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**QUALITATIVE AND QUANTITATIVE
RESEARCH METHODS IN PSYCHOLOGY**

Methodical recommendations

*Vitebsk
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Methodical recommendations include an overview of the topics of lectures, seminars, tasks for independent work, methodical materials and evaluation controls for mastering the discipline “Qualitative and quantitative methods of psychological and pedagogical research”.

For students who are studying for master’s degree programs in the field of psychology.

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INTRODUCTION

Goals and objectives of the academic discipline:

The academic discipline “Qualitative and quantitative methods of research in psychology” is a basic discipline, the content of which includes a block designed for the systematic development of methods of qualitative analysis. Currently, mixed approaches are being widely developed, involving the psychologist’s appeal to various qualitative and quantitative methods, as well as to elements of various research designs within the framework of a single research project. The academic discipline “Qualitative and quantitative research methods in psychology” is aimed at systematizing a fairly wide field of psychology methods, taking into account modern methodological developments.

The purpose of teaching the discipline is to teach students the skills and abilities to use qualitative and quantitative methods, psychological techniques and techniques; preparation for the performance of professional functions of a psychologist-diagnostician.

The objectives of studying the discipline are:

- actualization of methodological problems of creating qualitative and quantitative methods;
- study of the algorithm of qualitative and quantitative methods, psychological tests and techniques;
- formation of skills of interpretation of qualitative and quantitative methods, psychological tests and techniques on various personal problems based on psycho-diagnostic examination;
- assimilation of legal and ethical norms of the psychologist’s activity-diagnostics using qualitative and quantitative methods, psychodiagnostic tests and methods in the organization and conduct of diagnostic work on the study of personality.

The place of academic discipline in the system of specialist training:

In the system of specialist training, the academic discipline “Qualitative and quantitative research methods in psychology” is included in the module “Methodological and methodological foundations of psychological science”, the state component. The academic discipline is practice-oriented in nature, and ensures the formation of theoretical and scientific psychological knowledge of qualitative and quantitative methods among undergraduates. The academic discipline “Qualitative and quantitative research methods in psychology” has close interdisciplinary links with the academic discipline “Design of theoretical and empirical psychological research”.

Requirements for the development of the academic discipline

The development of an academic discipline should ensure the formation of the following competencies:

To select the content, forms, methods and means of teaching and upbringing, to apply them in the educational process, taking into account the age and psychological characteristics of students;
information and communication competencies:

- possess a methodology for finding new things (information, ideas, etc.), a methodology for analyzing and adapting knowledge to their professional needs,
- to be able to transform information into special knowledge,
- to form the information culture of students.

project competencies:

- consciously and independently plan professional activities,
- to build a professional career in a meaningful way,
- to find optimal solutions of an innovative nature,
- be able to translate their ideas into an innovative project and implement it,
- systematically improve the educational process,
- to form students' ability to build their own educational trajectory.

As a result of studying the discipline, the student should

know:

- the basic concepts and categories of qualitative and quantitative methods;
- types, typology, principles of creating qualitative and quantitative methods, psychological tests and techniques;
- features of diagnostic work on the use of qualitative and quantitative methods, psychological techniques for the study of personality in different age periods;

be able to:

- take into account legal and ethical norms in the practical activities of a psychologist on the use of qualitative and quantitative methods;
- to carry out procedures on various personal problems on the basis of psychodiagnostic research with the complex use of qualitative and quantitative methods.

to own:

- the procedure of using qualitative and quantitative methods, psychological tests and techniques based on a psychodiagnostic examination of the personality;
- carrying out a wide range of measures to provide psychological and psychodiagnostic assistance to various categories of the population.

THE THEMATIC PLAN OF THE COURSE ON THE DISCIPLINE

Qualitative and quantitative methods of research in psychology

Specialty: 7-06-0313-01 Psychology

The number of section topics	The title of the section/topic	Number of classroom hours				Managed Independent work	Other wise	Form of knowledge control
		Lectures	Practical classes	Seminars	Laboratory research			
Module 1								
Qualitative and quantitative methods in the system of methods of psychology								
1.	General system of research methods in psychology	2	2					Oral interview
2.	Qualitative and quantitative methods as a tool for working with data	2	2					Practical Work Report
3.	General characteristics of qualitative research	2	2					Practical Work Report
4.	Qualitative approaches in psychological research	2	2	2				Review of abstracts
5.	General characteristics of quantitative research	2	2	2				Practical Work Report
		10	10	4				
Module control: testing								
Module 2								
Qualitative and quantitative approaches to psychological research								
1.	Qualitative and quantitative methods at the stages of research planning	2	2					Practical Work Report
2.	Sampling in different types of studies	2	2	2				Practical Work Report
3.	General principles of qualitative analysis	2	2					Practical Work Report
4.	Quantitative data and principles of statistics	2	2					Practical Work Report
5.	Presentation of data when using quantitative research methods	2	2	2				Review of abstracts
	Module control: testing	10	10	4				
		20	20	8				

THE LIST OF TASKS FOR THE STUDENT'S INDEPENDENT WORK IN PREPARATION FOR CLASSES

№	Topic	Tasks for independent work, forms of academic work
1	Qualitative methods Theoretical methods of psychological research	Presentation “Theoretical methods of psychological and pedagogical research”
		Analysis of the introduction of abstracts of dissertations for the degree of Candidate of Psychological Sciences to determine research methods. Portfolio.
		Development of an interview plan for the study of life orientations
	Empirical research methods	Development of an observation plan to determine the dominant motive of higher education Analysis of questionnaires of classmates to identify the features of relationships in the student group Conducting a qualitative interview to study the meaning of life orientations
2	Quantitative methods of results processing	Presentation “Classification and characteristics of quantitative methods of processing the results of psychological research”
		Presentation “Methods of descriptive statistics”
		Presentation “Graphical representation of research results”
3	Working with key concepts	Compilation of a glossary on the topic “Qualitative methodology of psychological research”.
		Compilation of a glossary on the topic “Quantitative methodology of psychological research”.
4	Preparation of the test for the course	

RECOMMENDATIONS FOR PREPARING FOR CLASSES

1. Name of the topic.

Topic 1

The general system of research methods in psychology

2. Basic concepts

method, methodology, methodical technique, experimental method, diagnostic method, qualitative methods, quantitative methods.

3. Questions for the lesson

1. The relationship of the concepts of method and methodology, test and methodology, methodology and technique.
2. Psychodiagnostic method: concept, requirements.
3. The main diagnostic approaches to the specification of the psychodiagnostic method.

4. Questions for self-control

1. What is methodology?
2. Define the concept of “method”.
3. Describe experimental and non-experimental diagnostic methods.
4. Name the features of the psychodiagnostic method.

5. Practical tasks for the lesson

1. Presentation on the topic: The place of qualitative and quantitative methods in the system of methods of psychological research.
2. Make a diagram: Basic and additional research methods in psychology.

6. Self-control test

1. Methods of scientific research are ..
 - a) Techniques and means by which scientists obtain reliable information, which are then used to build scientific theories and develop practical recommendations.
 - b) Research planning, which implies the development of logical and chronological research schemes
 - c) Methods of evaluating the results of psychological and pedagogical research.
2. High subjectivity in data collection, relative limitations in generalizing the results of the study are the disadvantages of the method ...
 - a) testing
 - b) sociometry
 - c) observation
 - d) experiment

7. Main and additional literature on the topic

1. The Sage encyclopedia of qualitative research methods (2008) / editor, Lisa M. Given. – SAGE Publications, Inc., p. 521
2. Goodwin, C. J. (2010). Research in psychology: Methods and design (6th ed.). John Wiley & Sons Inc.
3. The Essence of Research Methodology: A Concise Guide for Master and PhD Students in Management Science / editors, Jan Jonker, Bartjan Pennink. Springer-Verlag Berlin Heidelberg. – 2010. – 182 p.

