LEARNING TO OBSERVE, EXPERIMENT AND SURVEY

Grado en Comportamiento y Ciencias Sociales BBSS SEP-2023 LOES-N-BS.1.M.A

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Professor: **JOSHUA JORG GUJER**

E-mail: jguyer@faculty.ie.edu

Joshua Guyer holds a PhD in Social Psychology from Queen's University (Kingston, Canada), for which he was awarded the Canadian Psychological Association Certificate of Academic Excellence for best dissertation research. Dr. Guyer previously taught at the Royal Military College of Canada (Kingston, Canada), after which he completed his postdoctoral research at the Universidad Autonoma de Madrid under the supervision of Pablo Briñol. Dr. Guyer also teaches at Saint Louis University (Madrid campus), the University of the Fraser Valley and Kwantlen Polytechnic University (Vancouver). He has been an invited guest lecturer at numerous international universities and is a regular speaker at various conferences.

His primary areas of interest investigate the psychological mechanisms by which different qualities of voice that reflect speaker confidence (e.g., speech rate, intonation, pitch), as well as different emotional qualities of voice (e.g., fear, excitement, boredom, contentment) influence the success of persuasive communications. Additional research interests focus on various aspects involved in social influence, such as scarcity, authority, and stealing thunder. His research has been published in a course textbooks, specialized handbooks, academic encyclopedias, various media outlets, and internationally recognized journals, including the Journal of Experimental Social Psychology, Personality and Social Psychology Bulletin, the Journal of Nonverbal Behavior, the Journal of Sports Psychology and Psicothema.

If your question cannot be properly answered via email and/or you would prefer to meet in person, please make an appointment to meet either via ZOOM or on the university campus during my scheduled office hours. Office hours will be determined at the beginning of the semester and posted on Campus Online.

SUBJECT DESCRIPTION

Learning to Observe, Experiment and Survey is designed as an introductory-level course for those students with relatively little background knowledge of research methodology. In this course, students will learn about different types of research (e.g., experimental, correlational, case studies, surveys), as well as the various phases involved in the process of scientific inquiry. Students will also learn how to use data analysis software to conduct basic analyses in order to empirically test relationships between various real-world phenomena. Importantly, students will have the opportunity to not only participate in several different types of experiments (via workshops), but also conduct a small field study in order to apply concepts learned in class. Students will also gain an understanding of the ethical principles of conduct that form the basis of psychological research using human and non-human participants. Throughout the course, emphasis will be given to applying each concept to real-world situations in order to highlight the important contributions of empirical research across domains, including behavioral economics, digital marketing and communications, and emerging technologies.

LEARNING OBJECTIVES

The goal of this course is to introduce students to quantitative and qualitative methodology in order to provide them with the necessary tools for conducting basic empirical research. This course will enhance student's ability to think critically and scientifically about everyday issues and problems. Specifically, this course is designed to achieve the following objectives:

1. Develop the ability to think critically about research, including understanding how research methodology is used to answer basic scientific questions.
2. Learn how to evaluate the research process using classic quality standards from both a qualitative and quantitative perspective (reliability, validity, triangulation, etc.).
3. Conduct basic data analyses using R, including identifying analytical methods for different types of research questions, as well as how to communicate the results.
4. Accurately communicate scientific research via PowerPoint in an engaging manner.

TEACHING METHODOLOGY

This course will be both lecture and activity-based in order to promote learning and understanding of the course material in a variety of formats. Specifically, this includes practical exercises (each session), quizzes, labs, workshops, a group project/presentation, and in-class discussions. Students will occasionally be required to read assigned materials and/or watch brief videos prior to attending class. Importantly, students will receive constructive feedback on all activities and assignments completed both within and outside of scheduled lecture times.

The discussion of each topic will consist of two basic parts: The first part will focus on relevant theory to provide students with sufficient knowledge to understand the basic concepts and their relationships with one another. The second part will focus on the practical application of theory and concepts to real-world issues. This process will involve a variety of activities such as in-class discussions and debates, a group project/presentation, and several labs and workshops designed to allow students the opportunity to apply both theory and concepts to actual data, current events, as well as within their day-to-day lives.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	30.0 %	45.0 hours

Discussions	10.0 %	15.0 hours
Exercises in class, Asynchronous sessions, Field Work	30.0 %	45.0 hours
Group work	20.0 %	30.0 hours
Individual studying	10.0 %	15.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

The following program is tentative. Although we will attempt to cover all the listed topics, the pace of the class depends on group performance. *Unless otherwise noted, you are expected to complete all assigned readings BEFORE attending class.*

This course is divided into seven modules. Importantly, each session will be both lecture and activity-based to facilitate a more engaging environment designed to enhance learning and understanding of the course material. To ensure that students are maximally prepared for each session, a diverse set of background readings are provided. These materials include current and classic research relevant to each topic, as well as readings taken from the course text.

Each module consists of two basic parts: The first part will focus on relevant theory to provide students with sufficient knowledge to understand the basic concepts and their relationships with one another. The second part will focus on the practical application of theory and concepts to real-world issues. This process will involve a variety of activities such as in-class discussions and debates, a group project/presentation, and several labs and workshops designed to allow students the opportunity to apply both theory and concepts to actual data, current events, as well as within their day-to-day lives.

Labs will focus on learning the relevant analytical strategies via R statistical software for different research designs covered in the course; including how conduct, interpret, and write up results using proper APA format.

Workshops will focus on applying the concepts already discussed via an experiential approach that allows students the opportunity to solidify their understanding by participating in and/or conducting their own research.

This course is comprised of the following seven topics:

1. The Research Process: This module will cover basic concepts related to conducting research, including: the goals, research question, documentation, participants, data, measurement, validity and reliability.

2. Descriptive and Correlational Methodologies: This module will focus on identifying and understanding similarities/differences between several basic research designs.

3. Experimental Methodologies: This module will unpack the key features of experiments, including: manipulation, randomization, control groups, and different factorial designs.

4. Analyzing Data Using R: This module will introduce students to R and teach them how to use R to analyze, interpret, and describe statistical results of descriptive, correlational, and experimental data using current APA style.

5. Quasi Experimental and Applied Research and Measurement: This module will provide an introduction to quasi-experimental and applied research and psychological measures.

6. Qualitative Methodologies: This module will introduce students to different types of qualitative research, including case studies, interviews, focus groups, and surveys. Students will also

design and conduct a field study in small groups.

7. Communicating Scientific Knowledge: This module will focus on how to describe, share and report research using proper APA format.

PROGRAM OVERVIEW

SESSION 1 (LIVE IN-PERSON)

Introduction to Research Methods

Topics Discussed in Class:

- Objectives, contents, schedule, evaluation system, testing, common sense.
- The role of common sense, how to think about ourselves and others.

Exercises:

- So you think you know? Common sense class exercise.
- Small groups: Science vs. pseudoscience exercise.

SESSION 2 (LIVE IN-PERSON)

Common Biases that Affect Judgment and Decision Making: Part 1

Topics Discussed in Class:

- Cognitive biases, confirmation bias, self-fulfilling prophecy, belief perseverance error.
- Overconfidence effect, false consensus/uniqueness effect.

Exercises:

- Small groups: How evaluations of self/others are affected by preconceptions/biases.

Pre-Class Readings:

Other / Complementary Documentation: Judgment under uncertainty (access via Blackboard)

SESSION 3 (LIVE IN-PERSON)

Common Biases that Affect Judgment and Decision Making: Part 2

Topics Discussed in Class:

- Fundamental attribution error, actor-observer effect, self-serving bias.
- False consensus/uniqueness effect, hindsight bias.

Exercises:

- Small groups: Attributions of success/failure for self vs. others*.
- Small groups: Assumptions of false-consensus/false-uniqueness*.

Pre-Class Readings:

Other / Complementary Documentation: From the fundamental attribution error to the truly FAE (access via Blackboard)

SESSION 4 (LIVE IN-PERSON)

Evaluating Information Scientifically: Part 1

Topics Discussed in Class:

- What is science? Science vs. common sense, The scientific method.
- Goals/types of research, feature of empirical research, hypotheses & theories.

Exercises:

- Multiple choice quiz #1 (based on material from sessions 2 & 3).
- Small groups: Creating operational definitions of different constructs*.

Pre-Class Readings:

Book Chapters: Research methods for the behavioral sciences; Chapter 1. Introduction to Scientific Thinking (pg. 3 – 19) and Chapter 2. Generating Testable Ideas (pg. 27 – 34) (See Bibliography)

SESSION 5 (LIVE IN-PERSON)

Evaluating Information Scientifically: Part 2

Topics Discussed in Class:

- Science vs. pseudoscience, types of validity, replication, type I & II error.

