Lecture00

Induction Week Intro

Dr Gordon Wright

27, September, 2022

# Induction Overview

## Welcome back and welcome to Research Methods!

## This year you become Scientists!

This year, in Research Methods, you will perform your first piece of REAL psychological research

In groups, you will:

* Identify an area of psychological research
* Review and critique the literature in this area
* Develop a testable hypothesis
* Design a 2x2 ANOVA experiment unique to you (within your group study)
* Obtain Ethical Approval for your experiment
* Collect REAL data
* Analyse these data
* Write up the results in APA format

## A full overview will be given in the first lecture!

Do not worry! It’s going to be a great adventure!

## A ‘warm up’ for your Y3 Dissertation

The same 20-week timeline

The same skills and techniques you will need

Careful step-by-step guidance and support in the lab setting

Scaled-down experiments and write-ups

The security of working in a group

Tips and advice from world-class researchers

Opportunity to think carefully about your final year Dissertation, and how to crush it!!

## Support and guidance

Gordon Wright (Module Coordinator and floating Enthusiast in Chief)

7 gobsmackingly amazing Lab Tutors

Your Personal Tutor and your PT group

AND EACH OTHER!!

This is a team-sport

## me

I will be in every Research Methods lecture and I have a Student Hour from 3-4 every Monday, before we all go to the Design & Analysis lecture. Yup! Me too!

Available at g.wright@gold.ac.uk

I genuinely could not imagine anything I would rather do that this. I love Research, and vehemently believe it is the #1 skill EVERYONE should have… not just psychology students… EVERYONE!

## Module weighting and assessment

Research Methods is a core module with a 30 credit weighting

This means that in order to progress to Y3, you must pass all 3 assessment elements:

* + Critical Proposal 1,800 words (15%)
  + Mini-Dissertation 2,500 words (70%)
  + CHIP Learning Log 2x700 words (15%)

## Warning

|  |
| --- |
| Warning |
| All coursework is INDIVIDUAL and subject to normal plagiarism and collusion rules |

## Module structure

1 x 1 hr Lecture per week (Monday)

1 x 2 hr Lab per week (Tuesday)

4 x Personal Tutor meetings across the year

Each week there will be a very brief ‘Prelude’ designed to introduce one of the main topics of the week

Lecture (slides and recording)

Lab Activity

‘Pulse’ taken on entry

Lab Notebook with brief ‘generative activities’ and opportunities for metacognitive reflection

Extras provided around skills or applications or just interesting factoids

Extensive independent and group work in addition to timetabled activities

NO EXAM

## Coursework

The coursework ALL require critical reflection and metacognitive practice. This will be discussed in a number of lectures, but it contributes to effective learning and your integration of the skills and experience of doing this research exercise.

## Time management and teamwork

..will both be required.

I ask you to see both as an opportunity to develop these important skills.

You will see we have some ideas to make this more relevant to careers and employability

It is easier to ‘keep up than to catch up’.

## Resources

We will be releasing a series of valuable resources to help you through every step of the process

These will have value for your final year dissertation too.

Contribution.

Open Educational Resources.

## Prelude 1

We are starting off very easy. A short questionnaire to allow us to get to know you a little better, which we will use to develop the first lecture, and the course more generally.

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# New Section

## Bullet List (no build)

* Point 1
* Point 2
* Point 3

## Bullet List (with build)

* List element A
* List element B
* List element C

## Page with aside

Here is an important point

Additional commentary.

## Page with a note comment

Here is something I say

|  |
| --- |
| Note |
| This is very noteworthy |

## Page with a warning

Here is something I say

|  |
| --- |
| Warning |
| Be WARNED!! |

## Page with an important comment

Here is something I say

|  |
| --- |
| Important |
| This is very Important |

## Page with a tip

Here is something I say

|  |
| --- |
| Tip |
| This is a useful tip |

## Page with a caution

Here is something I say

|  |
| --- |
| Caution |
| This is something to be cautious about |

## Two Columns (Text)

Left column

Right column

## Two Columns (Text + Image)

Left column

|  |
| --- |
| LittleMonkeyLab |

## Slide with different background colour

Shout

Question

takeaway

[A link to the BBC website](www.bbc.co.uk)

## Speaker Notes

Here is some content

Speaker notes (press ‘s’ when presenting to switch to speaker mode).

## Here is a 2 panel tabset

#### Tab A

Content for Tab A

#### Tab B

Content for Tab B

## Slide with footnote

Very important point[[1]](#footnote-70) made to the class

# Section heading 2007

subtitle

## 2 columns unequal 20% 80%

### List One

* Item A
* Item B
* Item C

### List Two

* Item X
* Item Y
* Item Z

## Level 2 centred text with break with striking takeaway background

## References

(Andorsky, 2020; Datu et al., 2021; King, 2021; Rice et al., 2021)

## Speaker notes

Include speaker notes in another fenced code block.

Like this.

# Fragments with entrance

Fade in

Fade out

Highlight red

Highlight current red (available in green and blue)

Fade in, then out

Fade in, then semi out

Slide up while fading in

# References

Andorsky, N. (2020). *Decoding the why: How behavioral science is driving the next generation of product design*.

Datu, J. A. D., McInerney, D. M., Żemojtel-Piotrowska, M., Hitokoto, H., & Datu, N. D. (2021). Is grittiness next to happiness? Examining the association of triarchic model of grit dimensions with well-being outcomes. *Journal of Happiness Studies*, *22*(2), 981–1009. <https://doi.org/10.1007/s10902-020-00260-6>

King, M. (2021). *Social chemistry: Decoding the patterns of human connection*. Dutton.

Rice, L., Alquist, J. L., Penuliar, M., Donato, F. V., & Price, M. M. (2021). Engaging students in a research methods writing lab online. *Teaching of Psychology*, *48*(1), 18–25. <https://doi.org/10.1177/0098628320959954>

1. A footnote [↑](#footnote-ref-70)