1. Name of the topic.

Topic 2

Qualitative and quantitative methods as a tool for working with data

2. Basic concepts

qualitative data, quantitative data, statistical methods.

3. Questions for the lesson

1. Qualitative and quantitative methods as tools for working with data.
2. Qualitative and quantitative data.
3. Processing of qualitative and quantitative data.

4. Questions for self-control

1. What are qualitative methods?
2. Describe the quantitative methods
3. What do you know about the history of the development of qualitative and quantitative methods in psychology?

5. Practical tasks for the lesson

Case task

Make up 8-10 questions for a free interview, which involves identifying the features of the influence of the prestige of the faculty on the development of students' personality.

6. Self-control test

1. _____ data is any information collected by a researcher that is expressed not in numbers, but in words: some content that is extracted by the researcher from observation protocols, interviews, documents and audiovisual materials and formulated, encoded and transmitted to them verbally.
2. _____ methods of analysis are special forms of text analysis that focus not on the calculation and statistical generalization of certain text units, but on their content division, generalization, comparison and interpretation.

7. Main and additional literature on the topic

1. Frost, N. (2011). *Qualitative Research Methods in Psychology: Combining Core Approaches*. Maidenhead: McGraw-Hill Education.
2. Goodwin, C. J. (2010). *Research in psychology: Methods and design* (6th ed.). John Wiley & Sons Inc.
3. *The Essence of Research Methodology: A Concise Guide for Master and PhD Students in Management Science* / editors, Jan Jonker, Bartjan Pennink. Springer-Verlag Berlin Heidelberg. – 2010. – 182 p.

1. Name of the topic.

Topic 3

General characteristics of qualitative research

2. Basic concepts

research strategy, induction, phenomenology, ethnography, discourse theory, narratology, social constructionism, psychobiography, cultural psychology.

3. Questions for the lesson

1. Qualitative research strategy as a special type of research organization.
2. Qualitative assessment in psychology.
3. Classification of qualitative research.

4. Questions for self-control

1. Describe qualitative research as a special type of research organization.
2. Describe the purpose of qualitative research.
3. Highlight the signs of qualitative research.
4. Advantages and limitations of qualitative and quantitative research methods.

5. Practical tasks for the lesson

1. Use content analysis to analyze students' perceptions. To do this: give 10 definitions of a modern woman (man, student, scientist, businessman, etc.);
2. Case task

Think over a plan of observation on the topic:

- Research of motivation of achievement of students on the example of the exam situation.
- Drawing up the characteristics of the student's personality on the example of the manifestation, expression and stability of his interests.
- Study of social tension on the example of the behavior of passengers on the bus.
- Development of a person's communication skills as an indicator of her social success.
- Study of the level of social frustration of people standing in line.

6. Self-control test.

1. According to the degree of formalization, the following types of interviews are distinguished:

- a) Free, structured, semistructured.
- b) Passive, active
- c) Continuous, selective
- d) Longitudinal, periodic, single

2. A method of psychology that allows, based on the study of objective products of activity, to draw conclusions about the psychological characteristics of the subject

- a) Analysis of products of activity
- b) Content analysis
- c) Projective techniques
- d) Focus group
- e) Test

7. Main and additional literature on the topic

1. The Sage encyclopedia of qualitative research methods (2008) / editor, Lisa M. Given. – SAGE Publications, Inc., p. 521

2. Willig, C. (2019). What can qualitative research contribute to psychological knowledge? *Psychological Methods*

3. Giorgi, A., Giorgi, B. and Morely, J. (2017) The descriptive phenomenological psychological method, In: Willig, C., & Stainton-Rogers, W. (Eds.) *The SAGE handbook of qualitative research in psychology*. London, UK: Sage.

4. Creswell J.W. (2003) *Research Design: Qualitative, quantitative, and mixed method approaches*. 2nd ed. London: Sage. 246 p.

1. Name of the topic.

Topic 4

Diversity of qualitative approaches in psychological research

2. Basic concepts

phenomenological approach descriptive and interpretive phenomenology; approach of “grounded theory”; ethnographic approach; narrative approach; psychoanalytic approach.

