

Due to the COVID-19 crisis, the information below is subject to change, in particular that concerning the teaching mode (presential, distance or in a comodal or hybrid format).

4 credits	45.0 h	Q1
-----------	--------	----

Teacher(s)	De Mol Jan ;Edwards Martin ;
Language :	English
Place of the course	Louvain-la-Neuve
Aims	<i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i>
Evaluation methods	<b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b> Develop and construct a quantitative research design and a qualitative research design: written and video report. Both evaluations must have a minimum grade of 10/20.
Teaching methods	<b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b> Lectures and supervisions
Content	<p>The course uses a reverse class approach. At the beginning of the course, students are asked to recall research methods:</p> <p>Qualitative methods</p> <ul style="list-style-type: none"> <li>• Construction of a qualitative research design and the epistemological position</li> <li>• Data collection methods: semi-directive interview, focus group, participant observation, diary, visual methods</li> <li>• Methods of data analysis: thematic analysis, grounded theory, phenomenological methods, discursive methods, narrative methods</li> <li>• Assessing research quality: Validity and triangulation</li> </ul> <p>Quantitative methods</p> <ul style="list-style-type: none"> <li>• Research questions and hypotheses</li> <li>• Variables; factors of validity and reliability</li> <li>• Selection of participants</li> <li>• Methods for the relationship between variables, differences in levels of a variable, and differences within a variable (and methods of conterbalancing).</li> <li>• Research methods and the university and clinic ethics board</li> </ul> <p>During the course, students work in groups to create a quantitative and qualitative research method. Students are supported during the course by the two professors.</p>
Inline resources	Moodle
Bibliography	Willig, C. (2013). <i>Introducing Qualitative Research in Psychology</i> (3th Ed.).UK: Open University Press.
Other infos	<p>The course uses a hands-on approach where students plan qualitative and quantitative methods to investigate a common scenario. The course begins with a summary of the methods, measures and resources used by the faculty, and a summary of the university and clinic ethics board. Then, the students are separated, and with the support of each teacher, the students learn and develop a research method to study a common scenario. Then there is a discussion on the different values and qualities that each scenario research method gives. For the rest of the course, students will exchange, in the same format, so that each student understands both types of methods. Students should have a basic knowledge of both qualitative and quantitative methods, for example :</p> <ul style="list-style-type: none"> <li>• LPSP1012 Observation Methodologies</li> <li>• LPSP1210 Research Methods</li> </ul>
Faculty or entity in charge	EPSY

## Force majeure

Teaching methods	The lectures and supervisions are made using Microsoft Teams
Evaluation methods	There are no changes.

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Aims
Master [120] in Psychology	PSY2M	4		