

VERSION 1: 8 JANUARY 2021

PSYC 218 SECTIONS 001 AND 002 – WINTER 2020/21 TERM 2

ANALYSIS OF BEHAVIOURAL DATA



WHAT IS THIS COURSE ABOUT?

Fundamentally, this course is about understanding people. How are we going to do that? In a way you might not have explored much before: by learning about statistics. Statistics are tools that researchers in psychology and other disciplines use to gain insight into how and why people do what they do. No more, no less. Statistics aren't magic. They don't tell us exactly what's going on (but they can give us insight, as long as our interpretations are correct). And statistics are certainly not something to be feared. Yes, there are calculations and calculators and computers involved. But those are just about getting the numbers. What's really important is how we interpret them, so that we can evaluate hypotheses and learn things about people.

Keep in mind that this course is an *introduction*. We're not going to master everything about statistics. Sometimes the ideas we'll be learning about might not seem relevant to understanding behaviour, but they're laying a foundation that you can take with you into the world and into future courses. For many people, this course will present quite a challenge. Prepare to put in the work, don't fall behind, seek help when you need it, and you'll find yourself off and running toward developing statistical literacy and understanding people a bit better. You might even learn something about yourself in the process!

LEARNING DURING A GLOBAL PANDEMIC

We are striving to learn in the context of a global pandemic. This course has been modified so our learning experiences are fully online, but still rely on a mix of work I'll ask you to do independently, work you'll do with classmates, and work we'll do together... just like "normal." We will still have scheduled classes three times a week (recordings and options will *always* be available for folks who need to join asynchronously). **As is always true in any of my courses, regular, active engagement is essential for success.** Please see <https://keeplearning.ubc.ca/> for strategies for setting up and learning effectively online, and reach out if you need extra support or accommodation.

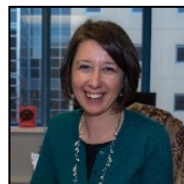
Our "Classroom": [Canvas.ubc.ca](https://canvas.ubc.ca) is our home in this course. Please check your *Account >> Notifications*

settings to ensure you receive announcements and other notices, and to set your time zone. Access to a computer with reasonable internet connection will be important. A webcam and microphone are ideal, but not essential.

Getting Started: Please read this syllabus and complete the Course Introduction Module before our first Class or as soon as possible thereafter.

Communication: For contact details for me and our Teaching Fellows, please see our [Communication and Support Guide](#) on Canvas.

MEET OUR TEACHING TEAM



Dr. Catherine Rawn
Professor of Teaching

Please use *Canvas Inbox* rather than email (cdrawn@psych.ubc.ca).

[Website](#) | Twitter [@cdrawn](#)

TEACHING FELLOWS. TFs are here to help you learn and help me to evaluate your learning. They will lead SPSS tutorials, grade, and respond to questions. You can reach out to anyone, but your Learning Community will include one of our TF's names. Please check in with them first.

Rachele BENJAMIN rachele.benjamin@psych.ubc.ca	Jia Yue HE jiayuehe@mail.ubc.ca
Garima MANEK garimam@student.ubc.ca	Yue YU yueyu817@student.ubc.ca

SYLLABUS TABLE OF CONTENTS

2-3	Course Goals, Materials Needed
3	Overall Class Format W2020 T2, Guiding Theory, Fitting this Course in your Degree
4-7	Learning Assessments (with Choices)
7-12	Supports, Safety Nets, and Policies <ul style="list-style-type: none"> • Personal emergencies and challenges • Learning Communities & Zoom Groups • In our shared online space • Learning with academic integrity • Safety nets and built-in flexibility • Psychology Department Policies
12-13	References and Influences
13	Acknowledgement and Copyright
14	Our Class Schedule

COURSE GOALS

I wrote these course goals to provide direction for all our learning activities and assessments (see [Constructive Alignment](#) for more on this approach to course design).

If you are willing and able to meet the requirements, by the end of this course, you will be able to...

1. Compare, contrast, and critique descriptive statistics (including effect size) versus inferential statistics (Null Hypothesis Significance Testing method).
2. Calculate, by hand and using computer software, a variety of statistics commonly used in psychology (e.g., correlation, regression, z-scores, *t*-tests, ANOVA).
3. Choose and apply the appropriate statistic to analyze a dataset, when provided with a study's design and a researcher's purpose.
4. Interpret what the statistics you calculate mean about the variables and the hypothesis.
5. Evaluate others' interpretations of statistical analyses.
6. Discuss the strengths and weaknesses of various statistical tests, and the NHST framework broadly.
7. Define and discuss the relationships among major statistical concepts (e.g., alpha, effect size, power, sample size).
8. Appreciate the value of developing statistical literacy.

MATERIALS NEEDED

You'll need a few materials to set yourself up for success. Detailed instructions and links are available in the Course Introduction (Start Here!) module on Canvas.

Please buy the TEXTBOOK and COGLAB through the UBC bookstore to ensure correct access. Always save your proof of purchase. If you purchase elsewhere or second hand, I may not be able to help you fix access (but see below for financial hardship instructions).

Essential (e-)Books

1. **TEXTBOOK with Launchpad Access.** Nolan, S. A., & Heinzen, T. E. (2019). *Essentials of Statistics for the Behavioural Sciences, (4th Ed.)*. New York, NY: Worth.
Note: This text is different from most other sections of this course. You cannot use a different book.

Please begin by signing up for the 2-week free trial through the link in the **Canvas Module called: "To register access Nolan & Heinzen LaunchPad (eBook, quizzes, study guides)."** This will get you started, and enable you to try out the first LearningCurve quizzes and other resources. Further instructions for how to "Verify" your purchase are available in the Canvas Module called "Course Introduction" (Materials).

2. **LAB GUIDE. Cuttler, C. (2020). A student guide to SPSS, (3rd Ed.). NJ: Kendall Hunt.** This guide will be indispensable when it comes to completing the assignments throughout this course, including software screenshots and detailed tips. Please see Canvas for purchase options and use instructions.

Essential Sites, Software, and Technology

3. **A computer with speakers, microphone, internet access, and some space** for software downloads (below). Chromebooks and tablets will encounter difficulties.
4. **Our PSYC 218 001/002 2020W Canvas Course Website canvas.ubc.ca** is our home. Everything you need can be found there, including links to classes on Zoom (and recordings after) using the "Zoom" link on the left, as well as Weekly Modules (especially Your Complete Week Guides) and weekly Announcements created to keep you on track and organized. All assignment details and submissions will happen here. Use the Canvas Inbox to reach me and the Calendar to keep organized. Works best with Chrome browser.
5. **COGLAB 5.0** is the tool used across all PSYC 218 sections to generate Assignment data. An access code is available from the Bookstore (follow instructions on Canvas). *Please use the same first and last name as your official UBC registration.*
6. **IBM SPSS Statistics Software.** You must complete assignments using SPSS, which is available for free from [UBC IT](#). Download and install as soon as possible to allow time for challenges.
7. **Microsoft Word Software.** You must complete assignments using MS Word (.pages files don't work). Please download [MS Office 365 for free from UBC IT](#).
8. **G*Power.** Free to download here <http://www.gpower.hhu.de/>.
9. **Recommended additional technology.** A **basic calculator** that can quickly do squares and square roots (will be helpful for quick calculations during

class and tests). A **webcam** for (optional) use during class and especially breakout groups.

Financial Hardship: If you are experiencing serious financial hardship and are unable to purchase the e-textbook with Launchpad access, and/or the SPSS guide, please ask me to arrange access. I have negotiated with the publishing company for this access to support students in financial need. (*As a first-generation undergraduate student who relied fully on student loans, I understand financial hardship. Please reach out!*) See also the [Student Discounts for Remote Learning](#) page.

ONLINE CLASS FORMAT W2020 T2

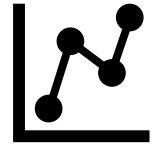
The schedule for class meetings is Monday, Wednesday, and Friday from 9:00-9:50 (Section 1) and from 10:00-10:50 (Section 2). All class meetings will take place on Zoom. Please log in to our Canvas course, and follow the Zoom link on the left, and locate each session's link.

The way I teach this course is to integrate opportunities for you to solve problems using clicker questions. These questions are important to help all of us informed about what you and your classmates know and are able to do. **Because iClicker does not accommodate asynchronous participation, we are going to try using Canvas quizzes, one per class session,** alongside Zoom polls. If that doesn't work well, we'll try something else!

I have made the switch from Collaborate Ultra to Zoom this term because CU does not provide the opportunity to see any students' faces while I am teaching. I deeply missed seeing students last term. **It is my hope that some of you will be willing and able to turn on your cameras during classes,** to help us all feel a greater sense of community and address our *relatedness needs*—yours and mine.

If you need to participate asynchronously for any reason including time zone or caregiving, you are entirely welcome to do so. All classes will be recorded, and available by following the Zoom navigation link in Canvas, then selecting "Cloud Recordings". I am told there may be a delay after class while the videos render. Please use Canvas inbox to reach out to me if the video doesn't appear within a few hours.

Everything will be prepared and organized for you in Canvas. **All you'll need to do is go to the Week Module and follow the directions there. If you ever get lost, please revisit the Course Introduction Module.** Of course, please feel free to reach out and ask for help! Depending on your Assessment choices (see the next section), not all of these elements will be relevant for you.



I recommend that you prepare your week ahead each Sunday, by reviewing that Week's Canvas Module, reading Your Complete Week # Guide page, planning your schedule, starting chapter reading and the LearningCurve quiz.

Please see Our Class Schedule (last page) for the week-by-week plan and schedule of topics.

GUIDING THEORY

I am a social psychologist, and have long been interested in motivation and learning. Increasingly (and especially since COVID-19 moved our learning experiences online) I draw on **Self Determination Theory** ([Ryan & Deci, 2000](#)) to inform my teaching practice. I strive to create conditions that support your experience of autonomy, competence, and relatedness. *Where can you spot [applications](#) of this in this course design? What additional ideas do you have for how to apply this theory?* For more information, check <https://selfdeterminationtheory.org>.

FITTING THIS COURSE IN YOUR DEGREE

Pre/Co-Requisites. This course requires that you have already successfully completed PSYC 217 Research Methods and declared a major in Psychology, Cognitive Systems, or Speech Sciences. It is a requirement for the BA Psychology major, and is a prerequisite for Honours in Psychology, as well as advanced statistics classes in our department (e.g., PSYC 303 and PSYC 359).

Considering Withdrawing? This is a very demanding course, no matter what year you take it. If you find yourself unable to handle this course at this time, I encourage you to talk to me. Check [these dates](#) to find out whether withdrawing will affect your transcript.

