Teaching and Learning Supplement
PSYCHOLOGY (BHP315116)

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 Psychology TASC level 3 Teaching and Learning Supplement must be read in conjunction with the Psychology TASC level 3 course document and relevant External Assessment Specifications and Examination Guidelines.

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.

Psychology, TASC level 3, is a vehicle for understanding human behaviour and thought processes.

Psychology develops a capacity for detailed observation of human behaviour, and encourages learners to apply psychological principles to real life situations. This study allows learners to understand the complex interactions between the biological, behavioural, cognitive and social cultural factors that influence thought, emotions and behaviour.

COURSE CONTENT

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Modules 2 – 5 can be taught in sequence. Module 1 may be taught at the beginning or integrated throughout Modules 2 – 5. All Modules are compulsory. The Investigative Project in Module 1 is compulsory. The topic for the investigation project is briefly taught just before the IP has commenced. The examples of experiments given in the introduction would ideally come from the Module that the Investigation project is from that year.
Module 1 is designed to impress upon learners that understanding human
behaviour relies predominantly on current research and theories.

This module focuses on three key questions:

- What is psychology?
- How and why do psychologists undertake research?
- What are the ethical considerations of research?

**Key Concepts**

Research methods:

- primary and secondary resources
- qualitative and quantitative research
- case study, observation
- experiment, survey
- existing sources
- scientific method
- validity
- bias
- hypothesis
- operational definitions

- sampling (random and opportunistic)
- allocation of subjects (experimental, control, matched pairs) reliability, experimental controls
- independent and dependent variables
- experimental and control conditions
- placebos
- single-blind and double-blind
- ethical considerations

**Examples of learning activities**

Learners:

- classify the type of research design used in studies by each of the significant contributors towards the major perspectives of psychology, e.g. Broca’s research = case studies, Pavlov = experiment.

- use specific research relating to the four major perspectives of psychology to illustrate the differences between independent and dependent variables and steps in research design.

- construct hypotheses on topics relating to each of the four major perspectives of psychology.

- use a set of secondary data relating to one of the four major perspectives of psychology and represent the data set in either tabular or graphical form.

- evaluate research relating to the four major perspectives of psychology over time, examining the ethical principles involved using a PMI (pluses, minuses, interesting) chart, list the main ways that data is collected to inform each of the four major perspectives of psychology.

- debate why ‘informed consent’ from the guardian is secondary to ‘no psychological or physiological harm to participants’ in ethical considerations of research involving children.
evaluate research relating to the four major perspectives of psychology over time, examining the ethical principles involved.

use a PMI (pluses, minuses, interesting) chart to list the main ways that data is collected to inform each of the four major perspectives of psychology.

construct hypotheses on selected topics relating to each stage of lifespan psychology.

suggest research designs that could be used to investigate the effects of partial or total sleep deprivation; consider single-and double-blind procedures, repeated measures, independent groups and matched pairs designs.

research gender differences with regard to recall and recognition.

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suggest research designs that could be used to investigate the effects of partial or total sleep deprivation; consider single-and double-blind procedures, repeated measures, independent groups and matched pairs designs.

propose an hypotheses for the topic of Remembering. (Include context, environment, ageing).

research gender difference and retrieval cues.

create an outline for an IP on the topic of Levels of Processing: deep and shallow.

propose an hypothesis for each of the learning theories that could be used for an IP

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**MODULE 2**

Module 2 focuses on individual differences, which arise out of the interaction between heredity (biological) and environmental factors.

This module has focuses on three key questions:

- What is the evidence for the biological argument?
- What is the evidence for the environment argument?
- What is the interactionist perspective?

**Key Concepts**

**Gender**
- genetic endowment
- heredity
- genes
- biological influences
- development
- maturation
- environmental influences
- gender
- gender roles
- gender identity

**Intelligence**
- genetic endowment
- heredity
- genes
- biological influences
- development
- maturation
- environmental influences
- intelligence
- intellectual potential

**Personality**
- genetic endowment
- heredity
- genes
- biological influences
- development
- maturation
- environmental influences
- personality traits/types
• stereotypes
• sexual identity
• deprivation
• enrichment
• personality inventories
• self
• situational self/personality

Learners select ONE of the following areas to investigate the interactive process between the environment and genetic potential:
• gender differences
• intellectual differences
• personality differences.

