Module coding form

* Required

Introduction
This form has 5 parts:
1. Coder / Course information.
2. Module details.
4. Statistical tools.
5. Additional resources / Comments.

Instructions
1. This form should be completed for every individual module. ie. 10 modules = 10 form submissions.

2. This is the sample list, which contains links to each module syllabus:
[In email]

3. If any questions are unclear from the module syllabus, you may also want to find the main course website. This is best done by googling "bsc psychology + university name".

4. Once you have finished coding a module, go back to the sample list and enter your initials next to the module in the "coder" column, so we know which modules are coded.

5. Each page has an "additional comments" box, for difficulties, uncertainties, or other comments.

1. Module web link *
   Copy/paste the link to the module webpage.

2. Coders initials *
   eg "KD"
3. **Select university** *
   From the drop-down menu select the university this module belongs to.

   *Mark only one oval.*
   - University of Chester
   - Lancaster
   - Wrexham
   - West Scotland

2. **Module information**

4. **Module code** *
   The code assigned to the module by the university. eg: PSY1001.

5. **Year of study** *
   Identify which year of the course students take the module. If it is not identifiable from the syllabus, find the course website and look for a section called "course/programme overview".

   *Mark only one oval.*
   - 1st year
   - 2nd year
   - 3rd year
   - 4th year

6. **Module status** *
   Choose based on whether the module is flagged optional in the Sample List.

   *Mark only one oval.*
   - Compulsory
   - Optional
7. Integrated/Applied Statistics *

Does the module teach statistics integrated within a particular topic or theme, eg "individual differences & statistics".

*Mark only one oval.*

- [ ] Yes
- [ ] No

8. Additional comments

This is an optional space for any additional comments related to the above questions.

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3. Statistical concepts

For each item, select yes if it is taught. In brackets are alternative synonyms. Any other phrasing which you consider relevant can also be accepted.

Further information can be found in the protocol available here: [OSF link to be added]

8. Philosophy of science *

Includes: theories of knowledge, empirical falsification, scientific progress, history/philosophy of science.

*Mark only one oval.*

- [ ] Yes
- [ ] No
10. Probability & randomness *
   This may include a learning outcome of calculating conditional probability.

   Mark only one oval.

   ☐ Yes
   ☐ No

11. Causality *
   This may also be referred to as cause and effect, or contrasted with correlation.

   Mark only one oval.

   ☐ Yes
   ☐ No

12. Frequentist statistics - identified *
   This must include explicitly identifying quantitative methods as “frequentist”.

   Mark only one oval.

   ☐ Yes
   ☐ No

13. Bayesian statistics *
   This includes Bayesian inference.

   Mark only one oval.

   ☐ Yes
   ☐ No
14. **Protocols / Analysis plans** *

Must refer to writing protocols or analysis plans, and not only "design of experiments" which is more general.

*Mark only one oval.*

- Yes
- No

15. **Effect size** *

This includes any reference to identifying the magnitude of phenomena.

*Mark only one oval.*

- Yes
- No

16. **Practical significance** *

May also be referred to as clinical significance, biological significance, theoretical significance, minimally clinically important difference (MCID), or smallest effect size of interest (SESOI).

*Mark only one oval.*

- Yes
- No

17. **Multiple testing** *

The effect of multiple testing on the probability of finding a false positive, and correction for multiple comparisons.

*Mark only one oval.*

- Yes
- No
18. **Data treatment** *
Outliers, data transformations, and missing data.

Mark only one oval.

[ ] Yes  
[ ] No

19. **Evaluation skills / critical reading of research papers** *
How to read results or papers critically.

Mark only one oval.

[ ] Yes  
[ ] No

20. **Additional comments**
This is an optional space for any additional comments related to the above questions.

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4. **Statistical tools**

For each item, select yes if it is taught. In brackets are alternative synonyms. Any other phrasing which you consider relevant can also be accepted. Further information can be found in the protocol available here: [OSF link to be added]
21. **Data distributions * **
May include histograms, distribution types, or even referred to as just “visualising the range of data”.

*Mark only one oval.*

☐ Yes  
☐ No

22. **Descriptive statistics: central tendency * **
This includes mean, mode, and median. Mark yes if the syllabus just mentions “descriptive statistics” but no specific measure.

*Mark only one oval.*

☐ Yes  
☐ No

23. **Descriptive statistics: variance * **
This includes range, inter-quartile range, standard deviation and other measures of variance. Mark yes if the syllabus just mentions “descriptive statistics” but no specific measure.