Exercises:

- Individual (illustrative): Interactive illustration of Type I vs. Type II error.

Pre-Class Readings:

Book Chapters: Research methods for the behavioral sciences; Chapter 1 (pg. 20 – 27), Chapter 4 (pg. 93 – 98, 103), and Chapter 14 (pg. 401 – 402) (See Bibliography)

SESSION 6 (LIVE IN-PERSON)

Research Design and Operationalization

Topics Discussed in Class:

- Features of descriptive research designs, representative samples, case studies.

Exercises:

- Multiple choice quiz #2 (based on material from sessions 4 & 5).
- Class exercise: applied case study about deception detection.

Pre-Class Readings:

Book Chapters: Research methods for the behavioral sciences; Chapter 4. Identifying Scientific Variables (pg. 83 – 88) and Chapter 5. Sampling from Populations (pg. 113 – 129) (See Bibliography)

SESSION 7 (LIVE IN-PERSON)

Descriptive Research Designs

Topics Discussed in Class:

- Surveys, strengths/weaknesses, naturalistic observation, strengths/weaknesses.
- Descriptive and correlational designs, causation, third variables, issues.

Exercises:

- Small groups: creating a survey – what makes a good survey?
- Individual: Three procedures to improve the causal validity of your study*.

Pre-Class Readings:

Book Chapters: Research methods for the behavioral sciences; Chapter 6. Choosing a Research Design (pg. 139 – 146) and Chapter 13. Descriptive Statistics: Why Summarize Data? (pg. 368 –

378) (See Bibliography)

SESSION 8 (LIVE IN-PERSON)

Correlational Research Designs

Topics Discussed in Class:

- Scatterplots, directionality and third variable problems, correlation vs. causation.
- Spurious correlations, procedures to improve understanding of correlations

Exercises:

- Multiple choice quiz #3 (based on material from sessions 6 & 7).
- Small groups: Creating a correlational study.

Pre-Class Readings:

Book Chapters: Research methods for the behavioral sciences; Chapter 8. Correlational Designs (pg. 217 – 227) (See Bibliography)

SESSION 9 (LIVE IN-PERSON)

Introduction to Experimental Research

Topics Discussed in Class:

- Features of experimental studies, confounding variables, equal groups.
- Participant/experimenter effects, single/double blind, applications, meta-analysis.

Exercises:

- Entire class: Identifying components of an experimental study.
- Small groups: Creating an experiment: Identifying/manipulating/measuring IVs / DVs.

Pre-Class Readings:

Book Chapters: Research methods for the behavioral sciences; Chapter 9. Single-Case Experimental Designs (pg. 256 – 272) (See Bibliography)

SESSION 10 (LIVE IN-PERSON)

Factorial Designs: Part 1

Topics Discussed in Class:

- Experimental research, manipulation, randomization, control groups, issues.

Exercises:

- Multiple choice quiz #4 (based on material from sessions 8 & 9).
- Class exercise: Naming factorial designs*.

Pre-Class Readings:

Book Chapters: Research methods for the behavioral sciences; Chapter 12. Factorial Experimental Designs (pg. 335 – 346) and Chapter 12. Main Effects and Interactions (pg. 342 – 355) (See Bibliography)

SESSION 11 (LIVE IN-PERSON)

Factorial Designs: Part 2

Topics Discussed in Class:

- Identifying main effects, interactions, simple main effects, floor/ceiling effects.

Exercises:

  - Small groups: Practice identifying main effects/interactions using real data.

Pre-Class Readings:

Book Chapters: Research methods for the behavioral sciences; Chapter 12. Main Effects and Interactions (pg. 342 – 355) (See Bibliography)

SESSION 12 (LIVE IN-PERSON)

Lab 1: Introduction to R

Topics Discussed in Class:

  - Measurement scales, missing data, recoding variables.

Exercises:

  - Multiple choice quiz #5 (based on material from sessions 10 & 11).
  - Individual practice: Enter data/create variables and identify/replace missing data.

Pre-Class Readings:

Book Chapters: Research methods for the behavioral sciences; Chapter 4. Selecting a Measurement Procedure (pg. 99 – 102) and Chapter 4. R in Focus: Entering and Coding Data (pg. 103 – 112) (See Bibliography)

SESSION 13 (LIVE IN-PERSON)

Lab 2: R - Descriptives/Real-world applications

Topics Discussed in Class:

  - Descriptive statistics, z-scores, percentile ranks, real-world applications.