Examples of learning activities

Learners:

collect newspaper articles and research abstracts (e.g. subscribe free online to Science Daily) relating to psychology; identify the specialist fields and fields of application involved design and conduct an investigation and report on the prevalence of stereotypes (e.g. leisure interests, food preferences) associated with gender.

create a visual presentation which illustrates how a projective test (e.g. Rorschach inkblot test, thematic apperception test, Draw-a-Person test, sentence completion test) is used to classify personality.

visit an online exhibition investigating mind and body: René Descartes to William James (http://serendip.brynmawr.edu/Mind/Table.html); designed originally to celebrate psychology's first century as an independent discipline, this online exhibition traces three historical themes: the mind–body problem posed in the 17th century by philosopher René Descartes, the rise of experimental psychology, and the beginnings of psychology in America.

develop and administer a Likert-type scale to investigate and report on gender differences.

using articles from newspapers and popular media, complete a media response examining scientific validity and accuracy of the psychological information reported.

watch a video examining the nature versus nurture debate, then conduct a class debate on the interaction between heredity and environmental factors in influencing psychological development.

create a poster comparing the strengths and limitations of different approaches to assessing and describing intelligence.

collect information in small groups on customs and cultures from different societies and discuss how this may influence the validity of intelligence tests.

nominate a specific aggressive behaviour or action; use a visual organiser to illustrate possible ethological, biological, psychodynamic
and social learning aspects related to the behaviour or action, including future management strategies.

examine a research/study (gender, intelligence or personality) and discuss how it supports the biological or environmental argument.

debate the ethical issues associated with using intelligence or personality tests in vocational selections and workplace settings.

write a 600-800 word essay to assess the genetic and environmental factors affecting personality.

**MODULE 3**

**Psychobiological Processes**

Module 3 is about how psychological and physiological processes influence visual perception and consciousness.

This module focuses on two key questions:

- How does perception allow the individual to make sense of the world?
- How is normal waking consciousness (NWC) distinguished from altered states of consciousness (ASC)?

Learners select ONE of the following as the focus for these questions:

- Visual Perception
- Consciousness

**Key Concepts – VISUAL PERCEPTION**

- perception
- perceptual principles
- Gestalt processes
- constancies
- three dimensional processes (distance and depth cues)
- top-down and bottom up processes
- perceptual set
- illusions
- physiological influences

**Key Concepts – CONSCIOUSNESS**

- normal waking consciousness
- measurements of consciousness
- awareness (internal and external)
- continuum of consciousness
- attention (selective, divided)
- psychological processes: (cognitive, memory, perception, and emotion), altered states of consciousness
- physiological changes (e.g. heart-beat, brain waves, respiration, galvanic skin responses)
- distortion of perception and cognition (including context and time)
- change in emotion
- loss of self-control (reduction in inhibition)
- sleep and dreaming theories
- restoration
- survival
- wish-fulfilment (Freud)
- problem-solving (Cartwright, 1977)
- activation-synthesis (Hobson & McCarley 1970)
- reverse learning (Crick & Mitchison, 1986)
- the effects of total and partial sleep deprivation
- characteristics and patterns of the stages of sleep.
- daydreaming

**Examples of learning activities**

Learners:

- use a ‘compare and contrast’ graphic organiser to discuss the concepts of normal waking consciousness and altered states of consciousness.
- use the Internet to research sleep phenomena and create a multimedia presentation to inform the class.
- produce a poster that identifies the uses of an electro-ocular graph (EOG), and electromyography (EMG) and an electroencephalograph (EEG). Use the Internet to find examples of recordings of each of these and annotate each recording on your poster to show how each may be interpreted.
- write a 600-800 word essay to describe the main processes involved in the visual perception system.
- prepare a PowerPoint presentation on a range of activities that illustrate visual perceptual principles and perceptual depth cues.
- examine a research/study on perceptual set and discuss how psychological factors influence our perception.
- produce a poster presenting the characteristics of stages of sleep; include diagrams of brain wave patterns.
- use the Internet to research sleep phenomena, and create a multimedia presentation to inform the class.
- describe the methods used to study sleep visit a sleep laboratory or go online to learn about the stages of sleep and what is done at a sleep laboratory.
- write a 600-800 word essay to compare the differences between altered and normal consciousness.
- collect rosters of various organisations that involve shift-work; analyse in terms of sleep-wake cycle shifts and their effectiveness in minimising sleep deprivation.
conduct an investigation into sleeping patterns in different age groups

device a questionnaire for students to research friends and family members regarding their sleep patterns; report back to the class and discuss amount of sleep required, sleep-wake cycle shifts during adolescence and the need for sleep.

research: Investigations of the varying Need for Sleep. Aim: To compare the patterns of sleeping and waking in a 24-hour cycle for three different age-groups.

**Hypotheses**

1. Younger people will sleep for more hours in total than older people.
2. Younger people will sleep for longer periods at any one time than older people.

**Method**

**Subjects**

Subjects should be selected so that each student surveys one young person between the ages of 13 and 18, one adult of between 35 and 45 years, and one older person of over 65 years.

**Materials:** One three-question survey form and record sheet.

**Procedure:** Each class member will survey one subject in each of the age groups.

A standard procedure (such as the following example) is to be followed with each subject.

1. Approach potential subject and say ‘I am a Year 11/12 student at (name of school) doing a survey on sleep patterns for one of my work requirements, would you mind if I ask you a few short questions? This survey is entirely anonymous’.

2. If the subject indicates willingness to take part, say ‘Could you tell me which of the age groups applies to you?’ 13 to 18, 35 to 45, over 65

3. Record the age group and then say: ‘For each of these questions, could you think back and give the average figure for the past week?’

   i) On a normal day, how many hours did you sleep?
   ii) On average, how many times did you awaken during each night?
   iii) If you did awaken in the night, on average for how long did you remain awake?

4. Say ‘Thank you very much for your help’.

**Results**

Class members will ‘pool’ their results, so that each student will have data relating to one subject for each age-group for each class-member.

If the class is very small (less than 10) it would be better for each student to survey two subjects in each age group.
Conclusions

Conclusions will relate to whether or not the hypotheses can be accepted. If it cannot be accepted, or is only correct in part, then an explanation for the total or partial rejection should be given.

Module 4 studies human learning and how it can occur through various processes.

This module focuses on two key questions:

- How do humans learn?
- How can humans’ behaviour be modified?

Key Concepts

Classical Conditioning:

- habitual behaviour
- reflex response
- un/conditioned stimulus and response
- extinction and spontaneous recovery
- stimulus generalisation and discrimination
- phobias – acquisition
- graduated exposure (systematic desensitisation)
- aversion therapy.

Operant Conditioning

- reinforcement (positive, negative, primary, secondary, schedules of reinforcement)
- punishment (positive, response cost (negative)
- shaping
- learned helplessness
- two-factor learning.

Observational Learning

- indirect learning through observation
- modelling and imitation (synonymous terms)
- vicarious (classical and operant) conditioning
- consequences (rewards & punishments)
- vicarious reinforcement
- cognitive processes.

Social Cognitive Learning (includes classical, operant, observational and cognitive forms)

- learning sets
• transfer of learning
• insight learning
• latent learning
• cognitive maps.

