

Delegate Booklet

Course Title:

**Approaches to teaching theories and studies
in the 2015 Psychology specification**

16BAY01

About this event

Course Title: Approaches to teaching theories and studies in the 2015 Psychology specification

Course Code: 16BAY01

Aims and Objectives of the event

1. Be given an understanding of what content is new on the 2015 specification
2. Have the opportunity to focus on the AS / Year 1 and A / Year 2 studies with approaches to teaching the studies
3. Have the opportunity to focus on the AS / Year 1 and A / Year 2 theories with approaches to teaching the theories
4. Have the opportunity to network with other teachers



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Agenda

Time	Item
9.30 – 10.00	Welcome <i>Tea & Coffee</i>
10.00 – 10.15	Agenda & Introductions
10.15 – 11.00	SECTION ONE: New studies and theories on the 2015 specification
11.00 – 11.30	SECTION TWO: Studies
11.30 – 11.45	<i>Tea & Coffee break</i>
11.45 – 12.30	SECTION TWO: Continued
12.30 – 1.15	<i>Lunch</i>
1.15 – 2.00	SECTION THREE: Theories / explanations
2.00 – 2.15	<i>Tea & Coffee break</i>
2.15 – 3.00	SECTION THREE: Theories / explanations continued SECTION FOUR: Assessment of studies and theories / explanations
3.00 – 3.15	Support and contacts
3.15 – 3.30	Review and Questions

Activity 1 – Replication of Baddeley (1966b) and plan a lesson

Purpose:

- To see how a study could be delivered through a replication
 - To plan a lesson for a classic study
 - To share ideas and good practice
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Instructions

1. Ask one member of the group to read out the words in the order below. Participants are allowed to see the words throughout the task but are not allowed to see the correct order (as it is the order being assessed, not accurate recall of the words).
2. Give the participants 40 seconds to write down the words in the order in which they were presented. Take the list off the participant.
3. Now read out the 8 digit lists and ask the participants to write down digits in the order in which they were presented. Give the participants time to recall the list after each one is read out.
4. After 5 minutes, retest the participants on the original word list.
5. Give them back their original test and read out the correct order of the words in the lists. Ask them to count how many they got in the correct order.
6. Compare the number correct from the first test to the retest. Baddeley found the acoustically similar list showed no forgetting on retest whereas the semantically similar list did show forgetting on retest.

STIMULUS LIST (FOR ALL DELEGATES)

List 1 – Acoustically similar	List 2 – Semantically similar
<ul style="list-style-type: none"> • Mad • Cab • Cad • Max • Can • Map • Cap • Man • Cat • Mat 	<ul style="list-style-type: none"> • High • Great • Fat • Huge • Large • Wide • Big • Long • Broad • Tall

STIMULUS LIST (FOR DELEGATE CONDUCTING THE STUDY)

<p>List 1 – Acoustically similar</p> <ul style="list-style-type: none"> • Man • Cab • Can • Cad • Cap • Mad • Max • Mat • Cat • Map 	<p>List 2 – Semantically similar</p> <ol style="list-style-type: none"> 1. Great 2. Large 3. Big 4. Huge 5. Broad 6. Long 7. Tall 8. Fat 9. Wide 10. High 	<p>Filler task digit lists</p> <ol style="list-style-type: none"> 1. 0 2 3 8 8 9 6 2 2. 1 3 4 6 9 0 3 5 3. 4 6 4 8 0 9 2 1 4. 7 6 7 9 4 1 3 7 5. 3 5 1 8 4 6 0 2 6. 7 8 1 9 2 4 6 1 7. 5 7 0 2 1 3 8 6 8. 6 2 7 9 0 1 3 5 9. 2 0 3 7 5 9 2 3 10. 6 1 3 0 8 4 9 4
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Participant No.	Score on trial one	Score on retest

Time	Topic	Teacher Activity	Learner Activity	Assessment	Resources



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Activity 2 –Plan a Year 2 lesson

Purpose:

- To plan a lesson for a classic study
- To share ideas and good practice

Instructions:

- Read the classic Clinical Psychology study below. You may already know more about the study (either from the 2008 specification or from other specifications).
- In pairs or small groups, discuss approaches to delivering the study and plan a lesson using the lesson plan on the next page. Try to share ideas between group members.

Rosenhan (1973)

Aim:

- To see whether sane people could be distinguished from the insane using the DSM

Procedure:

- 8 pseudo-patients (3 women, 5 men) sent to 12 hospitals in the USA
- All participants said they could hear voices (saying 'empty', 'hollow' and 'thud')
- They gave false names and occupations, but everything else was true
- As soon as they were admitted they reported no more abnormal symptoms (some were nervous though)
- They fully participated in activities and took notes of their observations
- Participants approached staff and made the request 'Pardon me, could you tell me when I am likely to be discharged?'
- In a secondary study, Rosenhan falsely informed a hospital (who were aware of the first study) he would be sending pseudo-patients at some point in a three month period

Findings:

- None of the pseudo-patients were detected as being sane
- Seven were given the diagnosis of schizophrenia and one was diagnosed with manic depression (now Bipolar)
- They were admitted for 7-52 days, with the average being 19 days
- Staff saw normal behaviours as aspects of their supposed illness (e.g. the obsessive writing behaviour)
- In 3 hospitals, 35/118 patients were suspicious about the sanity of the pseudo-patients
- Staff tended to ignore patient requests, invaded privacy and acted in a way that de-humanised patients
- Regarding the request made by pseudo-patients, staff treated them as invisible (88% nurses, 71% psychiatrists ignored them)
- Around 10% of the regular patient intake were judged by one psychiatrist and another staff member as pseudo-patients (when none were sent!)
 - 19 out of 193 judged as pseudo-patients

Conclusions:

- Staff in psychiatric hospitals cannot reliably distinguish between sane and insane people]
- The DSM (DSM II at the time) was not a valid tool to diagnose mental disorders



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Time	Topic	Teacher Activity	Learner Activity	Assessment	Resources



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Activity 3 –Delivering theories/explanations

Purpose:

- To consider the delivery of a specific theory
- To share ideas and good practice

Instructions:

- Work in pairs or small groups
- Pick a theory/explanation from the 2015 specification
- Discuss approaches to delivering your chosen theory/explanation and write some ideas below
- Be ready to share your ideas with the group

What approaches could you use to deliver your chosen theory / explanation?

Activity 4 –Assessment of studies and theories / explanations

Purpose:

- To consider how studies and theories/explanations will be assessed in the 2015 specification
- To share ideas and good practice

Instructions:

- Work in pairs or small groups
- Identify the Assessment Objective for each of the questions below. The options are:
 - a. AO1 only
 - b. AO2 only
 - c. AO1 and AO2
 - d. AO1 and AO3
 - e. AO2 and AO3
 - f. AO1, AO2, AO3

Tom is busy with his schoolwork and revision. He is told by his teacher, Mrs Smith, to make sure he turns up to lessons early so that he can run errands for her. Mrs Smith orders Tom to do her photocopying and help prepare the classroom for her lessons. Using agency theory, explain why Tom might have obeyed Mrs Smith's orders even though he was busy. (4)

Discuss how the multi-store model of memory explains how language is learnt in a formal classroom setting. You must make reference to the context in your answer. (8)

Identify the type of reinforcement being used in the following examples. (i) If Grishma cleans her mother's car, she gets extra pocket money. (1)

Evaluate the issue of reductionism in relation to the use of biological and learning theories in explaining human behaviour. (12)

Drug misuse is considered by some psychologists to have a biological basis. However, other psychologists also argue that the environment in which the person lives provides an explanation for drug misuse. Evaluate the nature and nurture explanations of drug misuse with reference to the two types of belief above. You must make reference to the context in your answer. (16)

Define the terms 'encoding' and 'capacity' as they are used in cognitive psychology. (2)

Explain how social identity theory supports the findings of this study. (6)

Assess how both biological and psychodynamic theories have been used to explain aggression. (8)

Evaluate the application of social learning theory as proposed by the therapist in helping Lu. You must make reference to the context in your answer. (12)

Give one conclusion of Raine et al's (1997) study. (1)

Evaluate the view that schizophrenia has a stronger biological basis than other mental disorders. Refer to one other mental disorder in your response. (20)

Describe the theory of reconstructive memory. (4)

Explain two strengths of the methodology used in Raine et al's (1997) study. (4)

Mr Williams is in his early 70s and has lived alone since his wife died two years ago. Recently he has been having problems remembering if he has taken his medication. He repeatedly asks people what day it is and remembers the answer only briefly. He recognises his children but forgets that he has a new grandson who is two weeks old. The multi-store model of memory (Atkinson and Shiffrin 1968) has been used in practical applications to help people with memory loss. Discuss the multi-store model of memory in terms of Mr Williams's ability to cope with everyday life. (8)

Space for notes



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PERSONAL LEARNING

Things to do:

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Things to avoid

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-
-
-
-

Your ideas: