

July 20, 1976

currently Oct 78

Course Outline

Course Title: Psychology IV - Child Study Methods and Research

Course Number: ED 222-3

Instructor: Tiit Tammik (Room E463, ext. 274)

Course Description: An overview of child study methods, elementary statistics, criteria for evaluating research and study of techniques and resources for research with practical application.

Course Philosophy: This course is designed to help students to gain an understanding of child study methods and the research process and to develop their ability to interpret and evaluate research findings.

Course Goals:

1. To gain an understanding of various methods of child study.
2. To develop an understanding of the research process where scientific inquiry is viewed as a decision making process.
3. To develop an understanding of potential biases and limitations in studying human behaviour.
4. To develop an understanding of the selection and conceptual formulation of child study research problems.
5. To develop an understanding of sampling techniques, measurement, research design and methods of observation used in child study.
6. To develop an understanding of basic descriptive statistics, correlation, methods of data analysis and statistical inference in relation to child study methods and research.
7. To develop the students' ability to interpret and evaluate child study research.

Objectives: To be able to discuss and demonstrate an understanding (through oral and written responses) of:

1. various methods of child study
2. basic methods of scientific inquiry and the research process.
3. how child study research problems are selected and conceptually formulated.
4. methods of measurement, sampling techniques, research design and observations used in child study.
5. descriptive statistics, correlation, methods of data analysis and statistical inference.

6. how child study research can be interpreted and evaluated.

Texts: "Introduction to Social Research" Labovitz, S and Hagedorn, R. 2nd ed. McGraw-Hill, 1976

"Introduction to Descriptive Statistics and Correlation". McCollough, C and Van Atta, L. McGraw-Hill, 1965

"Ways of Studying Children", Almy, M. Teachers College Press, 19

Note: Other readings may be assigned during the course at the discretion of the instructor. The above texts will be referred to as follows: ie. Labovitz & Hagedorn L.H. p. 1-22 etc.

Syllabus: Note: The course is divided into four approximately equal units of time and course material to be covered.

Unit I (4 weeks):

- introduction to course
- overview of course outline
- the nature and goals of scientific research
- evidence and casual analysis
- selection and conceptual formulation of the research problem
- population, sampling and research design
- methods of observation

Assigned reading: L. H. p. 1-86

Unit II (4 weeks):

- data analysis; descriptive and inferential statistics
- frequency distributions
- indicators of central tendency; mode, median and arithmetic mean.
- measuring dispersion; range, deviation score, standard deviation and the normal distribution.
- cumulative distributions, percentiles and standard scores.

Assigned Reading: L.H. p. 88-113, M.V. p. 3-79

Mid Term Test: February 23

Unit III (4 weeks):

- functional relationships and correlation
- uses of the correlation coefficient; in determining reliability and validity and in making predictions.
- decision making in scientific research
- teachers and child study
- child study observation methods

Assigned Reading: M.V. p. 83-87, 109-118, 124-131, 135-140, and 144-145
L.H. p. 114-130. A. p. 1-60

Unit IV (3 weeks): -dimensions of group life and methods of studying children in their groups.

- sociometric techniques
- studying childrens' self expressions; identifying attitudes, interests and feelings
- co-operative child study

Assigned Reading: A. p. 62-108, 151-159 and 161-191

Final Test: April 19

Research Project: Seminar presentations and presentations of research project reports to the class will be scheduled during the last three units of the course. Written reports of the material presented for class discussion will be due by April 15.

For the research project course requirements, students may: 1. Choose to work individually in researching and presenting a seminar on some area of child study they have researched or

2. work with another student in conducting a replication of a selected child study and present their research project for seminar discussion in class. In each case, the area of child study to be researched will be chosen in consultation with the instructor who will act as an advisor and resource person.

Methodology:

Learning will be facilitated by lectures, class discussions and audio-visual presentations. The research project is designed to provide individual and co-operative learning experiences.

During student research seminar presentations students will be responsible for demonstrating their own learning as well as facilitating the learning of their class mates.

Evaluation:

Students will be responsible for attendance and participation in all areas of the course as outlined. Students will be significantly involved in the process of evaluating each others research project seminar presentations.

The final course grade will be determined as follows:

1. Class attendance and participation	10%
2. Research project and seminar presentation	30%
3. Mid Term test	30%
4. Final Test	30%
TOTAL POSSIBLE	<u>100%</u>

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A grade of A, B, C, I, or R will be awarded upon completion of the course, in accordance with the grading policy of Sault College:

ie. A - 80-100%, B - 70-79%, C - 60-69%

The "I" grade is intended for students who in the opinion of the instructor can benefit from the "Make-up" period of instruction.