**Examples of learning activities**

Learners:

create a Venn diagram comparing the classical and operant conditioning.

debate the effectiveness of punishment versus reinforcement when trying to modify the behaviour of eg. 'hoon' drivers.

conduct a web and YouTube search for Pavlov, Watson, Mowrer, Skinner and Bandura. prepare a multimedia presentation about the experiments they conducted and their contributions to learning theory.

create a mind-map of “How people learn through cognitive forms including researchers/theorists’.

write a 600-800 word essay to discuss how humans learn through conditioning (or social learning) supported by empirical evidence.

identify the elements of classical conditioning; operant conditioning; observational learning; social cognitive learning.

use the Internet to access information to create a poster presentation of classical conditioning as informed by Pavlov.

participate in an activity to demonstrate classical conditioning, e.g. association of pupil dilation with a bell or buzzer.

simulate Pavlov’s original experiments on classical conditioning using a bell (the conditioned stimulus, CS) and sherbet (the unconditioned stimulus, UCS) to elicit salivation (the unconditioned response, UCR).

role-play applications of classical conditioning to demonstrate understanding of these concepts, e.g. graduated exposure, aversion therapy, flooding.

conduct a web-search for ‘Skinner’ and ‘Thorndike’ and write a paragraph about each and their contribution to learning theory.

identify the elements of operant conditioning; reinforcement (primary and secondary reinforcers, positive and negative reinforcement) punishment, schedules of reinforcement, shaping, extinction, spontaneous recovery, generalisation, discrimination.

create a PowerPoint presentation to compare classical and operant conditioning. Key areas to be included:

• Nature of the response (voluntary/reflexive).
• Role of the learner (active/passive).
• Means of reinforcement.
• Timing of stimulus and response.
• Association between stimuli.
• Specificity of stimulus-response relationship.
• Emotions/goal-seeking behaviour.
• Response depending on reinforcement or reinforcement depending on response.

Diagrams could include:

• Skinner Box.
• Classical Conditioning tabular explanation.
• Examples of each are needed:
  - Phobias.
  - Token economy.
  - One trial learning
  - Taste aversion – not classical conditioning.

MODULE 5  Module 5 is about how the memory processes information.

Remembering  This module focuses on four key questions:

• How are memories formed?
• What are the processes involved in storing information in memory?
• What causes forgetting?
• How can memory be improved?

Key Concepts:

Memory and Forgetting

• information processing system (encoding, storage, retrieval)
• models of memory:
  - Atkinson-Shiffrin's (1968) multi-store model - sensory, short term and long term memory
  - Craik and Lockhart (1972) levels of processing model, Baddeley and Hitch's (1974) working memory
  - Baddeley (2000) Model of Working Memory
  - Collins and Quillian (1969) semantic network theory
• rehearsal (elaborative and maintenance)
• chunking
• elaboration
• consolidation theory
• false memories (constructionist view, confabulation (Bartlett 1932)
• non-organic psychological explanations of forgetting - failure to encode
• retrieval failure (cue dependent and state/context dependent forgetting)
• interference theory (retroactive and proactive)
• motivated forgetting (repression & suppression)
• decay theory
• tip-of-the-tongue
• serial position effect
• pseudo forgetting
• techniques to enhance memory – attention, elaboration, organisation, consolidation
• mnemonic devices (acronyms, acrostics, narrative chaining, method of loci and peg word method).

Examples of learning activities

Learners:

respond to teacher presentations and explanations followed by multiple choice or short close-ended response items. These items are composed of a brief prompt that demands a single ‘correct’ or ‘best’ response which varies from a choice, a single sentence to a few written points on Remembering: memory and forgetting.

construct a poster to outline the main processes involved in memory formation.

source news items summarising contemporary research related to theories of learning; critically evaluate the experimental designs.

complete a ‘compare and contrast’ graphic organiser comparing sensory memory, short-term memory and long-term memory in terms of their capacity and duration.

use a ‘story board’ graphic organiser to outline the different schedules of partial reinforcement (fixed-ratio, fixed-interval, variable-ratio, variable-interval); include visual representations and examples to support your explanation of each different schedule.

invite a guest speaker such as a social worker or health care worker to talk about the decline in memory over the lifespan and the impact of amnesia including dementia and Alzheimer’s disease. In groups, do further research and design a set of activities for a nursing home that could help enhance patients’ memory.

