# Psychology – Core 2: Research methods in Psychology



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Content provided in this learning sequence is not intended to form a complete program of study for this topic. Content may be adapted, modified and supplemented to meet the individual requirements of students undertaking the Psychology course.

Language demands in the Psychology course may result in the need for additional adjustments. Teachers will need to consider the ability and background of students in their class and plan lessons that support their learning needs.

Appropriate adjustments may include use of:

• explicit instructions

• defining key terms/concepts

• clearly labelled pictures and diagrams

• speech to text or augmentative communication devices.

## Focus

Students examine the scientific methods and ethics involved in psychological research and experimentation. They will investigate the types of psychological research and examine the ethical principles that practices are required to adhere to when engaging participants in research studies.

### Outcomes

A student:

* **PSY5-1** explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches
* **PSY5-2** explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches
* **PSY5-5** demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data
* **PSY5-7** examines suitable research methods including procedures and critical analysis when completing action based learning
* **PSY5-8** communicates psychological information and ideas using appropriate written, oral and visual forms.

Outcomes referred to in this document are from the [Psychology Course Document](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology) © NSW Department of Education for and on behalf of the Crown in right of the State of New South Wales (2021).

### Rationale

Psychology provides the knowledge and understanding of human nature by asking scientific and philosophical questions and by undertaking studies into the fields of neuroscience, cognitive sciences, and social psychology. Through these studies, students will appreciate how people perceive the world around them and how they respond to it, how human learning develops, and how they relate to others and function within society.

### Aim

The aim of Stage 5 Psychology is to promote understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society.

### Purpose and audience

This teaching resource is for teachers delivering or planning to deliver the course. The learning sequence demonstrates how a combination of outcomes can be used to develop teaching and learning activities. It also suggests a range of resources to support teachers when planning and/or teaching the course.

### When and how to use this document

Use this resource when designing learning activities that align with the course outcomes and content. The activities and resources can be used directly or may be adapted based on teacher judgment and knowledge of their students. Core modules must precede options in the delivery of the course. Consult the course document for further details on timing of core and options.

## Learning sequences

This sample learning sequence has been prepared by the NSW Department of Education. It has been developed as a guide for teachers to assist in the development of a teaching and learning program contextualised to an individual school's needs. The scope and depth of the content covered should relate to the school's context, expertise of the teachers delivering the course and the prior knowledge of the students. Plan learning activities that are inclusive and accommodate the needs of all students, in your classroom from the beginning. Some students may require more specific adjustments to allow them to participate on the same basis. For further advice see [inclusive practice resources for secondary school](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/secondary-school).

Aboriginal perspectives which relate to the individual school community should be included in learning sequences. Consultation with local Aboriginal groups including the local NSW Aboriginal Education Consultative Group (AECG) is recommended. For further advice see [Aboriginal education in NSW public schools](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools).

EAL/D learners enrolled in Psychology who are at the consolidating phase of acquiring English language skills will benefit from explicit teaching of subject-specific terminology and may require a little more time to absorb the information. Consider language and cultural demands of content and tasks and beware of barriers to learning due to assumed knowledge. Scaffolded activities which build the field to introduce new concepts and language, message abundancy, modelling and deconstruction of key language features and structures will assist EAL/D learners. When using video resources, ensure closed captions are used. Providing students with a transcript of the video is also useful, as the pace of the closed captions can be quick. Transcripts are available for all YouTube videos with closed captions. To find out how to get the transcript, access [How to Get the Transcript of a YouTube Video](https://www.youtube.com/watch?v=qWdyhFiyH0Y). For further advice see [English as an additional language or dialect.](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency)

HPGE learners may benefit from extension and additional challenge in Psychology. It is important to assess and identify these learners to target areas of growth and improvement. For further advice see [Teaching and learning HPGE](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education).

## Learning sequence 1: The role of psychological research

Students:

* define the role and purpose of psychological research
* identify the characteristics of quality psychological research, including
* theoretical frameworks
* standardised procedures
* validity
* reliability.

### Role and purpose

**Note:** Students may benefit from explicit teaching of specific terms when completing reading activities in this learning sequence. For example:

* psychological phenomena
* conventional wisdom
* trappings of promotion
* self-actualisation
* primary drivers.

Access the [verywellmind](https://www.verywellmind.com/about-us-5184564) article on [The scientific method in psychology research](https://www.verywellmind.com/steps-of-the-scientific-method-2795782). Use the information contained in the article to define the purpose of psychological research.

Access each of the following articles to identify how psychological research is used in society:

* [Our crisis of belonging: our deepest motivation at work](https://www.psychologytoday.com/au/blog/the-art-living-free/202209/our-crisis-belonging-our-deepest-motivation-work)
* [Juries are subject to all kinds of biases when it comes to deciding on a trial](https://theconversation.com/juries-are-subject-to-all-kinds-of-biases-when-it-comes-to-deciding-on-a-trial-176721)

### Quality psychological research

Access [Psychological Research: Crash Course Psychology #2 (10:50)](https://youtu.be/hFV71QPvX2I). Ensure to used closed captions in the video.

Research each of the following steps in a psychological experiment. Create a brief summary for each step of a psychological experiment:

1. constructing a hypothesis
2. identifying variables
3. developing a standardised procedure
4. selecting and assigning participants
5. applying statistical techniques
6. drawing conclusions.

Use the following activities to complete Table 1:

* Access the first 40 seconds of [Develop a Theoretical Framework in 3 Steps (2:59)](https://www.youtube.com/watch?v=4y1BAqOnhMM&t=12s).
* Discuss the definition of the word ‘standardised’ and the word ‘procedure’ separately. Predict the definition of standardised procedure. Use the definition ‘In every step of the research all the participants are treated in exactly the same way and so all have the same experience’ ([tutor2u, 2022](https://www.tutor2u.net/)) to create a shared understanding of this term.
* Access [A Level Psychology – Reliability and Validity (4:43)](https://www.youtube.com/watch?v=vZMxUcRmLMw). Check for student understanding of the key terms, reliability and validity.
* Predict a definition for all terms in Table 1 using the guiding question ‘What do you think this term means?’ Ensure consistent understanding in the class by guiding responses to develop a shared definition.

Table – Key terms and their definition

|  |  |
| --- | --- |
| Key term | Definition |
| Theoretical framework |  |
| Standardised procedures |  |
| Validity |  |
| Reliability |  |

Access the [Marshmallow test (4:21)](https://youtu.be/XcmrCLL7Rtw) explanation by Walter Mischel. Identify each of the following:

* the theory being tested
* the standardised procedures observed
* validity of the test
* reliability of the results.

Respond to the following question using the marshmallow test: What are the implications of ‘success’ or ‘failure’ in this test?

Access the [Marshmallow test: can children learn self-control (2:56)](https://www.youtube.com/watch?v=d8M7Xzjy_m8) to view the test being conducted.

Identify the factors that may contribute to the ‘success’ or ‘failure’ of the participants in this example.

Identify other research and studies that have built on the work of Walter Mischel and respond to the following questions:

* Does the new research support the original findings of Walter Mischel’s experiment?
* How have they built on the original research findings?
* What are the implications for future psychological research in this area?

## Learning sequence 2: Types of psychological research

Students:

* investigate the differences between various types of psychological research and identify the advantages and disadvantages of each research method, including
* experimental research
* correlational research
* descriptive research.

### Research methods

#### Experimental research

**Note:** Adapt the content of [Loftus and Palmer Experiment (1974)](https://www.simplypsychology.org/loftus-palmer.html) to meet the reading needs of the class you are using this activity with. This could be achieved by reducing the length of the document, creating definition lists for difficult words, or reducing the lexical density of the reading – a website like [rewordify](https://rewordify.com/) could be useful here.

Access [experimental research designs (2:47)](https://youtu.be/MB8_ZaPRb90). Complete Table 2 to identify the advantages and disadvantages of each of these experimental methods.

Table – Experimental research methods analysis

|  |  |  |
| --- | --- | --- |
| Method | Advantages | Disadvantages |
| Independent groups |  |  |
| Matched participants |  |  |
| Repeated measures |  |  |

Explore [quasi-experimental design (2:17)](https://youtu.be/vm-7k6unuLo). Identify examples of variables that are unable to be assigned in an experiment.

Access the [Loftus and Palmer (1974) car crash experiment](https://www.simplypsychology.org/loftus-palmer.html) and work in groups to construct answers to the following questions:

* What was the research study seeking to prove?
* What conclusions did the research come to?
* What method of experimental research design was used in this study?
* Would this research have been more effective with a different method?

**Note:** Assign one member of the group to be the spokesperson in a [cold-calling](https://teacherhead.com/2021/02/07/cold-calling-the-1-strategy-for-inclusive-classrooms-remote-and-in-person/) activity to answer the questions in a plenary session. Provide all students in the group with additional roles. It may be useful to consult the [Six Thinking Hats](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/545#.Y2nTWHrWfVo.link) learning activity to define group member role statements.

