H7BS: Behavioural Science: Problem Based Learning

Module Code:	H7BS
Long Title	Behavioural Science: Problem Based Learning APPROVED
Title	Behavioural Science: Problem Based Learning
Module Level:	LEVEL 7
EQF Level:	6
EHEA Level:	First Cycle
Credits:	5
Module Coordinator:	Caoimhe Hannigan
Module Author:	David Mothersill
Departments:	School of Business
Specifications of the qualifications and experience required of staff	Lecturer qualified with PhD in Psychology or a related cognate discipline and/or tutor qualified to a postgradaute level in psychology

Learning Outcomes	
On successful completion of this module the learner will be able to:	
#	**Learning Outcome Description**
LO1	Understand classroom concepts on a deeper level
LO2	Make decisions they are able to defend, and develop the confidence to do so.
LO3	Connect current course objectives to previous knowledge, linking together learning from across all stages of the Psychology programme
LO4	Solve an open-ended problem in multiple complex stages
LO5	Develop critical thinking skills by examining important current research in psychology.

Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	There are no additional entry requirements for this module. The programme entry requirements apply.

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Module Content & Assessment

Indicative Content

Module content:
The module will begin with an introduction to Problem-Based Learning after which learners will be introduced to various common behavioural problems encountered by psychologists such as difficulties with communication, attachment, anxiety and eating disorders. Each introduced topic will incorporate a true-to-life scenario, as described in a vignette that students then need to assess and address. Solutions to the scenario are discussed both in groups and at class level. Students will also apply the principles of problem-based learning to contemporary debates in Psychology, thus learning to transfer this new skill to future understanding of psychological theory and research.

Below is a list of indicative topics.
Introduction to Problem Based Learning Week 1: Defining the subject area and explaining the benefits of PBL Discussing reflective diaries and the assessment strategy

Vignettes used to teach and practice PBL
Week 2: Communication (family visit) Week 3: Learning Theory (sleep case) Week 4: Attachment Theory (mother in hospital) Week 5: Social Cognition (anxiety) Week 6: Family Dynamics and Peer Pressure (anorexia) Week 7: Bringing all the theories together (school refusal)

Debates used to teach and practice PBL
Week 9: Discussion of PBLs and critical thinking; how the knowledge and skills gained so far can be used in all areas of psychology, for example when considering psychological issues and debates. Week 10: Free Will and Illusion Week 11: Animal Research in Psychology Week 12: Is Divorce bad for children?

Assessment Breakdown	%
Coursework	100.00%

Assessments

Full Time

Coursework

Assessment Type:	CA 1	**% of total:**	40
Assessment Date:	n/a	**Outcome addressed:**	1,2,3,4,5
Non-Marked:	No		

Assessment Description:
Peer-grading: On 8/12 weeks students are graded on participation and research (weeks 1 and 9 are not graded, and there are 2 weeks grace for absences) 5 % awarded for each week – if they attend more than 8 weeks, they get the best 8 grades). Students grade each other at the end of the discussion section of each week. Students also grade themselves. This grading strategy is supervised by the lecturer.

Assessment Type:	CA 2	**% of total:**	60
Assessment Date:	n/a	**Outcome addressed:**	1,2,3,4,5
Non-Marked:	No		

Assessment Description:
2. Reflective Diaries Students submit a reflective diary discussing 6 of the topics they have covered throughout the module, with 10% being awarded for each topic

No End of Module Assessment

No Workplace Assessment

Reassessment Requirement

Repeat failed items
The student must repeat any item failed

Reassessment Description
If a student fails the module overall, they are required to repeat the failed component(s).

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	*Workload Description*	*Hours*	*Frequency*	*Average Weekly Learner Workload*
Tutorial	Interactive classroom lecture/tutorial	12	Per Semester	1.00
Independent Learning	Independent learning	113	Per Semester	9.42
			Total Weekly Contact Hours	1.00

Module Resources

This module does not have any book resources
This module does not have any article/paper resources
Other Resources

[Website], http://www.easp.eu/.

[Website], http://psihq.ie/.

[Website], Wiley online library,
http://www.interscience.wiley.com/jpages

[Website], Science Direct,
http://www.sciencedirect.com/

[Website], Google Scholar,
https://scholar.google.com/

[Website], Examples of reflective writing,
https://student.unsw.edu.au/examples-ref lective-writing

[Website], Guide to reflective writing,
https://intranet.birmingham.ac.uk/as/lib raryservices/library/skills/asc/document s/public/Short-Guide-Reflective-Writing. pdf

[Website], Scholarly article comparing written and video reflective diaries,
https://kodu.ut.ee/~roogsoo/icalt/pdfs/I CALT2020-4iCjwFBhzDv7BDGx7xnFnB/609000a2 76/609000a276.pdf

[Website], Scholarly article discussing benefits of video diaries as assessment strategies:,
https://derby.openrepository.com/bitstre am/handle/10545/623845/International Journal for Transformative Research%5D Student-generated video creation for assessment_ can it %281%29.pdf?sequence=1&isAllowed=y

Discussion Note:	