3. Questions for the lesson

- 1. Phenomenological approach descriptive and interpretive phenomenology.
- 2. Approach of “grounded theory”.
- 3. Ethnographic approach.
- 4. Narrative approach.

4. Questions for self-control

1. What Is Qualitative Research?
2. Types of Qualitative Research.
3. What Is Phenomenological approach?

5. Practical tasks for the lesson

The six types of qualitative research are the phenomenological model, the ethnographic model, grounded theory, case study, historical model and the narrative model. Briefly describe each method

*Phenomenological Method -

*Ethnographic Model -

*Grounded Theory Method -

*Case Study Model -

*Historical Model -

*Narrative Model -

6. Self-control test

Match the sentences:

1. Open coding
 2. Axial coding
 3. Selective coding
- A. The initial organization of raw data to try to make sense of it
 - B. Interconnecting and linking the categories of codes
 - C. Formulating the story through connecting the categories

7. Main and additional literature on the topic

1. The Sage encyclopedia of qualitative research methods (2008) / editor, Lisa M. Given. – SAGE Publications, Inc., p. 521
2. Willig, C. (2019). What can qualitative research contribute to psychological knowledge?. Psychological Methods
3. Giorgi, A., Giorgi, B. and Morely, J. (2017) The descriptive phenomenological psychological method, In: Willig, C., & Stainton-Rogers, W. (Eds.) The SAGE handbook of qualitative research in psychology. London, UK: Sage.
4. Creswell J.W. (2003) Research Design: Qualitative, quantitative, and mixed method approaches. 2nd ed. London: Sage. 246 p.

1. Name of the topic.

Topic 5 General characteristics of quantitative research

2. Basic concepts

measuring procedure, type of measurement, statistical measurement, scale, observation, experiment, hypothesis, variable, test, questionnaire.

3. Questions for the lesson

1. Measurement in psychology.
2. Types and levels of measurements.
3. Various measuring scales.
4. Processing and analysis of quantitative data.

4. Questions for self-control

1. What is the problem of measurement in psychology and how is it solved?
2. What difficulties may arise in determining the measuring scale?
3. How are the related ranks determined?

5. Practical tasks for the lesson

1. Briefly describe the Levels of Measurement (which he called “scales of measurement”):

nominal level, ordinal level, interval level, ratio level.

2. Practice: For each type of scale, select examples in psychological research.

6. Self-control test

For each of the following variables, decide which level of measurement is being used (

- An university instructor measures the time it takes her students to finish an exam by looking through the stack of exams at the end. She assigns the one on the bottom a score of 1, the one on top of that a 2, and so on.
- A researcher accesses her participants’ medical records and counts the number of times they have seen a doctor in the past year.
- Participants in a research study are asked whether they are right-handed or left-handed.

7. Main and additional literature on the topic

1. The Sage encyclopedia of qualitative research methods (2008) / editor, Lisa M. Given. – SAGE Publications, Inc., p. 521
2. Goodwin, C. J. (2010). Research in psychology: Methods and design (6th ed.). John Wiley & Sons Inc.
3. The Essence of Research Methodology: A Concise Guide for Master and PhD Students in Management Science / editors, Jan Jonker, Bartjan Pennink. Springer-Verlag Berlin Heidelberg – 2010. – 182 p.

1. Name of the topic.

Topic 6

Qualitative and quantitative methods at the stages of research planning

2. Basic concepts

research problem, literature analysis, research questions, hypotheses, research strategy

3. Questions for the lesson

1. Describe the principles of the scientific method and explain its importance in conducting and interpreting research.
2. Differentiate laws from theories and explain how research hypotheses are developed and tested.

4. Questions for self-control

1. What are the four steps of research planning?
2. How to plan a research project?
3. What guidelines one should follow in regard procedure?

