evaluate/discuss. etc.]

Example questions and responses will be provided before the exam.

- The short quiz will contain multiple choice questions and the end of semester exam will contain both multiple choice and short answer questions. In the short answer questions you may be asked to evaluate real or fictional experimental designs, compare and contrast different methodologies, and draw conclusions from data. You may also be asked to design studies to answer research questions.
- The assignment will be a report based on data collected by the students in PSY351. You will have responsibility for collecting, organising and analysing data. More details about the assignment will be given in week 2-5.
- **The report must be submitted to Turnitin (via iLearn) TURNITIN ELECTRONIC COPY:** You will be required to submit your assignment to Turnitin plagiarism detection software via the Internet. Your assignment will be automatically compared to work of other students in this unit, previous students in this unit and at other universities, and material available on the Internet in subscription-based journal format or otherwise freely accessible information. The results of the analysis will be sent only to the unit chair and tutoring staff on PSY351, who will analyse the results in reference to the University's standard policy on plagiarism <http://www.student.mq.edu.au/plagiarism/>
- Marked reports will be returned to students within three weeks of submission.

***A copy of the assignment must be kept as proof that the assignment was completed and submitted.***

**AFTER AN ASSIGNMENT IS SUBMITTED:**

***Penalties will be levied for late submission of assignment and for exceeding the word limit:***

- Written work that exceeds the word count will be penalised 5% for every 100 words over. For example, the report is worth 40% of the overall assessment for the Unit and if the word length is exceeded by 100 words, then  $5\% \times 40 = 2$ .
- Work that is submitted late (and without extension) will receive a 5% penalty for every day late. For example, the report is worth 40% of the overall assessment for the Unit and if one day late, then  $5\% \times 40 = 2$ .

***Request for Extensions for Assignments are granted by the Student Centre***

***Ordinarily, no extensions of time for submission of written work will be granted since ample time for preparation will have been given. If an extension is required for medical or other extenuating circumstances, students may request this in writing through [ask.mq.edu.au](http://ask.mq.edu.au) with supporting documentary evidence (such as medical certificate, counsellor note, or similar). The staff in the Student Centre will make all decisions regarding extensions. Neither individual tutors nor the course convenor will grant extensions.***

***All requests for extensions must be made prior to the due date for the assignment.***

***If an extension is granted, the approval must be uploaded together with the assignment.***

***MID-SESSION EXAMS***

All students must attend the mid-semester exam (short quiz) during the **Lecture time (13th September, Wk 7)**. Students who do not think they can attend this exam time due to work or other commitments should consider taking an alternate course. There is no separate arrangement available for evening students to sit this exam.

***Students who are unable to sit the mid-session exam at the specified time must advise the Student Centre via [ask.mq.edu.au](http://ask.mq.edu.au) and must also apply for Special Consideration through [ask.mq.edu](http://ask.mq.edu) and submit appropriate supporting documents. Original documents need to be presented at the Student Centre. This should be done within five (5) working days from the day of the examination. The unit chair(s) will determine eligibility for a late mid-session exam and eligible students will be notified via email about the time and location of the exam. There will only be one time.***

***FINAL EXAMS***

The University Examination period in **Session 2**, is from **14th November to 2nd December 2016**.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately

eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

[http://students.mq.edu.au/student\\_admin/exams/](http://students.mq.edu.au/student_admin/exams/)

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at <http://www.psy.mq.edu.au/speccond/scrules.htm>

***If a Supplementary Examination is granted as a result of the Special Consideration process, the examination will be scheduled after the conclusion of the official examination period. The format of a supplementary examination is at each unit convener's discretion and is subject to change from the original final examination.***

***Supplementary Exams are only offered to students who have satisfactorily completed all other assessments for the unit and were unable to sit the final exam because of documented illness or unavoidable disruption.***

***Instructions on applying for sitting of a supplementary exam are available from the website, [www.psy.mq.edu.au/speccond](http://www.psy.mq.edu.au/speccond). It is the student's responsibility to follow the steps outlined in this website. An email will be sent to the student advising them of the outcome of their request for a supplementary exam. If a supplementary exam has been granted it is the student's responsibility to check the Department of Psychology Special Consideration website for information relating to the date and location of the supplementary exam. Students who are granted to sit for a supplementary exam must make themselves available to sit for the supplementary exam on the specified date. There will only be one time. It is the student's responsibility to email Student Centre to confirm attendance at the supplementary exam.***

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching session, which is the final day of the official examination period.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Short quiz</a>	10%	13th September 2016
<a href="#">Research report</a>	40%	14th October 2016
<a href="#">Final exam</a>	50%	Exam period.

### Short quiz

Due: **13th September 2016**

Weighting: **10%**

Multiple choice assessment in week 7 to assess learning of core concepts.



On successful completion you will be able to:

- Providing insight into the process of doing research: from devising the question, selecting a research strategy, conducting the study, evaluating the data and reporting and interpreting the results, as well as practical experience in doing research. You will learn important research terminology, sampling strategies, measurement strategies, and how to write a research report.
- You will learn knowledge of research ethics and the course fosters critical thinking and reflection on scientific practice.
- Developing problem solving and research capabilities and drawing connections across fields of knowledge.

## Research report

Due: **14th October 2016**

Weighting: **40%**

2000 word research report based upon a study conducted in the course.

On successful completion you will be able to:

- Providing insight into the process of doing research: from devising the question, selecting a research strategy, conducting the study, evaluating the data and reporting and interpreting the results, as well as practical experience in doing research. You will learn important research terminology, sampling strategies, measurement strategies, and how to write a research report.
- You will learn knowledge of research ethics and the course fosters critical thinking and reflection on scientific practice.
- Developing problem solving and research capabilities and drawing connections across fields of knowledge.

## Final exam

Due: **Exam period.**

Weighting: **50%**

Exam including both multiple-choice and short answer questions.

On successful completion you will be able to:

- Providing insight into the process of doing research: from devising the question, selecting a research strategy, conducting the study, evaluating the data and reporting and interpreting the results, as well as practical experience in doing research. You will

learn important research terminology, sampling strategies, measurement strategies, and how to write a research report.

- You will learn knowledge of research ethics and the course fosters critical thinking and reflection on scientific practice.
- Developing problem solving and research capabilities and drawing connections across fields of knowledge.

## Delivery and Resources

### Required textbook:

- Gravetter, F.J., & Forzano, L-A. B. (2015). *Research Methods for the Behavioral Sciences* (5th ed.). Belmont, C.A: Wadsworth.

### Recommended (especially for report writing):

- Bell, P. & Staines, P. (2001). *Logical psych: Reasoning, explanation and writing in psychology*. Sydney, NSW: UNSW Press. [especially Chapters 9 & 11]

### Assessable textbooks reading:

Gravetter, F.J., & Forzano, L-A. B. (2012). *Research Methods for the Behavioral Sciences* (4<sup>th</sup> ed.). Belmont, C.A: Wadsworth.

Week 1: Sections 4.1, 4.2

Week 2: Sections 1.3, 1.4, 6.1

Week 3: Sections 3.3, 3.4, 13.3

Week 4: Chapters 7 & 12.

Week 5: Sections 3.3, 6.2, 6.3, 6.4.

Week 7: Jackson (2009) [available via iLearn].

Week 8: Section 13.2.

Weeks 9 & 10: Chapters 7, 8 & 9.

Week 11: Section 13.4

Week 12: Hesse-Biber & Leavy (2006) [available via iLearn].

Week 13: Kraut et al (2004) [available via iLearn].

## Unit Schedule

Teaching will consist of weekly lectures and workshops. The schedule for these is as follows. These schedules may change as necessary.

## LECTURE PROGRAMME (held in C5C T1): Tuesday 2-3pm

Week	Lecture Topic	Lecturer	Date
1	Ethics	Dr Anthony Miller	2 <sup>nd</sup> Aug
2	Introduction to research methods	Dr Ian Stephen	9 <sup>th</sup> Aug
3	Survey methods	Dr Ian Stephen	16 <sup>th</sup> Aug
4	Comparing research strategies	Dr Ian Stephen	23 <sup>rd</sup> Aug
5	Validity, reliability and measurement	Dr Eugene Chekaluk	30 <sup>th</sup> Aug
6	Statistics for research	Dr Eugene Chekaluk	6 <sup>th</sup> Sep
7	Mid-Session Exam	Dr Ian Stephen	13 <sup>th</sup> Sep
8	Observational research	Dr Julia Irwin	4 <sup>th</sup> Oct
9	Experimental research 1	Dr Ian Stephen	11 <sup>th</sup> Oct
10	Experimental research 2	Dr Ian Stephen	18 <sup>th</sup> Oct
11	Qualitative research and mixed methods	Dr Ian Stephen	25 <sup>th</sup> Oct
12	Epidemiological research	Dr Deborah Mitchison	1 <sup>st</sup> Nov
13	Research and the internet	Dr Ian Stephen	8 <sup>th</sup> Nov

WORKSHOP PROGRAM (held in **C5A 316**; see times below)

Week	Workshop Topic	Contact	Week beginning
2	Ethics	Anthony Miller	8 <sup>th</sup> Aug
3	Introduction to research methods	Ian Stephen	15 <sup>th</sup> Aug
4	Survey methods	Ian Stephen	22 <sup>nd</sup> Aug
5	Comparing research strategies	Ian Stephen	29 <sup>th</sup> Aug
6	Validity, reliability and measurement	Eugene Chekaluk	5 <sup>th</sup> Sep

7	Statistics for research	Eugene Chekaluk	12 <sup>th</sup> Sep
9	Observational research	Julia Irwin	10 <sup>th</sup> Oct
10	Experimental research 1	Ian Stephen	17 <sup>th</sup> Oct
11	Experimental research 2	Ian Stephen	24 <sup>th</sup> Oct
12	Qualitative research and mixed methods	Ian Stephen	31 <sup>st</sup> Oct
13	Bringing it all together	Ian Stephen	7 <sup>th</sup> Nov

Note that there is no workshop in week 8.

