

Faculty	School	Programme title and code
Health and Human Sciences	Psychology	BSc Psychology
Contact title and name	Useful resources	
Dr PM Jones	Harden (2009) article on the <a href="#">spiral curriculum</a> Curriculum Enrichment Project link <a href="#">here</a> A quick guide to <a href="#">active learning</a>	
Context		
<p>The BSc in Psychology has recently been re-designed using the idea of a spiral curriculum where students re-visit content throughout their degree, with each encounter increasing in complexity and reinforcing previous learning (Bruner 1960). Central to the re-design was a focus on getting students to do more active learning, and in particular more research. In Stage 1, students learn how to use research methods as part of a series of small-scale activities. In Stage 2 students undertake a trial research project using the skills they have acquired, and in the final year of study they complete a research-based dissertation.</p> <p>This process starts in the very first module of the programme. PSYC411 is a Stage 1, 20-credit introductory module on the topic of learning. The module is based on active participation and the acquisition of key research skills. Students undertake a small research project with scaffolded support from the module team, who provide a series of workshops that each focus on a different step in the research process, from searching for literature and identifying a hypothesis to the presentation of their findings.</p>		
Learning outcomes		
By the end of the module, students will be able to:		
<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of different psychological perspectives on learning</li> <li>2. Demonstrate an understanding of the scientific method, and how it applies to psychology</li> <li>3. Find literature appropriate to a given problem</li> <li>4. Develop, implement and interpret a simple study about how people learn</li> <li>5. Communicate effectively in a range of formats</li> </ol>		
Examples of research led, orientated, tutored and based teaching		
<p>The module is <b>research-based</b>. Academics develop a set of research projects and gain faculty ethical approval for them. Students work in groups to choose and execute a project from a range of options. They need to search for and read papers, generate a hypothesis, and develop an ethical protocol, before collecting data outside of class. Later workshops teach students to analyse their data using open-source software, and to present their findings in poster format. Workshops take place in a newly-refurbished space in the Link building which has been designed for collaborative learning, with group tables equipped with shared screens. This space provides students with an opportunity to discuss their projects and to work together.</p>		
Assessment of research-informed teaching		
Assessment		
<p>There are several assessments related to the project, which collectively account for 70% of the module mark. Students complete a literature searching assignment, write a project outline and an ethical protocol, and complete a data handling exercise. The final project assessment is a mini-conference in the PSQ Atrium for which each group of students presents a poster to their peers</p>		

and the module team. In 2018, 250 students presented their work across three sessions, with prizes awarded for best posters.

**Benefits to staff and students**

The module ran for the first time in 2018, and there was a high level of engagement from the students. Module evaluation indicated a positive response, with overall satisfaction for the module of 4.1, on a five-point scale.

The research-led nature of the module enhances employability by giving students training in not just research skills, but also transferable skills such as teamwork and communication. An additional goal is to raise aspirations by showing students that they can complete a project and present their work to an audience, right from the time they arrive at university.

**Any other information**