#### Correlational research

Access the verywellmind resource on [correlational study](https://www.verywellmind.com/correlational-research-2795774). Discuss each of the following questions:

* What are positive and negative correlations?
* What is a correlation coefficient?
* Explain the role of variables in correlational research. How is this different from experimental and descriptive research?

Complete Table 3 to identify the advantages and disadvantages of each of these descriptive methods.

Table – Correlational research method analysis

|  |  |  |
| --- | --- | --- |
| Method | Advantages | Disadvantages |
| Naturalistic observation |  |  |
| Survey method |  |  |
| Archival research |  |  |

**Note:** Use the [think aloud strategy](https://strategiesforspecialinterventions.weebly.com/think-alouds.html) when reading [Later school start times linked to fewer car crashes involving teens](https://www.healio.com/news/primary-care/20210611/later-school-start-times-linked-to-fewer-car-crashes-involving-teens) with the class.

Use the following reflective questions to show understanding of correlational research methods:

* What elements of correlational research does this study use? Provide examples.
* Rate the credibility of this study out of 10 and justify your choice.
* What advantages does correlational research have in this study?
* What are the disadvantages or limitations of this research method for this particular study?

#### Descriptive research

[Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542#.Y21tA9yzEl4.link) the question ‘What is descriptive research?'

Access [What is Descriptive Research Design (2:48)](https://www.youtube.com/watch?v=vUwgc6oCcsI) and use Table 4 to record the advantages of this research design.

Complete a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) to predict the possible disadvantages of each method identified in Table 4.

Discuss the predictions and establish a shared understanding of the disadvantages of each method.

Table – Descriptive research method analysis

|  |  |  |
| --- | --- | --- |
| Method | Advantages | Disadvantages |
| Case study |  |  |
| Naturalistic observation |  |  |
| Survey research |  |  |

Access ‘Examples of Descriptive Research’, ‘Why Use Descriptive Research Design?’ and ‘What are the Disadvantages of Descriptive Research?’ sections of [Descriptive Research Designs: Types, Examples and Methods](https://www.formpl.us/blog/descriptive-research) to add to the responses in Table 4.

Complete a PEEL paragraph answering the following question: Why would a company choose to use a descriptive research method rather than experimental research?

**Note:** Consider adapting the scaffold in Table 5 to suit the needs of the class when responding to the PEEL paragraph task

Table – PEEL scaffold

|  |  |
| --- | --- |
| Part of paragraph | Sentence starter |
| Point | A company would use descriptive research as a superior model to experimental research for their purpose because… |
| Example | A clear example of this is… |
| Explain | In this example, descriptive research is more useful due to the fact that… |
| Link | While experimental research may be more useful to laboratory scientists… |

## Learning sequence 3: Ethics and psychology

Students:

* examine the role of ethical principles and professional practice in psychology, for example
* informed consent
* deception
* the role of professional associations for practising psychologists.

### Ethical principles

Access the Australian Psychological Society’s [Code of Ethics](https://psychology.org.au/about-us/what-we-do/ethics-and-practice-standards). Use the document to define the following terms. It may be useful to use the search function for these key terms:

* informed consent
* ethical standards
* conflict of interest
* confidentiality.

Identify how these ethical principles influence psychological research.

Review the marshmallow experiment from [Learning sequence 1](#_Quality_psychological_research). Identify any ethical considerations that may need to be addressed when conducting this experiment with children.

Access [5 psychology experiments you couldn’t do today (10:55)](https://youtu.be/zZ3l1jgmYrY). Identify the breaches of ethical principles for each experiment and complete Table 6.

Table – Examples of ethical breaches in experiments

|  |  |
| --- | --- |
| Experiment | Breaches of ethical principles |
| Classical conditioning |  |
| The monster study |  |
| Milgram experiment |  |
| Bystander effect |  |
| Prison experiment |  |

Discuss how each of the psychological studies breached ethical principles.

Group students so there are 5 groups across the class. Assign each group one of the examples from Table 6. Students are provided time to work through the following questions:

* Identify the breaches using language from the Code of Ethics.
* Explain why these types of breaches are problematic in your example.
* Analyse how these ethical concerns could be remedied to keep the integrity of the study using an ethical approach.

Present back to the rest of the class and identify the breaches that occurred using language from the Code of Ethics, explain the problems these breaches could cause, and suggest how the study could be improved to become more ethical.

