1. **Title of the module**

PSYC6360 (SP636): Evaluating Evidence: Becoming a Smart Research Consumer

1. **School or partner institution which will be responsible for management of the module**

School of Psychology

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None.

1. **The programmes of study to which the module contributes**

Compulsory to Business Psychology BSc and Business Psychology with a Placement Year BSc Optional to other Psychology undergraduate programmes. Available as a wild module. Available to Short Term Credit students, subject to school and/or module convenor approval.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Acquire essential skills required by consumers of psychological or behavioural research
	2. Recognise common threats to internal validity of experimental studies
	3. Demonstrate skill in recognising when sufficient information has been provided to establish predictive and causal relationships
	4. Recognise and critically evaluate common ways of using statistics and graphs to inform and to misinform
	5. Demonstrate familiarity with typical flaws in non-experimental research (including survey, evaluation research, quasi-experimental designs)
	6. Develop skills in the critical analysis of psychological research claims.
	7. Develop awareness of how evidence can relate to society
	8. Develop understanding of the range of approaches available for evaluating evidence for applying psychology
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate skill in distinguishing between questions that can and cannot be addressed empirically and scientifically
	2. Develop skills in the critical analysis of any empirical research claim
	3. Show appreciation and understanding of the variety of empirical and methodological approaches used in psychology
	4. Self-reflect on constructive feedback from staff in order to improve understanding and academic performance
	5. Develop independent learning and research skills required to support academic learning and development
	6. Develop self-regulation skills in the form of study planning and overall time management
	7. Develop information technology skills required to obtain key learning resources (e.g., use of online journals and learning resources as directed by lecturer).
3. **A synopsis of the curriculum**

The module will systematically explore common logical and psychological barriers to understanding and critically analysing empirical research. Major topics to be considered include common fallacies of deductive and inductive reasoning, judgmental heuristics relevant to evaluating empirical research claims, essentials of a scientific method, misleading statistical and graphical techniques, establishing genuine associations, the role of inferential statistics for identifying illusory associations, essentials of causal inference, threats to the validity of experimental and non experimental research.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**
* David A. Levy. (1997). *Tools of Critical Thinking*. Needham, MA: Allyn & Bacon.
* Theodore Schick, Jr. & Lewis Vaughn (2004). *How to think about weird things: Critical thinking for a new age* (4th edition). Boston: McGraw-Hill.
* Darrell Huff (1954). *How to Lie with Statistics*. New York: Norton.
* Keith E. Stanovich (2004). *How to Think Straight about Psychology* (7th edition). Boston: Allyn-Bacon.
1. **Learning and Teaching methods**The module will be taught by lecture/seminars and private study.

Total Contact Hours: 22

Private Study Hours: 128

1. **Assessment methods**
	1. Main assessment methods

Essay 2,000 words 40%

Exam 2 hours 60%

* 1. Reassessment methods

Like for Like.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | ***8.1*** | ***8.2*** | ***8.3*** | ***8.4*** | ***8.5*** | ***8.6*** | ***8.7*** | ***8.8*** | ***9.1*** | ***9.2*** | ***9.3*** | ***9.4*** | ***9.5*** | ***9.6*** | ***9.7*** |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |
| Private study |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |
| Examination (2 hours) | *60%* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay | *40%* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module takes a global approach to review how research is undertaken, and the reading list reflects the various sources of theory that form the module content.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 18/05/16 | Major | September 2016 | 13, 14 | No |
| December 2017 | Minor | September 2017 | 13, 17 | No |