Methodology of Cross-Cultural Research

In Brief

**Course time:** 6 ECTS units (credits), January 2016 to May 2016.

**Location:** HSE Psychology department. Volgogradsky prosp. 46B (Tekstilshiki), room 108.

**Teachers:**

- **Lectures and seminars:** Alyona Khaptsova (MSc., lecturer), e-mail: akhaptsova@hse.ru. Office: Room 214, Volgogradsky prosp. 46B; office hours: Tuesday 14.00-18.30, Thursday 14.00-18.30.

Place of the Course in the Program Structure

The course aims to review the integral principal steps taken during a psychological research study and to provide students with the knowledge and competencies necessary to plan and conduct cross-cultural research.

This course is a part of M.Sc. program in “Applied Social Psychology”. This course is an advanced course recommended for students interested in cross-cultural research. general introductory part of the integral research training constituted by an ensemble of courses provided within the scope of the program:

A) **Quantitative and Qualitative Research Methods in Psychology** is a general research course that reviews basic steps of research process and provides students with training of basic research skills. The course is recommended as a basis for advanced course “Methodology of Cross-cultural Research”

B) **Cross-cultural Psychology** is a compulsory course taught at M.Sc. program “Applied Social Psychology”. The course provides basic training in cross-cultural psychology and reviews various theories regarding cultures measuring and mapping, culture and personality, culture and cognition and emotions, psychology of acculturation, psychology of intercultural communication.

Course Objectives

Within the course students will:

- Learn about types of cross-cultural studies and scrutiny methodological issues in Cross-cultural psychology
- learn about investigation of culture – behavior links;
- learn about qualitative and mixed method research in CCP;
- learn essential steps and practice techniques of psychological measures (tests) adaptation, such as cognitive interviews, approaches to tests translations;
- learn about issues of measurement invariance and sources of bias;
- study basics of and practice confirmatory factor analysis (CFA), simultaneous CFA, testing convergent and divergent validity of measures, multi-group CFA, and testing invariance in cross-cultural research
- study basics of structural equations modelling (SEM), mediation and moderation in SEM
**Prerequisites**

Students are expected to be skilled in basic statistics and research methods at graduate level. Students who are inexperienced in basics of research methods should plan their time to allow for extra reading.

**Curriculum Overview**

<table>
<thead>
<tr>
<th>Course Units</th>
<th>Lectures</th>
<th>Seminars &amp; Practice</th>
<th>Coursework (on your own)</th>
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<tbody>
<tr>
<td><strong>Module 3 (January – March)</strong></td>
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<tr>
<td>1. Types of cross-cultural studies. Methodological issues in CCP</td>
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<td>2. Investigating culture – behavior links</td>
<td>2</td>
<td>4</td>
<td>8</td>
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<td>3. Qualitative and mixed method research in CCP</td>
<td>4</td>
<td>2</td>
<td>12</td>
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<td>5. Equivalence and Bias</td>
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<td>16</td>
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<td><strong>Module 4 (April – June)</strong></td>
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<tr>
<td>6. Introduction to Confirmatory Factor Analysis (CFA). Benefits for CC research</td>
<td>4</td>
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<td>14</td>
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<td>7. Simultaneous CFA. Testing convergent and divergent validity of measures</td>
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<td>8</td>
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<td>8. Multiple-group CFA. Testing invariance in CC research</td>
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<td>14</td>
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<tr>
<td>9. Introduction to Structural Equation Modeling (SEM)</td>
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<td>10. Multiple-group SEM. Mediation and moderation is SEM</td>
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<td><strong>Total course time</strong></td>
<td>30</td>
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<td>120</td>
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*In Russia, one unit of study time (“academic hour”) equals 40 minutes.

The table lists the number of lecture and practical session hours per each unit (topic). The approximate number of hours students will need for reading and completing home assignments on their own is given in the last column.

**Course Content**

The basic reading for the course is:


1. **Types of cross-cultural studies. Methodological issues in CCP**
   Conceptual frameworks in cross-cultural psychology: twofold/threefold, fourfold. Types of comparative studies in CCP: Consideration of contextual factors, Exploratory vs. Hypotheses testing, structure-oriented vs. Level-oriented

**Recommended reading:**
2. Investigating culture – behavior links

Approaches to study culture – behavior links (Culture-level studies, Studies of culture-behavior links at the individual level, Cross-level studies, Experimental & priming studies). Methodological concerns in studies of culture-behavior links.