divide an A3 sheet of paper into four sections with the central heading of Baddeley (2000) – ‘Model of Working Memory’; name each section: central executive, phonological loop, visuospatial sketchpad and episodic buffer; summarise pertinent details or create a concept map outlining the key points of semantic network theory.

participate in group activities to demonstrate the use of mnemonic devices, e.g. acronyms, acrostics, narrative chaining.

use a crossword generator program (e.g. Eclipse Crossword www.eclipsecrossword.com/) to create a crossword using key definitions of concepts related to memory.

list strengths and limitations of theories of forgetting:
• forgetting curve as informed by the work of Hermann Ebbinghaus
• retrieval failure theory including tip-of-the-tongue phenomenon
• interference theory
• motivated forgetting as informed by the work of Sigmund Freud including repression and suppression
• decay theory

describe ways to manipulate and improve memory:
• measures of retention including the relative sensitivity of recall, recognition and relearning
• use of context dependent cues and state dependent cues
• mnemonic devices including acronyms, acrostics and narrative chaining

write a 600-800 word essay to discuss how memories are formed supported by theories and empirical evidence, OR
write a 600-800 word essay to discuss how forgetting occurs supported by theories and empirical evidence.

Supporting Student Responses and Elaborations

The inquiry model is a circular and dynamic interrelationship between planning, teaching and learning, and assessment.

Examples of assessment tasks

Three or more of the following are suggested:

• a research methodology design exercise
• an ethical principles exercise
• an empirical evidence report
• a focus question exercise
• a literature review
• a primary research and data analysis report
• a research report.

Specific strategies that teachers can use to elicit student responses while checking for understanding include:

Feedback

Pivotal to formative assessment is the feedback loop which helps learners to improve and develop and teachers should plan effectively to support this. It comprises three concepts:

- Feed up – where is the learner going?
- Feed back – how is the learner going?
- Feed forward – where to next and what must the learner do to get there?

Mind-mapping

A mind map is a diagram used to visually organize information. A mind map is often created around a single concept, drawn as an image in the centre of a blank landscape page, to which
associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those. A mind map is an ideal tool to use in the questioning phase of the inquiry process.

**Brainstorming**

Brainstorming is sometimes called applied imagination and combines a relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions to a problem, while others can spark even more ideas. This helps to get people unstuck by "jolting" them out of their normal ways of thinking. Brainstorming can be particularly useful in skill steps 4 and 5 of the inquiry model.

**Folio**

In assisting with the requirements for academic integrity both teachers and learners should undertake a collaborative process to achieve this goal. Teachers should allow class time in which learners undertake components of the work requirement and also to provide for verification. Processes may include Written feedback, including:
- Investigation checklists
- Using teacher observation sheets for drafts and referencing
- Making annotated notes in responses to issues emerging during research and drafting.

Learners are expected to complete evidence, in hard or digital copy, that the work they have completed is their own. This could comprise:

- Copies of emails
- The keeping of a journal.
- Working notes and jottings
- Copies of research papers and drafts
- Evidence of research, including collection and sorting of data.

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

**RESOURCES**

**Texts**

Key Text for Tasmania: Grivas J, 2013, Psychology for Tasmania, South Yarra, MacMillan Pub

Texts Used in Other Jurisdictions


Blackmore, S 2006, Conversations on Consciousness, Oxford University Press.


Carter, L & Grivas J 2005, Psychology for South Australia Stage 1, Jacaranda, Milton QLD.

Coleman, AM 2006, A Dictionary of Psychology, Oxford University Press.

Coon, D 1998, Introduction to Psychology: Exploration and Application, 8th edn, Brooks Cole, Pacific Grove, California, USA.


