Individuals and Societies IB Psychology Y2

Unit Title/ Topic	*Unit 1: Internal Assessment*	Hours	*37.5 Hours*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Unit Description and texts

Unit will consist of planning, executing, and analyzing a psychological experiment -the Internal Assessment.

Text: Popov, Alexey, Lee Parker, & Darren Seath (2017). *IB Psychology Course Companion, 2nd Edition*. Oxford, UK: Oxford University Press.

Concepts/Skills to be Mastered by Students

Information Processing
3. identify issues and/or problems and alternative solutions
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
14. formulate appropriate research questions

Map & Globe Skills
Not used

Reading Standards
 L11-12RHSS3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Writing Standards
L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

Transfer goals/Skills	Approaches to learning (ATL)
Skills: Research Communication **Details:** Apply skills required to design, conduct, analyze and evaluate a simple psychological experiment Students will research to locate an appropriate study for the IA investigation. While planning and conducting the experiment, they will work on verbal communication in small groups. Following the experiment, they will work on written communication skills through writing a simple report on their psychological experiment.	**Category:** Thinking **Cluster:** Critical thinking: Analyzing and evaluating issues and ideas **Skill Indicator:** Internal Assessment-rough draft and final draft **Category:** Communication **Cluster:** Communication Skills **Skill Indicator:** Internal Assessment-rough draft and final draft **Category:** Self-management **Cluster:** Organization skills **Skill Indicator:** Internal Assessment-rough draft and final draft **Details:** Writing the IA requires critical thinking for design, analysis and evaluation of the work. Students will be required to communicate within their groups, within the context of conducting the experiment, and within the context of writing about their experiment and its results. Students will be required to exercise self-management as they become responsible to other members of their group, as well as how they organize themselves to complete their written report.
Content/skills/concepts	**Learning process**
Students will know the following content: 1. Independent/dependent variables 2. Operationalized hypothesis/null hypothesis 3. Types of research designs 4. Types of sampling methods 5. Control and confounding variables 6. Methods for data analysis—descriptive and inferential statistics **Students will develop the following skills:** 1. Design and conduct a simple psychological experiment based on an existing research study. 2. Analyze and evaluate the results of a research experiment. 3. Write a report about a simple psychological experiment. 4. Work with a group to design and carry out an experiment. 5. Apply proper ethical considerations within the context of a psychological experiment.	Small group/pair work PowerPoint lecture/notes Group presentations **Details:** Students will work with partners to evaluate existing Psychological studies, and then work in small groups to replicate/modify the study for the IA. Students will plan and conduct the experiment together with their group and then work individually to write a report of the results of their study.

	Students will grasp the following concepts: 1. Use of effective teamwork and collaboration. 2. Applying learning to real-world problems and contexts. 3. Engaging in experiential learning.	
Language and Learning	**TOK Connections**	**CAS connections**
Activating background knowledge Scaffolding for new learning Extending Language **Details:** Activating Prior Knowledge—utilizing learning from practice IA in Year 1. Scaffolding New Learning—organizers for planning the design of the experiment, as well as for writing about the experiment. Extending Language—utilizing an actual psychological experiment as the basis for the modified experiment, which requires students to read and understand at a high level.	Personal and shared knowledge **Details:** Personal and Shared Knowledge—students will be collaborating for part of the IA process (shared knowledge), but will need to analyze and evaluate the data individually, building personal knowledge based on the results of the experiment.	Creativity **Details:** While students are basing their experiment design on an existing study, students must think creatively in regards to modifications that will allow them to test the same theory/model within the restrictions of a school setting.

Essential Understandings and Questions

Factual:

What are you required to do for the Internal Assessment? What are the steps for conducting a psychology experiment/study?

Conceptual:

What ethical concerns are evident in your original study and how will you modify your replicated study to address those ethical concerns?

Debatable:

Given the results of your modified study relative to your experimental hypothesis, what implications can be drawn about the theory/model on which it is based?