Recommended reading:
Fischer R. (2011)

3. Qualitative and mixed method research in CCP

A brief history of qualitative methods in psychology. Paradigm wars: quantitative vs qualitative. The “third methodological way”. Data collection in qualitative research: Interview, Observation, Mixed methods research. Typology of mixed methods designs

Recommended reading:
Karazs A. (2011)

4. Test adaptation. Cognitive interviewing in test adaptation, test translation


Recommended reading:
Kurzman Ch. (Sep 2, 2014)

5. Equivalence and Bias

Methodological concerns of measurement bias. Types of bias. Measurement equivalence issues. Types of equivalence: Construct equivalence, Structural equivalence (configural invariance), Metric (measurement) equivalence, Scalar (full-score) equivalence

Recommended reading:
Van de Vijver F.J.R (2011)

6. Introduction to Confirmatory Factor Analysis (CFA). Benefits for CC research
Introduction to CFA. Common reasons to use CFA in psychological study. Benefits of using CFA compared to conventional reliability test (Cronbach’s $\alpha$). Types of models in CFA. The main assumptions of CFA. Restrictions in CFA models.

**Recommended reading:**
Bentler (1990)
Byrne (2012)

7. Simultaneous CFA. Testing convergent and divergent validity of measures

Benefits of SCFA. Steps of SCFA. Model Fit: Global fit measures.

**Recommended reading:**

8. Multiple-group CFA. Testing invariance in CC research


**Recommended reading:**
Byrne (2012)

9. Introduction to Structural Equation Modeling (SEM)
Byrne (2012)
Kline (1998)

**Recommended reading:**
Byrne (2012)

10. Multiple-group SEM. Mediation and moderation is SEM
**Multigroup SEM.** Mediation in SEM. Moderation in SEM.

**Recommended reading:**

**Educational Technologies**

The lectures include brief discussions and active student feedback. The seminar hours include the following forms of work:

- Problem discussions, based on the literature recommended by the seminar leader;
- Exercises:
- Practical sessions using statistical software (SPSS, SPSS Amos)
Forms of evaluation for the current assessment and attestation

Assessment

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<tr>
<th>Form of the assessment</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>Homework 1</td>
<td>1) Adequate choice of the measurement;</td>
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<td>2) Adequate choice of translation technique and its justification;</td>
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<td>3) Use of cognitive interview;</td>
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<td>4) Testing the adapted measurement in a small sample (minimum - 15 respondents);</td>
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<td>5) Presenting the results of the adaptation in the written report in English, according to the international standards (American Psychological Association (APA)).</td>
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| Homework 2             | 1) Adequate choice of the concept and instrument; |
|                        | 2) Adequate choice of the statistical tools for invariance testing; |
|                        | 3) Correct use of statistics and adequate interpretation of the results; |
|                        | 4) Presenting the results in the written report in English, according to the international standards (APA). |

| Homework 3             | 1) The design should contain a comparison of at least two cultural groups; |
|                        | 2) The design includes both quantitative and qualitative methods; |
|                        | 3) The design contains the description of the measurement adaptation and invariance testing; |
|                        | 4) The presentation contains all the elements of the design description: problem statement, research question, purpose of the study, sample and measurement of the study, and statistical tools for data analysis; |
|                        | 5) Verbal presentation is given in English, in accordance with the international standards of scientific communication. |

Evaluation and Grading

The general criteria for ongoing evaluation:

1) A: activity at the seminars;

2) H1, H2, H3: home assignments 1, 2, and 3 respectively: the student is expected to complete 2 groups assignments and 1 individual assignment.

Detailed descriptions of assignments and evaluation criteria are given in a separate file “Assignments” and provided to students during the course. The deadlines are set by teacher. Late submissions are accepted at any moment before the final grades are published.
The formulae for evaluation:

Final Score = 0.20* H1+0.20*H2+ 0.35*H3+0.25*A.

The scores H1-3 and A are not rounded. The total score is rounded to the nearest integer.

Course Literature


Celenk, O., & Van de Vijver, F. (2011). Assessment of Acculturation: Issues and Overview of