LEARNING ASSESSMENTS (YOU HAVE SOME CHOICE HERE!)

These assessments are designed to help you achieve the learning outcomes—and to help me measure that learning. In line with [Self-Determination Theory](#), assessments are structured to support your experience of *autonomy* (e.g., flexible assessment values), *competence* (e.g., weekly learning activities, REC, mastery quizzes, tests), and *relatedness* (e.g., Learning Community discussions, regular self-selected Zoom breakout groups).

To support your *autonomy*, you may decide the value of particular assessments in the calculation of your final grade by choosing a value from within the ranges provided in the column on the right. Make sure that the values you decide add up to a total grade value of 100% and that you let me know your decision by **sending me a message using Canvas inbox before 11:59pm PT on Monday 25 January 2021**. **No changes will be permitted after that date.** If you wish to have your final grade calculated using the proposed value for each item, no email is required to confirm this; the proposed values will be used for all students who have not specified otherwise before the deadline. (See Rideout, 2018, for evidence supporting this flexible assessment approach.)

Regardless of choices, everyone will have the opportunity to meet all Course Goals while practicing a variety of skills that will benefit them in future classes, in the workplace, and in their personal lives. The more Assessment types you choose, the more structure you will have to scaffold your learning across this course. *Please find details of each Assessment below the table.*

Learning Assessment	Due Date (Vancouver Time – see clock on Canvas homepage)	Proposed Value (% of final grade)	OR Choose the value for you (% of final grade)
1. Assignments (All 218 Sections Requirement)	1. Friday February 12 (4%) 2. Friday March 5 (4%) 3. Friday March 19 (4%) 4. Friday April 2 (4%) 5&6 combo. Friday April 16 (8%)	24%	24%
2. Research Experience Component (Human Subject Pool Participation; All 218 Sections Requirement)	Complete by last day of classes. Be sure to assign your credit value to this course!	3%	3%
3. Weekly Learning Activities	Throughout the Term	5%	2-6%
4. LaunchPad LearningCurve Quizzes	12 short quizzes, flexible dates	2%	0-6%
5. Test 1	Monday February 1	12%	0-15%
6. Test 2	Wednesday March 3	12%	0-15%
7. Test 3	Monday March 29	12%	0-15%
8. Final Exam (Cumulative)	TBD (April 18-29)	30%	15-50%
Total		100%	MUST ADD TO 100%

1. Assignments (6 x 4%)

Assignments form the heart of all sections of PSYC 218. Like in all sections of this course, six lab assignments spread across the term will give you practical experience analyzing data using SPSS (a commonly used statistical software package; see Davidson et al., 2019) and reporting the results. Note that Assignments 5 and 6 will be combined at the end of the course. Each lab assignment has three components. Consult the Course Schedule on the last page of this syllabus and due dates set in Canvas. It is possible these dates could change. You are responsible for checking Canvas (especially Announcements) to find out about any changes.

Part 1. Participate in CogLab. You will be asked to spend 10-30 minutes completing an online experiment or survey. This step will allow us to generate a dataset the class will use for the assignment, and will help you develop a deeper understanding of data analysis and interpretation because you have experienced the study as a participant. *These are always due on Fridays at the end of day. Check the Course Schedule and Canvas settings for specific dates, links, and instructions.* Although there will be some flexibility with the deadlines, if

they are not completed before the corresponding assignment itself is launched, then you will receive a 1% deduction. This will typically give you about 2 weeks or more beyond the stated deadline.

Part 2: Prepare for the Assignment by reviewing the *Student Guide to SPSS* and participating in In-Class SPSS Practice Labs. It is important to read the appropriate chapter(s) for each lab assignment in Cuttler's *A Student Guide to SPSS* (details to come in Your Weekly Guides). These chapters provide detailed information about how to perform all the SPSS functions you will need for the assignments, including screen shots from SPSS. Five times during the term, class time will involve hands-on demonstrations of how to use SPSS for the upcoming assignment, as well as a sample set of questions.

Part 3. Complete the Lab Assignment. After each in-class SPSS demonstration, I will post an assignment for you to complete on your own time. All assignments will be posted on Canvas, where you will submit them. The assignments will require you to analyze and interpret the data from one of the CogLab or Surveys our class has generated. You will have about 1 week to complete each assignment. Check the Course Schedule for specific due dates.

Lab assignments must be completed independently. You are encouraged to meet with your Teaching Fellows during their office hours if you require assistance with the assignments. You may also use the discussion boards on Canvas to discuss with your Teaching Fellows and peers any issues you encounter while completing the assignments. Although you may ask for assistance, *you must complete the analyses and write-ups on your own. You may not share your work with other students or use another student's work.* Please see the section below called **Supporting Learning with Academic Integrity** for more information about expectations for assignments.

2. Research Experience Component (REC) (3%)

The REC is worth 3% of every PSYC 218 student's course grade, and is designed to help you learn more about psychology and how research is conducted, and to provide you with first-hand experience with psychological research. This experience may make understanding research easier (Ceynar Rosell et al., 2006) and may help you decide whether research is a reasonable career option for you.