*Mark only one oval.*

☐ Yes  
☐ No

24. **Graphical analysis * **
The use of visuals to explore data (e.g., histograms, charts, bar charts, scatter plots, box plots, and line graphs).

*Mark only one oval.*

☐ Yes  
☐ No
25. **Confidence intervals** *
   May also refer to "estimate ranges" or "range of results", or anything else which could mean CI.
   
   *Mark only one oval.*
   
   ☐ Yes
   ☐ No

26. **Correlation measures** *
   This may be named as Pearson's r or more generically as correlation.
   
   *Mark only one oval.*
   
   ☐ Yes
   ☐ No

27. **Frequency tests** *
   This refers to chi-square test and Fisher's exact test.
   
   *Mark only one oval.*
   
   ☐ Yes
   ☐ No

28. **Rank tests** *
   This includes any of the rank tests, spearman correlation, or any other non-parametric test.
   
   *Mark only one oval.*
   
   ☐ Yes
   ☐ No
29. **T-tests** *
   This includes unpaired, paired, Welch's, and any other t-test variants.

   *Mark only one oval.*
   
   - [ ] Yes
   - [ ] No

30. **ANOVA** *
   This includes one way, two way, factorial, ANCOVA, or any other ANOVA permutation.

   *Mark only one oval.*
   
   - [ ] Yes
   - [ ] No

31. **Factor analysis** *
   May refer to principle components analysis, factor analysis, latent variable modelling, or structural equation modelling. Observed variance based on unobserved variables.

   *Mark only one oval.*
   
   - [ ] Yes
   - [ ] No

32. **Power analysis** *
   The determination of the sample size needed to identify a given effect size at a given confidence level.

   *Mark only one oval.*
   
   - [ ] Yes
   - [ ] No
33. Linear regression *
   May also refer to “simple regression”, “univariate modelling”, or any similar combination. Includes logistic regression.

   *Mark only one oval.*

   ○ Yes
   ○ No

34. Multivariable regression *
   May also be called “multiple regression”.

   *Mark only one oval.*

   ○ Yes
   ○ No

35. Meta-analysis *
   This can include both reading and conducting meta-analysis.

   *Mark only one oval.*

   ○ Yes
   ○ No

36. Replication *
   Any reference to drawing evidence from repeat or related studies. Also, conducting research in a reproducible manner.

   *Mark only one oval.*

   ○ Yes
   ○ No
37. Additional comments
This is an optional space for any additional comments related to the above questions.

__________________________________________________________

__________________________________________________________

5. Resources

38. Psychometrics *
May refer to psychological measurement design, in particular with reference to personality, attitude, and other individual differences.

Mark only one oval.

☐ Yes
☐ No

39. Qualitative methods *
The collection of non-numerical data, may refer to interviews, focus groups, observation, or interpretation.

Mark only one oval.

☐ Yes
☐ No

40. By-hand calculations *
Does the module require students to conduct manual calculations of statistical tests?

Mark only one oval.

☐ Yes
☐ No
41. **Programming skills** *

Whether the module learning outcome includes solving problems using code. This does not include SPSS or other GUI based software.

*Mark only one oval.*

- [ ] Yes
- [ ] No

42. **Reporting skills** *

Whether the module teaches students how to present/report data, findings, or results. "Reporting of results / presenting findings / presenting data" are all acceptable.

*Mark only one oval.*

- [ ] Yes
- [ ] No

43. **Reporting Guidelines** *

The name of any particular guidelines referenced (e.g., APA). This does not include referencing guidelines.

*Mark only one oval.*

- [ ] None listed
- [ ] Other: ______________________

44. **Reading list** *

Include the first "essential/core" book only. Only include if it is on the module syllabus or linked from the module syllabus.

*Mark only one oval.*

- [ ] Information not available
- [ ] No textbook used
- [ ] Other: ______________________
45. **Analysis software** *
   
   If none, write: "None".

46. **Assessment details**
   
   EG: "30% Essay assignment, 70% final exam".

47. **Additional information about how the module is taught**
   
   This question is to collect exploratory data on whether syllabi report a particular teaching style (e.g., flipped classroom, resequenced content, problem-plan-data-analysis-conclusion PPDAC format).

48. **Additional comments**
   
   This is an optional space for any additional comments related to the above questions.
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