

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2023/2024

Study Program Master in Cognitive and Social Psychology

Name Dissertation and dissertation support seminar
Teaching staff (Also indicate the Professor in charge) Leonel Garcia-Marques (coordenation) Sara Hagá
ECTS 30
Functioning theoretical-practica
Learning goals Provide students with different research approaches in the areas of Cognitive Psychology and Social Cognition, confronting them with a set of statistical principles, methodologies, and procedures, which allow them to plan studies, analyze data and develop research projects. Facilitate the scientific writing process of the dissertation. Monitor the planning and implementation of the research project leading to the Dissertation.
Skills to be developed Skills required for the development research/to successfully complete the dissertation: Critical analysis skills Competence to think creatively and develop new ideas and concepts Research organization and planning skills Ability to analyze data critically, to use data to update hypotheses and theories, and to think programmatically. Scientific writing skills



Prerequisites (precedences) *

None

Contents

(LGM Module 1)

- Presentation and Discussion of Dissertation Projects
- Presentation and Discussion of the results of the research underlying the dissertation
- General concepts on Philosophy of Science
- Theory of Signal Detecting & Research in Psychology
- Introduction to the theory of the test in statistics, factorial designs, parametric methods of analysis and contrasts
- Science Replication

(SH Module 2)

- The Practice of Writing: beliefs about scientific writing, struggles and blockages, create space/time for writing, writing dynamics, first sketches, intermediate and final sketches
- The Structure of Writing: IMRaD format, literature review, meta-materials, references and supplementary materials
- The Form of Writing: paragraphs, phrases, words

Bibliography

Chalmers, A.F. (1999). What is this thing we call science? (3rd ed.). Buckingham, England: Open University Press.

Abelson, Robert P. (1995). Statistics as a Principled Argument. Hillsdale, N.J.: L. Erlbaum Associate

Rosenthal, R., & Rosnow, R. L. (1985, 2009). Contrast analysis: Focused comparisons in the analysis of variance. Cambridge University Press.

Sarnecka, B. W. (2019). The writing workshop: Write more, write better, be happier in academia. (n.p.): Author.

Teaching methods

It is intended to provide students with opportunities to develop the skills required to the successful completion



of the dissertation. Oral presentations. Application exercises. Individual tutoring.
Students attend the group research seminar, and are simultaneously accompanied in tutorial regimen by the dissertation advisor throughout the year.

Evaluation Regimes (General and/or Alternative)

Qualitative information to be consider in the dissertation final grade.

Evaluation Elements

(Dates due, weights, minimum required grades)

Does not apply

Rules for grade improvement

Does not apply

Rules for students having previously failed the course unit *

Requirements on attendance and punctuality

None

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

Language of instruction

PT

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises.
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;



- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable