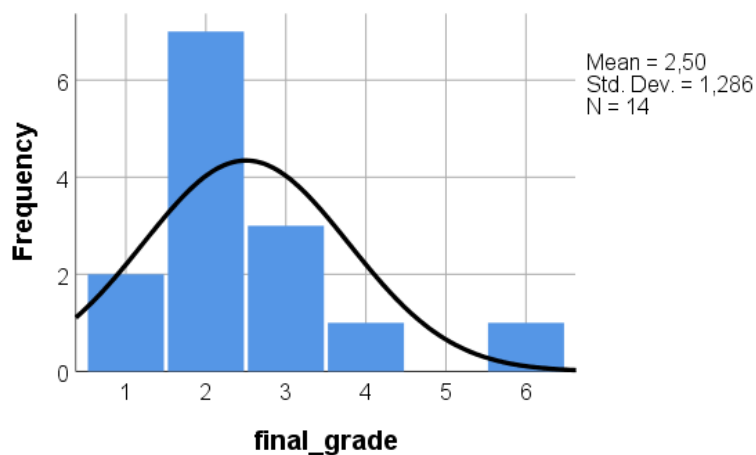


PSY-3005 exam Autumn 2019, Grading and results

“PSY-3005 Attitudes” is an English-taught 10-credits course in the Masters program in Psychology. Its final exam is a ten-page essay on a course-related topic of the student’s choice. The criteria for writing the essay were defined in detailed, written instructions for the students; see the Appendix which also shows the examiner instructions for the evaluation. The exam’s outcome is a letter grade from A to F. The essays were evaluated by a committee comprising an internal examiner (actually, the course teacher) and an external examiner (a professor of social and community psychology who is not employed by the UiT). The examiners received the essays in anonymous form, that means, with candidate numbers instead of the students’ names on the coverpage. They first evaluated all essays independently. Then they determined the final grades in a grading conference. The final grades are shown below.

final_grade			
		Frequency	Percent
Valid	1,00	2	14,3
	2,00	7	50,0
	3,00	3	21,4
	4,00	1	7,1
	6,00	1	7,1
	Total	14	100,0



Note. 1 = A, 2 = B, ..., 6 = F

Inter-rater agreement in the grading

Detailed guidelines had been developed beforehand to standardize the grading process. Using these guidelines, each examiner first rated all essays independently. Afterwards the examiners compared their results and agreed on the final grades. Below is an analysis of the independently determined grades (theoretical range: 1 = "A" to 6 = "F") from before the comparison.

Paired Samples Statistics

		Mean	N	Std. Deviation
Pair 1	examiner_A	2,21	14	1,42
	examiner_B	2,64	14	1,34

Paired Samples Test

		Paired Differences				
		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	examiner_A - examiner_B	-,43	1,22	-1,31	13	,21

The tables above show that the examiners independently gave similar grades on average ($M = 2.21$ and $M = 2.64$, respectively). The magnitude of the mean difference is small ($M = -.43$, which corresponds to less than half a grade) and is statistically not significant, $t(13) = -1.31$, $p > .20$.

Appendix

- Examiner guidelines for evaluating the essays
- Student guidelines for writing the essay

PSY-3005 Attitudes H2019: Examiner guidelines

“PSY-3005 Attitudes” is an English-taught course in the Masters program Psychology. The Autumn-2019 class included students from study programs other than psychology and many international exchange students, mostly Bachelor-program exchange students who were admitted to this course due to a lack of English-taught alternatives at the BA level in this semester.

Before being allowed to submit an essay, all students had to successfully complete the following pass/fail-evaluated coursework:

- an individual, formal presentation to the class (ca. 15 minutes), plus ...
- a minimum of seven written homework assignments (ca. ½ page each).

Although that was a considerable amount of work for the students, the study transcript will later show only the grade for the essay (A to F).

The students received detailed instructions for how to write their essay. These are shown on the next two pages. The students' instructions shall also be the guidelines for the examination. The letter grades (A to F) shall follow the grading scale from the “Regulations for examinations at UiT,” Section 36 “Assessment terms”:

Symbol	Designation	General, qualitative descriptions of the assessment criteria
A	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a very high degree of independent thinking.
B	Very good	A very good performance. The candidate demonstrates sound judgement and a high degree of independent thinking.
C	Good	A good performance in most areas. The candidate demonstrates a reasonable degree judgement and independent thinking.
D	Satisfactory	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	Fail	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.

Source: https://en.uit.no/exams/art?p_document_id=523936

If there are any questions, then please contact me: frank.siebler@uit.no

PSY-3005 Ten-page home essay: Student instructions

Elements: You need all of the following (everything in APA style):

- A cover-page with the essay's title, your anonymous candidate number, the course code (PSY-3005), the university and department names, and the current semester
- A circa ¼ page abstract, on a page of its own
- 10 pages of text (normal margins, line-spacing 1.5; 1-2 useful figures or diagrams are welcome, but do not count as text) (*Less than 9 pages or more than 15 pages or stretching a too-short text body to 10 pages with generous formatting = "Fail"*)
- References list, starting on a new page
- **NOTE:** The text body of the core essay shall have ten pages. Cover-page, abstract, and references list do **not** count for the requested ten pages of text.

Suggested structure of the 10 pages: Recommended, but not binding:

- Introduction (ca. 1-2 pages)
- Theory Part A (ca. 3-4 pages)
- Theory Part B (ca. 3-4 pages)
- Discussion (ca. 2-3 pages)

In the Introduction, give a preview / an overview / a roadmap of the rest of your essay (it is easiest if you write the Introduction after everything else is done). In Theory Part A, describe one important theory or measurement method or line of research, together with relevant example studies. In Theory Part B, describe a theoretical advancement, together with relevant example studies (f. ex., important critique that has been raised against the theory or method from Part A, or a later refinement that shows that the theory from Part A "works" but only under certain conditions, or a newer theory or method that aims to replace the one from Part A completely). In the Discussion, summarize your Parts A and B, then draw your conclusions (f. ex., is the critique really convincing [why / why not]; is the new theory really better [why / why not]).

Here are a few examples:

- *Part A*: The ELM as an important persuasion theory; *Part B*: the HSM as an improvement over the ELM.
- *Part A*: ELM and HSM as dual-process models of persuasion; *Part B*: the Unimodel as a single-process model that aims to replace them both.
- *Part A*: The Implicit Association Test (IAT) as a measure of prejudice that people don't want to admit or are not even aware of; *Part B*: Critique against the IAT.
- *Part A*: Early research on cognitive dissonance as a cause of attitude change; *Part B*: later research that clarified under what conditions cognitive dissonance does versus does not cause attitude change.

You can freely choose any attitude-related theories and methods that were covered in the course. Completely new attitude-related theories and methods are also possible, but must be agreed with me (F. Siebler) beforehand, to avoid unpleasant surprises.

Contents:

PSY-3005 is a course at the Masters level.

You shall not simply take the keywords from the seminar Powerpoint files and reformulate them into full sentences. You also shall not limit yourself to the short, second-hand descriptions of studies from the course textbook (instead, download and read the original research articles).

You shall tell a two-part theoretical story in your own words (f. ex., "Theory X is in widespread use, but recently the newer theory Y has been suggested as a better alternative"). You shall back up both parts of the story with empirical evidence (f. ex., "To demonstrate this, the authors set up an experiment where they ... The results of that experiment were ... These findings demonstrate that ..."). You shall draw your own, justified conclusions from the material that you have presented (f. ex., "There are some differences in the terminology. However, the new theory appears to make exactly the same predictions as the old theory. Therefore, ...").