### Workshop times & locations

**NOTE:** Classes are space-limited so please attend your scheduled time. However, if you unavoidably miss your scheduled workshop then you can attend another. Please let the relevant workshop convenor know.

ALL WORKSHOPS ARE HELD IN C5A 316

Mon 1-3pm

Mon 3-5pm

Wed 12-2pm

Wed 2-4pm

Thu 12-2pm

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcomes

- Providing insight into the process of doing research: from devising the question, selecting a research strategy, conducting the study, evaluating the data and reporting and interpreting the results, as well as practical experience in doing research. You will learn important research terminology, sampling strategies, measurement strategies, and how to write a research report.
- You will learn knowledge of research ethics and the course fosters critical thinking and reflection on scientific practice.
- Developing problem solving and research capabilities and drawing connections across fields of knowledge.

#### Assessment tasks

- Research report
- Final exam

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Providing insight into the process of doing research: from devising the question, selecting a research strategy, conducting the study, evaluating the data and reporting and interpreting the results, as well as practical experience in doing research. You will learn important research terminology, sampling strategies, measurement strategies, and how to write a research report.
- You will learn knowledge of research ethics and the course fosters critical thinking and

reflection on scientific practice.

- Developing problem solving and research capabilities and drawing connections across fields of knowledge.

## **Assessment tasks**

- Short quiz
- Research report
- Final exam

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- Providing insight into the process of doing research: from devising the question, selecting a research strategy, conducting the study, evaluating the data and reporting and interpreting the results, as well as practical experience in doing research. You will learn important research terminology, sampling strategies, measurement strategies, and how to write a research report.
- You will learn knowledge of research ethics and the course fosters critical thinking and reflection on scientific practice.
- Developing problem solving and research capabilities and drawing connections across fields of knowledge.

## **Assessment task**

- Research report

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- Providing insight into the process of doing research: from devising the question, selecting a research strategy, conducting the study, evaluating the data and reporting and interpreting the results, as well as practical experience in doing research. You will learn important research terminology, sampling strategies, measurement strategies, and how to write a research report.
- You will learn knowledge of research ethics and the course fosters critical thinking and reflection on scientific practice.

## Assessment tasks

- Short quiz
- Research report
- Final exam

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- Providing insight into the process of doing research: from devising the question, selecting a research strategy, conducting the study, evaluating the data and reporting and interpreting the results, as well as practical experience in doing research. You will learn important research terminology, sampling strategies, measurement strategies, and how to write a research report.
- You will learn knowledge of research ethics and the course fosters critical thinking and reflection on scientific practice.
- Developing problem solving and research capabilities and drawing connections across fields of knowledge.

## Assessment tasks

- Research report
- Final exam



## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- Providing insight into the process of doing research: from devising the question, selecting a research strategy, conducting the study, evaluating the data and reporting and interpreting the results, as well as practical experience in doing research. You will learn important research terminology, sampling strategies, measurement strategies, and how to write a research report.
- You will learn knowledge of research ethics and the course fosters critical thinking and reflection on scientific practice.
- Developing problem solving and research capabilities and drawing connections across fields of knowledge.

### Assessment tasks

- Short quiz
- Research report
- Final exam

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Providing insight into the process of doing research: from devising the question, selecting a research strategy, conducting the study, evaluating the data and reporting and interpreting the results, as well as practical experience in doing research. You will learn important research terminology, sampling strategies, measurement strategies, and how to write a research report.

- You will learn knowledge of research ethics and the course fosters critical thinking and reflection on scientific practice.

## **Assessment tasks**

- Research report
- Final exam

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Providing insight into the process of doing research: from devising the question, selecting a research strategy, conducting the study, evaluating the data and reporting and interpreting the results, as well as practical experience in doing research. You will learn important research terminology, sampling strategies, measurement strategies, and how to write a research report.
- You will learn knowledge of research ethics and the course fosters critical thinking and reflection on scientific practice.

## **Assessment tasks**

- Short quiz
- Research report
- Final exam

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- Providing insight into the process of doing research: from devising the question, selecting a research strategy, conducting the study, evaluating the data and reporting

and interpreting the results, as well as practical experience in doing research. You will learn important research terminology, sampling strategies, measurement strategies, and how to write a research report.

- You will learn knowledge of research ethics and the course fosters critical thinking and reflection on scientific practice.