

SS4708: RESEARCH PROJECT IN PSYCHOLOGY

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Research Project in Psychology

Subject Code

SS - Social and Behavioural Sciences

Course Number

4708

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

Two Semesters

Credit Units

0-6

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

SS2028 Basic Psychology II; and SS3708 Design & Data Analysis for Psychological Research II

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to enable students to learn creatively through discovery and acquire skills in conducting scientific research independently, and in writing up an academic report/dissertation.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Conduct an extensive literature search and literature review in a specific area, discovering new psychological knowledge along the way.	25	x	x	x
2	Design and use an appropriate research method; design and conduct scientific research ethically.	20	x	x	x
3	Manage data effectively and analyse data using appropriate statistical methods.	20	x	x	x
4	Describe and write up a full research study in a scientific and academic manner following the convention of the stream in psychology.	35	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Discussion	Students will engage in activities to learn creatively through discovery, critical discussion and reporting to individual supervisor.	1, 2, 3, 4	
2	Fieldwork	Students will engage in the process of designing and conducting their own piece of psychological research independently. Conducting field work in the appropriate field using the paradigm of a qualitative or quantitative analytical approach to analyse their data and interpret their findings.	2	

3	Writing Up	Students will engage in the learning process of writing up and presenting their independent piece of psychological research, reporting the findings of their study and interpreting these findings.	4	
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Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Literature review	1	25	
2	Fieldwork	2	20	
3	Data management and analysis	3	20	
4	Write-up	4	35	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Literature Review

Excellent (A+, A, A-)

Able to critically analyse and synthesise relevant literature; superior grasp of the research topic; research questions are clearly communicated; conceptual framework is critically argued; clear and logical formulation of research hypotheses; evidence of solid understanding of the literature.

Good (B+, B, B-)

Able to analyse relevant literature; evidence of a grasp of the research topic; research questions and conceptual framework are clearly communicated; reasonable formulation of research hypotheses; evidence of familiarity with the literature.

Fair (C+, C, C-)

Able to identify relevant literature; adequate formulation of research hypotheses; some evidence of understanding of the literature.

Marginal (D)

Limited or irrelevant use of literature; poor formulation of research hypotheses; research questions and conceptual framework poorly communicated; absence of logical formulation of research hypotheses; little evidence of solid understanding of the literature.

Failure (F)

Limited and/or irrelevant use of literature; little evidence of familiarity with the research topic.

Assessment Task

Methods & Results

Excellent (A+, A, A-)

Use of appropriate research design and statistical methods; evidence of superior execution of research procedures and analyses; clear reporting of the research findings.

Good (B+, B, B-)

Use of appropriate research design and statistical methods; good execution of research procedures and analyses; clear reporting of the research findings.

Fair (C+, C, C-)

Use of appropriate research design and/or statistical methods; fair execution of research procedures and analyses; incomplete and/or unclear reporting of the research findings.

Marginal (D)

Inappropriate use of research design and/or statistical methods; poor execution of research procedures and analyses; incomplete and/or unclear reporting of research findings.

Failure (F)

Weakness in critical and analytical skills.

Assessment Task

Discussion

Excellent (A+, A, A-)

Correct and critical interpretation/discussion of research findings in relation to prior data; sensitive to cross-cultural issues (if applicable); implications and limitations of study results are clearly spelled out.

Good (B+, B, B-)

Correct and clear interpretation/discussion of research findings in relation to prior data; implications and limitations of study results are adequately discussed.

Fair (C+, C, C-)

Fair interpretation and/or discussion of research findings; implications and limitations of study results are not adequately discussed.

Marginal (D)

Poor interpretation and/or discussion of research findings; not sensitive to cross-cultural issues (if applicable); implications and limitations of study results are not mentioned and/or discussed.

Failure (F)

Weakness in critical and analytical skills.

Assessment Task

Other Aspects

Excellent (A+, A, A-)

Good organisation; evidence of scholarly writing style; comply with research ethics, no evidence of academic dishonesty.

Good (B+, B, B-)

Reasonable organisation; some evidence of scholarly writing style; complies with research ethics; no evidence of academic dishonesty.

Fair (C+, C, C-)

Fair organisation; complies with research ethics.

Marginal (D)

Lack of organisation; failure to comply with research ethics; evidence of academic honesty.

Failure (F)

Failure to comply with research ethics; evidence of academic dishonesty.

Part III Other Information

Keyword Syllabus

No formal syllabus but the learning process will involve:

- i. Identify a topic area
- ii. Conduct literature search
- iii. Conduct field work;
- iv. Data management and analysis
- v. Writing up the thesis
- vi. Presenting the results in academic setting such as conferences/seminars (Optional)

Reading List**Compulsory Readings**

Title	
1	American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington DC: American Psychological Association.
2	American Psychological Association. (2010). Concise rules of APA style (6th ed.). Washington, DC: American Psychological Association.
3	Dunn, D. S. (2008). Short guide to writing about psychology (2nd ed.). New York, NY: Pearson/Longman.
4	Galvan, J. L. (2009). Writing literature reviews: A guide for students of the social and behavioral sciences (4th ed.). Glendale, CA: Pyrczak.

Additional Readings

Title	
1	Nil