5. Practical tasks for the lesson

Compile and systematize *10 steps in planning and conducting research*

6. Self-control test

Self Assessment Questions

- 1) A problem is a question proposed for
- 2) A problem expresses the between two or more than two variables.
- 3) The variable relating to the problem should be clear and

7. Main and additional literature on the topic

1. The Sage encyclopedia of qualitative research methods (2008) / editor, Lisa M. Given. – SAGE Publications, Inc., p. 521
2. Willig, C. (2019). What can qualitative research contribute to psychological knowledge?. *Psychological Methods*
3. Giorgi, A., Giorgi, B. and Morely, J. (2017) The descriptive phenomenological psychological method, In: Willig, C., & Stainton-Rogers, W. (Eds.) *The SAGE handbook of qualitative research in psychology*. London, UK: Sage.
4. Madill, A. and Gough, B. (2008) Qualitative research and its place in psychological science, *Psychological Methods*, 13(3): 254-71.

1. Name of the topic.

Topic 7 Sampling in different types of studies

2. Basic concepts

Samples, probabilistic samples, non-probabilistic samples, Random Sampling, Generalizability

3. Questions for the lesson

1. General principles of sampling in various types of research.
2. Types of samples. Probabilistic samples.
3. Sample size

4. Questions for self-control

1. What Is Sampling?
2. How do researchers use sampling methods?
3. What are different types of sampling methods?
4. What are problems with sampling methods?

5. Practical tasks for the lesson

1. Make a brief description of the Sampling Error.
2. Make a brief description of the Sample size
3. Identify the target population in the following:
 - 1) Research into the effectiveness of the use of cognitive therapy for people scared of heights.
 - 2) An investigation into play habits in one year old infants.

6. Self-control test

1. The entire category of people you are interested in studying is the ____
 - a) Sample
 - b) Sampling method
 - c) Target population
 - d) Sample characteristics
2. The key objective in sampling is to obtain a sample that is ____
 - a) Randomly selected
 - b) Representative of the target population
 - c) Equally made up of males and females
 - d) Consists of different nationalities
3. The group of people that a researcher is interested in is referred to as the _____.
 - a) sample
 - b) sampling frame
 - c) representatives
 - d) population

7. Main and additional literature on the topic

1. Conroy, D. E., Kaye, M. P., & Schantz, L. H. (2008). Quantitative research methodology. In T. S. Horn (Ed.), *Advances in sport psychology* (pp. 15–30, 425–426).
2. Goodwin, C. J. (2010). *Research in psychology: Methods and design* (6th ed.). John Wiley & Sons Inc.
3. *The Essence of Research Methodology: A Concise Guide for Master and PhD Students in Management Science* / editors, Jan Jonker, Bartjan Pennink. Springer-Verlag Berlin Heidelberg. – 2010. – 182 p.
4. Creswell J.W. (2003) *Research Design: Qualitative, quantitative, and mixed method approaches*. 2nd ed. London: Sage. 246 p.

1. Name of the topic

Topic 8 General principles of qualitative analysis

2. Basic concepts

qualitative methods, qualitative research, “soft” research strategies, Phenomenological approach Grounded Theory Discourse Analysis

3. Questions for the lesson

1. General characteristics of qualitative research.
2. Methods of analysis of qualitative methods in solving practical problems.
3. Qualitative research as an approach and epistemology in solving practical problems.

4. Questions for self-control

1. List several ways in which qualitative research differs from quantitative research in psychology.
2. Describe the strengths and weaknesses of qualitative research in psychology compared with quantitative research.
3. Give examples of qualitative research in psychology.

5. Practical tasks for the lesson

Make a table Comparison of Qualitative Analysis Approaches

	Phenomenological approach	Grounded Theory	Discourse Analysis
Analytic strategies and questions			
Outcome of analysis			
Presentation of findings			

6. Self-control test

1. Which of the following types of studies is considered a qualitative study?
 - a) Correlational
 - b) Ethnographic
 - c) Comparative
 - d) Methodological
2. Qualitative data analysis can be divided into the following categories:
 - a) Content analysis
 - b) Venn diagram
 - c) Narrative analysis
 - d) Discourse analysis
 - e) Factor analysis
 - f) Grounded theory

