PSYC3052A/B: Advanced Social Psychology
Course Outline (2019-20 Autumn Semester)

Lectures:
- Section 3052A: Tuesday 16:30 - 18:30; CPD-2.45
- Section 3052B: Wednesday 10:30 – 12:20; LE9

Tutorials:
- Tuesday 13:30-15:20 (KK-LG105)
- Wednesday 13:30-15:20 (CPD-G03)

Please ask all course/syllabus related questions on our Slack (channel: #questionsaboutcourse). We will answer it all there for all to see and learn. Please only email us when there are personal issues that relate only to you.

Contact details

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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:

1. Understand the recent developments in psychological science and the so-called "replication/reproducibility crisis".

2. Gain an academic overview of main research themes in social-psychology.

3. Summarize, analyze, reflect, and apply classic experiments and findings in social-psychology.

4. Articulate process and findings, both orally and in writing, with discussion of evidence and its implications for the academic field and in everyday life.

5. Experience and lead, hands-on, high-quality academic research using the most recent methodological advances in psychological science conducting a pre-registered replication and extension 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. Pre-registration plan

   d. Data analysis

   e. Pre-registered replication report (as an academic submission)

Learning Outcomes

1. Understanding and implementing open-science.

2. Achieve an in-depth understanding of challenges and potential remedies to the ongoing science crisis.

3. Gain knowledge and reflect on academic findings in social-psychology.

4. Gain overall broad understanding of several research streams in social-psychology.

5. Develop ability to contemplate and analyze social-psychology academic research.

6. Exercise critical mindset and basic skills in interpreting and communicating research reports.

7. Understand and conduct a pre-registered replication and extension of simple classic experiments in social-psychology.

8. Coordinate and cooperate with other students to achieve common academic goals and successfully conclude academic projects.

9. Write high-quality publishable research articles and communicate research findings in presentations.

Reasons why you should NOT take this course

1. If you dislike or are skeptical about psychology, you may not like this class.

2. If you're looking for an easy course. Be warned, this is a very demanding course, and we will work under very strict criteria of establishing scientific evidence requiring high-level of scientific understanding and thinking.

3. If you think psychology is a "soft science" or "intuitive" and/or that psychology classes are "easy classes", then you're in for a surprise. This will require a scientific mind and adhering to the most up-to-date scientific standards.

4. If you do not care about academic research or are hesitant or reluctant to conduct academic research. This is an advanced research undergraduate course that aims to introduce you to the scientific understanding of social psychology, and this will involve conducting a state-of-the-art research project. We will provide you with resources and examples, and aid you in the project, but it will depend on your ability to do research to get an in-depth understanding of the human mind from a critical academic perspective.

5. If you prefer passive learning, if you do not like self-study, or if you expect learning to originate only from the instructor. I will guide you, provide support and assistance, but learning in this course is student focused and student driven. It will depend on your conducting self-study and pushing yourself to master needed skills, fully engage in academic thinking, and do the required work.

6. If you need high structure and do not tolerate uncertainty. There will be uncertainty in this course, and things will not always be clear upfront. It will be up to you to raise questions, seek help, and overcome difficulties as they arise. I will do whatever I can

to support you, but I am joining you in this journey with no certainty of how this journey will turn out or what the outcome will be.

7. If you dislike quantitative research and have an aversion to statistics. Academic research in psychology requires basic understanding of statistics and I will assume that you have mastered the basics of statistics and are capable of mastering further needed skills given guidance.

8. If you do not believe in scientific openness and transparency. We will live by the principles of open-science.

Things to consider about the course

To give you a heads-up, for you to determine if there's a fit and to address any possible future misunderstandings - **this is a very demanding research-focused course requiring in-depth readings on social psychology with a very comprehensive academic research course project**.
Everything we do in this course, everything (reports, presentations, class notes, etc.), will be shared not only to your TA and instructor, but also to all your classmates, and the entire world. **Everything we do will be shared with the academic community on the Open-Science Framework**.
You are invited to browse all materials, by both instructor and students, shared on the Open Science Framework from courses in previous years: http://mgto.org/teaching-courses/

Assessment Components

1. Replication projects: 55% (group score)
   a. Replication + extension plan: 20%
   b. Pre-registration: 10%
   c. Final report: 25%
2. Peer review: 10% (group score)
   a. Pre-registration peer review: 5%
   b. Final report peer review: 5%
3. Team presentations/reports: 35% (team score)
   a. Replication team final project joint-groups presentations: 5%
   b. In-class experiments activity/presentation: 5%
   c. In-class experiments report: 10%
   d. RRR class presentation: 5%
   e. RRR group report: 10%

Schedule

Cl	Date	Topic	TA	Tasks due end of week
1	03-04/09	Introduction lecture #1 Science under crisis - understanding the crisis		
2	10-11/09	Introduction lecture #2 Stats reasons for crisis, intro to registered replication reports		Deadline 15/09 11:59pm: Complete quiz on the syllabus https://hku.au1.qualtrics.com/jfe/form/SV_eEyxHRTslD2bdit
3	17-18/09	Introduction lecture #3: Project demonstration	T1 Collaboration + Qualtrics survey	
4	24-25/09	**Understanding the ongoing science crisis** **Biases**	T2 Data analysis	
5	01-02/10	3052A: Public holiday - no class PSYC3052B: RRR #10 class presentation **False consensus** Replication #5 in-class exp	[No tutorials] Optional: Fili's JAMOVI HKU workshop October 4 10am-1pm	
6	08-09/10	**Why is crisis happening?** RRR class presentation PSYC3052A #10 PSYC3052B #9 **Morality** Replication #6 in-class exp	T3 Pre-registration	Deadline 15/10 11:59pm: **Replication + Extension plan**
	15-16/10	Reading week No class		Deadline 20/10 11:59pm: **Pre-registration**
7	22-23/10	**Replications and pre-registrations** RRR class presentation PSYC3052A #9 PSYC3052B #8 **Objectivity** Replication #7 in-class exp	T4 Writing APA style replication reports	Deadline 29/10 11:59pm: **Peer review of pre-registration** (includes Qualtrics survey)
8	29-30/10	**"New statistics": Effects and power** RRR class presentation PSYC3052A #7 PSYC3052B #8	T5 (open tutorial TBD)	

