

Meden School Curriculum Planning							
Subject	Psychology	Year Group	11	Sequence No.	7	Topic	Research methods
Retrieval		Core Knowledge			Student Thinking		
What do teachers need retrieve from students before they start teaching new content ?		What specific ambitious knowledge do teachers need teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'		
<p><u>Previous learning</u> Research methods from case studies previously learnt in other topics – what methodology was used and what were the strengths and criticisms of those different methodologies</p>		<p>Hypothesis</p> <ul style="list-style-type: none"> • Null and alternative hypotheses • Hypotheses to predict differences, correlations, or no patterns. <p>Variables</p> <ul style="list-style-type: none"> • Independent variables and how they can be manipulated • Dependent variables and how they can be measured • Co-variables and how they can be measured • Extraneous variables and how they can be controlled, including the use of standardisation. <p>Experimental design</p> <ul style="list-style-type: none"> • Repeated measures design • Independent measures design. <p>Populations and sampling</p> <ul style="list-style-type: none"> • Target populations, sampling and sample size with reference to representativeness and generalisability 			<p>Students to complete a small scale piece of research, implementing the knowledge they have developed on an area of interest</p>		

	<ul style="list-style-type: none"> • Sampling methods; random, opportunity, self-selected • <p>Principles of sampling as applied to scientific data.</p> <p>Ethical guidelines</p> <p>Ethical issues:</p> <ul style="list-style-type: none"> • lack of informed consent • protection of participants / psychological harm • deception. • Ways of dealing with ethical issues: • use of debriefing • right to withdraw • confidentiality. • The British Psychological Society's Code of Ethics and Conduct. <p>Learners should have knowledge and understanding of the following features of doing research and their associated strengths and weaknesses including reliability and validity and the type of research objectives for which they are most suitable.</p> <p>Experiments</p> <ul style="list-style-type: none"> • Laboratory • Field • Natural. <p>Interviews</p> <ul style="list-style-type: none"> • Structured • Unstructured. <p>Questionnaires (Surveys)</p> <ul style="list-style-type: none"> • Open questions • Closed questions • Rating scales. <p>Observations</p>	
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	<ul style="list-style-type: none"> • Naturalistic • Controlled • Overt • Covert • Participant • Non-participant. <p>Case Studies</p> <ul style="list-style-type: none"> • Use of qualitative data • Use of small samples. <p>Correlations</p> <ul style="list-style-type: none"> • Use of quantitative data • Positive, negative and zero correlations. <p>Types of Data</p> <ul style="list-style-type: none"> • Quantitative data • Qualitative data • Primary data • Secondary data • Strengths of each type of data. <p>Descriptive Statistics</p> <ul style="list-style-type: none"> • Measures of Central Tendency: • Mode (including modal class) • median • mean. • Range • Ratios • Percentages • Fractions • Expressions in decimal and standard form • Decimal places and significant figures • Normal distributions • Estimations from data collected. 	
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	<p>Tables,</p> <p>Charts and Graphs</p> <ul style="list-style-type: none"> • Frequency tables (tally chart) • Bar charts • Pie charts • Histograms • Line graphs • Scatter diagrams. <p>Reliability and Validity</p> <ul style="list-style-type: none"> • Reliability: • internal • external • inter-rater. <p>Validity:</p> <ul style="list-style-type: none"> • ecological • population • construct. • Demand characteristics • Observer effect • Social desirability. <p>Sources of bias</p> <ul style="list-style-type: none"> • Gender bias • Cultural bias • Age bias • Experimenter bias • Observer bias • Bias in questioning 	
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