

Summary

Cognitive Approach

Subject	Year	Start date	Duration
Psychology	IB1	Week 1, September	13 weeks

Course Part

Cognitive Approach

Curriculum

Aims

Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions

Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society

Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material

Promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies

Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity

Enable the student to recognize that the content and methodologies of the individuals and societies subjects are contestable and that their study requires the toleration of uncertainty

Develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour

Apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study

Understand diverse methods of inquiry

Understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries

Ensure that ethical practices are upheld in all psychological inquiry and discussion

Develop an awareness of how psychological research can be applied to address real-world problems and promote positive change

Objectives

Knowledge and comprehension of specified content

demonstrate knowledge and comprehension of key terms and concepts in psychology

demonstrate knowledge and comprehension of a range of psychological theories and research studies

demonstrate knowledge and comprehension of the biological, cognitive and sociocultural approaches to mental processes and behaviour

demonstrate knowledge and comprehension of research methods used in psychology

Application and analysis

demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question

demonstrate application and analysis of a range of psychological theories and research studies

demonstrate application and analysis of the knowledge relevant to areas of applied psychology

at HL only, analyse qualitative and quantitative research in psychology

Synthesis and evaluation

evaluate the contribution of psychological theories to understanding human psychology

evaluate the contribution of research to understanding human psychology

evaluate the contribution of the theories and research in areas of applied psychology

at HL only, evaluate research scenarios from a methodological and ethical perspective

Selection and use of skills appropriate to psychology

demonstrate the acquisition of skills required for experimental design, data collection and presentation, data analysis and the evaluation of a simple experiment while demonstrating ethical practice

work in a group to design a method for a simple experimental investigation, organize the investigation and record the required data for a simple experiment

write a report of a simple experiment

Connections

Metacognition

Reflection on content

Reflection on skills

Reflection on concepts

Language and learning

Acquisition of new learning through practice

ATL Skills

Approaches to Learning



Thinking

- In this unit, we will
 - ask students to formulate a reasoned argument to support their opinion or conclusion
 - give students time to think through their answers before asking them for a response
 - reward a new personal understanding, solution or approach to an issue
 - ask open questions
 - set students a task which required higher-order thinking skills (such as analysis or evaluation)
 - build on a specific prior task
 - help students to make their thinking more visible (for example, by using a strategy such as a thinking routine)
 - ask questions that required the use of knowledge from a different subject from the one you are teaching



Communication

- In this unit, we will
 - construct a task around the use of different vocabulary and examples when speaking to different audiences
 - ask students to monitor and check the quality of their writing
 - assess or give feedback on speaking or writing concisely
 - encourage or require students to plan a response before they begin
 - ask students to formulate arguments clearly and coherently
 - encourage all students to contribute to discussions



Research

- In this unit, we will
 - require students to formulate/construct a focused research question (either in class or in a homework assignment)
 - provide opportunities for students to reflect on how they determine the quality of a source, or analyse contradictory sources
 - give students advice on (or provide an opportunity for students to practise) narrowing the scope of a task to make it more manageable
 - discuss or model the importance of academic honesty and clear acknowledgment of sources



Developing IB Learners

☆ Learner Profile



Knowledgeable



Thinkers



Communicators



Open-minded



Caring



Risk-takers (Courageous)



Reflective



Stream & Resources

☰ Resources



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Cognitive Approach: Guide and Checklist



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20 KB Word Document