ADVICE FOR TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

COURSE SPECIFIC ADVICE

This Course Supplement for Introduction to Sociology and Psychology TASC level 2 must be read in conjunction with the Introduction to Sociology and Psychology TASC level 2 course document.

It contains advice to assist teachers delivering the course and can be modified as required. This Course Supplement is designed to support teachers new to or returning to teaching this course.

Introduction to Sociology and Psychology level 2, is an introduction to the disciplines of Sociology and Psychology, stressing basic terms, concepts and theoretical perspectives of the disciplines.

COURSE CONTENT

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Modules 1 – 3 are to be taught in sequence. Modules 4 and 5 may be taught in any order.

Compulsory Content and Elective Content

The content for Modules 1 – 3 as outlined is compulsory. Modules 4 and 5 offer electives in each module. Learners must complete (one) 1 from each of Modules 4 and 5.
Module 1
An Introduction to Sociology and Psychology

This module covers the aims and the scope of the study of sociology and psychology and the use of these disciplines in Australia today. It includes a brief coverage of the different approaches to sociology and psychology. It also introduces students to the research methodology employed in sociology and psychology - the collection of data, the use of evidence to support an argument and the acknowledgement of sources.

This module introduces learners to:
- the key purposes of each of the disciplines
- how they differ in content and aims
- how the two disciplines may overlap
- the scientific method of social inquiry.

PART A - WHAT IS SOCIOLOGY AND PSYCHOLOGY?
The focus for this part of Module 1 is to introduce learners to sociology and psychology and the use of these disciplines in Australia today. It deals with the key purposes of each of the disciplines, how they differ in content and aims and where they overlap. Learners are introduced to the terms and concepts that are central to each of the two disciplines.

Key Concepts:
- Sociology (youth, the family, deviance, crime, culture and ethnicity, community and social change)
- Psychology (psychological development, influences on individual behaviour, mind, brain and body, memory and learning, and mental health)
- how Sociology and Psychology are similar, how are they different
- current practitioners
- Sociology and Psychology as sciences; core theories and concepts.

PART B - RESEARCH METHODOLOGY

Key Concepts:
- socialisation
- self
- culture
- deviance
- behaviour
- memory
- individual difference
- institutions, stereotypes
- empirical evidence
- nature
- nurture
- personality
- perception
- cognition
- informed consent
- privacy
- confidentiality
- ethics.

Examples of learning activities
Learners:
- complete a Venn diagram to show the similarities and differences between psychology and psychiatry
• create a database or a visual organiser to illustrate the breadth of career opportunities in psychology; complete a biography/obituary on a significant contributor towards one of the four major perspectives of psychology:
  o biological; for example, Broca, Sperry,
  o behavioural; for example, Pavlov, JB Watson, BF Skinner
  o cognitive; for example, Ebbinghaus, Piaget, Gardner
  o cultural; for example, Bandura, Milgram, Zimbardo

• write a biography on a significant contributor towards one of the major perspectives in psychology or sociology, e.g. Sperry, Pavlov, Piaget, Zimbardo, Durkheim, Marx or Goffman.

• complete a Venn diagram to show the similarities and differences between psychology and sociology.

• use a graphic organiser to illustrate the breadth of career opportunities in psychology and sociology.

• using an Internet crossword maker (e.g. Eclipse Crossword), make a crossword of terms/concepts and definitions relating to the study of Sociology and Psychology.

• construct a multimedia presentation that outlines similarities and differences between the functionalist, social control and interactionist theories of deviance.

• create hypotheses using the 'think-pair-share' technique students construct hypotheses relating to sociology and psychology.

• invite a police officer to visit the school to talk about different crimes and the impact of crime on individuals, communities and society.

• design an advertising campaign for the prevention of crime; after identifying the crime, establish a target audience by determining factors that lead people to commit crime (e.g. poverty, addiction, abuse, rebellion); suggest an appropriate type of punishment for the crime; design a campaign to challenge factors that traditionally lead people to commit crime by focusing on a 'socially-accepted' crime such as downloading copyrighted music or films from the Internet; information on this issue can be found at: www.afact.org.au/.

• consider the folkways, mores, laws and values that shape perceptions of normality; discuss implications of violating norms, including informal and formal labelling and consequences (e.g. rudeness and ostracism, or crime and sentencing).

• consider a range of scenarios involving an act that could result in the labelling of an individual as deviant depending on how others respond to the action; for example, a student 'borrows' a camera from the school without telling anybody, a husband 'cheats' on his partner during a
business trip, a professional footballer drives home under the influence of alcohol; use Becker’s interactionist labelling theory to consider ‘Who applied the label of deviant to whom?’, ‘What consequences does the application of a label have for the person so labelled?’ and ‘Under what circumstances is the label of a deviant successfully applied?’

Module 2
Psychological Development

Module 2 examines lifespan psychology, of an individual from infancy to old-age. This module introduces learners to:

- How psychological development is the product of the complex interaction of heredity and environment
- The contribution of classic and contemporary studies in understanding changes that take place across an individual’s lifespan
- Cognition and behaviours associated with particular stages of development.

Key Concepts:

- stages of the lifespan - infancy, childhood, adolescence, early adulthood, middle age and old age
- physical, social, cognitive, emotional development
- interactionism - the interaction between heredity and environmental factors
- classic and contemporary theories (Piaget; Erikson; Kohlberg; Gibson; Bowlby; Ainsworth; Harlow)
- mental illness; successful ageing.

Examples of learning activities

Learners:

- create a timeline to record the major lifespan stages in the learner’s life and add two major aspects of each stage.
- study a particular lifespan stage and construct hypotheses on topics relating to that stage. Make a classroom display of them.
- watch and discuss the ‘7 up’ series as an example of a longitudinal study and the changes that occur over the lifespan. Follow up with class discussion.
- prepare a multimedia presentation on Erikson’s eight-stage theory, including the major aspects of each stage.
- use Piaget’s theory to design, construct, test and report on a toy for a young child.
- produce a compilation CD targeted towards young people from any era; the relevance of the selected tracks must be described within the liner notes, and the artwork must include images symbolic of youth from the targeted era; produce a poster to advertise the CD.
• design a poster describing the misconceptions and truths about mental illness.

• talk to a guest speaker about the issues older persons face as they age, and their cognitive and psychosocial changes and the nature of successful ageing.

• complete an essay/written/PowerPoint presentation focussing on one of the major perspectives of psychology, including psychologists/psychiatrists that have contributed to the development of that perspective e.g. cognitive development.

Module 3  Youth Culture

Module 3 explores the social categories of youth and adolescence, especially as these social categories have a range of potential negative impacts of categorisation, such as stereotyping, prejudice and discrimination.

This module introduces learners to:

• The sociological imagination as a mindset
• About being young, and how it varies across time and space
• Youth cultures and the meanings attributed to young people’s music, dress and use of public space, including digital space
• The question of the homogeneity of youth, i.e. to what extent do they share common experiences, interests, characteristics and values.

Key Concepts:

• social categories
• youth
• adolescence
• intergenerational inequity (ethnicity, age, class, rural/urban location, gender and other social differences)
• homogeneity
• stereotyping
• prejudice
• discrimination
• subcultures
• cliques
• outcast
• at-risk youth and social deviance
• attitudes to environmental and social sustainability

Examples of learning activities

Learners:

explore the concept of the sociological imagination: a mindset that constantly questions and critiques, such as “Is it possible to be objective?” “Where is the evidence?” and “Are there other ways to understand this?”

use sociological imagination to consider different definitions of family; select a type of family different from their own and prepare a
written report that identifies similarities and differences between the two experiences of family life; if possible, students are paired up with other students from different types of families to share their experiences.

apply two different theoretical approaches (e.g. functional and conflict) to examine society’s reaction to such issues as:

- youth homelessness
- youth restricted access to tobacco products
- the current debate and proposed legislation referring to the purchase of tobacco by youth under 25 years
- youth unemployment.

prepare a written report based on an analysis of demographic trends published by the Australian Bureau of Statistics that compares data relating to youth and adolescence over time and differences between young Aboriginal and Torres Strait Islander Australians and young non-Indigenous Australians. Suitable data can be found by selecting ‘Children and Youth’ from the Topics @ a Glance menu option on the ABS website: www.abs.gov.au Topics @ a Glance (People) People @ a Glance (Children and Youth).

examine how social categories change across generations by questioning relatives, parents and grandparents and members of the community from different generations about their experience of youth in such areas as levels of individual freedom and parental control, the nature of schooling, job choices and opportunities; the place of music and fashion in their social identification; the impact of social media; and the positive and negative impact of stereotypes applied to young people. Prepare a written report summarizing significant generational differences of the youth social category.

