PSYC3052: Advanced Social Psychology
Course Outline (2018 Spring Semester)

Lecture: Friday 09:30 – 11:20pm; CPD 2.45

Contact details
Instructor: Gilad Feldman
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Course Objectives
The purpose of this course is for students to gain an in-depth understanding of the recent developments in psychological science through the lens of social psychology. After taking this course, students will:

- Understand the recent developments in psychological science and the so-called “replication/reproducibility crisis”.
- Discuss and analyze the ongoing crisis, addressing both challenges and possible ways to improve.
- Hands-on experience following the most recent methodological advances in psychological science conducting a pre-registered replication of a classic study in social psychology.
  a. In-depth analysis of a published academic article
  b. Assessment of experimental scientific methods and evidence (effect-size, confidence-intervals, power, and p-values)
  c. Ethics committee request
  d. Pre-registration plan
  e. Data analysis
  f. Registered replication report (aiming for an academic submission)
  g. Articulate process and findings, both orally and in writing, with discussion of evidence and its implications for the academic field and in everyday life.

Learning Outcomes
1. Achieve an in-depth understanding of challenges and potential remedies to the ongoing crisis.
2. Contemplate, analyze, and discuss academic articles on advanced topics regarding recent developments in psychological science.
3. Critical mindset and advanced skills in interpreting and communicating research reports;
4. Understanding and conducting a pre-registered replication of a classic experiments in psychology.
5. Develop independent
6. Write research articles and communicate research findings in presentations.
## Tentative Schedule

<table>
<thead>
<tr>
<th>Cl</th>
<th>Date</th>
<th>Topic</th>
<th>TA</th>
<th>Tasks due end of week (Sunday 11:59pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19/01</td>
<td>Introduction lecture</td>
<td></td>
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<tr>
<td>2</td>
<td>26/01</td>
<td>Understanding the ongoing science crisis</td>
<td></td>
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<tr>
<td>3</td>
<td>02/02</td>
<td>Why is this happening?</td>
<td>T1 Article analysis + Ethics request</td>
<td></td>
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<tr>
<td>4</td>
<td>09/02</td>
<td>Replications and pre-registrations</td>
<td>T2 Qualtrics survey</td>
<td></td>
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<tr>
<td>16/02</td>
<td>Holiday: Chinese New Year No class</td>
<td></td>
<td>Deadline 18/02 11:59pm: Article analysis + Ethics request</td>
<td></td>
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<tr>
<td>5</td>
<td>23/02</td>
<td>Pre-registered replications: Case studies #1</td>
<td>T3 Pre-registration</td>
<td>Deadline 25/02 11:59pm: Qualtrics survey</td>
</tr>
<tr>
<td>6</td>
<td>02/03</td>
<td>Pre-registered replications: Case studies #2</td>
<td>T4 Data analysis #1</td>
<td>Deadline 04/03 11:59pm: Pre-registration</td>
</tr>
<tr>
<td>09/03</td>
<td>Reading Week No class</td>
<td></td>
<td>Deadline 11/03 11:59pm: Peer review of survey and pre-registration</td>
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<tr>
<td>16/03</td>
<td>Holiday: HKU founding day No class</td>
<td></td>
<td>Deadline 18/03 11:59pm: Revised survey and pre-registration</td>
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<tr>
<td>7</td>
<td>23/03</td>
<td>“New statistics”: Effects and power</td>
<td>T5 Data analysis #2</td>
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<tr>
<td>30/03</td>
<td>Holiday: Easter No class</td>
<td></td>
<td>(Students receive data collection results)</td>
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<tr>
<td>8</td>
<td>06/04</td>
<td>Open science &amp; future of science</td>
<td></td>
<td>Deadline 08/04 11:59pm: Data analysis</td>
</tr>
<tr>
<td>9</td>
<td>13/04</td>
<td>Recommendations to improve</td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>20/04</td>
<td>Presentations</td>
<td></td>
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<tr>
<td>11</td>
<td>27/04</td>
<td>Presentations</td>
<td></td>
<td>Deadline 29/04 11:59pm: Submission of final report</td>
</tr>
<tr>
<td>04/05</td>
<td>No class</td>
<td></td>
<td></td>
<td>Deadline 06/05 11:59pm: Submission of peer review on final report</td>
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<tr>
<td>11/05</td>
<td>No class</td>
<td></td>
<td></td>
<td>Deadline 13/05 11:59pm: Submission of revised final report</td>
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</table>
**General guidelines**

**English is the official language**

The official language of instruction and communication is English. To ensure that everyone feels included, both instructor and students, please refrain from speaking any other language in the classroom. Please address the instructor or the tutors only in English, in and outside of the classroom.

**Assignment submission**

All assignments will be done with Google Docs. To be clear, all work should be conducted on the Google Doc from the very beginning (rather than imported at the end from a Microsoft Word document). This is to allow automatic backup, versioning, and direct access by instructor, tutors, and group members.

Submit by creating an edit link, adding the link to your document, exporting the document to a Word file and submitting the file on Moodle. Feedback by the instructor will be given directly on the Google Doc.

**Assessment feedback and consulting**

All written assignments will be marked and returned to students within 2 to 3 weeks after submission. Students could review their quiz after marking in the designated time by the tutors. Students are welcome to consult the instructor and the tutors anytime during the semester.

**Moodle guest account**

The Moodle will serve as the course website.

Guest account:
Username: psyc3052_2d_2017_guest
Password: psyc3052D
Assessment Components

1. Individual projects: 50%
   a. Article analysis + Ethics request: 5%
   b. Qualtrics survey: 5%
   c. Pre-registration: 10%
   d. Data analysis: 10%
   e. Final report: 20%

2. Pair project presentations: 10%

3. Peer review: 10%
   a. Pre-registration: 5%
   b. Final report: 5%

4. Thought piece: 10%

5. Facilitator group
   a. Class presentation + discussion: 10%
   b. Final group report: 10%

Individual projects: Pre-registered replications

Note: Materials for the projects will be shared on Dropbox, see https://tinyurl.com/hku2018dropbox

Students will conduct pre-registered replications of classic findings in social psychology/cognition. Students will be randomly assigned an experiment in a classic article and will follow a structured procedure to attempt a replication. Each classic article will be the target replication article for two students, who will work independently on the same article without any information-sharing or collaboration. This method will be used to educate students about different perspectives on conducting replication and analysis of the same article, and the two students will peer review each other’s work, for both the pre-registration, and the final report, and will use the process to improve on their own work. The idea is not to have identical outputs, but for each of the students to do the best they can on their own and then compare their own approach to that by the other student.

The students will be responsible for analyzing the article, applying for an ethics approval, design a Qualtrics survey, write the pre-registration plan, conduct the data analysis, write a final report, and present their findings. The instructor will conduct the data collection for the students online using Amazon Mechanical Turk, and will provide the students with the finalized dataset for analysis.

Initial examples for similar projects on the Open Science Framework:

- Replication of Eskine, K. J., Kacinik, N. A., & Prinz, J. J. (2011) at University of Minnesota Summer/Fall 2016
- Online Replication of Tentori, K., Crupi, V., & Russo, S. (2013). - University of Erfurt
- Replication of Griskevicius et al. (2010) at Tilburg University, The Netherlands
Further examples and templates will be made available to the students in due course.

**Pair project presentations**
Each two students working to replicate the same target article will present together. They will integrate insights from their independent projects to give an overall analysis on the replicability of the target article.

**Peer review**
Student pairs conducting a replication of the same target article will review each other’s work on two time-points, once after submission of the pre-registration, and once for the final report. Peer review will follow academic standards for providing positive constructive feedback on ways to improve, and each of the peer reviews will be graded.

**Readings and class discussions**

**Class presentation + discussion**
Each class will consist of two parts. The first part is a class discussion of the weekly readings, led by a student group, and the second part is given by the instructor to offer the broader perspective on the readings and cover topics that would aid students in their course project.

**Facilitator group**
Students will be randomly assigned into six discussion groups at the beginning of the semester (4+ students). Each group will be in charge of guiding the discussion in class #2, #3, #4, #7, #8, and #9.

The group will begin with a 10 minutes presentation of the papers. The class will then split to 4 groups led by members of the group. The 4 groups will discuss the weekly meetings for 20 minutes and will aim to summarize key challenges and practical implications for conducting psychological science. The facilitators will then briefly summarize their group’s discussion to the class.

The group will submit a report of the discussions in class, with a summary of the key challenges and recommendations for practical implications. The presentation and the reports should be submitted one week following giving the presentation, and will be shared with the entire classes, and will be graded.

**Thought piece on class readings**
Students are required to read all the main readings, and are suggested to briefly read atleast one of the optional readings.
For each class, students will write a thought piece (2 paragraphs, no longer than 1 double space page) on their reactions to the readings on each of the selected topics (see page 1). Students will summarize the main keypoints in one paragraph with a second paragraph summarizing the student’s practical recommendations based on the readings. Using lists and bullet-points instead of paragraphs is acceptable and even encouraged, as long as they’re clear.
The primary purpose of these assignments is to prepare students for class discussion, and so late thought pieces will NOT be marked. Short and precise arguments/summaries are expected, and long answers that exceed paragraph/page limit will not be read.

Please submit the softcopy of thought pieces TO MOODLE on Thursday 5:00pm (the day before class) and bring a copy to class (no need to submit a hard copy, only make sure you have a copy of your thoughts to share with your discussion group).

My preference:
1. Use simple language, minimize use of jargon. Aim: Your parents should be able to understand this submission.
2. Don’t just summarize… reflect.
3. Don’t accept as is, doubt it. It's okay to challenge the readings…
5. Think of the implications. What does it all mean?

**Tutorial participation**

Tutorials are meant to aid students in their projects. The tutor will give a hands-on demonstration of technical aspects required for a successful completion of the course project.

Students who wish to take advantage of the tutorials are expected to be punctual. If you arrive late, please be polite and respect the others and the tutor by not coming in.

<table>
<thead>
<tr>
<th>Tutorial</th>
<th>Topic</th>
<th>Overview</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Ethics request</td>
<td>Tutorial on how to write ethics request, calculate the effect-size, and conduct a power analysis.</td>
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<tr>
<td></td>
<td>Article analysis</td>
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<tr>
<td>2</td>
<td>Qualtrics survey</td>
<td>Tutorial on how to setup an experiment on Qualtrics using the class-provided template</td>
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<tr>
<td>3</td>
<td>Pre-registration</td>
<td>Tutorial on conducting pre-registrations.</td>
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<tr>
<td>4</td>
<td>Data analysis #1</td>
<td>Tutorial on how to conduct data-analysis of data using Jamovi (jamovi.org). Covering: Descriptives, plotting, T-tests, One-way ANOVA with contrasts.</td>
</tr>
<tr>
<td>5</td>
<td>Data analysis #2</td>
<td>Second part of the tutorial on data-analysis and assisting students with questions about their specific data.</td>
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</table>
Policies

Academic honesty
Academic dishonesty will not be tolerated. Any student who engages in any form of academic dishonesty (e.g., cheating on exams, plagiarism, interfering with grading) will receive a grade of F in this course and will be reported to the Department/Faculty Office/University Disciplinary Committee for further disciplinary action. There will be no exceptions. If you are not sure what constitutes the academic offense of plagiarism, checkout the webpage at http://www.hku.hk/plagiarism

Plagiarism.
A softcopy is required for all written assignments. The softcopy will be checked for plagiarism against a database of articles, books, webpages, and essays submitted by students at HKU and other universities. No credit will be given for an assignment that contains plagiarized materials. Further penalties will be applied. These penalties include a zero mark for participation in course tutorials and a zero mark for the course. Plagiarism will also be reported to your Faculty for further disciplinary action.

Feedback Policy
Students can expect to receive feedback within three weeks after submitting written assignments and taking each exam.

Late assignments
Late assignments will be penalized by 10% of the score for each day following deadline (including Saturday and Sunday). A day late starts one second following submission date/time.

Department seminars
Students enrolled in the capstone courses are encouraged to attend the Departmental Seminars in voluntary basis in the upcoming semester two. Beginning the academic year of 2018/19, attendance in department seminars will be compulsory. UG students are asked to sign in when attending the seminars, their attendance records will be passed to Capstone instructors. Current students who are interested in pursuing a masters degree are especially recommended to attend all department research seminar.
Grading details

Facilitator group

Class presentation + discussion: 10%

The class presentation should not be more than 10min and should cover the 4 readings. Since the other students have read atleast the two main readings, the aim is not to explain the readings from zero, but to provide a very brief summary of the readings to remind the students, and initiate a discussion. Also, try and provide atleas one slide/section that combines and links all the readings together.

<table>
<thead>
<tr>
<th>Main task</th>
<th>Criteria</th>
<th>%</th>
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<tbody>
<tr>
<td>Presentation</td>
<td></td>
<td>8%</td>
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<tr>
<td>Clarity</td>
<td></td>
<td>2%</td>
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<tr>
<td>Understanding</td>
<td></td>
<td>2%</td>
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<tr>
<td>Comprehensiveness</td>
<td></td>
<td>2%</td>
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<tr>
<td>Group effort</td>
<td></td>
<td>2%</td>
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<tr>
<td>Discussion</td>
<td></td>
<td>2%</td>
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<tr>
<td>Effectively lead sub-group discussions</td>
<td></td>
<td>1%</td>
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<tr>
<td>Communicate group summary to the class</td>
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<td>1%</td>
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</table>

Final group report: 10%

The final report should include the presentation given to class and an integration of the group discussions into one report. Both will be shared with the rest of the class.

The format of the report should follow the rubric provided for the class discussion and should sufficiently elaborate on each point with no more than one paragraph.

The report will be graded based on the following criteria (overall 10%):

1. **Understanding (3%)**: Should reflect an in-depth understanding of the topic of discussion.
2. **Integration (3%)**: Ability to synthesize all the group discussions into a single comprehensive summary.
3. **Clarity and simplicity (4%)**: We are dealing with complicated issues, and the main challenge is to communicate these effectively. Aim for the simplest language possible, so that non-academic audiences (e.g., your parents) would be able to understand your report. This is the biggest most important challenge in this task.

Finally, your report will include a section that will not be shared with others.

1. One paragraph will include self-reflection about the group discussion process, what have you learned as a group regarding leading a discussion about these topics.
2. One optional paragraph will include your recommendations to me on how to improve group discussions in future classes/courses. Try and keep this as constructive as possible.

Due date: One week following class presentation.

Page limit: No longer than 5 pages (double space, 12font), please. Short and concise is strongly encouraged.
Please note: No more than one paragraph per each point. No need to elaborate further, can integrate several points into one paragraph if clear.
Example: using the class #2 example it will be: 1+5+3+3+3 (the rubric from group discussion) and 1+1 (self-reflection and feedback to me) = 17 paragraphs max.