Assessment Tasks **List of common formative and summative assessments.**					
DP Assessments	Final Psychology HL Internal Assessment	**Formative Assessments**	Research study summary Experiment Proposal	**Summative Assessments**	Final Internal Assessment paper

		Group presentation of proposed experiment Rough drafts of each section of IA		

Learning Experiences		

Topic or Content	**Learning Experiences**	**Personalized Learning and Differentiation**
[Pacing of Unit](#) Introduction	Read research studies menu and select study for replication Assemble groups Write summary of study chosen by group (individual) Write Introduction Rough Draft individually (after Experiment Proposal is complete) using Introduction Checklist, Course Companion, and Rubric as a guide.	Group choice by student Teacher provides individual comments on Study Summary and Introduction Rough Draft
Exploration	Written Experiment Proposal (Group) Experiment Proposal Presentation to the class for feedback on design and methods (Group) Adjust and create materials needed for experiment (Group)—refer to Experiment Checklist Identify classes to be used for experiments Distribute Consent Forms (see Consent Form template and Considerations for Distribution of Consent Forms) Write an Exploration rough draft individually using Exploration Checklist, Course Companion, and Rubric as a guide.	Teacher provides individual comments on Experiment Proposal and Exploration Rough Draft
Analysis	Conduct experiment (Group) Gather and summarize data (Group) Discuss Descriptive and Inferential Statistics Analyze data individually Write Analysis rough draft individually using Analysis Checklist, Course Companion, and Rubric as a guide.	Teacher provides individual comments on Analysis Rough Draft
Evaluation	Discuss requirements of Evaluation section Write Evaluation section individually using Evaluation Checklist, Course Companion, and Rubric as a guide. Students assemble all sections together using correct IB format with Works Cited and appendices for final IA submission.	Teacher provides individual comments on Evaluation Rough Draft & Formatting of Final Assembled Paper

Content Resources

IB Course Companion
[Pacing of Unit SY24-25](#)
- [Glanzer & Kunitz (1966)](#)
- [Baddeley, Thomson & Buchanan (1975)](#)

- **Peterson and Peterson** (1959)
- Labban, J.D., & Etnier, J.L. (2011). **Effects of acute exercise on long-term memory**. Research Quarterly for Exercise and Sport, 82(4), 712-721.

- Elliot, A. J., Maier, M. A., Moller, A. C., Friedman, R., & Meinhardt, J. (2007). **Color and psychological functioning: The effect of red on performance attainment**. *Journal of Experimental Psychology: General*, *136*(1), 154–168. doi: 10.1037/0096-3445.136.1.154

- Kargopoulos, P., Bablekou, Z., Gonida, E., & Kiosseoglou, G. (2003). **Effects of Face and Name Presentation on Memory for Associated Verbal Descriptors**. *The American Journal of Psychology*, *116*(3), 415. doi: 10.2307/1423501

- Peterson, L.R., & Peterson, M.J. (*1959*). **Short-term retention of individual verbal items**. Journal of Experimental Psychology, 58, 193-198.
- Hasher, L., Riebman, B., & Wren, F. (1976). **Imagery and the retention free-recall learning.** *Journal of Experimental Psychology: Human Learning & Memory*, *2*(2), 172–181. https://doi.org/10.1037/0278-7393.2.2.172

- *Hilton, E.S. (2001).* **Differences in visual and auditory short-term memory**. *IU South Bend Undergraduate Research Journal, 4*, 47-50.

- Walker, D., & Vul, E. (2013). **Hierarchical encoding makes individuals in a group seem more attractive**. *Psychological Science, 25*(1), 230-235. doi:10.1177/0956797613497969

- Song, H., & Schwarz, N. (2008). **If it's hard to read, it's hard to do: Processing fluency affects effort prediction and motivation**. Psychological Science, 19, 986-988.

InThinking.com (Resources used: "Getting Started with the IA"; "Writing the IA"; "IA Samples & Marking")