

## Subject Description Form

<b>Subject Code</b>	APSS 5065																	
<b>Subject Title</b>	Advanced Studies in Personality and Individual Differences																	
<b>Credit Value</b>	3																	
<b>Level</b>	5																	
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil																	
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class participation</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">-</td> </tr> <tr> <td>2. Quiz</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">-</td> </tr> <tr> <td>3. Group Presentation</td> <td style="text-align: center;">-</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>4. Essay</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">-</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class participation	30%	-	2. Quiz	10%	-	3. Group Presentation	-	20%	4. Essay	40%	-
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<b>Objectives</b>	<p>This subject aims to introduce students to the psychology of personality, one of the most basic and important branches of psychology. Students will be able to describe and explain the origins of personality, its development and changes through studying in lectures and seminar discussions a number of classic and contemporary theories and applications of personality. On this basis, students will also be able to appreciate ideographic approach to personality towards personal understanding and growth, as well as the nomothetic approach to personality towards application of personality assessment in applied settings.</p>																	
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Acquaint with major personality theories &amp; their philosophical background, assumptions of human beings and methodology used</li> <li>b. Explore specific personal / social / psychological issues in relation to tenets derived from these theories</li> <li>c. Appreciate the influence of culture and society on the study and application of personality theories</li> </ol>																	
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Major models of human personality             <ol style="list-style-type: none"> <li>A. Historical and philosophical background of selected personality theories</li> <li>B. Exposition of the theoretical tenets of each of the theories such as                 <ol style="list-style-type: none"> <li>i) Psychoanalytic perspective</li> <li>ii) Learning and Social Learning perspective</li> <li>iii) Humanistic perspective</li> </ol> </li> </ol> </li> </ol>																	

	<p>iv) Cognitive perspective v) Bio-sociological perspective</p> <p>2. Analysis of assumptions of each of the above mentioned perspectives 3. Understanding the methodology employed by psychologists in their knowledge building 4. Advances in personality assessment and its contemporary applications</p>																																	
<p><b>Teaching/Learning Methodology</b></p>	<p>Theoretical foundation for the subject will be delivered in lectures, while the students' experiential and practice knowledge will be acquired through the project-based learning. It is expected students actively participate in their learning process through participating in the class discussion and the project-based learning. Teaching and learning activities of the subject are further empowered by the various blended learning initiatives incorporated in this subject as well as the students' teamwork in project-based learning. Further information will be provided through Learn@PolyU learning management system.</p> <p>Students are advised to read the suggested readings as well as to search relevant information from the library and the internet in preparing their assignments and in their private study. The subject teacher will be available for consultation (by appointment) on students' problems in the study if such request arises. Feedback to students' progress in the subject will be provided from the results of the continuous assessment.</p>																																	
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="541 1021 1506 1733"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% Weighting (Individual %/ Group %)</th> <th colspan="3">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1. Class participation</td> <td>30% (30% /0%)</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Quiz</td> <td>10% (10% /0%)</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Group Presentation</td> <td>20% (0% /20%)</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Essay</td> <td>40% (40% /0%)</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The followings apply to the overall grade:</p> <ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> <li>• The completion and submission of all component assignments are required for passing the subject; and</li> <li>• Students must pass all components so as to pass the subject</li> </ul>	Specific assessment methods/tasks	% Weighting (Individual %/ Group %)	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1. Class participation	30% (30% /0%)	✓	✓	✓	2. Quiz	10% (10% /0%)	✓			3. Group Presentation	20% (0% /20%)	✓	✓	✓	4. Essay	40% (40% /0%)	✓	✓	✓	<b>Total</b>	<b>100 %</b>			
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Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

### **Class Participation (30%)**

Learning artefact engagement via Learn@PolyU learning management system and in-class lecture participation (20%): Participation in learning activities including preparation by reading class materials online via collaborative annotations tool, and in-class engagement through responses via Students' Response System (SRS) will reflect students ongoing progress and engagement in class learning activities.

Engagement in Flipped Classroom Sessions (10%): To evaluate the effort in flipped classroom sessions, students' preparation on learning materials before class via Learn@PolyU and their subsequent engagement in problem solving and experiential learning activities in physical class sessions will be assessed towards flipped classroom sessions participation.

### **Quiz (10%)**

Quizzes will be part of the coursework, aims at consolidating students' comprehension of the essential and content knowledge blocks in the respective units. The questions are based on the weekly required reading and the lecture.

**Group project presentation (20%)** employs collaborative approach to assess students' performance as a team member, a problem-solver and an active learner.

### **Essay (40%)**

Assessment of Individual's application and reflection of subject matter mastery – Essays will assess learning in terms of how students blend theories learnt in subject coverage of subject matter and practice in their psychology interventions related to personality. The SOLO taxonomy on capturing students' learning outcome, which categorized students' capacity from simply retaining knowledge to application of concepts in extended abstract form, will form the basis for grading criteria.

### **Academic Integrity**

<https://www.polyu.edu.hk/ar/academic-integrity/introduction/>

We expect students to honor and practice academic integrity on their academic work in an honest and ethical manner, following the conventions and code of practice of their chosen discipline or profession.

### **Use of Generative Artificial Intelligence (GenAI) in learning and assessments**

<https://www.polyu.edu.hk/edc/explore-a-topic/generative-ai/>

PolyU takes an open and forward-looking stance on the use of generative artificial intelligence (GenAI) tools as a positive and creative force in education, and the incorporation of such use in innovative learning, teaching, and assessment practices.

While embracing the use of new technology in education, PolyU upholds the principle that students must adhere to high standards of academic

	integrity in all forms of assessments. The Student Code of Conduct and the policy on academic integrity apply to the use of GenAI in student work.	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar	12 Hrs.
	Other student study effort:	
	▪ Reading / Essay preparation	81 Hrs.
	Total student study effort	120 Hrs.
<b>Reading List and References</b>	<p>Engler, B. (2014). Personality Theories (9th ed.). Belmont, CA: Wadsworth, Cengage Learning.</p> <p>OpenStax College. (2014). Psychology. Houston, TX: OpenStax CNX. Retrieved from <a href="https://open.umn.edu/opentextbooks/textbooks/psychology">https://open.umn.edu/opentextbooks/textbooks/psychology</a></p> <p>Ashton, M. C. (2013). Individual differences and personality (2nd ed.). San Diego, CA, US: Elsevier Academic Press. DOI: <a href="https://doi.org/10.1016/C2011-0-05656-9">https://doi.org/10.1016/C2011-0-05656-9</a></p> <p>Maltby, J., Day, L. and Macaskill, A. (2017). Personality, individual differences and intelligence. 4th ed. London: Pearson.</p> <p>Diener, E. &amp; Lucas, R. E. (2019). Personality traits. In R. Biswas-Diener &amp; E. Diener (Eds), Noba textbook series: Psychology. Champaign, IL: DEF publishers. DOI: <a href="http://noba.to/96u8ecgw">http://noba.to/96u8ecgw</a></p> <p>McAdams, D. P. (2019). Self and identity. In R. Biswas-Diener &amp; E. Diener (Eds), Noba textbook series: Psychology. Champaign, IL: DEF publishers. DOI: <a href="http://noba.to/3gsuardw">http://noba.to/3gsuardw</a></p> <p>Donnellan, M. B. (2019). Personality stability and change. In R. Biswas-Diener &amp; E. Diener (Eds), Noba textbook series: Psychology. Champaign, IL: DEF publishers. DOI: <a href="http://noba.to/sjvtxbwd">http://noba.to/sjvtxbwd</a></p> <p>Watson, D. (2019). Personality assessment. In R. Biswas-Diener &amp; E. Diener (Eds), Noba textbook series: Psychology. Champaign, IL: DEF publishers. DOI: <a href="http://noba.to/eac2pyv7">http://noba.to/eac2pyv7</a></p>	