		Thinking about knowing Replication #8 in-class exp		
9	05-06/11	**Open science & future of science** RRR class presentation PSYC3052A #8 PSYC3052B #6 **Estimation errors** Replication #9 in-class exp		<mark>Deadline 10/11 23:59pm: **Revised pre-registration** (including Qualtrics survey)</mark>
10	12-13/11	**Recommendations to improve** RRR class presentation PSYC3052A #6 PSYC3052B #5 **Nudging** Replication #10 in-class exp		(Students receive data collection results)
11	19-20/11	**Open-science summary**		Deadline 26/11 2:00pm: **Data analysis**
12	26-27/11	Presentations		Deadline 01/12 11:59pm: **Final report**
	03-04/12	No class		Deadline 08/12 11:59pm: **Peer review on final report**
	10-11/12	No class		Deadline 15/12 11:59pm: **Revised final report**

Note: See "replication targets" and "RRR class presentation schedule" for the assigned reading per each of the sessions.

Collaboration and resources

Collaborative course summary

All students will work on a collaborative Google Doc summarizing all the readings and class activity: **https://tinyurl.com/psyc30522019coursesummary**

Communication and help

We have a slack channel: https://hku2019autumnpsyc3052.slack.com

Click on this invite link to join the course Slack channel.

You can use this Slack workspace to discuss topics with other students, and ask TA and instructor questions about the projects/tasks. Emails should be reserved to personal issues only. This way, all students can see all help provided to all others, and can help one another do better.

Course materials

Course materials are shared on the Open Science Framework.

Structure

Students will form groups (2 students) and two groups will form a team (overall, 4 students). This team will work together on the following:

1. Registered Replication Report (RRR): Read, analyze, summarize, and present a RRR (list below).
2. Replication: Teams of 2 groups will work on doing a hands-on actual replication science project. Each of the two groups will work separately and independently to complete a replication project (see "replication projects" below for info), and the two groups will peer-review one another and present together. The groups will, however, do the class exercises and the final presentations together. The separate work is important so that the two teams can then check each other to find possible flaws, and suggest different extensions.

Class presentations and discussions

The first three classes during add-drop period will be demonstrations by the course instructor.

Beginning from week #5, each class will consist of two parts:

1. Open science:
   a. 20 minutes student team presentation of a Registered Replication Report.
   b. 30 minutes instructor discussion on open-science
2. [5 minutes break]
3. Social psychology:
   a. 20 minutes student team in-class replication experiment of replication targets.
   b. 30 minutes instructor on a social psychology topic.

Presentation materials used should be submitted on Moodle after the presentation, **in PPT/PPTX format**.

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 the class presentation, will be shared with the entire classes, and will be graded.

Group projects: Pre-registered replications and extensions

Important resources/links for your projects:

1. **Cloud drive: Materials for the projects**
2. **Collaborative guide: Pre-registered replication project**
3. Collaborative guide: R/JAMOVI/JASP
4. Collaborative guide: Designing extensions guide
5. Collaborative guide: Effect size, confidence intervals, and power analyses guide.
6. Collaborative guide: Peer review
7. Slack channel
8. HKU mass replication project webpage
9. Updating the academic community about our replication projects (ResearchGate)
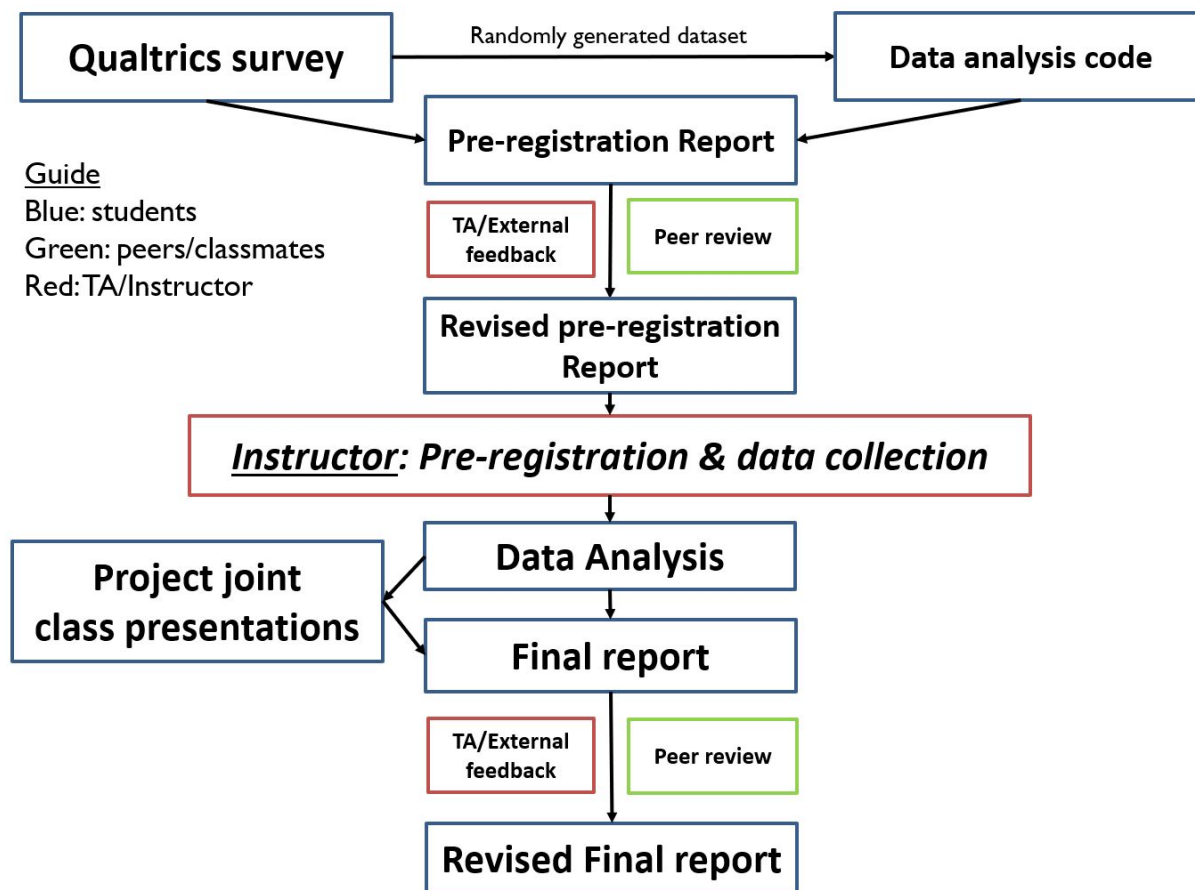
Students will conduct pre-registered replications and extensions of classic findings in social psychology and judgment and decision-making. Students will be randomly assigned an experiment in a classic article and will follow a structured procedure to attempt a replication with a simple extension.

Each classic article will be the target replication article for two groups (henceforth: group) of two students (henceforth: team). Each group will work independently on the same article without any information-sharing or collaboration with the other group in the team. This method will be used to educate students about different perspectives on conducting replication and analysis of the same article, and the two groups will peer review one another's work, for both the pre-registration (with data analysis plan and Qualtrics survey), 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 designing a replication Qualtrics survey, analyzing the article, writing the pre-registration plan, conducting the data analysis, writing a final report, and presenting 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.

Project process outline

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   ┌─────────────────┐   Randomly generated dataset   ┌─────────────────┐
   │ Qualtrics survey│ ─────────────────────────────▶ │Data analysis code│
   └─────────────────┘                                 └─────────────────┘
              ╲                ┌──────────────────────┐          ╱
               ╲               │ Pre-registration Report│        ╱
                ─────────────▶ └──────────────────────┘ ◀───────
   Guide                                 │
   Blue: students          ┌──────────────┐  ┌──────────────┐
   Green: peers/classmates │ TA/External  │  │ Peer review  │
   Red: TA/Instructor      │  feedback    │  │              │
                           └──────────────┘  └──────────────┘
                                       │
                           ┌──────────────────────┐
                           │ Revised pre-registration│
                           │        Report          │
                           └──────────────────────┘
                                       │
              ┌────────────────────────────────────────────────┐
              │ Instructor: Pre-registration & data collection  │
              └────────────────────────────────────────────────┘
                                       │
   ┌────────────────┐        ┌──────────────────────┐
   │ Project joint  │ ◀───── │   Data Analysis       │
   │class presentations│ ───▶ └──────────────────────┘
   └────────────────┘        ┌──────────────────────┐
                             │    Final report       │
                             └──────────────────────┘
                                       │
                           ┌──────────────┐  ┌──────────────┐
                           │ TA/External  │  │ Peer review  │
                           │  feedback    │  │              │
                           └──────────────┘  └──────────────┘
                                       │
                           ┌──────────────────────┐
                           │  Revised Final report │
                           └──────────────────────┘
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Adding extensions to replication

Groups are expected to design extensions on the replications (bonus points awarded). How? see Collaborative guide: Designing extensions guide for more detail.

Sharing and open science

The core elements of good science are **openness, transparency, and community**. By opening up our research in terms of process, materials, data, analysis, and conclusions, and by sharing our thought process with others in the scientific community, we are promoting learning and cooperation and we increase the chances of conducting high-quality research. Some researchers, and possibly students, may feel reluctant to share their outputs, either because they feel shy, lack confidence, or are possessive of their own materials. In our projects, I ask that you join me in overcoming this mentality in the name of science and learning. By opening up and sharing what we do, we can help each other learn and maximize the potential of our projects.

All your work will be shared with others. First, with your fellow students, and finally with the rest of the academic community. The TAs and instructor will do their best to work together with you to result in the highest quality outputs.

Academic journal submission and coauthorship

Our goal with this project is to share our insights with the academic community. The formalized way of doing that is summarizing the findings in a manuscript, publishing this as a pre-print, and submitting that as coauthored work to a journal for peer-review. We will aim your projects to become a journal submission to publicize the results of your hard-work. Unless there are unexpected issues, the plan is for all of the student work in this course to be submitted as an academic manuscript, meaning that - by default - you will be coauthors, as determined by the instructors based on level of contribution. You may decide not to join as coauthors or not to have your work included in a journal submission, but in such a case you are requested to communicate that to the instructor early on and indicate this clearly on your reports.

Meaning, that by taking this course and taking part in this project you agree to have your work shared with the academic community and to be a coauthor on a submission based on your work. If you wish to withdraw from that, then please indicate clearly in ALL your submissions that you do not want to be a coauthor in a journal article submission based on your work or do not wish for your projects to be included in a journal submission.

Can student reports really be published? Yes! Please visit our main page to see the status of publishing the reports from previous years. At the end, we hope that all students' work will end up in academic journals. Even for those that aren't, they will be shared as preprints and will have citable DOIs. You could and should be proud of this work, and add those to your list of academic achievements.

Analyses

It is strongly recommended that you use **R/Rmarkdown** for all your effect-size calculations and data analyses. R is the future of stats, and is an important skill for you have in the job market will be beneficial for you in the job market beyond academia.

If you don't know R, that could be a bit challenging, so it is strongly recommended that instead you use **JAMOVI**, which looks a bit like SPSS, much more powerful than SPSS, and is open-source/free and runs on R.

Our TA tutorials will focus on JAMOVI.

See our JAMOVI collaborative guide with lots of guides/videos/resources.

Why choose R:
- SPSS is dying. It's time to change.
- Popularity of Data Science Software (a bit outdated, from 2015, but the trend became even stronger in recent years)
- The Impressive Growth of R

Resources:
- JAMOVI / JASP/ R collaborative guide
- Effect size and CIs calculations / power analyses collaborative guide
- JAMOVI workshop & resources cloud folder
- R/Rmarkdown workshop & resources cloud folder

Team final project presentations

Each two groups working to replicate the same target article will present together at the end of the course. They will integrate insights from their independent teams to give an overall analysis on the replicability of the target article.

Each team will have no more than 10 minutes, <u>strictly observed with a timer</u> (I will stop you when time is up, regardless of whether you're done or not). There will be no time for questions from the audience, but I will either comment, ask a question, or add something. All students should have equal time, I strongly recommend you rehearse this and make sure timing and flow is right, and that no one person is over-dominant or unheard.

The presentation should include:
1. Very brief overview of the original article main hypothesis, experimental design of the main effect of interest, and findings regarding the main hypothesis. Do try and make this visually attractive and interesting, this is your one chance to explain your article to your audience .
   (suggested time - <u>2 min</u>)
2. You should briefly mention the calculated effect-size (with confidence intervals), power-analysis, and adjustments made to the experimental design to fit our replication using MTurk. It should mention whether the calculations were the same or different between the students.
   (suggested time - <u>1 min</u>)
3. Presentation of your initial data-analysis results.
   Figures are generally better than stats. I especially like violin plots with boxplots and data jiggered dots (see descriptives in JAMOVI library), or at least plots with confidence interval errors bars. (suggested time - <u>3 min</u>)
4. Summary of comparison between original results in target article and your data on
   (1) effect-size and confidence intervals,
   (2) direction of findings,
   (3) NHST p-values of the main test for the main hypothesis.
   (suggested time - <u>1 min</u>)
5. Conclusion: successful/failed/inconclusive replication, why?
   (suggested time - <u>1 min</u>)
6. Main challenges and takeaways from the process, things specific about your project that you learned about the original article, pre-registrations and replication process.
   (suggested time - <u>2 min</u>)

Additional things to note:
1. This should be a no bla-bla presentation. This needs to be very concise, straight and to the point. There is no time for stories or long explanations. Focus on the bottom line and what's really important, no need for little details, you'll have plenty of space for details in your reports.
2. Anything that you present should include both groups' analyses together. If there are differences between the two - the differences should be highlighted clearly.
3. Assume your audience knows nothing about your article and only little statistics. Explain things as if you're talking to laypersons. Avoid jargon as much as possible. Clarity is key.

4. Aim for high-level summary slides with little text. Attractive visual displays are far better than text. Do not place text and read off from your slides. Do not assume audience reads your slides while you talk about something else.
5. Save time. There is NO need to present and/or discuss things you have in common with the rest of the class (replication crisis, sample size, importance of pre-registered replications, what is MTurk, etc.)

Presentation materials used should be submitted on Moodle after the presentation, **in PPT/PPTX format**.

Attendance in final presentations will be taken and is **mandatory**.
Unexcused non-attendance will affect presentation grade.

Students will be voting on best presentation in each class (voting is identified, not anonymous), and presenters of the best presentation will receive a 10% bonus on their presentation grade.

Peer review

Groups conducting a replication and extension 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.

See [HKU peer our review guide](#) for more details.

Why are we doing pre-registered replications in this course?

If you're not sure you understand the point of conducting pre-registered replication in undergraduate classes, then I suggest a few readings on the topic.
- Frank, M. C., & Saxe, R. (2012). [Teaching replication](#). *Perspectives on Psychological Science*, *7*(6), 600-604.
- Hawkins, R. X., Smith, E. N., Au, C., Arias, J. M., Catapano, R., Hermann, E., ... & Salehi, S. (2018). [Improving the Replicability of Psychological Science Through Pedagogy](#). *Advances in Methods and Practices in Psychological Science*, 2515245917740427.
- [Teaching Replication in Psychology: A Guide for Teachers and Students](#) (OSF project)
- [Collaborative Replications and Education Project](#) (CREP)
- Blincoe, S., & Buchert, S. (2019). [Research Preregistration as a Teaching and Learning Tool in Undergraduate Psychology Courses](#). *Psychology Learning & Teaching*, 1475725719875844.