7. Main and additional literature on the topic

1. The Sage encyclopedia of qualitative research methods (2008) / editor, Lisa M. Given. – SAGE Publications, Inc., p. 521
2. Madill, A. and Gough, B. (2008) Qualitative research and its place in psychological science, *Psychological Methods*, 13(3): 254-71.
3. The Essence of Research Methodology: A Concise Guide for Master and PhD Students in Management Science / editors, Jan Jonker, Bartjan Pennink. Springer-Verlag Berlin Heidelberg. – 2010. – 182 p.
4. 3. Giorgi, A., Giorgi, B. and Morely, J. (2017) The descriptive phenomenological psychological method, In: Willig, C., & Stainton-Rogers, W. (Eds.) *The SAGE handbook of qualitative research in psychology*. London, UK: Sage.

1. Name of the topic.

Topic 9

Quantitative data and principles of statistics

2. Basic concepts

descriptive statistics, tables, statistical series, frequency distribution, graphs

3. Questions for the lesson

1. Primary statistical processing of measurement results.
2. Descriptive statistics.
3. Measures of central tendency

4. Questions for self-control

1. What is Quantitative Data?
2. How do you determine whether to use the mean, median, or mode when analyzing psychology research?

3. What is Inferential Statistics?
4. Parametric and nonparametric criteria.
5. Define the grouping of data. What is its necessity when conducting psychological research?

5. Practical tasks for the lesson

1. Independent analysis of quantitative data using: descriptive statistics, sample comparison methods, link search methods (both simple, correlation analysis, and multidimensional regression factor or cluster analysis, etc.); describe the criteria for choosing each method, briefly explain the results obtained.
2. Find the mean, median, mode of the data.
82, 23, 59, 94, 70, 26, 32, 83, 87, 94, 32
Mean ____ Median ____ Mode _____

6. Self-control test

1. Mean, median, mode, range, standard deviation, and coefficient of variation are examples of a(n) ____ statistic.
 - Inferential
 - Variable
 - Summative
 - Descriptive
2. Measures of central tendency are used to indicate _____.
 - The frequency distribution
 - The typical score
 - The inferential statistic
 - The alternative hypothesis

7. Main and additional literature on the topic

1. Garret, H. E. (2005). Statistics in Psychology and Education. Paragon international publishers new Delhi
2. Goodwin, C. J. (2010). Research in psychology: Methods and design (6th ed.). John Wiley & Sons Inc.
3. The Essence of Research Methodology: A Concise Guide for Master and PhD Students in Management Science / editors, Jan Jonker, Bartjan Pennink. Springer-Verlag Berlin Heidelberg. – 2010. – 182 p.

1. Name of the topic.

Topic 10

Presentation of data when using quantitative research methods

2. Basic concepts

graphs, tables, diagrams, illustrations, comments, report

3. Questions for the lesson

1. Graphical method of data representation
2. General Rules for Graphical Representation of Data
3. Structure of the research report

4. Questions for self-control

1. Which type of graph would you use to illustrate the average days to recovery as a function of the type of view? Why?
2. What is the characteristic of a properly compiled research report?
3. How to prepare a presentation of scientific research?

5. Practical tasks for the lesson

1. Make a resume: Strategies for writing an effective conclusion
2. Make a resume: Graphical Representation

6. Self-control test

Self Assessment Questions

1. What is meant by conclusions? _____
2. How is conclusion important for a research report? _____
3. What are the strategies to follow in writing conclusions? What is an effective conclusion? _____
4. What all must be avoided in writing conclusion? _____

7. Main and additional literature on the topic

1. Conroy, D. E., Kaye, M. P., & Schantz, L. H. (2008). Quantitative research methodology. In T. S. Horn (Ed.), *Advances in sport psychology* (pp. 15–30,425–426).
2. Goodwin, C. J. (2010). *Research in psychology: Methods and design* (6th ed.). John Wiley & Sons Inc.
3. *The Essence of Research Methodology: A Concise Guide for Master and PhD Students in Management Science* / editors, Jan Jonker, Bartjan Pennink. Springer-Verlag Berlin Heidelberg – 2010. – 182 p.
4. Creswell J.W. (2003) *Research Design: Qualitative, quantitative, and mixed method approaches*. 2nd ed. London: Sage. 246 p

