Course syllabus for the discipline
“Methodology of Cross-Cultural Research”

For the students of the MSc program “Applied social psychology”
(specialization 37.04.01 “Psychology”)

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In Brief

Course time: 6 ECTS units (credits), January 2018 to May 2018.

Teachers:
• Lectures and seminars: Tatiana Ryabichenko (MSc., lecturer), e-mail: tryabichenko@hse.ru.
Office: Room 413, Armianskiy Pereulok 4; 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.

The course is an 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 Crosscultural 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 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>Approx. number of academic hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lectures</td>
</tr>
<tr>
<td>Module 3 (January – March)</td>
<td>10</td>
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<tr>
<td>1. Introduction to the Methodological issues in CCP</td>
<td>2</td>
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<tr>
<td>2. Equivalence and Bias</td>
<td>2</td>
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<tr>
<td>3. Qualitative and mixed method research in CCP</td>
<td>2</td>
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<tr>
<td>4. Test adaptation. Cognitive interviewing in test adaptation, test translation</td>
<td>2</td>
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<tr>
<td>5 Survey response styles across cultures</td>
<td>2</td>
</tr>
<tr>
<td>Module 4 (April – June)</td>
<td>10</td>
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<tr>
<td>6. Introduction to Confirmatory Factor Analysis (CFA). Benefits for CC research</td>
<td>2</td>
</tr>
<tr>
<td>7. Simultaneous CFA. Testing convergent and divergent validity of measures</td>
<td>2</td>
</tr>
<tr>
<td>8. Multiple-group CFA. Testing invariance in CC research</td>
<td>2</td>
</tr>
<tr>
<td>9. Introduction to Structural Equation Modeling (SEM)</td>
<td>2</td>
</tr>
<tr>
<td>10. Multiple-group SEM. Mediation and moderation in SEM</td>
<td>2</td>
</tr>
<tr>
<td>Total course time</td>
<td>20</td>
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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. Introduction to the Methodological issues in CCP

Recommended reading:
vand e Vijver, F. J. (2009)

2. 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:

3. Qualitative and mixed method research in CCP
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. Survey response styles across cultures
Culture and socially desirable responding. Culture and acquiescence. Culture and extreme response styles.
**Recommended reading:**

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
MGCFA: Applications and benefits. Invariance. Model comparison
**Recommended reading:**
Byrne (2012)

9. Introduction to Structural Equation Modeling (SEM)
Introduction to SEM. Benefits of SEM. SEM and philosophy of science. Relations in the SEM models. Testing theories. SEM in two steps.
**Recommended reading:**
Byrne (2012)
Kline (1998)

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 (e.g., SPSS, SPSS Amos, R)

**Forms of evaluation for the current assessment and attestation**

**Assessment**

<table>
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<tr>
<th>Form of the assessment</th>
<th>Criteria</th>
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| Homework 1             | 1) Adequate choice of the measurement;  
                          | 2) Adequate choice of translation technique and its justification;  
                          | 3) Use of cognitive interview;  
                          | 4) Testing the adapted measurement in a small sample (minimum - 15 respondents);  
                          | 5) Presenting the results of the adaptation in the written report in English, according to the international standards (American Psychological Association (APA)). |
| The written report on the results of the measurement adaptation, translated from English | |
| 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). |
| The written report on the invariance testing of the measure of any psychological concept, measured with the same instrument in different countries (using available databases) | |

**Evaluation and Grading**

The general criteria for ongoing evaluation:

1) A: activity at the seminars;
2) H: the student is expected to complete 1 (out of 2) home assignment, which is scored by the seminar leader, resulting in an average score. The deadlines are set by teacher.
3) E: Final Exam at the end of the final module.

The formulae for evaluation:

**Final Score = 0.5* H + 0.2*A + 0.3*E.**

The scores H, A, and E are not rounded. The total score is rounded to the nearest integer.

**Course Literature**