Exercises:

  - Individual: Creating/editing tables, charts, and figures using R/Excel.

Pre-Class Readings:

Book Chapters: Research methods for the behavioral sciences; Chapter 13. Descriptive Statistics: Why Summarize Data? (pg. 368 – 378) and Chapter 13. R in Focus: Central Tendency and Variability (pg. 379 – 380) (See Bibliography)

SESSION 14 (LIVE IN-PERSON)

Lab 3: R - Correlations/Real-world applications

Topics Discussed in Class:

  - Correlations, outliers, restricted range, effect size, real-world applications.

Pre-Class Readings:

Book Chapters: Research methods for the behavioral sciences; Chapter 8. Correlational Designs (pg. 217 – 227) and Chapter 14. Effect Size: How Big is an Effect in the Population? (pg. 412 – 415) (See Bibliography)

SESSION 15 (LIVE IN-PERSON)

Lab 4: R - T-tests/Real-world applications

Topics Discussed in Class:

  - T-tests, types and reporting, real-world applications.

Exercises:

   - Individual practice: Identify the correct t-test for each research question.

Pre-Class Readings:

Book Chapters: Research methods for the behavioral sciences; Chapter 5. New Populations One-Sample t-test (pg. 131 – 138), Chapter 10. Two Independent-Samples t-test (pg. 286 – 288), and Chapter 11. Related-Samples t-test (pg. 319 – 322) (See Bibliography)

SESSION 16 (LIVE IN-PERSON)

Workshop 1: SPSS - Conducting Between/Within Experiments

Exercises:

   - Participating in a between-participants & mixed design experiment (individual basis).

Pre-Class Readings:

Book Chapters: Research methods for the behavioral sciences; Chapter 10. Between-Subjects Experimental Designs (pg. 273 – 282) and Chapter 10. Within-Subjects Experimental Designs (pg. 305 – 312) (See Bibliography)

SESSION 17 (LIVE IN-PERSON)

Lab 5: R - Factorial ANOVA data from Workshop 1

Topics Discussed in Class:

   - Factorial ANOVA using R, analyzing experimental data from Workshop 1.

Exercises:

   - Small group assignment: Analyzing experimental data collected in Workshop 1.

Pre-Class Readings:

Book Chapters: Research methods for the behavioral sciences; Chapter 10. General Instructions for Conducting a Factorial ANOVA (pg. 356 – 364) (See Bibliography)

SESSION 18 (LIVE IN-PERSON)

Lab 6: R - Mixed design data from Workshop 1

Topics Discussed in Class:

   - Mixed design ANOVA using R, analyzing experimental data from Workshop 1.

Pre-Class Readings:

Book Chapters: Research methods for the behavioral sciences; Chapter 11. Comparing Between-Subjects/Within-Subjects Designs (pg. 328 – 334) (See Bibliography)

SESSION 19 (LIVE IN-PERSON)

In class Midterm Exam

SESSION 20 (LIVE IN-PERSON)

Introduction to Quasi-Experimental Designs

Topics Discussed in Class:

   - Quasi-experimental research, pre/post-test designs, interrupted time-series, issues.

Exercises:

- Small groups: Design a quasi-experiment and test its effectiveness.

Pre-Class Readings:

Book Chapters: Research methods for the behavioral sciences; Chapter 11. Quasi-Experimental Designs (pg. 240 – 250) (See Bibliography)

SESSION 21 (LIVE IN-PERSON)

Introduction to Applied Research

Topics Discussed in Class:

- Applied research, history, real-world examples, pre/post-tests, ethical issues.

Exercises:

- Small groups: Identifying costs/benefits and ethical implications of applied research.

Pre-Class Readings:

Other / Complementary Documentation: Quasi-Experimental Designs and Applied Research (access via Blackboard)

SESSION 22 (LIVE IN-PERSON)

Psychological Measures: Types, Uses and Ethical Considerations

Topics Discussed in Class:

- Indirect vs. direct self-report, behavioral/physiological measures.
- Strengths/weaknesses of different measurement tools, reliability of measures.
- Ethical research, human/animal participants, research ethics boards.

Exercises:

- Take-home assignment: Watch guest lecture video on psychological measures.
- Do animals have rights? Read part 1 & 2 and submit feedback on discussion board.

Pre-Class Readings:

Book Chapters: Research methods for the behavioral sciences; Chapter 3. Research Ethics (pg. 53 – 80) (See Bibliography)
Other / Complementary Documentation: Should we trust web-based studies? (access via Blackboard)
Other / Complementary Documentation: Ethics of CIA and military contracting by psychiatrists/psychologists (via Blackboard)
Other / Complementary Documentation: Scientific rewards and conflicts of ethical choices in human research (via Blackboard)

SESSION 23 (LIVE IN-PERSON)

Introduction to Qualitative Designs: Part 1

Topics Discussed in Class:

- Qualitative vs. quantitative research, types of sampling, types of interviews.
- Interview process, creating and conducting an interview, strengths/weaknesses.

Exercises:

- Small groups: Interview development; choosing a type, population, and questions

Pre-Class Readings:

Other / Complementary Documentation: Writing interview protocol and conducting interviews: Tips for students new to the field of qualitative research (access via Blackboard)

SESSION 24 (LIVE IN-PERSON)

Qualitative Designs: Part 2

Topics Discussed in Class:

   - Focus groups, processes and protocol, data analyses, issues.

Exercises:

   - Small groups: Choose a topic, identify moderator, conduct focus group (6–8 people)*.

Pre-Class Readings:

Other / Complementary Documentation: Focus groups and surveys as complementary research methods: A case example (access via Blackboard)

SESSION 25 (LIVE IN-PERSON)

Qualitative Designs: Part 3

Topics Discussed in Class:

   - Focus groups continued…

SESSION 26 (LIVE IN-PERSON)

Workshop 2: Observational Field Study

Exercises:

   - Applied qualitative methods (Conducting field research/gathering data)

Pre-Class Readings:

Other / Complementary Documentation: Revisiting field experimentation: Field notes for the future (access via Blackboard)

SESSION 27 (LIVE IN-PERSON)

Writing the Research Report and Analyzing an Issue (Group Research Project)

Topics Discussed in Class:

   - Structured writing, formatting, title page, references, citing, plagiarism.

   - Group project (in class/take home assignment if necessary).

Pre-Class Readings:

Book Chapters: Research methods for the behavioral sciences; Chapter 15. Communicating Research: Preparing Manuscripts, Posters, and Talks (pg. 425 – 433; 447 – 454). APA-Style Writing, Sample Manuscript (pg. 455 – 503) (See Bibliography)

SESSION 28 (LIVE IN-PERSON)

Group Project/Presentations: Must submit via Turnitin on presentation date

   - Discussion, Evaluation, and Feedback.

Take Home Assignment:

Choose two presentations and use "Feedback Fruits" to respond to these questions:

1. What are several things that the group did well?
2. What are some opportunities for growth/improvement?
3. What did you learn from this presentation and how can it be applied?

SESSION 29 (LIVE IN-PERSON)

Group Project/Presentations: Must submit via Turnitin on presentation date (Continued...)

- Discussion, Evaluation, and Feedback.

Take Home Assignment:

Choose two presentations and use "Feedback Fruits" to respond to these questions:

1. What are several things that the group did well?
2. What are some opportunities for growth/improvement?
3. What did you learn from this presentation and how can it be applied?

SESSION 30 (LIVE IN-PERSON)

In Class Final Exam

EVALUATION CRITERIA

A variety of teaching and learning strategies will be used in this course. You will be assigned a grade based on your active participation during in class activities and discussions, completion of 5 online experiments, discussion boards, 5 MC quizzes, a literature review, a group research project, and a midterm and final exam.

IMPORTANT: Please note that your attendance in class does not form part of your grade. Again, your grade in this course will not be affected by your attendance in classes. Please see pages 14/15 of this syllabus for detailed information regarding IE's attendance policy, and the "IE Attendance Policy 2022 – 2023" document posted on Blackboard.

Participation in Activities/Discussions, Labs/Workshops (10%)
Active participation in class activities and discussions (e.g., asking/answering questions, sharing your ideas in small group activities) is an especially important aspect in this course because our focus will be on understanding how the theories and concepts discussed in class can be applied in real-world contexts. Thus, engagement in all activities and discussions is critical and will be measured via periodic in-class activities. These activities are designed to be short, quick assignments that will focus on bringing the psychological concepts discussed in class to life in a variety of novel and meaningful ways.

Experiment Participation (5%)
You will be required to complete five online experiments (10 – 15 minutes) whose purpose is to enhance understanding of the materials discussed in lecture. Participation in each experiment is worth 1% of your final grade. Your responses will always be 100% anonymous. That is, you will never need to provide any information about your identity. I will provide more details about each experiment in class. You will have 1 week to do each experiment.

Short Quizzes (15%)
Over the course of the semester, you will write 5 in-class quizzes, each worth 3% of your final grade. These quizzes are intended to evaluate your understanding of the material discussed in the prior class. Each quiz will consist of 10 multiple choice questions.

Online Discussions: Original/Secondary Discussion Posts (10%)
Throughout the semester I will post questions on the Discussion Board taken from the exercises in the lecture slides. The purpose of these questions is to stimulate discussion, debate, and reflection upon the material covered in the lectures for that week. During the week, you should be logging into Blackboard and checking the discussions on a daily basis.

I expect you to respond to each discussion activity/questions (see course schedule) with an original thought of your own (i.e., Original Discussion Post). You should also make an additional post by responding to the posts made by your classmates, either by elaborating on their original idea or by asking clarifying questions (i.e., Secondary Discussion Post). Both posts must be made by Sunday at midnight (Madrid time). Discussions will be closed on Sunday at midnight (Madrid time).

I have not set a specific number of responses you should post for each discussion. Original and Secondary discussion posts will be evaluated based on their quality not quantity (see the Rubric posted below). Total points for each discussion board can range between 0 – 2. The Discussion Board component of your grade will be comprised of 5 separate discussions, evaluated at 1% each (i.e., a score of 0 = 0/1%. 1 = .5/1%, 2 = 1/1%).

Points Awarded: 0 / 1 / 2

Criteria

- 1= No post made or the post does not demonstrate any relevance to the assigned readings. Postings such as "I agree" fall into this category.
- 2 = Posting suggests that you have not reviewed the lecture slides or textbook / assigned readings. OR Ideas are not original or do not contribute to the discussion in a meaningful way.
- 3 = Postings demonstrate a clear understanding of the material / add to discussion with original ideas. Engagement in discussion among classmates also enhances the conversation for the entire class.

Midterm Exam (20%)
The midterm exam will only include material from the PowerPoint slides. The exam will include multiple choice questions and a long-answer, theory-based question that requires you to thoroughly explain a theory as well as provide two examples through which you apply the theory using real-world applications. Midterm exam will be held in class during Session 19.

Literature Review (10%)
You will write a 2 – 3 page literature review on either the replication crisis in psychology, or the ethics of using deception/animals in research. Minimum 10 peer-reviewed sources required. Due Session 24. Submit literature review document to my email: jguyer@faculty.ie.edu

Group Research Project (10%)
In groups of 3-4 people, you will conduct an original research project that requires the collection, analysis and presentation of your data via a formal report (submitted to me via Turnitin) as well as a presentation to the class. 10% of your grade will reflect the quality of your report. The remaining 10% will be determined by the quality of your group presentation. A detailed description of the research project/presentation requirements can be found in the "Group Research Project" folder on Blackboard.

Final Exam (20%)
The final exam is cumulative and will only include material from the PowerPoint slides. The exam format will include multiple choice questions and a long-answer question that requires you to thoroughly explain the advantages/disadvantages of certain methodological techniques, plus identify all the methodological flaws in a study. To pass the course, a minimum grade of 3.5 is required on the final exam. If your grade on the final exam is lower than 3.5, you will fail the course, even if your weighted average (computed using the table above) exceeds 5.0.

Late Assignments/Presentation:

Will be penalized 5% per 24-hour period, starting on the day they are due. Only in cases of emergency or illness can changes be made to due dates of assignments or projects. ALL such arrangements are the full responsibility of the student and must be made PRIOR to the due date. Failure to confirm any changes to the due date with the professor prior to the due date will result in a grade of zero.

criteria	percentage	Learning Objectives	Comments
Final Exam	20 %		
MC Quizzes	15 %		5 x 3%
Midterm Exam	20 %		Session 19
Literature Review	10 %		Due Session 24
Discussion Board Posts	10 %		Announced in class
5 Experiments	5 %		5 x 1%
Group Project/Presentation	10 %		Sessions 28/29
Class Participation	10 %		As described above

RE-SIT / RE-TAKE POLICY

As per University Policy:

Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and July period).

It is mandatory to attend 100% of the classes. Students who do not attend 70% of each class will lose their 1st and 2nd chance and go directly to the 3rd (i.e., they must enroll again the next academic year).