ADDITIONAL ESSAY TOPICS

1. Principles of planning scientific research in psychology. Sources of psychological data: opportunities and limitations.
2. Methods of psychological research: classification, principles of method selection.
3. Validity and reliability of psychometric instruments: concepts, types
4. Normal distribution: properties and parameters. Standard scales and types of test norms. Stages of development of a psychometric tool.
5. Sampling strategies: advantages and limitations. Features of conducting research on the Internet.
6. Experiment and quasi-experiment: concept, types, basic plans.
7. Correlation studies: main types, opportunities and limitations.
8. Classification of mathematical methods. Principles of choosing a quantitative method for solving a specific problem.
9. Features of qualitative methods (using the example of any method). Strategies for ensuring the validity of qualitative data.
10. Strengths and weaknesses of quantitative and qualitative research. Mixed methodology: ways and problems of integrating the two approaches.
11. Structure of the scientific article according to APA standards. Principles of assessing the quality of empirical research.

SAMPLE QUESTIONS FOR THE TEST

1. General concept of methodology, methods and methodology of psychological research.
2. Methodological principles of psychological research.
3. Stages of psychological research.
4. General requirements for the organization of psychological research.
5. Classification of research methods of personality and human activity.
6. Features of observation as a method of psychological research. Techniques and conditions.
7. that reduce the effect of subjectivity when using the observation method.
8. Forms of registration of observation data. Observation units.
9. Types of observation.
10. General characteristics of the experiment as a method of psychological research. Strategies.
11. of experimental research.
12. General requirements for the organization and conduct of the experiment.
13. Types of experiment (laboratory, natural, formative).
14. Observation and experiment (comparative characteristics).
15. The use of the questionnaire method in psychological research.
16. The method of conversation and its use in psychological research.
17. The method of analyzing the results of human activity and behavior (general characteristics, examples).
18. General characteristics of qualitative research methods.
19. The method of in-depth interview. Features and limitations.
20. The method of content analysis.
21. Theoretical methods in psychological research.
22. Quantitative processing of research results. Primary processing.
23. Quantitative processing of research results. Secondary processing.
24. Qualitative processing of research results. Primary processing.
25. Qualitative processing of research results. Secondary processing.

CRITERIA FOR ASSESSMENT STUDENTS' KNOWLEDGE ON THE CREDIT

The exam is conducted within the scope of the curriculum.

The assessment is carried out on a 10-point scale in accordance with the criteria for assessing students' knowledge and competencies developed by the Ministry of Education of the Republic of Belarus.

Criteria for assessing knowledge and competencies on a 10-point scale.

1 point - one, NOT CREDITED:

* Absence of knowledge and competencies within the curriculum or refusal to respond.

2 points – two. NOT CREDITED:

- * Fragmentary knowledge within the curriculum of the discipline;
- * Knowledge of certain literary sources recommended by the curriculum of the discipline;
- * Inability to use the scientific terminology of the discipline;
- The presence of gross stylistic or logical errors in the response;
- * Passivity in practical classes.

3 points – three. NOT CREDITED:

- * Insufficient knowledge in the curriculum of the discipline;
- * Knowledge of some of the main literature recommended by the curriculum of the discipline;
- * Use of scientific terminology;
- * Presentation of the answer to questions with significant linguistic and logical errors;
- * Poor knowledge of the tools of the academic discipline, incompetence in solving standard tasks;
- * Inability to navigate the main concepts and directions of the discipline being studied;
- * Passivity in practical classes.

4 points – four. CREDITED:

- A sufficient amount of knowledge in the curriculum of the discipline;
- * Assimilation of the main literature recommended by the curriculum of the discipline;
- * Use of scientific terminology;
- * Stylistically and logically correct presentation of the answer to questions, the ability to use it in solving standard problems;
- * Knowledge of the instruments of the academic discipline, the ability to use it in solving standard tasks;

- * Ability to solve standard tasks under the guidance of a teacher;
- * The ability to navigate and evaluate the main concepts and directions of the discipline being studied;
- * Work under the guidance of a teacher in practical classes.

5 points – five. CREDITED:

- * Sufficient knowledge in the scope of the discipline’s curriculum;
- * Use of scientific terminology;
- * Stylistically competent and logically correct presentation of the answer to questions, the ability to draw conclusions;
- * Knowledge of the tools of the discipline, the ability to use it in solving educational and professional tasks;
- * The ability to independently apply standard solutions within the curriculum of the discipline.
- * Assimilation of the main literature recommended by the curriculum of the discipline;
- * The ability to navigate the concepts and directions of the studied discipline and give them a comparative assessment;
- * Independent work in practical classes, individual participation in group discussions.

6 points – six. CREDITED:

- * Sufficiently complete and systematized knowledge in the scope of the discipline’s curriculum;
- * Use of the necessary scientific terminology;
- * Stylistically competent and logically correct presentation of the answer to questions, the ability to make informed conclusions;
- * Knowledge of the instruments of the academic discipline, the ability to use it in solving educational and professional tasks;
- * The ability to independently apply standard solutions within the framework of the training program;
- * Assimilation of the main literature recommended by the curriculum of the discipline;
- * The ability to navigate the concepts and directions of the studied discipline and give them a comparative assessment;
- * Independent work in practical classes, periodic participation in group discussions.

7 points – seven. CREDITED:

- * Systematic, deep and complete knowledge of all sections of the curriculum of the discipline;
- * Use of scientific terminology, including in a foreign language;

- * Linguistically and logically correct presentation of the answer to the questions;
- * Knowledge of the toolkit of the academic discipline, the ability to use it in solving scientific and professional problems;
- * Assimilation of the main and additional literature recommended by the curriculum of the discipline;
- * The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment;
- * Independent work in practical classes, periodic participation in group discussions.

8 points – eight. CREDITED:

- * Systematic, deep and complete knowledge of all the issues raised in the scope of the discipline’s curriculum;
- * Use of scientific terminology, including in a foreign language;
- * Stylistically competent and logically correct presentation of the answer to questions, the ability to make informed conclusions;
- * Knowledge of the instruments of the academic discipline, the ability to use it in the formulation and solution of scientific and professional tasks;
- * Assimilation of the main and additional literature recommended by the curriculum of the discipline;
- * The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment;
- * Active and independent work in practical classes, systematic participation in group discussions.

9 points – nine. CREDITED:

- * Systematized, deep and complete knowledge of all the discipline’s curriculum;
- * Accurate use of scientific terminology, including in a foreign language;
- * Stylistically competent and logically correct presentation of the answer to questions, the ability to make informed conclusions;
- * Knowledge of the instruments of the academic discipline, the ability to use it effectively in the formulation and solution of scientific and professional tasks;
- * The ability to independently solve complex problems in a non-standard situation within the framework of the training program;
- * Complete assimilation of the main and additional literature recommended by the curriculum of the discipline;
- * The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment;
- * Active independent work in practical classes, systematic participation in group discussions.

10 points – ten. CREDITED:

- * Systematic, deep and complete knowledge of all sections of the curriculum of the discipline, as well as all the main issues that go beyond it;
- * Accurate use of scientific terminology, including in a foreign language;
- * Stylistically competent and logically correct presentation of the answer to the questions;
- * Perfect knowledge of the instruments of the academic discipline, the ability to use them effectively in the formulation and solution of scientific and professional tasks;
- * Expressed ability to solve complex problems independently in a non-standard situation;
- * Complete and deep assimilation of the main and additional literature recommended by the curriculum of the discipline;
- * The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment, use the scientific achievements of other disciplines;
- * Active independent work in practical classes, active participation in group discussions.

BASIC AND ADDITIONAL LITERATURE

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