

Integration of Statistics and Research Methods in Undergraduate Psychology Curriculum

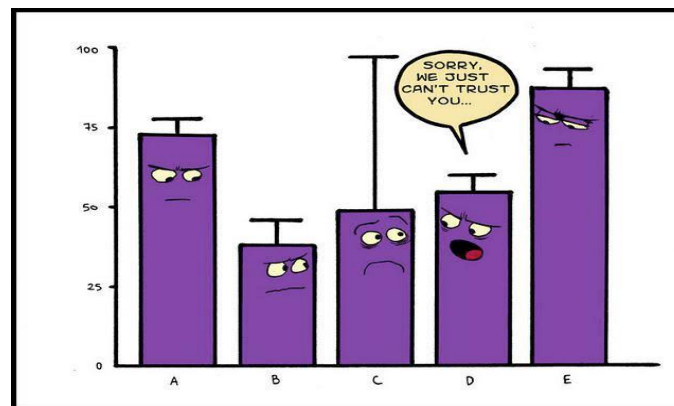
Kristine Kovack-Lesh, Joe Hatcher, Julia Meyers-Manor

Ripon College

Our curriculum:

We use self-designed group projects/experiments, lab sessions, hand calculations of statistics, and SPSS to teach our two-semester sequence.

Fall	Spring
Types of Methods	Review Statistics from fall
Experimental Design	One-way ANOVAs
Correlations	Factorial ANOVAs
Descriptive Statistics	Repeated Measure ANOVAs (Single Factor & Completely Repeated)
T-tests (one-sample, independent, & dependent)	Partially Repeated Measures ANOVAs
	Post-hoc tests (Scheffé, Tukey, & Dunnett)



Questions:

1. How do you divide statistics information in your courses? What level of statistics do you go to?
2. What types and how many student-designed research projects do you incorporate into your curriculum?
3. What are the biggest struggles for students learning methods and statistics skills and concepts? How can we design courses that reduce these struggles?
4. Do you have any recent innovations or techniques in teaching Research Methods and Statistics?