**North East School Division**

**Psychology 30.11 - Outcome**

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| **Unpacking the Outcome** | | |
| Design --> exploration  Carry out --> exploration | | |
| **Outcome**(circle the verb and underline the qualifiers) | | |
| P30.11 Design and carry out a detailed exploration of one or more topics of personal interest relevant to Psychology 30 using an ethical perspective. | | |
| **KNOW** | **UNDERSTAND** | **BE ABLE TO DO** |
| Vocabulary:  (1) validity (extent to which a concept is accurately measured) reliability (how consistently a method measures something) and ethical issues (set of principles and values that address questions of what is acceptable/inacceptable with respect to research)  (2) resiliency (being able to recover from difficult circumstances)  (3) brain hemispheric dominance (left brain/right brain)  (4) attachment theories (secure/avoidance/insecure/ambivalent, maternal deprivation theory, attachment styles) | That  There are multiple ways to conduct research and gather data.  There is a process (question, hypothesis, method, data collection etc.) involved when conducting research.  Research exists to help others learn.  Students need to view research process through a critical lens. | 1. Examine validity, reliability and ethical issues (1) in various quantitative and qualitative research methods (e.g., experimental, interview, observation, case study) used in psychology. 2. Explore one or more topics such as: • analyze and compare the impact of one factor (e.g., culture, parenting) influencing biological, cognitive, emotional and spiritual development from infancy through adulthood; • investigate and compare child parenting from various cultural perspectives; • investigate and evaluate, based on student-created criteria (e.g. accessibility, cost, location, approaches), community resources that help individuals develop resiliency (2); • investigate why and how individuals learn differently and discuss implications of labeling people’s abilities; • investigate theories and concepts related to brain hemispheric dominance (3); • compare key concepts of different attachment theories (e.g., maternal deprivation theory, attachment styles); (4) • investigate major theoretical perspectives and research methods from various cultural perspectives related to lifespan; • assemble and reflect on a portfolio that demonstrates an understanding of a career choice by interviewing or job shadowing for a specific psychology related occupation (e.g., roles, responsibilities and skills, education level required including licensing requirement in Saskatchewan, salary and benefits; and, • work environment, workplace hazards and safety considerations, financial outlook and future trends impacting the occupation). 3. Share the results of student-directed inquiry through research paper, display, presentation, performance, demonstration, representation, or video 4. Co-construct a tool (e.g., rubric, checklist, self-evaluation form or peer-evaluation form) and use it to assess the process and products involved in one’s student-directed study. |
| **ESSENTIAL QUESTIONS** | | |
| What constitutes ethical and valid research?  What would I like to learn more about (in psychology)?  How do I best communicate the results of my research?  How does learning contribute to development throughout one’s lifespan? | | |