maintain an annotated media file as a means of exploring homogenous thinking about youth and adolescence; for example, identify and explain how stereotyping of youth and adolescence has been used in various media forms; the annotated media file should contain examples from different countries and/or periods of time.

write a film analysis of the feature documentary ‘The Oasis’ about Australian homeless youth; a Study Guide is available to download from the ABC TV website: <www.abc.net.au/tv/oasis/education/studyGuide.htm>; consider differences in the experience of being young arising from a range of factors, including social differences, unemployment, education, intergenerational inequity, and other issues identified in the documentary.

analyse a range of government advertisements targeted at the social categories of youth and adolescence, focusing on the assumptions made about the target audience; design their own alternative government advertisement that better acknowledges the heterogeneity of youth. A suitable example is the National Youth

**Module 4**

One (1) module must be chosen from the list for Module 4

Sociology

The modules are:

- 4A Social Stratification
- 4B Sociology of Gender
- 4C Cross Cultural Differences

Each module has a prescribed focus or basis for study and a guide to content. The key skills of the social inquiry method of learning as outlined in Module 1 must be used in addressing this focus. Teachers and learners are encouraged to explore issues within the chosen modules. Teachers are encouraged to negotiate content to be studied, taking into account the experiences and interests of the learners. Learners are encouraged to ask their own questions, explore possible sources of information, and develop or identify solutions to them. There will be many questions that have no satisfactory answers or have several possible answers and it is important for learners to recognise these situations.

**MODULE 4A: SOCIAL STRATIFICATION**

The focus for this unit is power, i.e. the ability or capacity to influence or persuade others to a point of view or action to which they would not normally agree. Learners are introduced to how inequitable practices are established, sustained and challenged within and across structures in Australian society.

Key Concepts:

- agency
- class
- ideology
- inequality
- inequity
- power
- race
- social
- mobility
- social stratification
- status
- socioeconomic status
- core theories (conflict, functionalist, feminist, interactionist, the social construction of ‘whiteness’)

**Examples of learning activities**

Learners:

respond to a teacher presentations and explanations followed by an applied sociological activity. These can be found at:

http://www.ehow.com/list_7713531_classroom-activities-social-stratification.html

view the PowerPoint: https://www.tes.com/teaching-resource/social-stratification-lesson-powerpoint-6344272
research the following terms and concepts and use each one in a sentence:

- agency
- class
- ideology
- inequality
- inequity
- power
- race
- social mobility
- social stratification
- status
- socioeconomic status

investigate and report on one (1) contemporary inequality by drawing upon one (1) of the core theories

compile two (2) tables showing the socioeconomic outcomes of Indigenous Australians and other Australians. Refer to unemployment rates; household size; education outcomes; qualifications; house ownership; (Refer to the ABS Census of Population and Housing for statistics). Comment on the difference between the two (2) groups and provide some rational as to the contributing factors that could explain these differences.

conduct a research report based on the most recent Brotherhood of St Laurence's Life Chances Study; this study has followed 140 young people since they were infants, considering the impact of socioeconomic conditions on life chances; in 2008 they completed Year 12 and the Stage 9 report is concerned with this important time of transition: www.bsl.org.au/Research-and-Publications/ Research-and-Policy-Centre/Research-reports.aspx

use the social inquiry approach to investigate social phenomena Refer to P8/9 of the syllabus document for suggestions as to the format of the report. Students are to select relevant dot points. The report must be presented in written form of between 400 - 600 words or a poster or an oral/signed presentation of 3 - 5 minutes or the equivalent in multimodal form. The poster may be produced electronically or in hard-copy format and should not exceed 600 words.

- Sub-headings may be used
- Bullet points, diagrams, tables, graphs and charts are appropriate
- Statistical analysis, where appropriate, is expected
- Definition of terms or appendices are inappropriate
- Appropriate referencing must be used. See the TQA’s Authenticity and Academic Integrity: A Guide (www.tasc.tas.gov.au/1468).)

MODULE 4B: SOCIOLOGY OF GENDER
This module focuses on how individuals develop their perception of gender roles within culturally established designations between masculine and feminine behaviours.