### Professional practice

Create a [one-pager](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/expectations/contemporary-learning-and-teaching-from-home/learning-from-home--teaching-strategies/one-pager) using the following as a prompt:

* Why are professional associations and ethical standards important for the discipline of psychology?
* Identify and describe the qualifications, skills and experience required to be a psychologist in Australia.
* Research the function of the [Psychology Board of Australia](https://www.psychologyboard.gov.au/) in relation to accreditation of psychologists.
* Research the [Australian Psychological Society](https://psychology.org.au/about-us/what-we-do/ethics-and-practice-standards), the professional association for registered psychologists in Australia. Navigate the webpages to discover:
* What is their role and purpose?
* What resources do they produce and for whom?
* What is required for membership of this organisation?
* How do they contribute to professional practice for psychologists?
* Access the [Psychology Council of NSW](https://www.psychologycouncil.nsw.gov.au/) webpage. Navigate the pages to answer the following questions:
* What is the role and purpose of this organisation?
* How do they contribute to professional practice for psychologists?

**Note:** Opportunities may exist to engage school or local psychologists in these learning activities. School visitors must ensure that the content of their presentations complies with the [Controversial Issues in Schools](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) policy.

## Learning sequence 4: Statistics and psychology

Students:

* explain the role and purpose of statistics in psychological research, including
* descriptive statistics
* inferential statistics.

### The role and purpose of statistics

Access the [Introduction to statistics (3:45)](https://youtu.be/SFPGVTThJNk) to investigate why statistics are important. Use the information from this video and [statistics (3:24)](https://youtu.be/LIazZIzdq9k) to complete the definitions in Table 7 and Table 8.

Table – Descriptive statistics

|  |  |
| --- | --- |
| Term | Definition |
| Mean |  |
| Median |  |
| Mode |  |

Table – Inferential statistics

|  |  |
| --- | --- |
| Term | Definition |
| P-value |  |

Conduct a simple experiment to collect and analyse data. A sample experiment is provided below (also see [Appendix 1](#_Appendix_1)).

### **Sample experiment**

**Data collection for successful shots is dependent on the court location where the shot is taken from. This experiment is designed using basketball; however, it could be adapted to soccer, hockey, or another game of choice (see** [**Appendix 1**](#_Appendix_1) **for court map and tally chart).**

Identify 6 locations on the court that students will shoot from, 3 inside the circle and 3 outside.

In groups of 4, have students take 5 shots from each location and tally the results to use in later analysis.

Give each student a set of translucent stickers (that when stuck on top of one another will appear darker). Students will create a heat map of their own shots.

Analyse the number of shots taken per spot, and the number of spots used to understand where a goal is more likely to be scored (Table 9).

The following prompts and questions can be used to guide students’ analysis of the statistics they have gathered in the sample experiment activity:

* Calculate the mean, median and mode for inside the circle versus outside the circle.
* Are you statistically more likely to score 1 or 3 pointers?
* Is a location on the court statistically better to score 1 pointers? Use evidence.
* Is a location on the court statistically better to score 3 pointers? Use evidence.
* Are there any additional patterns you can identify?
* Compare your results with other groups. Were they similar or different? Were there differences in the locations of your shots and could this have influenced the similarities or differences in your statistical data?
* Create a discussion of the results.

## Learning sequence 5: Conducting an experiment

Students:

* conduct a simple experiment to test a hypothesis and analyse the results.

### Testing a hypothesis

**Note:** These activities are designed to have students think through the theoretical framework and standardised procedures that may be required to conduct an experiment. Examples used in class should be limited to those that can be conducted without the need for parental consent. Staff completing this learning sequence should take care to understand the requirements for teachers in the [Controversial Issues in Schools](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) policy.

The assessment task for Core 2 is designed to support students to conduct a simple experiment. This may be used as in-class learning on experimental design and analysis. Students may benefit from viewing [To Sleep, Perchance to Dream: Crash Course Psychology #9 (10:40)](https://youtu.be/rMHus-0wFSo) prior to undertaking this task.

Further resources to support activities related to sleep health and disorders can be found at the [Sleep Health Foundation](https://www.sleephealthfoundation.org.au/) website.

[Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542#.Yxale-xp67I.link) a range of theories that could be tested in a simple experiment.

View [Constructing a research hypothesis (2:28)](https://youtu.be/vVn3Iysk4UE) and [Identifying variables (3:29)](https://youtu.be/eW8a27xwEpc).

Select one theory from the brainstorm activity to discuss each of the following steps for a psychological experiment. Apply the understanding of each part to introduce the [Core 2 sample assessment task](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/elective-courses/media/documents/psychology-s5-core-2-research-methods-in-psychology-assessment-task.docx). Use the guiding questions and activities to interact with each step for the task:

* constructing a hypothesis
* what do you think your sleep study will show?
* will there be correlation between amount of hours slept and how rested you feel?
* will there be patterns between your activities before bed and your quality of sleep?
* will your sleep patterns be different from weekdays to weekends?
* will there be a significant change to your sleep patterns when making a change for Week 2?
* identifying variables
* developing a standardised procedure
* selecting and assigning participants
* applying statistical techniques
* refer to the analysis of sleep activity in [Core 2 sample assessment task](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/elective-courses/media/documents/psychology-s5-core-2-research-methods-in-psychology-assessment-task.docx).
* drawing conclusions
* findings (what does the data say?)
* interpretation (what does the data show?)
* validity and reliability (how effective was the design of the experiment? Can the results be trusted?)
* explain how the data supports or refutes the hypothesis.

## Appendix 1

Figure – Location of attempts on goal

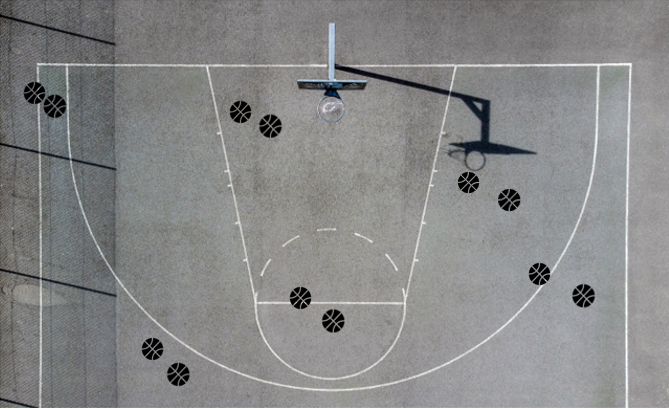


Table – Results tally chart

|  |  |
| --- | --- |
| Spot | Success rate/20 |
| Inside circle spot 1 |  |
| Inside circle spot 2 |  |
| Inside circle spot 3 |  |
| Outside circle spot 1 |  |
| Outside circle spot 2 |  |
| Outside circle spot 3 |  |

Mark your results using X (success) and O (miss). See Table 10.

Table – Success rate tally

|  |  |
| --- | --- |
| Spot | Success rate/20 |
| Inside circle spot 1 | XXOXO |

## Additional information

**Resource evaluation and support**: Please complete the following [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kbKo2q_ZUXlHndJMnh2Wd8NUOUk0VTIzUDVVSlVFQVM5MkdOMkJGTjVKNCQlQCN0PWcu) to help us improve our resources and support.

The information below can be used to support teachers when using this teaching resource for Psychology.

### Assessment for learning

Possible formative assessment strategies that could be included:

* Learning intentions and success criteria assist educators to articulate the purpose of a learning task to make judgements about the quality of student learning. These help students focus on the task or activity taking place and what they are learning and provide a framework for reflection and feedback. [Online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) can assist implementation of this formative assessment strategy.
* Eliciting evidence strategies allow teachers to determine the next steps in learning and assist teachers in evaluating the impact of teaching and learning activities. Strategies that may be added to a learning sequence to elicit evidence include all student response systems, [exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543), mini whiteboards (actual or [digital](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/575)), [hinge questions](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/557), [Kahoot](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/621), [Socrative](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/587), or quick quizzes to ensure that individual student progress can be monitored and the lesson sequence adjusted based on formative data collected.
* Feedback is designed to close the gap between current and desired performance by informing teacher and student behaviour (AITSL 2017). AITSL provides a [factsheet to support evidence-based feedback](https://www.aitsl.edu.au/teach/improve-practice/feedback#:~:text=FEEDBACK-,Factsheet,-A%20quick%20guide).
* [Peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) is a structured process where students evaluate the work of their peers by providing valuable feedback in relation to learning intentions and success criteria. It can be supported by [online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=1d29b).
* Self-regulated learning opportunities assist students in taking ownership of their own learning. A variety of strategies can be employed and some examples include reflection tasks, [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645), [KWLH charts](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562), [learning portfolios](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583) and [learning logs](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/564).

The primary role of assessment is to establish where individuals are in their learning so that teaching can be differentiated and further learning progress can be monitored over time.

Feedback that focuses on improving tasks, processes and student self-regulation is the most effective. Students engaging with feedback can take many forms including formal, informal, formative, summative, interactive, demonstrable, visual, written, verbal and non-verbal.

[What works best update 2020](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update) (CESE 2020a)

### Differentiation

Differentiated learning can be enabled by differentiating the teaching approach to content, process, product and the learning environment. For more information on differentiation go to [Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning) and [Differentiation](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).

When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should utilise students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners will require explicit English language support and scaffolding, informed by the [EAL/D enhanced teaching and learning cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald/enhanced-teaching-and-learning-cycle) and the student’s phase on the [EAL/D Learning Progression](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency). In addition, teachers can access information about [supporting EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency) and [literacy and numeracy support specific to EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald).
* **Students with additional learning needs**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. In addition, the [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning) can be used to support the diverse learning needs of students using inclusive teaching and learning strategies. Subject specific curriculum considerations can be found on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/evaluate) for high potential and gifted learners help teachers to identify and target areas for growth and improvement. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students. The [High Potential and Gifted Education Professional Learning and Resource Hub](https://schoolsnsw.sharepoint.com/sites/HPGEHub/SitePages/Home.aspx) supports school leaders and teachers to effectively implement the High Potential and Gifted Education Policy in their unique contexts.

All students need to be challenged and engaged to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation (CESE 2020a:6).

### About this resource

All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the Teaching and Learning Curriculum team by emailing [secondaryteachingandlearning@det.nsw.edu.au](mailto:secondaryteachingandlearning@det.nsw.edu.au).

**Alignment to system priorities and/or needs**:

This resource aligns to the School Excellence Framework elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

This resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.1.2, 2.3.2, 3.2.2, 7.2.2

This resource has been designed to support schools with successful implementation of new curriculum, specifically the NSW Department of Education approved elective course, Psychology © 2021 NSW Department of Education for and on behalf of the Crown in right of the State of New South Wales.

The resource is produced to assist schools with promoting and implementing the course for the first time. As the course may be taught by teachers from a range of key learning areas, the resource is designed to support teachers from a variety of KLA expertise.

**Department approved elective course**: Psychology

**Course outcomes**: PSY5-1, PSY5-2, PSY5-5, PSY5-7, PSY5-8

**Author**: Curriculum Secondary Learners

**Publisher**: State of NSW, Department of Education

**Resource**: Teaching resource

**Related resources**: Further resources to support Psychology can be found on the Department approved elective courses webpage including course document, sample scope and sequences, assessment materials and other learning sequences.

**Professional Learning**: Join the [Teaching and Learning 7-12 statewide staffroom](https://education.nsw.gov.au/teaching-and-learning/curriculum/statewide-staffrooms) for information regarding professional learning opportunities.

**Universal Design for Learning Tool**: [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning). Support the diverse learning needs of students using inclusive teaching and learning strategies.

**Consulted with**: Aboriginal Outcomes and Partnerships, Inclusion and Wellbeing, EAL/D, Macquarie Fields High School, and Sydney University.

**Reviewed by**: This resource was reviewed by Curriculum Secondary Learners and by subject matter experts in schools to ensure accuracy of content.

**Creation date**: 5 December 2022

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**Evidence Base**:

‘The long-term vision is for a curriculum that supports teachers to nurture wonder, ignite passion and provide every young person with knowledge, skills and attributes that will help prepare them for a lifetime of learning, meaningful adult employment and effective future citizenship’ (NESA 2020:xi).

The development of the course and the course document as part of department approved electives aims to respond to the goals articulated in NESA’s curriculum review. Consistent messages from the review include:

* ‘flexibility’ was the word most used by teachers to describe the systemic change they want
* teachers need more time to teach important knowledge and skills
* students want authentic learning with real-world application.

This teaching resource provides teachers with some examples of explicit and authentic learning experiences. The option to adjust these learning sequences leads to ‘increased local decision making in relation to the curriculum’ as this ‘is associated with higher levels of student performance’ (NESA 2020:52).

The suggested strategies for teaching and learning align with the principles of explicit teaching. ‘The evidence shows that students who experience explicit teaching practices perform better than students who do not. Explicit teaching reduces the cognitive burden of learning new and complex concepts and skills, and helps students develop deep understanding’ (CESE 2020a:11).

## References

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third party's website, you acknowledge that the terms of use, including licence terms set out on the third party's website apply to the use which may be made of the materials on that third-party website or where permitted by the *Copyright Act 1968* (Cth). The department accepts no responsibility for content on third-party websites.

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