One way to meet the REC requirement is to spend three hours participating in psychology studies through the Department of Psychology's Human Subject Pool (HSP) system: **1 hour of participation or 1 article summary = 1% (x 3 that are needed)**. For each hour of participation, you can earn one credit towards your final grade. You can sign up for studies by visiting <https://ubc-psych.sona-systems.com>. If you prefer, you can earn these same extra credits by completing a library-writing project, in which you read and summarize a peer-reviewed research article. You can find out more about how you can earn extra credits at <https://psych.ubc.ca/hsp>. There you will find a detailed guide about how to participate in the HSP, how-to videos, and a list of frequently asked questions. Note that, as in all sections of PSYC 217 and 218, REC is required. There are no bonus HSP points as in some other courses.

3. Weekly Learning Activities

Each week I will ask you to engage in a few brief activities. These are all low stakes, yet important for keeping you engaged, building *competence*, and helping me understand what you are learning. Combined, these activities will be valued at 5% of your course grade (by default, or 2-6% if you request a change, as above) – which makes each individual activity valued at a very tiny amount of your course grade. There are two main activities each week (clicker quizzes and discussions), as well as a few others that will be added here and there (e.g., demos, feedback midterm survey). Check the Week's Module to ensure you have completed the week's activities. If you fall behind, just catch up when you can, for no penalty (see the section on **Safety Nets**, below).

Class "Clicker" Quizzes. Because iClicker does not accommodate asynchronous participation, we are going to try using Canvas quizzes. These quizzes will be available during synchronous class time, and you can complete them as we go if you're attending synchronously. They will remain available for those joining

asynchronously; simply watch the video and complete them as you go. If you fast forward to find the answer, you are only robbing yourself of a learning opportunity, and are engaging in academic misconduct. Please see the section below called **Supporting Learning with Academic Integrity** for more information.

Weekly Learning Community Discussions. Each week, you will have the chance to engage in asynchronous, online discussion about the topics of the week. You are a member of a Learning Community (to help foster *relatedness* and build community among us). I will prepare some prompting questions, from which you can choose. Questions will be geared to help you apply concepts, deepen our understanding of challenging topics, and see research methods all around us. You are encouraged to respond to others' posts to help you and everyone develop their thinking further.

4. Launchpad LearningCurve Quizzes

Would you benefit from regular, low-stakes quizzes to keep you on track for readings and to practice your understanding of key concepts? Then this *competence*-building option is for you! Combined, these adaptive LearningCurve quizzes will be valued at 2% of your course grade (by default, or 0-6% if you request a change, as above) – which makes each individual quiz valued at a very tiny amount of your course grade.

My understanding is that these quizzes each take about a half hour or less to complete, and they focus on conceptual understanding but (unfortunately) not calculations. Take as long as you like to complete the quiz until you reach Mastery of those concepts. The algorithm adapts questions as you go, depending on whether you answered the last question correctly or not. I also believe it asks you to rate how confident you are, to help improve your metacognitive skills (i.e., how aware you are about what you know – and don't). Research shows greater long-term retention with multiple testing opportunities (Roediger & Karpicke, 2006) and enhanced meta-cognitive skills (Cromley & Kunze, 2020), making this a great investment in learning.

Why does the interface and value differ from your course last term? If you took my PSYC 217 course last term, we used a similar Mastery Quiz called Smartbook Quizzes, which is created by the McGraw-Hill Ryerson publishing company. Our textbook for PSYC 218 is published by a different company, MacMillan, so they have their own interface and approach to these mastery quizzes. A key difference is length: LearningCurve Quizzes are much shorter.

What if I want more practice questions, especially calculations? I have also "assigned" Practice Quizzes within the Launchpad interface to help give you some more practice questions to use for calculations. There are also practice questions at the end of every chapter, and the textbook Appendix C provides answers to half of them. Find a study group to discuss the rest!

5. 6. 7. Tests 1, 2, and 3

Each test will be out of approximately 25 points and will be administered using Canvas with a 50 minute time limit, and Respondus Lockdown Browser. They will be open book/notes, and will randomly sample questions from a broader set so no two tests are identical. **You must complete a brief "Getting Ready for Test #" survey on Canvas in advance, to affirm when you are writing it, to ensure you are aware of the essential details, and to ensure you can use Respondus Lockdown Browser correctly.** If you cannot join us synchronously for Tests, you can register for a deferred time in advance on this "Getting Ready" survey.

Don't let the open book/notes nature of the tests mislead you into a false sense of security. Tests require thorough understanding of course material, including the ability to apply and integrate concepts across relevant chapters/units. **You will be challenged to push beyond memorization of facts and to integrate and apply course material.** Tests are *not* cumulative (in other words, they test only the material *since* the last test, but may out of necessity draw on understanding of earlier concepts). Question types will include a mix of multiple choice, fill-in-the-blanks, and written answers.

By default, tests will be valued at 12% each (30% for the final exam), but can range from 0-15% each. If you choose not to count tests toward your grade (declared at the start of the term; see instructions earlier), you can still write them for practice but they will not count. All tests are to be completed by you and you alone, using only materials authorized explicitly by me. Please see the section below called ***Supporting Learning with Academic Integrity*** for more information about expectations during testing.

8. **Final Exam (Cumulative)**

The final exam date will be set by the Registrar during the official final exam period, and will be administered using Canvas with a 2.5 hour time limit. It will be open book/notes, and will randomly sample questions from a broader set so no two tests are identical. The final exam will test your thorough understanding of the entire course's material, including the ability to apply and integrate concepts across chapters/units. Question types will include a mix of multiple choice, fill-in-the-blanks, and written answers. By default, the final exam will be valued at 30%, but can range from 15-50% depending on your choice at the start of the term.

The final exam is to be completed by you and you alone, using only materials authorized explicitly by me. Please see the section below called ***Supporting Learning with Academic Integrity*** for more information about expectations during testing. [University policy](#) dictates that if you have 3 or more exams scheduled to *start and finish* within a 24-hour period you may request to write the second exam on a different day. You must give the instructor of the second exam one-month notice.

BUILDING OUR COMMUNITY: SUPPORTS, SAFETY NETS, AND POLICIES

Be kind. Be calm. Be safe.

– Dr. Bonnie Henry, Provincial Health Officer, British Columbia, Canada

We are living in a time of global pandemic. Some of our classmates are joining us from around the world. Any of our circumstances may change at any time. I invite you to join me in taking inspiration from Dr. Henry as we begin to engage together.

Please see <https://keeplearning.ubc.ca/> for strategies for setting up and learning effectively online.

In this section, you will find...

- Supporting you (and me) through Personal Emergencies and Challenges
- Support through Learning Communities and Zoom Breakout/Study Groups
- Supporting Each other in our Shared Online Space
- Supporting Learning with Academic Integrity
- Supporting Your Success and Well-Being with Safety Nets and Built-in Flexibility
- Psychology Department Policies

Supporting you (and me) through Personal Emergencies and Challenges

If you experience a personal emergency during this time, please seek the resources and support you need to cope with that emergency. Check <https://students.ubc.ca/health>, and reach out if you don't know how or which resources to access. I'll help as best I can.

Take care of yourself first. Then, reach out to me to check in about the course. I will bring patience, flexibility, and compassion as we work on a solution. You don't need to tell me what has happened. But at this point we can figure out if the built-in safety nets (see below) are sufficient accommodation; otherwise, I'll ask that you review the in-term concession criteria [available here](#), and complete the Self-Declaration form if applicable. In more complex or longer-term affecting situations, please seek [Arts Academic Advising](#).

Check out these support resources *before* an emergency. See <https://students.ubc.ca/health> and especially <https://students.ubc.ca/covid19/mental-health-during-covid-19-outbreak> for ways to care for yourself during the pandemic and beyond. See also the Arts Student Support portal for wellness, academic, and broader support: <https://www.arts.ubc.ca/student-support/>.

What will happen if the Teaching Team experiences a personal emergency? It is possible that I or a TF will experience a personal emergency during this course. I will communicate with you immediately and as often as I can, using the Announcements feature in Canvas. We will invite you to continue as much as possible with the scheduled learning activities, and we will communicate with you any modifications (e.g., to availability, timeliness of feedback) that are impacted. We will ask for your patience, flexibility, and compassion, as well as continued dedication to your and classmates' learning during that time.

Support for Students with Accessibility Needs. “The Centre for Accessibility facilitates disability-related accommodations and programming initiatives designed to remove barriers for students with disabilities and ongoing medical conditions.” If you have ongoing need for accommodation, please contact UBC’s [Centre for Accessibility](#). Once registered there, please ensure you register each our tests that you are writing. When you do that part, it’s easier for me to check that I am offering you the accommodations you need.

Support for International Students Studying Controversial Topics. Although I do not anticipate that this statement is relevant in this course, the Provost has asked all of us to include this statement as a reminder in our syllabi: “During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit [the Calendar](#) for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit [UBC resources on Freedom of Expression](#).”

Support through Learning Communities (LC) and Zoom Breakout/Study Groups

It is my hope and intention that you and every single student in our class will feel a sense of belonging (thereby supporting your experience of *relatedness*). We will engage as a “large” group, with discussion threads and activities aimed at connecting all of us as we learn. Because our class is so large (about 200 people across the two sections), we will be dividing into smaller groups in a couple of ways, thereby supporting your *relatedness* as we build our community and as you develop *competence*. Your groups appear in your *Groups* tab on Canvas, and each has its own space for discussion, wikis, and collaboration.

Learning Community (LC) Groups. First, you have been randomly assigned into one of **8 Learning Community (LC) groups of about 25 people**, all of whom are officially registered in your section, each with a Teaching Fellow (TF) as your key contact. Your LC will be your go-to group for discussions, and your TF will be there to support you. We will begin LC groups right away, making adjustments as our class roster shifts early in the term.

Zoom Breakout/Study Groups. Second, I have created a series of Zoom Breakout/Study Groups (5 people maximum) that you can sign up for. The only restriction is your groupmates need to be in the same section as you (but I can change that if the class wishes!). These will be the groups I hope to use for the Zoom Breakout sessions during synchronous classes. They also provide a ready group of people who you can organize with to study (synchronously or asynchronously). *I have edited some of the Group titles for fun (e.g., Globetrotters, Introverts unite!). Let me know if you have any suggestions for group names!*

Supporting Each Other in our Shared Online Space

Although we may be spread around the world, we are coming together to do this work of learning. Our Canvas home, including any links we add that connect in or out, is the space we hold for each other for this purpose of learning. This shared learning space is governed by and shaped by all of us.

In order to support our classmates joining us fully asynchronously, we will be recording synchronous sessions that occur in Zoom. Recordings include the chat thread. Recordings are *not for sharing beyond our course's Canvas home* (see Academic Integrity, below). Nonetheless, if you have legal or other serious concerns about having your identity recorded in this way, you might consider joining asynchronously. As always, please feel free to come to me to discuss options.

