Module code	PSY420	**Level**	4
Module title	Psychological Enquiry	**Credit value**	20
Common/Core/Elective	Core	**ECTS Credits**	10
		Notional learning hours	200
Courses on which the module is taught	BA (Hons) Psychology	**Teaching Period**	Autumn

1. Module description

What is psychological science? How do psychologists ask questions and draw conclusions? Why do we need methods and paradigms, and how have these changed over time? This module will introduce you to creative enquiry in psychology, from experimentation and statistical analyses, through to qualitative, participatory, practice-based, and arts-based methods. A particular emphasis will be placed on diversity and inclusive research methods that view participants as co-researchers, and privilege service-users' perspectives as experts by experience, such as action research and cooperative enquiry. You will learn about quantitative and qualitative analytic and digital techniques, through exploring examples of published work. You will also use these tools yourself to practice asking the diverse kinds of questions psychologists ask, to explore the data collected, and to consider possible conclusions and their relevance to contemporary world.

2. Learning outcomes

Upon successful completion of this module you will be able to:

Innovation (MLO 02)
Define and compare different approaches to psychological enquiry with curiosity and creativity.

Digital Data and Tools (MLO 06)
Use digital tools and data in the context of exploratory psychological investigations.

Discipline Skills (MLO 08)
Use psychological materials, techniques and tools to practice asking questions in psychology.

3. Learning and teaching methods

This module will privilege flipped learning – workshop sessions will start with students "having a go" before learning the whats and the whys. A fundamental understanding of what a method is, and what a paradigm is, and why these are important, will be gained in an emergent way through lived experience in the classroom, real world examples, and an emphasis on the diversity of methods and understandings of science. Classes will involve a range of interactive methods and practical activities to engage with the material, including individual and group work, class discussions and debates, readings and journal club.

Learning hours	
Directed learning	**48 hours**
Workshops/classes	48
Guided/Self-guided learning	**152 hours**
Total	**200 hours**

4. Assessment, formative feedback and relative weightings

Assessment: Project

Weight (%): 100%

Word Count or Equivalent: 3000 words

Part 1: Method – who am I? Choose a method in psychology and provide a comprehensive account of its characteristics (further guidance will be provided in class) (Up to 1500 words)

Part 2: Real world investigation. Choose a contemporary news story and generate a psychological research question suitable for your method and based on this story. Give an account of how you would use your method to collect and analyse data that would answer this question. (Up to 1500 words).

This summative assessment will be preceded by an opportunity for formative assessment accompanied by formative feedback.

Mapping of assessment tasks for the module

Assessment tasks	MLO2	MLO6	MLO8	
Project	X	X	X	

5. Indicative resources

Chalmers, A.F. (1999). *What is this thing called science?* (3rd ed.). Maidenhead, England: Open University Press.

Forshaw, M. (2007). *Easy statistics in psychology: A BPS guide*. Wiley-Blackwell.

Gergen, K. J. (2001). Psychological science in a postmodern context. *American Psychologist, 56*(10), 803.

Greenhalgh, T. (2014). *How to read a paper: The basics of evidence-based medicine.* John Wiley & Sons. https://www.bmj.com/about-bmj/resources-readers/publications/how-read-paper

Madill, A. (2015). Let a thousand flowers bloom. *The Psychologist, 28*(8), 656-658.

Madill, A., and Gough, B. (2008). Qualitative research and its place in psychological science. *Psychological Methods, 13*(3), 254.

Reason, P., & Bradbury, H. (Eds.). (2013). *The SAGE handbook of action research: Participative inquiry and practice.* Sage.

Robson, C., and McCartan, K. (2016). *Real world research*. John Wiley.

Rowntree, D. (1981). *Statistics without tears: An introduction for non-mathematicians.* Scribner.

Willig, C. (2013). *Introducing qualitative research in psychology* (3rd ed.) Open University Press.