Syllabus of an educational component of a degree programme

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| Name of unit conducting a component  | *Doctoral School of Social Sciences*  |
| Name of an educational component  | **Developing the program of self-replicating experiments in** **(social) psychology**  |
| Language of education  | English  |
| Goals of education  | *The aim of the course is to teach students how to design his/her research program based on the logic of empirical research in social psychology. Social psychology as a science of behavior gives an specific opportunity to design coherent series of self-replicating experiments. To understand how to successfully design the series of self-replicating studies there is a need to comprehend its fundamentals: enabling the replicability, internal and external validity assurance, proving manipulation check effectiveness, testing the alternative interpretation and testing moderations and mediations. The goal of the course is to teach how to successfully implement theoretical and conceptual framework into the logic of series of self-replicating empirical studies based on divergent forms of human social behaviors. Additionally the students will be stimulated to consider how current trends in open social science merits to the conceptual advances in research developments.*  |
| Learning outcomes of an educational component  | W1 students know and understand - to the extent enabling revision of existing paradigms - the worldwide achievements of social sciences covering theoretical foundations and general issues as well as selected issues specific to the psychology of social functioning W2 students know and understand the main development trends of psychology of social functioning W3 students know and understand the research methodology of social functioning psychology U1 students are able to use knowledge from various fields of science, including above all from the area of social sciences, to creatively identify, formulate and innovatively solve complex psychological problems by undertaking research tasks in the problems of psychology of social functioning U2 students are able to use methodological knowledge in research, and in particular: define the purpose and subject of research, formulate a research hypothesis, develop  |

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|  | research methods, techniques and tools, and apply them creatively, infer on the basis of research results in the problems of psychology of social functioning K1 students are ready to critically assess the achievements of the psychology of social functioning and his/her own contribution to the development of the discipline; K2 students are ready to recognize the importance of knowledge in solving theoretical and practical problems in the psychology of social functioning  |
| Verification methods and assessment criteria of learning outcomes obtained by students  | Group project: presentation of the empirical program concept based on the idea of systematically modified selfreplications.   |
| Type of an educational component (obligatory/optional)  | Optional  |
| Year of study  | 1st  |
|  Semester  | Winter  |
| Name and surname of the coordinator of a component and/or person/s conducting a component  | Sławomir Śpiewak  |
| Name and surname of person/s conducting an examination or granting credit in the case when this sposóis other person than conducting a component  |   |
| Manner of completion  | Course  |
| Preliminary and additional requirements  | None  |
| Type and number of hours of courses requiring direct participation of academic staff and students, if in a given component such courses are included  | course – 30 h  |
| Number of ECTS credits assigned to a component  | 2 ECTS  |
| Balance of ECTS credits  | *Classes: 30 hours* *Student's own work:* * *preparation for classses - 10 h*
* *final project preparation – 20 h*

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| Applied teaching methods  | Lectures, seminars, discussion, didactic games, projects  |
| Form and conditions of passing a component, including conditions of allowing to take an examination, as well as form and conditions of passing each type of courses included in a given component  | The exam will take a form of a group project prepared in groups of 2 or 3 students. Students will be required to design a series of studies utilizing the idea of systematically modified self-replications. Attendance the class required reading an assigned paper(s). Every student is expected to think critically about the reading and contribute to the discussion. Max. 2 absences without consequences.  |
| Content of an educational module (with division into forms of courses completion)  | * Beyond finger-movement science: Is social psychology still a science of behavior?
* Understanding a role of theories in designing studies of social functioning.
* Understanding the logic of the program of selfreplicating experiments
* Is self-replicability enough to provide reliable evidence-based knowledge.
* Open science practices: are we on the right way to trust in reliability of psychological investigation?
* Reflection concerning social responsibility of researchers studying psychological mechanisms of social functioning.
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| List of basic as well as supplementary literature, knowledge of which is required in order to pass a given component  | Doliński, D. (2018). Is psychology still a science of behaviour? Social Psychological Bulletin, 13(2), Article e25025. <https://doi.org/10.5964/spb.v13i2.25025> Goodwin, K. A., Goodwin, C. J. (2017). Research in Psychology: Methods and Design (8th Edition). New York: Wiley  Shaughnessy, J. J., Zechmeister, E. B., Zechmeister, J. S. (2015). Research methods in Psychology (10th Edition). New York: McGraw-Hill  Leppink, J. (2019). Statistical methods for experimental research in education and psychology. Cham: Springer  Ioannidis, J. P. A. (2005b). Why most published research findings are false. PLoS, Medicine, 2(8), e124.  van ‘t Veer, A. E., & Giner-Sorolla, R. (2016). Pre-registration in social psychology — A discussion and suggested template. *Journal of Experimental Social Psychology, 67*, 2– 12. Frankenhuis, W. E., & Nettle, D. (2018). Open science is liberating and can foster creativity. *Perspectives on Psychological Science*, *13*(4), 439-447.  |