Teaching replication crisis:
- Chopik, W. J., Bremner, R. H., Defever, A. M., & Keller, V. N. (2018). [How (and whether) to teach undergraduates about the replication crisis in psychological science](#). *Teaching of Psychology*, 45(2), 158-163.

Replications and in-class experiments

Each team will be in charge of demonstrating the article they are replicating to the class. The demonstration is meant to be "learning by doing", allowing students to experience things first hand and not just passively absorb information. This will involve conducting the assigned experiment on the students, performing some kind of class activity, or anything else that would be engaging etc.

Each class we'll have 1 team demonstration. The demonstration should take no more than 5 minutes, followed by 10 minutes explaining the effect and the results. The instructor may add insights on top of that after each demonstration.

Design of the class-experiment (presentation+handouts) and all intended presentation slides should be submitted **Sunday 23:59** the week of the class demonstration before class. This is meant for you to receive feedback and suggestions to optimize your class presentation. You will submit the final version of the presentation and handouts after the class presentation.

A week following the presentation, presenters will finalize the section in the Google Doc discussing their article/experiment (collaborative section). They will update any links to materials used in the class exercise handouts and presentations, and will ensure an accurate summary of what was conducted in the class and its implications. The final version of what appears in the Google Doc will be graded.

Key guidelines/recommendations for presentations

Recommended tools for class interactions/experiments:
1. [Mentimeter](#) (great tool if you need to calculate class averages)
2. [Polleverywhere](#) (similar but more limited)
3. [Polljunkie.com](#)

Guidelines:
1. General presentation
    1. Aim to make the presentation more attractive: more colorful, much less text, more figures and visual stimuli. Present like you want your instructors/classmates to present when you're the audience.
    2. Keep language as simple as possible.
    3. The less text the better. Replace text with figures and diagrams/tables where possible. Make it fun/attractive to students, just think what you would have liked to see if you were in the audience.
    4. Avoid complicated (/political) cartoons/statements.
    5. Pretest this on your friends/family to make sure they get it.
    6. Pretest this to make sure it fits the allocated time.
2. In-class experiment
    1. Do not reveal the name of the experimental condition or experiment overall (paying to know, etc), as it allows the participants to guess what it's about or might even push them to choose to pay to know or play games with you to not choose to pay to know. It's very important participants do not know anything

about the condition they're assigned to aside from the actual scenario that you manipulate.
   2. Generally better to do a between-subject design (each member assigned to a different conditions) than a within-design (where everyone answers both negative and positive)
   3. Time is very limited. If there are more than one experiments or problems, you won't have time to go over all of them, focus on one, the best most convincing one. Choose the one that you think will work best with a live student audience.
   4. Make sure you can present the experiment's results live to students in class on the projector, rather than describing results or visualizing them.
   5. Explain the conditions visually in the presentation so that everyone can see the contrast and manipulation. Explain the experiment first. Students don't know what you did.
3. Reviewing the effect
   1. When presenting tables of results, help the students by highlighting the numbers viewers need to focus on. Avoid too many numbers.
   2. Students are scared of and tune out of stats and equations. Think of easy and friendly ways to summarize stats and experimental designs.
4. Reasons for effect:
   1. Try to find the best simple short explanation (that even your parents can understand) why this effect is happening. Why are we behaving this way?
5. Implications:
   1. Try and give one real world example for this in the university/work-life.
   2. Avoid marketing examples. We try and help the little person, not the big companies, so what can we offer our classmates to gain from this?
6. No need to include:
   1. No need for class discussion, there isn't enough time for that. Instead, focus on the experiment and the results and add one/two of your own examples for implications for this in the university/work-life.
   2. No need to discuss possible extensions, there isn't enough time for that.

Presentation materials used should be submitted on Moodle after the presentation, **<u>in PPT/PPTX format</u>**.

Key guidelines/recommendations for article and presentation summary:

1. Article summary
    a. The main points of interest of the article
    b. Experimental design table.
    c. Main results in a simple and clear table.
2. Report the inclass experimental design in detail
    a. Include all materials given presented to the students
    b. Include all slides. If the slides are not self-explanatory, provide notes.
    c. Include all inclass results in detail. Analyze those.
    d. Compare results from inclass experiment to those in article.
3. Replication
    a. Indicate points of ambiguity or uncertainty
    b. Discuss challenges in being able to replicate this phenomenon
    c. Clearly define what a successful replication would mean
    d. Estimate likelihood for replication

[See example of group reports from previous semester replications and course summaries]

Replication Targets 2019-20 and presentation schedule

Week #5: False consensus
Ross, L., Greene, D., & House, P. (1977). The "false consensus effect": An egocentric bias in social perception and attribution processes. *Journal of experimental social psychology*, *13*(3), 279-301.
Summary: Observers tend to perceive a "false consensus" with respect to the relative commonness of their own responses.
Which: 2 replicating groups:
- PSYC3052B-Group B: Study 1

Week #6: Morality
Fetherstonhaugh, D., Slovic, P., Johnson, S., & Friedrich, J. (1997). Insensitivity to the value of human life: A study of psychophysical numbing. *Journal of Risk and uncertainty*, *14*(3), 283-300.
Summary: People exhibit diminished sensitivity in valuing lifesaving interventions against a background of increasing numbers of lives.
Which: 2 replicating groups:
- PSYC3052A-Group A: Study 1
- PSYC3052B-Group B: Study 2

Week #7: Objectivity (unrealistic optimism)
PSYC3052A:
> McKenna, F. P. (1993). It won't happen to me: Unrealistic optimism or illusion of control?. *British Journal of Psychology*, *84*(1), 39-50.
> Studies: Combine Study 1 and Study 2.

