Module Template for New and Revised Undergraduate Modules[1]

Module Code	PSU22011
Module Name	Statistics and Methodology II
ECTS credit weighting	5 ECTS
Semester taught	2
Module Coordinator/s	Michael Gormley/ Rob Whelan
Module Learning Outcomes with embedded Graduate Attributes	• Communicate psychological research effectively by writing research reports in a format consistent with academic publication. • Translate theoretical concepts into empirically testable questions suitable for scientific investigation. • Formulate research hypotheses and relate them to appropriate research designs and subsequent data analysis. • Describe and present research data using appropriate written, graphical and tabular formats. • Select and conduct appropriate inferential statistical tests to analyse data collected using different research designs. • Evaluate the strengths and limitations of the principal research methods used in psychology. • Critically evaluate published psychological research, with particular reference to internal and external validity. • Evaluate the ethical considerations associated with different psychological research methodologies.
Module Content	• Reading and subsequent critical appraisal during class presentations of published research articles • Conducting pieces of psychological research and subsequently writing them up in report format
Teaching and Learning Methods[2]	Seminars taught by two PG students

[1] An Introduction to Module Design from AISHE provides information on designing and re-designing modules.
[2] Trinity-INC provides tips and resources on how to make your curriculum more inclusive.

Assessment Details[3]
Please include the following:

- **Assessment Component**
- **Assessment description**
- **Learning Outcome(s) addressed**
- **% of total**

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Journal Club exam	Students are given an unseen journal article and they are required to critically evaluate it in 2 hrs.	6-8	34%
Two written reports	Students collect data in their seminar and then write a report on it.	1-5	66%

Contact Hours and Indicative Student Workload[4]

Consider how much time an average student needs to invest in the elective to demonstrate the learning outcomes at threshold level. Take into account attendance and time for preparation, including self-study, for all teaching, learning and assessment associated with the module. Workload should be commensurate with ECTS size, which is equivalent to 100-125 student learning hours.

Contact hours: Six 2-hr seminars
Independent Study (preparation for course and review of materials): 44 hrs
Independent Study (preparation for assessment, incl. completion of assessment): 44 hrs

Inclusive Curriculum

All modules should be inclusive for all students who learn differently. Please respond to the following questions (i.e. ensuring the course supports engagement and representation of all students)

[3] https://www.tcd.ie/academicpractice/resources/assessment/
[4] https://www.tcd.ie/academicpractice/resources/assessment_workload/

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	☒
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	☒
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	☒
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design Discuss the limitations of relying of WEIRD populations and the problems of sampling bias. Presentations can be delivered live or in written format. *(i.e. supports engagement and representation of **all** Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See:* Universal Design for Learning - AHEAD *for more information and guidance, and* Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) *for insights from Trinity students)*	

Indicative Reading List (approx. 4-5 titles)	• Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). *Research methods in psychology* (10th ed.). McGraw-Hill Education.
Module Pre-requisite	None
Module Co-requisite	None
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	No