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**Stage 2 Psychology Group Investigation**

**Research Program: Persuasion**

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In this Group Investigation students will be ***participants*** in three psychology investigations centred on the social cognition topic of ***persuasion***.

1. *Experimental Design Investigation*
2. *Quantitative Observational Design Investigation*
3. *Qualitative Design Investigation*

In Groups you are required to write a report that answers a question that your group develops from 1 of the 3 different types of investigation.

**The group investigation comprises three stages:**

**Part 1:** Proposal development (a maximum of 250 words, not included in the word count for the group investigation proposal)

**Part 2**: Data analysis

**Part 3**: Group investigation report.

**Part 4**: Peer/self-assessment

N.B. Psychology Investigation reports are to measure the ability to analyse data and investigation design. Not the ability to research. Research should be kept to a minimum within your report.

**Part 1 - Proposal development**

In your group, you will construct a question that can be addressed by the data. Each group considers the measures used to generate data in any one of the three research programs the class has conducted. Your group’s proposal must identify:

* the question to be addressed
* hypothesis
* the investigation design
* how the data can be used to address the question.

***Proposals are worked on collaboratively, however written individually. Maximum 250 words.***

**Part 2 - Data analysis**

Once the proposal has been approved, the group proceeds with data analysis. Groups should explore alternative ways of appropriately selecting and presenting relevant data. These may include statistical calculations or the content analysis of data collected from focus groups. Discussions with your teacher at this stage are vital.

**It is recommended that you take extensive notes for the introduction and the Report under the headings provided in Part 3.**

**Part 3 - Group investigation report.**

Your completed group investigation report will be a maximum of 1500 words and should include:

* an ***introduction*** that identifies the:
  + focus of the investigation
  + the *participants*
  + the *data* used to address the specific research question
  + May include a brief background – referenced correctly if using (a rough guide 200-300 words)
* ***results:***
  + the *display* and *analysis* of data

N.B. tables used to generate graphs are not necessary

* a ***discussion*** including:
  + evaluation of the information gathered
  + the sample used
  + the investigation design including strengths and weaknesses
  + validity and reliability
  + discussion of research ethics
* a ***conclusion*** including:
  + comments on the usefulness of the investigation and possible *future improvements*.

**Part 4:**

In addition to the report, you will complete a peer/self-assessment in which you:

* + - Rate each member of your group against A3 using the performance standards
    - Write a brief review of the interactions in your group and your participation.

Assessment Conditions

* Proposal development (a maximum of 250 words)
* Individual investigation report (a maximum of 1500 words) - excluding the proposal and quantitative and qualitative data
* If presented in an alternative manner, there is a maximum of 10 minutes for an oral presentation or the equivalent in multimedia form.
* The written group review is a maximum of 150 words.

Proposal development and data analysis are completed during class time. The report is completed in the student’s own time

N.B. If you choose to use any information from other sources, ensure you reference correctly using the Harvard system of referencing. See Guide to referencing.

**Due Dates: *Proposal Friday week 9***

***1st draft Report Friday Week 8***

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The following Highlights the Learning Requirements and Assessment Design Criteria of this Investigation.

|  |  |  |
| --- | --- | --- |
| ***Learning Requirements*** | ***Assessment Design Criteria*** | ***Capabilities*** |
| 1. Explain the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of themselves, others, and groups of people 2. Analyse the behaviour of themselves, others, and groups of people in different contexts in a way that recognises the values of independence and interdependence 3. Demonstrate an understanding of ethical research by undertaking and evaluating guided investigations 4. Make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics and by presenting particular points of view, giving examples of the thinking and reasoning behind them 5. Demonstrate organisation and critical reflection in the application of psychological principles, taking into account ethical considerations 6. Search for, evaluate, and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes, and values in a range of contexts 7. Undertake a variety of roles while working as a member of a team to achieve individual and shared goals | Investigation  The specific features are as follows:  I1 Development of psychology investigation proposals.  I2 Critical selection and acknowledgment of information about psychology and issues in psychology from different sources.  I3 Understanding and use of ethical research practices.  I4 The obtaining, recording, and display of findings of investigations, using appropriate conventions and formats.  Analysis and Evaluation  The specific features are as follows:  AE1 Analysis of the behaviour of individuals and groups of people in different contexts.  AE2 Evaluation of procedures, with suggestions for improvement.  AE3 Analysis and evaluation of psychological evidence to formulate relevant conclusions.  Application  The specific features are as follows:  A1 Application of psychological concepts and evidence from investigations to new and familiar contexts.  A2 Application of appropriate psychological terms.  A3 Demonstration of skills in individual work and teamwork.  Knowledge and Understanding  The specific features are as follows:  KU1 Demonstration of knowledge and understanding of psychological concepts and ethical considerations.  KU2 Use of knowledge of psychology to understand and explain behaviours.  KU3 Communication of knowledge and understanding of psychology in different contexts, using different formats. | Communication  Citizenship  Personal Development  Work  Learning |

|  | Investigation | Analysis and Evaluation | Application | Knowledge and Understanding |
| --- | --- | --- | --- | --- |
| A | Develops logical, coherent, and detailed psychology investigation proposals.  Critically and logically selects and consistently and appropriately acknowledges information about psychology and issues in psychology from a range of sources.  Clearly understands and consistently uses well-organised, ethical research practices.  Obtains, records, and displays findings of investigations, using appropriate conventions and formats accurately and highly effectively. | Uses perceptive and thorough analytical skills to examine the behaviour of individuals and groups of people in different contexts.  Logically evaluates procedures and suggests a range of appropriate improvements.  Systematically analyses and evaluates psychological evidence to formulate logical and highly relevant conclusions. | Applies psychological concepts and evidence from investigations to suggest solutions to complex problems in new and familiar contexts.  Uses appropriate psychological terms highly effectively.  Demonstrates initiative in applying constructive and focused approaches to individual and collaborative work. | Consistently demonstrates a deep and broad knowledge and understanding of a range of psychological concepts and ethical considerations.  Uses knowledge of psychology perceptively and logically to understand and explain behaviours.  Uses a variety of formats to communicate knowledge and understanding of psychology in different contexts coherently and highly effectively. |
| B | Develops well-considered and clear psychology investigation proposals.  Logically selects and appropriately acknowledges information about psychology and issues in psychology from different sources.  Understands and consistently uses ethical research practices.  Obtains, records, and displays findings of investigations, using appropriate conventions and formats mostly accurately and effectively. | Uses clear and well-organised analytical skills to examine the behaviour of individuals and groups of people in different contexts.  Evaluates procedures and suggests some appropriate improvements.  Uses mostly logical analysis and evaluation of psychological evidence to formulate consistent and relevant conclusions. | Applies psychological concepts and evidence from investigations to suggest solutions to problems in new and familiar contexts.  Uses appropriate psychological terms effectively.  Applies mostly constructive and focused approaches to individual and collaborative work. | Demonstrates some depth and breadth of knowledge and understanding of a range of psychological concepts and ethical considerations.  Uses knowledge of psychology logically to understand and explain behaviours.  Uses a variety of formats to communicate knowledge and understanding of psychology in different contexts coherently and effectively. |
| C | Develops considered and generally clear psychology investigation proposals.  Selects with some focus, and mostly appropriately acknowledges, information about psychology and issues in psychology from different sources.  Generally understands and uses ethical research practices.  Obtains, records, and displays findings of investigations, using generally appropriate conventions and formats with some errors but generally accurately and effectively. | Uses generally organised analytical skills to examine the behaviour of individuals and groups of people in different contexts.  Evaluates some procedures in psychology and suggests some improvements that are generally appropriate.  Analyses and evaluates psychological evidence to formulate simple and generally relevant conclusions. | Applies psychological concepts and evidence from investigations to suggest some solutions to basic problems in new or familiar contexts.  Uses generally appropriate psychological terms, with some general effectiveness.  Applies generally constructive approaches to individual and collaborative work. | Demonstrates knowledge and understanding of a general range of psychological concepts and ethical considerations.  Uses knowledge of psychology with some logic to understand and explain behaviours.  Uses a variety of formats to communicate knowledge and understanding of psychology in different contexts, with some general effectiveness. |
| D | Prepares the outline of a psychology investigation proposal.  Selects and may partly acknowledge one or more sources of information about psychology or an issue in psychology.  Identifies and attempts to use some ethical research practices.  Obtains, records, and displays findings of investigations, using conventions and formats inconsistently, with occasional accuracy and effectiveness. | Describes basic behaviour of individuals and groups of people in different contexts.  For some procedures, identifies improvements that may be made.  Attempts to extract meaning from psychological evidence and to formulate a simple conclusion that may be relevant. | Applies some evidence to describe some basic problems and identify one or more simple solutions, in familiar contexts.  Attempts to use some psychological terms that may be appropriate.  Attempts individual work inconsistently, and contributes superficially to aspects of collaborative work. | Demonstrates some basic knowledge and partial understanding of psychological concepts and ethical considerations.  Identifies and explains some psychological information that is relevant to understanding and explaining behaviours.  Communicates basic information about psychology to others, using one or more formats. |
| E | Identifies a simple psychology investigation proposal.  Identifies a source of information about psychology or an issue in psychology.  Pays limited attention to ethical research practices.  Attempts to record and display some descriptive information about an investigation, with limited accuracy or effectiveness. | Acknowledges that individuals and groups of people may behave differently in different contexts.  Acknowledges the need for improvements in one or more procedures.  Attempts to organise some limited evidence. | Identifies a basic problem and attempts to identify a solution in a familiar context.  Uses some psychological terms.  Shows emerging skills in individual and collaborative work. | Demonstrates some limited recognition and awareness of psychological concepts and ethical considerations.  Shows an emerging understanding that some psychological information is relevant to explaining behaviours.  Attempts to communicate information about psychology. |

**Stage 2 Psychology Group Investigation**

**Research Program: Persuasion**

**Self and Peer Assessment Group Collaboration**

Group Member 1:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Demonstrates initiative in applying constructive and focused approaches to individual and collaborative work. | Applies mostly constructive and focused approaches to individual and collaborative work. | Applies generally constructive approaches to individual and collaborative work. | Attempts individual work inconsistently, and contributes superficially to aspects of collaborative work. | Shows emerging skills in individual and collaborative work. |

Group Member 2:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Demonstrates initiative in applying constructive and focused approaches to individual and collaborative work. | Applies mostly constructive and focused approaches to individual and collaborative work. | Applies generally constructive approaches to individual and collaborative work. | Attempts individual work inconsistently, and contributes superficially to aspects of collaborative work. | Shows emerging skills in individual and collaborative work. |

Group Member 3:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Demonstrates initiative in applying constructive and focused approaches to individual and collaborative work. | Applies mostly constructive and focused approaches to individual and collaborative work. | Applies generally constructive approaches to individual and collaborative work. | Attempts individual work inconsistently, and contributes superficially to aspects of collaborative work. | Shows emerging skills in individual and collaborative work. |

Group member 4:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Demonstrates initiative in applying constructive and focused approaches to individual and collaborative work. | Applies mostly constructive and focused approaches to individual and collaborative work. | Applies generally constructive approaches to individual and collaborative work. | Attempts individual work inconsistently, and contributes superficially to aspects of collaborative work. | Shows emerging skills in individual and collaborative work. |