PSYC3052B:
> Weinstein, N. D. (1980). Unrealistic optimism about future life events. *Journal of personality and social psychology*, *39*(5), 806.
> Summary: People are more optimistic about their own future compared to that of others'.
> Studies: Study 1.

Week #8: Thinking about knowing
PSYC3052A:

Pronin, E., Kruger, J., Savtisky, K., & Ross, L. (2001). You don't know me, but I know you: The illusion of asymmetric insight. *Journal of Personality and Social Psychology*, *81*(4), 639.

Summary: People show an asymmetry in assessing their own interpersonal and intrapersonal knowledge relative to that of their peers. People perceive their knowledge of their peers to surpass their peers' knowledge of them.

Studies: Combine Study 1 and Study 3

PSYC3052B:

Fischhoff, B., Slovic, P., & Lichtenstein, S. (1977). Knowing with certainty: The appropriateness of extreme confidence. *Journal of Experimental Psychology: Human perception and performance*, *3*(4), 552.

Summary: People are over confident about their knowledge.

Studies: Experiment 2 (but be sure to take a look and also analyze Experiments 1 and 3)

Week #9: Estimation errors
PSYC3052A:

Miller, D. T., & Ratner, R. K. (1998). The disparity between the actual and assumed power of self-interest. *Journal of Personality and Social Psychology*, *74*, 53.

Summary: People overestimate the influence of self-interest on attitudes and behaviors.

Studies: Combine Study 1 and Study 4

PSYC3052B:

Finucane, M. L., Alhakami, A., Slovic, P., & Johnson, S. M. (2000). The affect heuristic in judgments of risks and benefits. *Journal of Behavioral Decision Making*, *13*, 1-17.

Summary: People rely on affect when judging the risk and benefit of specific hazards.

Studies: Study 2.

Note: Please see materials received from Paul Slovic in cloud folder.

Week #10: Nudging
PSYC3052A:

Heyman, J., & Ariely, D. (2004). Effort for payment: A tale of two markets. *Psychological Science*, *15*, 787-793.

Summary: Monetary markets are highly sensitive to the magnitude of compensation, whereas social markets are not.

Studies: Study 1

Adjustments: Add a replication with a within-subject design.

PSYC3052B:

Johnson, E. J., & Goldstein, D. (2003). Do defaults save lives?.

Johnson, E. J., Bellman, S., & Lohse, G. L. (2002). Defaults, framing and privacy: Why opting in-opting out. *Marketing Letters*, *13*(1), 5-15.

Studies: Combine Johnson & Goldstein with Experiment 2 from Johnson, Bellman, & Lohse (2002). But also carefully read and analyze Experiment 1.

Summary: default has a major role in determining revealed preferences for further contact with a Web site.

Registered Replication Report teams

Students will work in teams of 4 to work on a Registered Replication Report (RRR). This will include an in-class presentation, and a team report analyzing the replication. **These will be the same teams as randomized for the replications, but to balance students' load presentation order will be reversed**.

Replication assessment report

[Isn't Twitter great? I posted about our RRRs and Curate Science offered help:
  this may be useful to your group:
  https://curatescience.org/app/search/?q=rrr

  list of all 10 of PPS/AMPPS completed RRRs with curated links to prereg, open materials/data/code, full-text PDF/HTML/preprint links, PDF links of original article, and key figures/results!]

Please use our template for your replication assessment reports for your reports. For your group/teams, please make a copy of the template Google Doc, and work on that.

General description of the task (details in the template link above):
A team will assess the quality of the replication original article and the HKU replication. This will involve a hands-on analysis of the replication and reflect on the quality of the target article and the replication. To do that, you will need:
  1. The original article
  2. The replication article
  3. The replication pre-registration, data, and code

Your report and presentation shall cover the following topics (this is for overview purpose only, see details in the template):
  1. What is the effect/phenomenon
  2. Why was it important to replicate?
  3. Why would it replicate?
  4. Why wouldn't it replicate?
  5. Quality of the target original article.
  6. Quality of the pre-registration.
  7. Quality of the replication report.
  8. Did it replicate? how do you know?
  9. If results differ - which of the two do you find more convincing? why?
  10. What can be improved? Provide constructive realistic recommendations to improve on this replication even further.
  11. Lessons learned for your own replication. Reflect on what you learned from this replication attempt for your own pre-registered replication projects?

Indicators used to assess the quality of both target article and the replication:
1. Clarity
2. Transparency and open-science
3. Reproducibility
4. Methods rigor
5. Design (does it fit the hypotheses?)
6. Power (calculate power)

Report due date: Three weeks following class presentation, no later than December 1st.

Page limit: No longer than 20 pages (1.5 space, 11font), please. Preferences for summary/comparison tables and figures over text. Short and concise is strongly encouraged, but this should not come at the expense of comprehensiveness. The limits are set only for the main assessment part "[Replication article/project]: Replication assessment". No limit on appendices, intro pages, abstracts, and other added information.

RRRs class presentation schedule

Each week, a single team will present the RRR report summary to the class:

PSYC3052A	PSYC3052B
- Week #5 (none - public holiday) - Week #6 (Replication Team #10): Mazar, Amir, and Ariely (2008) RRR - Week #7 (Replication Team #9): Srull and Wyer (1979) RRR - Week #8 (Replication Team #7): Dijksterhuis and van Knippenberg (1998) RRR - Week #9 (Replication Team #8): Strack, Martin, & Stepper (1988) RRR - Week #10 (Replication Team #6): Rand, Greene, and Nowak (2012) RRR	- Week #5 (Replication Team #10): Finkel, Rusbult, Kumashiro, & Hannon (2002) RRR - Week #6 (Replication Team #9): Mazar, Amir, and Ariely (2008) RRR - Week #7 (Replication Team #8): Srull and Wyer (1979) RRR - Week #8 (Replication Team #7): Dijksterhuis and van Knippenberg (1998) RRR - Week #9 (Replication Team #6): Strack, Martin, & Stepper (1988) RRR - Week #10 (Replication Team #5): Rand, Greene, and Nowak (2012) RRR

Participation and contribution

Syllabus quiz

Completing the syllabus quiz is mandatory for this course. Not completing the quiz will mean no points for participation and contribution.

Attendance in presentation session(s)

Attendance in presentation session(s) is mandatory for this course. It's showing respect to your fellow students presenting. Not attending will seriously affect your own presentation scores (20% penalty).

Tutorial plan and participation

Tutorial participation is optional but highly recommended since it's likely to provide you with important training to help you with your replication projects, which are the largest component in this course.
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.

Tutorial	Topic	Overview
1	Collaboration Qualtrics survey	Slack + Google Doc collaboration work Tutorial on how to setup an experiment on Qualtrics using the class-provided template Please signup by following instructions here: https://www.its.hku.hk/documentation/guide/infosys/qualtrics/get-started
2	Data analysis	Tutorial on how to conduct data-analysis of data using Jamovi (jamovi.org). Covering: Descriptives, plotting, T-tests, One-way ANOVA with contrasts.
3	Article analysis and Pre-registration	Tutorial on computing effect size and conducting power analysis. Also on the structure of pre-registrations.
4	APA style reports	Tutorial on writing replication reports and APA style. Will go over guidelines, templates, and examples.
5	TBD	TBD (depending on students' needs/requests)

Grading details

Replication and extension plan

1. Article analysis (30%)
2. Qualtrics / Survey design (40%)
   1. Design (20%)
      i. Matches with the article.
      ii. Randomization done correctly.
      iii. Correct order of screens.
      iv. Reasonable question type selection.
      v. Right use of question or choice randomization.
      vi. Includes validations/forced answers where needed.
      vii. Use of skip logic/display logic/recoding where needed.
      viii.   etc.
   2. Overall survey design/flow, clarify and engagement (10%):
      i. Follows the Qualtrics replication guide guidelines.
      ii. Clear instructions and sufficient explanation in engaging the participants (e.g., participants know what to do and what is expected of them).
      iii. Meaningful variable naming (that will be easy to understand when analyzing)
      iv. Meaningful values coding (check values assigned to each possible answers, easier in the WORD export)
      v. Use of features to maximize survey responsiveness and high-quality responding
3. Data analysis on random dataset (30%)
   1. Analyses
      i. Analyses appropriate and match design
   2. Writeup
      i. Clear, structured,
      ii. Adherence to template and APA style
      iii. Clarity comprehensiveness

Pre-registration report grading

1. <u>10% comprehensiveness</u>: All items in the guidelines have been addressed, following the guidelines for article analysis structure.
2. <u>10% comprehension</u>: Understood and analyzed the right things (for example, not confusing p-values for confidence intervals, etc.).
3. <u>30% transparency, open-science, and clarity</u>:
   a. Regardless of accuracy, included enough information to make it clear to potential reviewers where values are from and how analysis was conducted.
   b. In-depth information about tools, screen captures, GPower protocols, references to (/copy-paste from) text in the articles, explanations of what the conclusions mean, etc.
   c. The criteria: I should be able to give this as is to another student and the other student will be able to understand what was done, how, and why.
   d. 10% of the 30%: adherence to the replication recipe, addressing replication recipe items
4. <u>50% accuracy/effort/accuracy</u>:
   a. Reporting from the article of the method and the results (20% of the 50%)
   b. Effect-size calculations and power-analyses (30% of the 50%).

Team class in-class experiments

Criteria	%
Clarity	20%
Understanding	20%
Comprehensiveness	20%
Team effort	10%
Engagement with class/students	30%

Team class RRR presentations

Criteria	%
Clarity	20%
Understanding	20%
Comprehensiveness	20%
Team effort	10%
Depth of analysis	30%

