

<b>Module Details</b>	
<b>Module Title:</b>	Understanding Social Development
<b>Module Code:</b>	PSY4010-B
<b>Academic Year:</b>	2019-20
<b>Credit Rating:</b>	20
<b>School:</b>	School of Social Sciences
<b>Subject Area:</b>	Psychology
<b>FHEQ Level:</b>	FHEQ Level 4
<b>Pre-requisites:</b>	
<b>Co-requisites:</b>	

<b>Contact Hours</b>	
Type	Hours
Seminar	22
Directed Study	178

<b>Availability</b>	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2 (Feb - May)

<b>Module Aims</b>
<p>In this module, you will explore psychological approaches to understanding and researching how we become social beings. This means understanding psychological theories of how we develop the capabilities to think, feel and behave in relation to others throughout the lifespan. Alongside lifespan development, this module aims to help you understand psychological theories of the social, such as what makes a group or a community and the roles – leader and followers, for example – within them. This will also include methodological and ethical issues, particularly the role of experiments and the measurement of personality. As befits the module aims to understand social development, you will also explore key aspects behind the learning strategy, which is based on psychological theories about how to develop effective communication and problem-solving skills as independent learners and professionals. 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 test; i-RAT) and subsequently in your team (team readiness</p>

assurance test; t-RAT). 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 based on a theory or finding of social development. Through writing justifications for their choices, your team will learn how to reliably describe the material in the syllabus with structured and coherent arguments.

## Outline Syllabus

The syllabus will be broken up into units that will cover four key areas. First, the style of learning used in the module will be introduced at the start through an orientation to team-based learning and description at first year undergraduate (Stage 1) and then brought full cycle at the end with an out-duction. Second, lifespan development will be covered in the syllabus through units on infantile sexuality, the development of professional groups and endings and death. As well as featuring in the lifespan development units, there will also be, third, social topics on the syllabus about definitions of groups and communities, personality, group roles and humour. Fourth, methodological and ethical issues will be considered in relation to the turn to experiments and the measurement on personality. Last, two units will connect with events beyond the module; a unit on measuring satisfaction will explore student surveys, such as the Bradford Satisfaction Survey and the National Student Survey; another unit will connect with the Psychology employability week to explore social and development psychology in professional contexts.

## Learning Outcomes

1	Reliably describe, with structured and coherent arguments, key concepts in lifespan development and social psychology
2	Reliably describe, with structured and coherent arguments, methodological approaches and ethical issues in lifespan development and social psychology
3	Demonstrate communication, team-work and information technology skills to work in writing teams of early career psychologists to find and evaluate information from a range of sources and express ideas clearly in writing

## 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 key concepts (Learning Outcome 1) and methodological approaches and ethical issues (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. The teams in this module will build upon the group-work in Semester 1 to further establish relationships across your psychology 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, write 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.

<b>Mode of Assessment</b>				
<b>Type</b>	<b>Method</b>	<b>Description</b>	<b>Length</b>	<b>Weighting</b>
Referral	Examination - MCQ	Multiple Choice Examination	90 minutes	100%
Summative	Class room test	On-going auditive assessment using individual and team readiness assurance tests (i-RATs & t-RATs), and peer evaluation with weighting between each negotiated by the cohort. The default is equal parts i-RAT, t-RAT, and peer evaluation.	20 to 30 minutes per unit - approx 6 to 8 units	40%
Summative	Class room test	Ongoing team application exercises	approx 500 words per unit - approx 6 to 8 units	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.*