

Diploma Programme subject outline—Group 3: individuals and societies

School name	Haganässkolan	School code	051587
Name of the DP subject <i>(indicate language)</i>	Psychology		
Level <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
Name of the teacher who completed this outline	Kevin Fickling	Date of IB training	June 4, 2019
Date when outline was completed	June 1, 2021	Name of workshop <i>(indicate name of subject and workshop category)</i>	Psychology level 2

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

1. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>	Contents	Allocated time		Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>	ATL Explicit teaching Where Applicable <i>(communication, social, self management-organization, self management-affective skills, self-management-reflection, research-info and media literacy, thinking-critical thinking, thinking-transfer thinking)</i>
			3 # classes per week	3½ #hours per week			
Year 1	Introduction to Research	Experimental design	6 hrs		Discussions, workbooks, presentations, oral and written exams	InThinking, Youtube, Kognity, Oxford	Self management – organization
	Biological Approach HL/SL	Behaviour and the brain, hormones and genetics	40 hrs				Self management – affective skills
	Cognitive Approach HL/SL	Cognitive processes, emotions and reliability	40 hrs				Communication skills
	Sociocultural Approach HL/SL	Individuals, groups and cultures	40 hrs				
Year 2	Approaches to Research	Quantitative and qualitative	56 hrs		Discussions, workbooks, presentations, papers, oral and written exams	InThinking, Youtube, Kognity, Oxford	Transfer thinking
	Simple Experiment	Internal Assessment	21 hrs				Research skills
	Option 1 – Human Relationships HL	Specialization built upon the core	21 hrs				Media literacy
	Option 2 – TBD HL/SL (N/A for M22 exams)	Specialization built upon the core	21 hrs				Social skills

2. IB internal assessment requirement to be completed during the course

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

Date IA is introduced : August of year 2 Date IA draft for comments due : November of year 2 Date final IA is due : December of year 2
Date EA requirements introduced : August of Years 1 and 2 Date students will be prepared to complete EAs : May of Year 2

Brief explanation how you work with IA and EA : In close accordance with textbooks, the IA, which takes the form of a simple experiment, is introduced in connection with research design and execution. During the review period, we focus on the essay requirements of the EA and strategically mapping the course.

3. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
Approaches to Research	Replication crisis – We would read and discuss articles to gain an understanding of the nature and scope of the crisis. The goal is to see the human science of psychology as constantly evolving and to understand how technology has repeatedly and « unexpectedly » altered the course of the discipline.

5. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
Sociocultural Approach	Cultural norms and dimensions provide rich material for investigating perspectives.

6. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Approaches to Research	Examining the changing understanding of ethics with regard to psychological research would underscore the Principled attributes of the learner profile.

7. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

Instructional materials are available and sufficient. We are looking at providing access to professionals in the field.

This portion of the course outline highlights our IB practices. Each section gives a taste or example of how we meet the IB standards and practices in our program.

Inquiry (Approaches to Teaching 1)

You will be given opportunities to follow your interests, actively explore, or make your own choices in certain circumstances:

Psychology is a course that students find particularly relevant to their own lives and their understanding of their own worlds. You are encouraged to actively share with classmates your life situations as you understand them in the context of psychological theories, and be open to listening to others. This often leads to stronger personal bonds with classmates.

If you are very interested in this subject, you might wish to have certain CAS experiences that are quite connected to this subject. Some examples are:

Social engagement through visits and interviews with local communities, such as elderly care and associations, after-school activities for younger children and local cultural associations.

Conceptual focus (Approaches to Teaching 2)

Research shows that when learning focuses on conceptual understanding, the learning is richer and more sustained. Here are some examples of places in the course where we work rather explicitly to develop conceptual understanding:

Assignments in psychology will ask you to truly understand the conceptual underpinnings of the various "theories" and to account for the evidence for these based on the experiments and studies that you read about.

Local and/or Global links (Approaches to Teaching 3)

Global relevance is at the heart of the DP curriculum, within nearly every subject guide, the content is already baked in. But here are some of the local links we will make in our subject:

Connections between local and global contexts are repeatedly investigated in Psychology through the concepts of generalizability (in quantitative research) and transferability (in qualitative research).

Collaboration (Approaches to Teaching 4)

Sometimes what you will be learning will be linked to another subject area and sometimes we as teachers like to collaborate to articulate those links for you, we find it can make learning more meaningful. How we do this may vary from year to year, but here is an example of places in the curriculum where you might find that we will work in an interdisciplinary fashion:

Teachers collaborate when reviewing curriculum and how it affects student learning and assessment.

We will use the TOK and ATL sidebars of the textbook to link to matters in the real world.

We will also collaborate, you and I as the teacher on certain parts of the course. Some examples are:

Topics are treated in group discussions with feedback provided by examiner commentaries on student work.

I will ask your opinion on a number of ethical questions that the study of psychology raises.

We will collaborate on evaluating the content of and approach to the units of the course.

And there will be times you collaborate with your classmates, such as:

The Internal Assessment is largely a collaboration in groups of 2 - 4.

Removal of barriers to learning: (Approaches to Teaching 5)

We all have our strengths and areas to develop. If you are experiencing some form of barrier to your learning, here's what I expect you will do:

Connect the concepts and theories to definitions that you formulate, and compare your formulations with those in the course material.

Use Youtube to learn, confirm learning through watching and listening, and critically examine the concepts, theories and methodologies in the course.

Talk with your teacher regarding your study approach, attitude and techniques that may have bearing on your well-being.

If I or another teacher detects that there might be a barrier to your learning, we will follow our [Inclusion Policy](#).

Varied assessment (Approaches to Assessment 2)

These are the kinds of assessments used in this course (*prior to official IB assessments and including mocks*) :

Connected to learning objectives and outcomes, we can avail ourselves of tests, quizzes, exams, oral, interviews, check-ins, presentations, show-and-tells, journals and group work.

Formative assessments:

Class discussions.

Summative assessments allow for you to **consolidate your learning**, some examples of summative assessments in this course are:

Unit exams, mock exams and the internal assessment.

Here is some information about how your work will be marked or assessed:

Unit exams will follow the same format as the final exams, but are scaffolded with greater complexity as you grow confident in the subject material.

The textbook provides pedagogical samples of student Internal Assessments that you may consider, as you work on your own.

Assessment in Psychology is focused on writing essays, which are marked according to standard IB markbands

Feedback (Approaches to Assessment 1)

You can expect to receive feedback from me on formative and summative assessments in this way:

Students can use as feedback comments on student samples found on My IB and in their textbooks.

I will check in with you frequently, provide oral and written feedback on formative and summative assessments, and reminders on Teams and Managebac.

You will also have an opportunity to give feedback to me in this subject, here is how:

I check in frequently with students and, should you wish to contact me, am readily available on Teams.

To get to know our Assessment Policy in better detail, you can find it [here](#).