Team final project presentations grading

Criteria	0 marks (Fail)	8 points (Poor)	17 points (Good)	25 points (Excellent)	
Organization (areas = high level)	Bad structure. Did not follow outline at all, most areas not covered. Presentation is very disorganized; little flow; vague; difficult to understand.	Minimal structure. Mostly not follow outline, and much areas left uncovered. Presentation is confusing and disorganized in a number of places, disconnected or choppy; take some effort to follow.	Good structure. Generally followed outline, covered most areas. Presentation flows smoothly with occasional confusion or rough patches between ideas.	Excellent structure. Followed outline strictly, and covered all areas. Presentation is smooth, polished and organized; flows well.	/ 25
Content (components = low level)	Does not reflect understanding of project aim/ideas; Points not clear; irrelevant information; listeners gain nothing/little. Did not cover or mistaken on most of the needed components.	Reflect minimum understanding of project aim/ideas; Information is confusing in places; too much or too little information; listeners gain a few insights. Missed or inaccurate on many of the components.	Reflect decent understanding of project aim/ideas; Sufficient information; many good points made; some areas lacking; listeners gain adequate insight. Covered most components well.	Reflects excellent understanding of project aim/ideas; Abundance of material; points clearly made; evidence supports; listeners gain good insights. Excellent cover of components.	/ 25
Simplicity, conciseness, delivery, use of communication Aids	Overcomplicated, not concise and unclear No figures or visual aids (tables).. Overuse of jargon. Lay audience cannot follow or understand. Communication aids poorly prepared or nonexistent.	Not simple, clear, or concise enough. Minimal use of figures or visual aids (tables). Use of jargon. Communication aids marginally prepared; do not support presentation well.	Fairly simple, clear, and concise. Good use of figures and visual aids (tables, etc.). Professional communication aids, but not varied; may use too many or too few.	Clear, simple, and concise. Appropriate, varied, and professional communication aids. Excellent use of visual aids rather than text.	/ 25
Pair delivery	No pair effort/coordination. Presenters are uncomfortable; pace is rushed; style is distracting and annoying ' noticeable use of filler words (uhs, likes, urns) or pauses.	Minimal pair effort/coordination Presenters are somewhat uncomfortable or nervous; noticeable use of filler words (uhs, likes, urns) or pauses.	Good pair effort/coordination Presenters are general comfortable; somewhat polished; minor problems.	Excellent pair effort/coordination Presenters are comfortable; presentation flows smoothly.	/ 25
				Overall Score	100

Evaluators are instructed to:
1. Avoid outcome bias. Ignore results. Whether the replication "worked" or not should not be a factor.
2. Clarity is key. Would a stranger to the project be able to understand the presentation and the findings?

General guidelines

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.

IMPORTANT: Make sure that the Google Doc has public viewing with commenting permissions, and check that you can access the document even in incognito mode when you are not logged in.

Assessment feedback and consulting

All written assignments will be marked and returned to students within 3 weeks after submission. Students are welcome to consult the instructor and the tutors anytime during the semester.

Moodle guest account

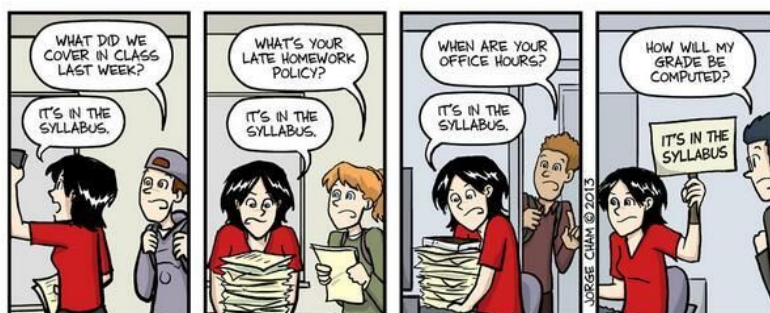The Moodle will serve as the course website.
Guest account:
Username: psyc3052_1b_2019_guest
Password: Psyc3052!

Policies

Contacting the instructor

I try and make the syllabus very comprehensive, to address any possible issues, so it is very likely that most of your questions are answered in either the syllabus or the various documents in the Moodle.

Still, if there's something not on the syllabus, please post your questions on Slack. I'll answer your questions there. If you have personal issues not related to course/projects, feel free to contact me/TA directly.

Before you do, please read "How to Email Your Professor (without being annoying AF)", and use this suggested template (fill in all the areas with numbers):

To: gfeldman@hku.hk / [TA email] (Please do not email instructor in any other emails)
From: myname@student.hku.hk
Subject: PSYC3052-2019: [full name 1] - [write clear topic title 2]

> Dear [Fili / TA name],
>
> My name is [Enter your full name 3] and I am a student in your PSYC3052 Advanced Social Psychology course. The article I am replicating is [Enter article name 5]
>
> This is the question I have or the help I need:
> [write the question/problem you're facing 6].
> I've looked at the syllabus and the Moodle/Slack and at my notes from class and online and I asked someone else from the class [this is to confirm that you did the minimum required before contacting instructor 7], and I think This Is The Answer [write what you think is the answer 8], but I'm still not sure.
>
> This is the action I would like you to take or the request I have:
> [write your request 9].
>
> Thank you/Best regards [polite sign off 10],
> [write your full name again here with LAST NAME IN CAPITAL LETTERS 11]

Requests for reference letters

Please see my policy on reference letters based on undergraduate course work in the following link: http://wiki.mgto.org/doku.php/requesting_a_reference_letter_from_me

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.

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 and check the new website and new Policy on Student Plagiarism in Undergraduate and Taught Postgraduate Curricula.

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.
To be clear: For components that are submitted in stages (such as pre-registration) this policy applies for each of the stages and will influence the score of the last stage. Meaning, submitting late to stage 1 of the pre-registration will affect score of the final pre-registration per the policy above.

Incomplete assignment submissions

Students are responsible to verify their submissions and makes sure these are accurate and complete in accordance with submission instructions. Incomplete assignments may not be checked at all and grade will be penalized by up to 20% of the score if TA follows up on

submission to obtain further details. Response to TA requests on incomplete submissions is expected within 1 calendar day, or assignment will not be accepted.

Department seminars

In response to a comment from the review panel on students' feedback last year that students would like to know more about cutting edge, contemporary research while psychology's capstone courses (i.e. advanced lab courses) have limited space and very competitive, it's then discussed at the Departmental Teaching and Learning Committee and reported at the Departmental Meeting that students enrolled in the capstone courses, from the academic year of 2018/19, are required to attend the Seminars in compulsory manner.