

Module Details	
Module Title:	Critical and Philosophical Issues in Psychology
Module Code:	PSY4005-B
Academic Year:	2019-20
Credit Rating:	20
School:	School of Social Sciences
Subject Area:	Psychology
FHEQ Level:	FHEQ Level 4
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Practical classes and workshops	36
Directed Study	164

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1 (Sep - Jan)

Module Aims
<p>The aim of this module is to introduce the cultural, historical and social issues inherent to psychological sciences and their philosophical and ethical underpinnings. You will be introduced to a variety of core areas within psychology that are sometimes called paradigms or perspectives. As one of the first modules of your programme of study, you will be working in teams to start establishing relationships across the cohort. Called team-based learning, this is a 'flipped' model where you engage with the learning materials before class (rather than during or after class). Classes start with a readiness assurance process in which you complete a multiple-choice question quiz on the learning materials as an individual (individual readiness assurance process; i-RAP) and subsequently in your team (team readiness assurance process; t-RAP). Classes follow the readiness assurance process with a range of team application exercises in which you apply the knowledge from the learning materials. You will, for example, make decisions about how a historical source can be interpreted. Through presenting your choices, your team will learn how to reliably describe the material in the syllabus with structured and coherent arguments and through audio-visual means (e.g. in person or with a video).</p>

Outline Syllabus

The syllabus will be broken up into units that will cover the critical and philosophical issues in psychology. First, the style of learning used in the module will be introduced at the start through an orientation to team-based learning and public speaking at first year undergraduate (Stage 1), followed by an induction to peer evaluation. Subsequent units (approximately 5) will focus on a core area of psychology that are sometimes called paradigms or perspectives. Examples of core areas that may be covered include biological, cognitive, developmental, or social psychology or individual differences. In focusing a core area of psychology, each unit will examine its cultural, historical and social underpinnings as well as its philosophical and ethical roots. Across each unit – and therefore across each core area of psychology – their interconnections will be highlighted.

Learning Outcomes

1	Reliably describe, with structured and coherent arguments, the cultural, historical and social underpinnings of psychology as a scientific discipline
2	Reliably describe, with structured and coherent arguments, the philosophical and ethical underpinnings and interconnections between some of the core areas of psychology
3	Demonstrate communication, team-work and information technology skills to work in public speaking teams of early career psychologists to find and evaluate information from a range of sources and express ideas clearly through audio-visual media

Learning, Teaching and Assessment Strategy

The syllabus will be broken up into units that will be taught through a combination of directed study and team-based learning interactive ‘classes’ that develop knowledge and understanding of cultural, historical and social emergence of psychology as a science (Learning Outcome 1) and the philosophical and ethical underpinnings of some core areas of psychology (Learning Outcome 2). Students will prepare for team-based learning sessions through directed independent study. While independent study can be conducted individually, students will be encouraged to cover this material in their Peer Assessment Learning (PAL) sessions while also developing their own peer study groups. Nevertheless, the principle of team-based learning is that group work occurs in ‘class’ time. Working in teams during semester 1 should help students to establish relationships across the cohort. Team-based learning ‘units’ will start with individual and team readiness assurance tests of the directed study material. Additionally, you will conduct peer evaluations, applying and experiencing elements of the syllabus relevant to team work (Learning Outcomes 1, 2 and 3). Combined, the individual and team readiness assurance process and peer evaluations constitute a ‘student engagement’ assessment. In line with the module aims, the cohort start by deciding how the elements of ‘student engagement’ are weighted so that they can understand and experience aspects of the syllabus relevant for team-work (Learning Outcomes 1, 2, and 3). For example, the default weighting will be equal parts individual readiness assurance, team readiness assurance, and peer evaluation. After the readiness assurance process, each ‘unit’ will have a series of activities in which your team apply their knowledge to make decisions (Learning Outcome 3). In making decisions in these application exercises, you will, for example, present a justification in which you can demonstrate your team’s ability to reliably describe the content in the syllabus with coherent and structured arguments (Learning Outcomes 1 and 2). Combined, the ongoing summative team application

exercises from each unit form the final assessment.

Formative Assessment:

On-going Peer evaluations of team and interpersonal skills

Summative Assessment:

Classroom Test One - On-going auditive assessment using individual and team readiness assurance process (i-RAPs & t-RAPs), and peer evaluation with weighting between each negotiated by the cohort. For example, the default will be equal parts i-RAP, t-RAP, and peer evaluation. Approximately 20 to 30 minutes per unit (approximately 6 units)= 40% of overall mark.

Classroom Test Two- Ongoing team application exercises. Approximately 3 minutes per unit or equivalent (approximately 6 units)= 60% of overall mark.

Referral Assessment:

Examination - MCQ - Exam using a range of types of multiple choice = 80% of overall mark.

Coursework - Structured portfolio of audio-visual presentations - Approximately 3 minutes per unit or equivalent (approximately 6 units) = 20% of overall mark.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Referral	Examination - MCQ	Exam using a range of types of multiple choice	1 hour	80%
Referral	Coursework	Structured portfolio of audio-visual presentations	Approximately 3 minutes per unit or equivalent (approximately 6 units)	20%
Summative	Classroom test	On-going auditive assessment using individual and team readiness assurance process (i-RAPs & t-RAPs), and peer evaluation with weighting between each negotiated by the cohort...	Approximately 20 to 30 minutes per unit (approximately 6 units)	40%
Summative	Class room test	Ongoing team application exercises		60%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of

teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.