

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

Discipline Specific Elective (DSE) Courses for Semester VI:

DSE 4: Psychological Research: Paradigms, Approaches, and Methods

DSE 5: Essentials of Media Psychology

DSE 6: Managing Human Capital at Workplace

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE – 4: PSYCHOLOGICAL RESEARCH: PARADIGMS, APPROACHES, AND METHODS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-4 Psychological Research: Paradigms, Approaches, and Methods	4	3	0	1	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the paradigmatic foundations of psychological research
- To understand the differences between the quantitative and qualitative traditions of research in psychology
- Present the essential considerations of research in Psychology
- Introduce the process, designs and techniques of data-analysis in the quantitative and qualitative research tradition

Learning Outcomes

After completing this course, the student will be able to:

- Critically analyse and compare paradigmatic frameworks and their underlying assumptions and contributions to the field of psychology
- Appreciate the nuances of quantitative and qualitative traditions of research in Psychology and select an appropriate research tradition for their own research problems.
- Understand the commonalities and differences in features, goals, steps, sampling procedures and ethics of quantitative and qualitative traditions of research.
- Design a quantitative and qualitative research and select an appropriate method of data collection and analysis.

SYLLABUS OF DSE - 4

Unit – I

(18 hours)

Essential considerations of Psychological Research

Paradigmatic considerations: Positivist, Post-positivist, Interpretivist, Critical Paradigm, and Constructivist.

Psychological research: Goals of research; Steps of Research - Problem identification, Hypothesis formulation, Designing the research, Data collection, Data analysis, and Interpretation; Common research forms - exploratory, descriptive and explanatory; Quantitative and Qualitative research traditions - overview, and differences.

Sampling: Defining Population and Sample, Sampling bias (Sampling error and Non sampling error), Types of Probability and Non-probability sampling.

Unit – II

(12 hours)

Quantitative Research Techniques

Experimental Method: Causality versus correlation, Laboratory experiments and field experiments; True experimental and quasi-experimental design; Within-subject design, Between subject design, Pre and Post designs.

Survey Research: The logic and types of survey; Designing a survey questionnaire.

Issues of ethics and rigour in quantitative research.

Unit – III

(15 hours)

Qualitative Research Techniques

Methods of data gathering: Interview, Focus group discussion, Case study, Observational Method, Using secondary data sources.

Techniques of qualitative analysis: content analysis and thematic analysis

Issues of ethics and rigour in qualitative research.

Orientation to Mixed Methods Research: Combining quantitative and qualitative approaches

Practical component –

(30 hours)

Suggestive list of practicals:

1. To identify and illustrate the basic assumptions of paradigms using different research works.
2. Designing a true experimental or quasi-experimental study using any designs such as between-subjects, within-subjects, or pre-post designs.
3. Conducting a survey which may involve designing a questionnaire, collecting and analysing the data.
4. Conducting an interview (structured, semi-structured, unstructured, life-history etc.)/ observation (participant or non-participant)/ focus group discussion (online or in-person)/ case-study (single/multiple) as a method of data collection. The data obtained may be analysed using a suitable method of data analysis such as thematic or content analysis.
5. Designing a mixed-method study and writing a detailed research plan/proposal for the same.

Essential/recommended readings

Bryman, A. (2004). *Quantity and Quality in Social Research*. London, UK: Routledge.

- Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold
- Corbetta, P. (2003). *Social Research: Theory, Methods and Techniques*. United Kingdom: SAGE Publications.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. Thousand Oaks, California, SAGE Publications
- Denzin, N. K., & Lincoln, Y. S. (2018). *The sage handbook of qualitative research*. 5th Ed. Sage.
- Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction* (8th ed.). New York, NY: Pearson Education
- Howitt, D., Cramer, D. (2014). *Introduction to Research Methods in Psychology*. United Kingdom: Pearson.
- Lammers, W. J., & Badia, P. (2005). *Fundamentals of Behavioral Research*. United States of America: Thomson/Wadsworth.
- Mertens, D. (2020). *Research and evaluation in education and psychology: integrating diversity with quantitative, qualitative, and mixed methods* (5th ed.). SAGE.
- Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Pearson Education.
- Willig, C. (2021). *Introducing Qualitative Research in Psychology*. United Kingdom: Open University Press.

Suggestive readings

- Givens, L.M. (2008) *The SAGE Encyclopaedia of Qualitative Research Methods*. United Kingdom: SAGE Publications.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.