

## Psychological Sciences and Techniques

General information	
Academic subject	Methodology of Psychological Research
Degree course	Psychological Sciences and Techniques
Academic Year	2 <sup>nd</sup>
European Credit Transfer and Accumulation System (ECTS)	9
Language	Italian
Academic calendar (starting and ending date)	1 <sup>st</sup> semester (1 <sup>st</sup> October 21 – 8 <sup>th</sup> January 22)
Attendance	Not mandatory

Professor/ Lecturer	
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Tutoring (time and day)	Monday, 10-12 am

Syllabus	
<b>Learning Objectives</b>	The course aims to introduce students to the understanding of methods of investigation and research in psychology with particular emphasis on all application fields. Specific issues of research methods on the field of psychology of emotions and memory will also be presented.
<b>Course prerequisites</b>	<ul style="list-style-type: none"> <li>– Receptive and productive linguistic competencies</li> <li>– Understanding and reasoning abilities</li> <li>– Synthesis and thematic elaboration</li> <li>– Basic English language knowledge</li> <li>– Basic mathematical computation</li> </ul>
<b>Contents</b>	<ul style="list-style-type: none"> <li>– The psychological science between descriptive and demonstrative approaches</li> <li>– Epistemological paradigms in psychological studies</li> <li>– Setting a research question</li> <li>– Ethical issues in psychological research</li> <li>– Types of variables</li> <li>– Measurement issues</li> <li>– Reliability and validity of psychological measures</li> <li>– Validity issues in research work (internal, external, construct and statistical validity)</li> <li>– Control</li> <li>– Random error and bias</li> <li>– Research methods: Archival research, systematic observation, sociometric approach, scales of attitudes, questionnaires and surveys, ethnographic research, evaluation methods, qualitative methods, quasi-experimental approaches, experiments</li> <li>– Setting research hypotheses</li> <li>– Pre-experimental designs, experimental research with one independent variable, factorial research designs.</li> </ul>
<b>Books and bibliography</b>	<ul style="list-style-type: none"> <li>– Shaughnessy, J. J., Zechmeister, E. B., Zechmeister, J. S. (2012). Research</li> </ul>

	<p>Methods in Psychology (nine edition). Mc Graw Hill. Trad. It. Lanz, M., Amoretti, G., e Tagliabue, S. (2012) <i>Metodologia della ricerca in psicologia</i>. Mc Graw Hill.</p> <ul style="list-style-type: none"> <li>– Schachter, S. e Singer, J. E. (1962). Cognitive, social and physiological determinants of emotional state. <i>Psychological Review</i>, 69, 379-399.</li> <li>– Curci, A., Soleti, E., Lanciano, T., Doria, V., &amp; Rimé, B. (2015). Balancing emotional processing with ongoing cognitive activity: the effects of task modality on intrusions and rumination. <i>Frontiers in psychology</i>, 6, 1275.</li> </ul>
<b>Additional materials</b>	

<b>Work schedule</b>			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
<b>Hours</b>			
225	60		165
<b>ECTS</b>			
9	9		
<b>Teaching strategy</b>			
The course will encompass lectures, exercises and thematic workshops, with ad-hoc contributions of experienced researchers and psychology professionals. Following governmental and academic rules for public health, the course might be given in technology enhanced modality (with integrative remote teaching)			
<b>Expected learning outcomes</b>			
<b>Knowledge and understanding on:</b>	<ul style="list-style-type: none"> <li>– Overview of the epistemological fundamentals of scientific psychology</li> <li>– Knowledge of the main methodological approaches to the study of human behaviour and cognitive processes</li> <li>– Knowledge of the main techniques and procedures of data collection in psychology</li> </ul>		
<b>Applying knowledge and understanding on:</b>	<ul style="list-style-type: none"> <li>– Understanding the logical processes underlying research work</li> <li>– Translating psychological constructs into empirical variables and reproducing psychological processes through research procedures and models</li> <li>– Defining uni- and bivariate research designs</li> </ul>		
<b>Soft skills</b>	<p><i>Making informed judgments and choices.</i> At the end of the course, the student will achieve:</p> <ul style="list-style-type: none"> <li>– Critical approach to the analysis of models and procedures adopted in psychology</li> <li>– Problem finding and non-naïf observational skills for dealing with daily-life psychological phenomena</li> </ul> <p><i>Communicating knowledge and understanding.</i> At the end of the course, the student will achieve:</p> <ul style="list-style-type: none"> <li>– Abilities to express the contents learned during the course in a personal and competent way</li> </ul> <p><i>Capacities to continue learning.</i> At the end of the course, the student will achieve:</p> <ul style="list-style-type: none"> <li>– Reading, analyzing, and communicating texts on general psychology themes, in order to facilitate subsequent studies and enhance the student's autonomy.</li> </ul>		

<b>Assessment and feedback</b>	
Methods of assessment	The exam is in written form and has a minimum duration of 60 minutes. It includes multiple choice questions and open questions.
Evaluation criteria	The assessment will aim to verify the level of the student's mastery with respect to the contents proposed during the course with a specific consideration for: <ul style="list-style-type: none"> <li>– references to theory (knowledge and understanding);</li> <li>– references to methods and procedures of investigation in scientific psychology and ability to understand the methodological characteristics of a research study (applying knowledge and understanding);</li> <li>– ability to make conceptual inferences (making informed judgments and choices);</li> <li>– lexical appropriateness (communicating knowledge and understanding);</li> <li>– ability to elaborate contents (capacities to continue learning).</li> </ul>
Criteria for assessment and attribution of the final mark	The exam is passed when the grade is greater than or equal to 18/30, with a maximum of 30/30.
<b>Additional information</b>	
	Tutorial material (slides, schemes, papers, etc.) will be made available to students during the course.