I've been holding space for learning in physical classrooms for about 15 years. Last Summer Term 2 (July-August 2020) was the first time I led an entire course in a completely online space, and last Term (September-December 2020) was the second time. This might be your first time learning in a completely online space—or maybe you have done this before. Let's all be patient and figure this out together.

One of the first things we will do together is set class engagement guidelines (supporting your experience of *autonomy* and *relatedness*). This [classroom guidelines](#) resource, as well as the UBC Values statement below, help us prepare for how we may want to engage together. Think about how you want to us to engage respectfully together, and what that looks like.

I endorse UBC's Values Statement, and invite you to do the same:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. **UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated** nor is suppression of academic freedom. UBC provides **appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty** and students are **expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.** Details of the policies and how to access support are available here: <https://senate.ubc.ca/policies-resources-support-student-success>. (from [Senate Policy: V-130](#); emphasis added)

Supporting Learning with Academic Integrity

In the academic community—a community of which you are now a part—we deal in ideas. That's our currency, our way of advancing knowledge. By representing our own and others' contributions in an honest way, we are (1) respecting the rules of this academic community, and (2) showcasing how our own novel ideas are distinct from but relate to their ideas. APA style gives us a formal way to indicate where our ideas end and where others' begin. But academic integrity goes well beyond formal citation. **Welcome to the academic community. You are expected to act honestly and ethically in all your academic activities, just like the rest of us.**

Make sure you understand UBC's definitions of [academic misconduct](#), [consequences](#), and expectation that students must clarify how [academic honesty](#) applies for a given assignment. *Please ask if you're not sure.* (While you're checking out the calendar, you might want to check out the "[Student Declaration and Responsibility](#)" statement you agreed to when you registered.)

What does academic integrity look like in this course? *At any time: if you are unsure if a certain type of assistance is authorized, please ask. If you have a need that is unmet by existing course materials, course structure, and/or our learning community members, please ask.*

DO your own work. All individual work that you submit should be completed by you and submitted by you. All assessments, large and small, are designed to help you learn Statistics. It is *unacceptable* to use a tutor or editor (paid or unpaid) without my permission to revise, correct, or alter your work, because your submission is no longer your own work. It is *unacceptable* to buy/sell/swap/share assignment questions or answers on any platform. It is *unacceptable* to misrepresent your identity by using someone else to complete any portion of a course (e.g., comment on a discussion board, complete a quiz question). It is *unacceptable* to help someone else cheat.

AVOID collusion. Collusion is a form of academic integrity violation that involves working too closely together *without authorization*, such that the resulting submitted work gains unfair advantage over other students because is a measurement of the *group/pair/others'* understanding rather than the *individual* understanding (definition adapted from [OpenLearn](#)). For example, collusion on an open book test includes working together to write answers or answering someone else's question in a WhatsApp chat. See more examples of collusion [here](#). Assignments that are explicitly the product of group collaboration *have authorization*, so don't count as collusion. Preparing to individually complete an assignment or test by studying together (e.g., discussing concepts, quizzing each other and giving feedback on each others' answers) doesn't count as collusion. In this course, **all your work should be individually completed**; you are presenting your own understanding of the work you may have previously discussed with others.

Can I work with a classmate to co-create study notes? Yes, you can create your own original collaborative notes (but see below). I recommend using the features in Canvas groups to ensure your work remains protected. Send me a message using Canvas Inbox, and I'll create a Group just for you. That will allow you to upload and share notes, and to work collaboratively on Pages ([see this site for an introduction to these features](#)). I also recommend starting your collaboration with a written agreement that addresses integrity issues, such as these: *Who else can see/use/contribute to these notes? How will we ensure we are not violating copyright?*

DO NOT share materials provided for you to use in this course. We are working hard to provide all the materials you need to succeed in this course. In return, please respect our work. All assignment instructions, quiz questions and answers, discussion questions, announcements, PowerPoint slides, audio/video recordings, Canvas modules, and any other materials provided to you by the Teaching Team or in the textbook are for use in this course by students currently enrolled in PSYC 218 Sections 1 and 2. It is *unacceptable* to share any of these materials beyond our course, including by posting on file-sharing websites (e.g., CourseHero, Google Drive). It is *unacceptable* to copy and paste sentences from the textbook (e.g., definitions) into for-profit software (e.g., Quizlet) for use in studying. Respect the Teaching Team and textbook authors' intellectual property, and follow copyright law.

Can I share your materials with a classmate who is struggling and trying to get caught up? No, not directly. Please send them the link to where they can find the material in Canvas, after logging in with their CWL. Invite them to reach out to the Teaching Team for more support (e.g., financial need access to the textbook).

DO acknowledge others' ideas. Scholars build on the work of others, and give credit accordingly—this is a quality of strong academic writing. In PSYC 217, you learned and practiced ways to acknowledge others' work. Citing our sources in both formal and informal ways will be appropriate, depending on the submission. For example, much of the way I think and write about academic integrity has been influenced by the work of Dr. Laurie McNeill, including [her excellent wiki](#) that curated many of the above links, as well as Dr. Sarah Elaine Eaton, including her [webinar series](#). (*See what I just did there? In informal writing, such as discussion posts, we can use links and embed references to our fellow humans who informed our thinking. They're my ideas and written in my own words, but I'd be thinking differently if it weren't for my encounter with their scholarly work. When we write more formally, such as for the Research Report in PSYC 218, we psychologists use APA style conventions to cite and reference.*)

DO learn to avoid unintentional plagiarism. Visit the Learning Commons' guide to academic integrity to help you organize your writing as well as understand how to prevent unintentional plagiarism, which can be challenging when first learning to paraphrase. Visit <http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>. An example tip: Do not copy and paste text from other sources, including other people's work, even in a draft. It's easy to unintentionally misrepresent those words as your own in a later draft (which would still qualify as plagiarism). *Please feel free to ask (have I said that enough?).*

Supporting Your Success and Well-Being with Safety Nets and Built-in Flexibility

I trust that when you *can* make deadlines on time you *will* make deadlines on time. Several safety nets are built in to the course for everyone to use without question, explanation or appeal, thereby supporting your experience of *autonomy* and privacy. **If you need more support beyond this, please reach out. I will offer patience, flexibility, and compassion, and I expect honesty and flexibility in return.**

- **There is no penalty for missing synchronous learning experiences (e.g., because of caregiving or time zones) if it is made up in another way.** For every synchronous class, I will strive to make recordings and activities available for those who need this accommodation. For example, we are using Canvas Quizzes instead of iClicker Cloud so that everyone has the same opportunity to answer questions posed/discussed during the class. *If you have other ideas about how I can best support you, please let me know.*
- **Flexible weighting of Learning Assessments.** You choose how much you can engage with this course from the start. Please see Learning Assessments for instructions on how and when to do this.
- **Late Assignments:** All 6 Assignments are due on Fridays (see Course Schedule for specific dates). If you need more time for whatever reason, feel free to submit over the weekend (until Sunday night at 11:59pmPT), no questions asked and no penalty. **After that, you will need to use a late pass.** You will receive TWO 1-Day-Late Passes. Use them all at once (2 days for one assignment), or separate (e.g., 1 day for 2 assignments). After those two days have been used, standard 10% per day deductions will apply (except in emergency circumstances).
- **LearningCurve adaptive mastery quizzes:** I have set the deadline for these quizzes to be the last day of classes. Of course, I don't recommend you wait until then! To help you keep on track, I will embed the assignment links in the Weekly Modules. But you have until the last day of classes to complete them.
- **Weekly Learning Activities:** If you miss routine asynchronous work (e.g., Weekly Learning Community Discussion) or synchronous work (e.g., clicker quiz), please catch up by completing it as soon as you can, no questions asked. Your point will be updated.
- **Re-grade request process.** If you feel strongly that a question on any test or assignment was graded unfairly, you may submit the [Re-Grade Request Form](#). To qualify, you must submit the form within 2 weeks of the date grades were posted on Canvas. I will consider your request carefully and will respond via email as soon as possible. Re-grading may result in an increase or decrease. That re-grade is final.

Psychology Department Policies

Grading

Department-wide policy for 2020W: "In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. **However, in the spirit of flexibility and compassion in light of COVID-19 and the associated pivoting to online teaching, those departmental norms have been adjusted upwards by 5% for only 2020W.** According to these adjusted norms, the average grade in 100- and 200-level Psychology classes will be 72 for an exceptionally strong class, 70 for an average class, and 68 for a weak class, with a standard deviation of 14. The corresponding figures for 300- and 400-level



classes will be 75, 73, and 71, with a standard deviation of 13. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	B+	76-79%	C+	64-67%	D	50-54%
A	85-89%	B	72-75%	C	60-63%	F	0-49%
A-	80-84%	B-	68-71%	C-	55-59%		

Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *Turnitin* — a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be compared to over 5 billion pages of content located on the Internet or in Turnitin's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of originality that flag instances of matching text suggesting possible plagiarism; instructors receive copies of these reports for every student in their classes. During exams, the instructor and invigilators reserve the right to move students in their seating arrangement with no explanation provided.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

REFERENCES AND INFLUENCES

Throughout this syllabus I have cited many published works, and drawn on many others for inspiration. I include them here (1) to model responsible, APA style citation and referencing practices we will be using in this course, and (2) to show you some of the many ways I use research to guide the decisions I make in my teaching practice and course design. These are **not** required reading, but you may find some of them interesting (e.g., Dunlosky et al., 2013).

American Psychological Association. (2013). *APA guidelines for the undergraduate psychology major 2.0*. Washington, DC: Author. Retrieved from <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

Ceynar Rosell, M., Beck, D. M., Luther, K. E., Goedert, K. M., Shore, W. L., & Anderson, D. D. (2006). The pedagogical value of experimental participation paired with course content. *Teaching of Psychology, 32*, 95-99. DOI: 10.1207/s15328023top3202_3

Darby, F., & Lang, J. M. (2019). *Small Teaching Online: Applying Learning Science in Online Classes*. Jossey-Bass.

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest, 14*, 4-58. DOI: 10.1177/1529100612453266

Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.

- Glass, A. L., & Kang, M. (2018). Dividing attention in the classroom reduces exam performance. *Educational Psychology*, DOI: 10.1080/01443410.2018.1489046
- Kliegal, R., & Bates, D. (2011). International collaboration in psychology is on the rise. *Scientometrics*, 87, 149-158. DOI: 10.1007/s11192-010-0299-0
- Michael, J. (2006). Where's the evidence that active learning works? *Advances in Physiology Education*, 30, 159-167. DOI: 10.1152/advan.00053.2006
- Rideout, C. A. (2018). Students' choices and achievement in large undergraduate classes using a novel flexible assessment approach. *Assessment & Evaluation in Higher Education*, 43, 68-78. DOI: 10.1080/02602938.2017.1294144
- Roediger, H. L., III, & Karpicke, J. D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17, 249-255. DOI: 10.1111/j.1467-9280.2006.01693.x
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. DOI: 10.1016/j.cedpsych.2020.101860

ACKNOWLEDGEMENTS AND COPYRIGHT

UBC Vancouver's Point Grey Campus is situated on the traditional, ancestral, and unceded territory of the [Musqueam people](#). The work of redesigning this course in summer 2020 occurred on the traditional territories of the Musqueam, Squamish and Tsleil-Waututh peoples.

Thanks to G. Hall, C. Cuttler, L. Scratchley, and J. Sibley for helpful suggestions that have influenced the design of this course. This syllabus design was inspired by a syllabus by J. Lymburner (Kwantlen Polytechnic University). Thanks to all of my PSYC 218 students, Teaching Fellows, and Teaching Assistants since 2011/2012 for their helpful suggestions and experiences, which have influenced the design and implementation of this course. Flexible assessment strategy and language was adopted for W2020, drawing on Dr. Candice Rideout's (UBC, Faculty of Land and Food Systems) scholarly research, advice, as well as her FNH 355 course syllabus (with permission). Academic Integrity language and approach has been greatly informed by the work of Dr. Laurie McNeill and Dr. Sarah Elaine Eaton.



PSYC 218 Sections 001 and 002 Research Methods in Psychology Course Syllabus 2021 by Catherine Rawn is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.

Recommended APA-style citation:

Rawn, C. D. (2021). *PSYC 218 Sections 001 and 002 Research Methods in Psychology Course Syllabus*. University of British Columbia, Vancouver Canada. Retrieved from <http://blogs.ubc.ca/catherinerawn>

OUR CLASS SCHEDULE

This plan is subject to change. Changes will be announced on Canvas.

Note that the beginning of the course appears rather tight. Do not fall behind. Many of these concepts are already familiar for many students, and moving quickly there creates more space later in the course when concepts are most difficult.

Concepts build on each other and get increasingly difficult with each unit. If you find yourself falling behind, please come see any member(s) of the Teaching Team as soon as possible to get back on track.

Wk	Class Dates	Monday	Wednesday	Friday
1	January 11, 13, 15	Course Orientation Ch 1: Intro Statistics, Variables	Ch 1 (continued) Appendix A: Basic Math	Ch 2: Frequency Distributions ☛ Course Introduction Module Due on Canvas, including Survey
2	January 18, 20, 22	Ch 2 (continued)	Ch 3: Visual Displays of Data	Ch 4: Central Tendency and Variability ☛ CogLab "Stroop" Due
3	January 25, 27, 29	Ch 4 (continued) ☛ Learning Assessments Weighting Requests due	Ch 5: Sampling and Probability	Ch 5 (continued)
4	February 1, 3, 5	☛ Test 1 (Chapters 1-5)	Ch 6: Normal Curve, Standardization, z Scores	<i>In-Class SPSS Practice Lab #1</i> ☛ CogLab "Change Detection" Due
5	February 8, 10, 12	Ch 6 (continued)	Ch 7: Hypothesis Testing with z Tests	Ch 7 (continued) ☛ Assignment 1 Due ☛ CogLab "Memory Span" Due
	February 15, 17, 19	<i>No classes: Reading Week Family Day (Canadian Holiday)</i>	<i>No classes: Reading Week</i>	<i>No classes: Reading Week</i> ☛ CogLab "False Memory" Due
6	February 22, 24, 26	Ch 8: Confidence Intervals, Effect Size, and Statistical Power	Ch 8 (continued)	<i>In-Class SPSS Practice Lab #2</i> ☛ CogLab "Risky Decisions" Due
7	March 1, 3, 5	Ch 8 (continued)	☛ Test 2 (Chapters 6-8)	Ch 9: Single-Sample and Paired Samples t Tests ☛ Assignment 2 Due
8	March 8, 10, 12	Ch 9 (continued)	Ch 9 (continued)	<i>In-Class SPSS Practice Lab #3</i>
9	March 15, 17, 19	Ch 10: Independent-Samples t Test	Ch 10 (continued)	Ch 10 (continued) ☛ Assignment 3 Due
10	March 22, 24, 26	Ch 11: One-Way ANOVA	Ch 11 (continued)	<i>In-Class SPSS Practice Lab #4</i>
11	March 29, 31, Apr 2	☛ Test 3 (Chapters 9-11)	Ch 13: Correlation	☛ Assignment 4 Due <i>No classes: Good Friday (Canadian Holiday)</i>
12	April 7, 9	<i>No classes: Easter Monday (Canadian Holiday)</i>	Ch 14: Regression	<i>In-Class SPSS Practice Lab #5</i>
13	April 12, 14, 16	Ch 13/14 (continued)	Ch 13/14 (continued) <i>Last Day of Classes</i>	<i>No classes. Term over.</i> ☛ Assignment 5+6 Due

The final exam date will be set by the registrar. Do not book appointments or travel during exam period, April 18 to 29, 2021, including Saturdays and Sundays. The Final Exam is cumulative and will include class and reading material from the entire semester.