Key Concepts:
- alternative sexualities
- androgy nous, biological
- chromosome
- embryo
- environment
- female and male
- feminine and masculine
- gender and sex
- gender-differentiated play
- gender re-assignment
- gender roles
- gender stereotypes
- heredity
- hermaphrodite
- heterosexual
- homosexual
- identity formation
- maturation
- sex-based crimes
- sexual orientation
- transgender surgery
- core theoretical perspectives (sociobiological perspectives – evolutionary theory; functionalist, e.g. instrumental and expressive gender roles, feminist, e.g. the reproduction of mothering; masculinity, e.g. cross-cultural concepts of masculinity; relevant theorists – Parsons, Chodorow, Connell, Crespi.

**Examples of learning activities**

Learners:

respond to teacher presentations followed by an applied sociological exercise using the following on-line activities at:

http://www.eed.state.ak.us/tls/cte/docs/NTO/Gender_Equity.pdf

bring to class a set of magazines, e.g. Maxim, Cosmopolitan that represent modern youth; pretend that they were coming to this planet for the first time and to use the magazine they were holding as a good "reference" for learning what men and women were supposed to act/be like in our culture; jot down some notes, and then discuss the media's portrayal of gender. These may include: gender roles, body image, careers, personality etc use the 'Ripple Effect' graphic organiser found at <http://vels.vcaa.vic.edu.au/support/graphic/> to explore the ripples generated by key demographic, cultural economic, technological and social development on, for example, changing gender roles.

write a film report about a film dealing with alternative gender roles.

place a variety of examples of crimes on a continuum from most to least serious; for example, burglary, criminal damage, drug offences, fraud, robbery, sexual offences, theft, vandalism and violence against the person.

investigate the statistics over the past ten (10) years regarding the incidents of sexual and domestic violence in Tasmania. Comment on the
impact these crimes could have on the victims and their families. Why is the issue of domestic violence experiencing a shift in Government and public perception?

prepare a PowerPoint or media report on the historical representation of cross dressing, the social implications, motivations, impact of family and friends; legal implications and society’s attitudes.

investigate and report on one aspect of gender role or identity.

use the social inquiry approach to investigate social phenomena.

In sociology, knowledge and experiences are referred to as social phenomena, which are the individual, external, social constructions that influence our lives and development and are constantly evolving as we age. The category of social phenomena is very broad and complicated, but the fundamental principle of social phenomena is that it is created by society, as opposed to something that occurs naturally in the world, like earthquakes. Students choose one social phenomenon to investigate one current social issue e.g. marriage; an experience of a victim of crime.

**MODULE 4C - CROSS CULTURAL DIFFERENCES**

This module focuses on how culture is created and shaped by individuals and communities and how its expression can be different between cultures or cultural groups.

Key Concepts:
- anthropology
- attitudes
- beliefs
- culture
- ethnicity
- ethnocentrism
- material culture
- mores
- perception
- stereotypes
- subculture
- taboo
- values
- gestures
- language
- Core theoretical perspectives - cultural conflict, cross-cultural perspectives, and changing cultural boundaries
- ways of communicating
- belief systems
- social structure
- economic structures
- political/legal structures
- cultural evolution or cultural relativity
Examples of learning activities

Learners:

respond to teacher presentations followed by an applied sociological exercise using the following on-line activities at:
http://teachpsych.org/resources/otrp/resources/hill98activities.pdf

define the following terms:

- anthropology
- attitudes
- beliefs
- culture
- ethnicity
- ethnocentrism
- folkways
- mores
- norms
- roles
- sanctions
- socialisation
- social control
- stereotype
- subculture
- taboo
- values

use reliable news media sources to research recent events in contemporary Australian society to demonstrate their understanding of the following terms and concepts: culture, subculture, socialisation, stereotype, ethnocentrism, cross-cultural differences.

present an ambiguous political cartoon with a Koorie subject that could be interpreted as ethnocentric and/or culturally relativistic; role-play different interpretations of the ambiguous representation from a diverse range of perspectives (e.g. different ages, genders, ethnicities, social classes, eras).

find definitions for ethnocentrism and cultural relativism; explain the distinction between ethnocentrism and cultural relativism; research to find examples in the media of a range of different ways of representing Australian Indigenous culture; find alternate examples of building awareness and perception of the culture.

create a timeline of the twentieth century showing the historical suppression of Australian Indigenous culture through protection, segregation, assimilation and integration policies, and Australian Indigenous responses to this suppression.

investigate and report on one (1) contemporary aspect of cultural conflict

research on the internet or in the media to find examples that encapsulate the sense of ethnic diversity seen in dual or multiple cultural identities in Australia

interview an immigrant who is a recent arrival to assess their perceptions of Australian society.

use the social inquiry approach to investigate a social phenomenon e.g. migrants and their impact on Australian society.
Module 5 Psychology

One (1) module must be chosen from the list for Module 5

The modules are:
- 5A Non-verbal Communication
- 5B Prosocial and Antisocial Behaviour
- 5C Forensic Psychology

Each module has a prescribed focus or basis for study and a guide to content. The key skills of the social inquiry method of learning as outlined in Module 1 must be used in addressing this focus. Teachers and learners are encouraged to explore issues within the chosen modules.

Teachers are encouraged to negotiate content to be studied, taking into account the experiences and interests of the learners. Learners are encouraged to ask their own questions, explore possible sources of information, and develop or identify solutions to them. There will be many questions that have no satisfactory answers or have several possible answers and it is important for them to recognise these situations.

**MODULE 5A Non-Verbal Communication**

The focus of this module is the process of communication through sending and receiving wordless (mostly visual) cues between people. Nonverbal communication encompasses body language, the use of voice, touch, distance, physical appearance and the environment.

Key Concepts:
- first impressions
- gazing
- gestures
- haptics
- kinetics
- paralinguistics
- facial expressions
- personal space
- posture
- proxemics
- signs, symbols
- creating and maintaining a positive impression and its role in interpersonal relationships; whether universal or culturally dependent.

**Examples of learning activities**

Learners:
respond to teacher presentations followed by an applied sociological exercise using the following on-line activities at:
http://homeworktips.about.com/od/mindandbody/a/nonverbal.htm

Example: ‘Nonverbal communication causes us to make many judgments and assumptions. The exercise that follows is designed to help learners
understand how much information we transmit with nonverbal communication.

**Nonverbal Activity 1: Wordless Acting**

1. Separate students into groups of two.
2. Determine one student in each group as student A, and one as student B.
3. Give each student a copy of a script (available at the above website).
4. Student A will read his lines out loud, but student B will communicate his lines in a nonverbal way

Learners discuss the effectiveness of the two forms of communication, how they responded to each and relationships between the two.

prepare a PowerPoint presentation on people with different physical stances, facial expressions etc and have students explore what their mood or emotional state is. Include some from different cultures and discuss how different stances and expressions can mean different things in different cultures.

describe a personal experience (or an example from film, books, documentaries) involving a cross-cultural misunderstanding. Explain in a written response how the situation might have been handled more effectively.

create a list of cultural sensitivities that might impact on an interview with a person from a specific culture. Prepare a range of questions for an interview with a person from the culture selected. Discuss with others to propose effective questions which also avoid cultural sensitivities or offensiveness.

view an excerpt from a film in different phases, such as dialogue with no picture or sound; sound with no picture and picture with no sound. Learners to discuss how these three situations may give rise to different interpretations about meaning.

investigate and report on three (3) of the types of non-verbal communication in Australia and their importance in other cultures. Learners will use the social inquiry approach to investigate social phenomena.

**UNIT 5B: PROSOCIAL AND ANTISOCIAL BEHAVIOUR**

This unit of work is organised around the following focus questions:
- What are some of the concepts associated with prosocial behaviour?
- What are some of the concepts associated with antisocial behaviour?

Learners will investigate:
- bystander apathy
- conformity
- criminal behaviours
- individual and situational factors
- obedience
- types of prosocial behaviour
- types of antisocial behaviour
- altruism.

**Examples of learning activities**

Learners:

write a short account of the case study of Kitty Genovese. Explain the term 'bystander apathy'. If placed in the same situation how do you think you might react? What factors might motivate people to behave differently when confronted with the same situation?

investigate how youth behaviour is promoted in the media, using examples of pro-social and anti-social behaviour. Learners to present their findings to the class; write a film report about a film dealing with crime or vandalism.

create classroom posters of people displaying prosocial behaviours in the community, detailing who, what and why.

conduct a debate: Reciprocity versus Altruism; research why people behave in altruistic ways and present to class in the form of a debate use a ‘Ranking Ladder’ graphic organiser to rank the different types of crimes from most to least serious: crimes against the person, crimes against property, victimless crime, white collar crime and corporate crime; compare and contrast the ranking with others.

conduct a debate that argues the prosocial vs the antisocial argue on the topic of graffiti.

visit the Australian Bureau of Statistics website to find statistics on crime relating to age, gender, socioeconomic status and ethnicity; use this information to prepare a report about crime in Australia.

**5C FORENSIC PSYCHOLOGY**

This unit of work is organised around the following focus questions:

- What is forensic psychology?
- What is the role of forensic psychology in the collection of evidence and presentation of evidence?
- What are the ethical guidelines for the operation of forensic psychology in contemporary Australian society?

Learners will investigate:

- what forensic psychology is all about
- some procedures used by forensic psychologists
- the ethical issues around forensic psychology
- what constitutes evidence
- some media stereotypes relating to forensic psychology

Terms and concepts used in this unit:

- antisocial behaviour
- behaviour modification
- magistrate
- norms
Learners will find various definitions of these concepts and terms throughout the unit. They will need to use these terms in their answers to assist with the assessment of Criterion 5.

**Examples of learning activities**

Learners:

- define the role of a forensic psychologist? Refer to a YouTube video for information.

- research on the internet to respond to the following questions:
  - What is the role of a Criminal Psychologist?
  - What is the role of a Profiler?
  - What are the 6 focus areas of Forensic Psychology?
  - Forensic psychology is a subjective science based on which 4 areas?

- name 10 areas where forensic psychology could be used.

- watch the YouTube video What is a Crime? Create your own interpretation of a crime.

- watch the YouTube video The Asch Experiment before answering the following questions:
  - What was the aim of the Asch (1951) experiment?
  - What were the results of Asch’s (1951) experiment?
  - What were the ethical considerations in Asch’s (1951) experiment?
  - What did Asch conclude were the factors influencing conformity?
  - In what other situations could participants feel the need to conform in everyday life?
  - How could a member of a jury be persuaded to comply with the other jury members on a verdict?

- define ‘groupspeak’ and how may it impact on a jury’s decision. What impact could a ‘strong, decisive ‘leader’ have on a jury? Cite the various factors that could influence a juror’s decision?
consider the statement:

There are several other high-profile cases around the world in the past few years that have also suffered from the influence on the jury of pre-trial publicity, including the OJ Simpson case in Los Angeles in 1995, and the trial of serial killer Frederick West and his wife accomplice Rosemary in the UK. The Louise Woodward trial in 1997 also suffered greatly from this.

research one of these trials to cite the reasons for this statement.

choose one of the influential people listed: Dr. Edmond Locard, Hans Gross, John Bowlby, Hans Eysenck. Conduct additional research on the selected person on their contribution to forensics.

Supporting Student Responses and Elaborations

There is scope in all course modules for teachers to select learning activities which will engage their learners and challenge them appropriately. All suggested learning activities in this course supplement can be adapted to allow learners to develop the required knowledge and skills.

Teaching strategies that are particularly relevant and effective in Introduction to sociology and psychology, either individually or in combination, include:

Teaching strategies that are particularly relevant and effective in Psychology, either individually or in combination, include:

Oral skills

- role plays, games and simulations
- debate and discussion
- interviews and surveys
- group work
- brainstorming
- presentations

Written skills

- multiple choice items
- short responses
- extended responses
- projects and inquiries
- classroom displays
- timelines
- graphic organisers

Community based learning

- specialist speakers and lectures
- excursions
- work-integrated learning
- Cooperative learning
Analysis

- statistics and data
- graphical representations
- collection and interpretation of newspaper and journal articles
- audio, visual and television reviews
- experimental and observational research
- game play

Applications

- case studies/scenarios
- design surveys
- applied practical exercises
- software packages or applications
- interactive and multimedia packages
- podcasts, wikis, blogs
- social media, e.g. twitter

Examples of assessment tasks across all modules include:

- Multiple choice items
- Short response items
- Extended written responses
- Debate
- Timelines, Crosswords, Venn Diagrams and other Graphic organisers
- Review of documentaries, film and written reports

RESOURCES

Texts (General)

There are no set texts for this course, but the following resources will be useful:


Melbourne: Nelson ITP.


Read local and national newspapers and magazines and collect articles relating to your work. Libraries keep copies of newspapers and magazines.

There are many videos, DVDs and TV programs that relate to course topics. Many are mentioned in the units studied.

**Useful websites:**

You will also find information by carrying out web searches – individual units will contain web addresses for specific topics.

The following websites provide excellent resources:

- [www.bbc.co.uk/science/humanbody/](http://www.bbc.co.uk/science/humanbody/)
- [www.sociology.org.uk](http://www.sociology.org.uk)

Face the Facts: Gender Equality in Australia

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