RE-SIT / RE-TAKE POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or "re-sit") in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

1. Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).

2. It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)

3. The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be

capped at 8.0 (out of 10.0) – i.e., "notable" in the extraordinary call.

4. Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

***Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

***In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

Attendance:
Attendance at all scheduled classes is mandatory and essential for success in the course. If you miss class for any reason, you are responsible for getting notes from classmates. Under most circumstances, students who miss a class in which a presentation, mid-term, or final exam is held will not be granted an exception or given an opportunity to do a make-up assignment or exam. However, if illness or other circumstances prevent you from adhering to the due dates in this syllabus, an exception may be granted at the discretion of IE Program Management. In all cases, the student must provide official documentation (e.g., from a medical doctor) to Program Management to approve an absence.

Special Attention Students:
To request academic accommodations due to special attention needs, please contact bbss@ie.edu

Student Privacy Statement:
At times, students may disclose personal information through class discussions. It is expected that all members of the class will respect the privacy of their classmates. This means that the information disclosed in the class will not be repeated or discussed with other students outside of the course.

Decisions about Grades:
Decisions about grades are made very carefully and are final at the end of the course. If you have questions regarding a certain grade or you would like to receive personal feedback, you must request a meeting with me to discuss grades on specific assignments before the last class of the course. Any disputes regarding grades must be resolved before the final exam. "Extra credit" or makeup assignments will only be allowed under extenuating circumstances at the sole discretion of the course professor.

ACADEMIC INTEGRITY

Unless you are specifically instructed to work with other students in a group, all of your assignments, papers, projects, presentations, and any work I assign must reflect your own work and thinking.

What is academic integrity? When you do the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust. Academic Integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic Integrity violations are defined as Cheating, Plagiarism or other violations of academic ethics.

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a "0" on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

It is important to note that, while the list below is comprehensive, it should not be considered exhaustive.

Cheating includes:

1. An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.

2. Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.

3. Tampering with official documents, including electronic records.

4. Impersonating a student on exercises, quizzes, exams, etc., including unauthorized access to any electronic course management tool or program (e.g. Black Board) using other's login/password.

Plagiarism includes:

1. Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.

2. Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal wording changes, or where sentences are similar but in a different order).

3. You don't have to commit "word for word" copying to plagiarize – you can also plagiarize if you turn in something that is "thought for thought" the same as someone else.

Other violations of academic ethics include:

1. Not acknowledging that your work or any part has been submitted for credit elsewhere.

2. Misleading or false statements regarding work completed.

3. Knowingly aiding or abetting anyone in committing any form of an Academic Integrity violation.

CODE OF CONDUCT IN CLASS

1. Be on time: Students arriving more than 10 minutes late will be marked as "Absent". Only students that provide written notification to the professor in advance that they will be late for a specific session (and the professor confirms receipt of this information) may be granted an exception at the discretion of the professor.

2. Respect your classmates. Classroom discussion is an important part of the learning process.

Therefore, it is vital to maintain a classroom environment that is respectful and free of discrimination and/or recrimination from peers. Please keep in mind that at times, students may disclose personal information through class discussions. It is expected that all members of the class will respect the privacy of their classmates. However, please remember that class is NOT a protected, confidential environment, and the professor cannot guarantee that other students/peers will maintain your confidential information should you choose to share it.

3. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures (unless specifically permitted by the course professor). If a student leaves the room during lectures without receiving permission from the professor, he/she will not be allowed to re-enter and, therefore, will be marked as "Absent". Only students that notify the course professor that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. Do not engage in side-conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side-conversations are not allowed. If you have a question, raise your hand and ask it. It you do not want to ask it during the lecture, feel free to approach your teacher after class. If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as "Absent".

5. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is not permitted. That is, the student will be asked to leave the room and thus will be marked as "Absent".

6. No cellular phones: IE University implements a "Phone-free Classroom" policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

7. Escalation policy: Items 4, 5, and 6 entail expulsion from the classroom and the consequent marking of the student as "Absent." IE University implements an "escalation policy": The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.

BIBLIOGRAPHY

Recommended

- Privitera, G. J.. (2020). *Research methods for the behavioral sciences.* 3rd Edition. Sage Publications. ISBN 9781544309811 (Printed)

BEHAVIOR RULES

Please, check the University's Code of Conduct here. The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](). The Program Director may provide further indications.