Cox, E 2001, Psychology for A Level, Oxford University Press.
Cox, E 2001, Psychology for A2, Oxford University Press.
Hill, G 2001, AS & A Psychology through diagrams, Oxford University Press.
Hill, G 2001, AS Level Psychology through diagrams, Oxford University Press.
Kalat, JW 2004, Biological Psychology (8th edn), Brooks/Cole, CA, USA.
Kase, L & Roth Ledley, D 2007, Anxiety Disorders, John Wiley & Sons.
Kazdin, AE, Encyclopaedia of Psychology, Oxford University Press.
McLean, D 2010, Finding Coaby, Delta Psi Pty Ltd, East Burwood, Australia.
Petterson, C 2004, Looking forward through childhood and adolescence: Developmental Psychology, Prentice Hall, Frenchs Forest, NSW.
Reveley, A 2006, Your guide to Schizophrenia, Hodder Education.
Rock, I, Perception, Scientific American Books, New York, USA.
Smith, ER & Mackie DM, 2000, Social Psychology, Taylor & Francis, USA.
VanDeventer, AD & Acededo M 2007, Gateways to Psychology: concept maps and concept reviews, Wadsworth/Thomson.
JOURNALS AND PERIODICALS

Australia Journal of Educational and Developmental Psychology
www.newcastle.edu.au/journal/ajedp/

Australian Journal of Psychology
www.psychology.org.au/publications/journals/#0

Journal Seek: Psychology Journals
http://jouralseek.net/psyc.htm

Monitor on Psychology: monthly online journal produced by the APA
www.apa.org/monitor/

PsycLine: Your Guide to Psychology and Social Science Journals on the Web
www.psycline.org/

Psychology Today
www.psychologytoday.com/

Scientific American Mind
www.scientificamerican.com/sciammind/

PROBEWARE

Tainlab: Innovative tools for Psychology including the polygraph
www.tainlab.com

VIDEOS

ABC Catalyst: Gambling (ABC TV Program Sales)

The Abnormal Psychology series – 13 programs (VEA)

Anatomy of Prejudice (ABC TV Program Sales)

A to Z of Risk – a young person’s guide (VEA)

Barriers of the Mind (five TV programs on mental illness) ABC TV Program Sales: Sydney Phone 1300, 650 567 or www.abc.net.au/programsales/contact.htm

Brain Man (2006, ABC Program Sales)

Child Development Theorists (VEA)

Classic Piaget Collection – 6 programs (VEA)

1. Classification
2. Conservation
3. Formal Reasoning Patterns
4. Growth of Intelligence in the Pre-school Years
5. Memory and Intelligence


Classic studies in Psychology One – Psychology Short Cuts (Classroom video)

Featuring: The Strange Situation, Bandura on Social Learning, Elizabeth Loftus on Eyewitness Testimony, Milgram’s Experiments on Obedience and The Stanford Prison Experiment.

Derek tastes of earwax: an insight into synaesthesia (BBC, 2004, available from ABC Program Sales)

Discovering Psychology series

26 programs, produced by WGBH in association with the American Psychological Association, USA. (Available from Video Education Australasia, 111A Mitchell St, Bendigo 3550, tel. 1800 034 282 or www.vea.com.au)

1. Past, Present and Promise
2. Understanding Research
3. The Behaving Brain
4. The Responsive Brain
5. The Developing Child
6. Language Development
7. Sensation and Perception
8. Learning
9. Remembering and Forgetting
10. Cognitive Processes
11. Judgement and Decision Making
12. Motivation and Emotion
13. The Mind Awake and Asleep
14. The Mind Hidden and Divided
15. The self
16. Testing and Intelligence
17. Sex and Gender
18. Maturing and Ageing
19. The Power of the Situation
20. Constructing Social Reality
21. Psychopathology
22. Psychotherapy
23. Health, Mind and Behaviour
24. Applying Psychology in Life
25. Cognitive Neuroscience
26. Cultural Psychology

Empirical Research Part 1 & 2 (Video interaction)

Enough Rope with Andrew Denton: Angels and Demons (Episode 162, ABC, 7/4/2008) (ABC TV program sales)

Exploring the Psychology of Group & Power (BBC)

Fears and Phobias (VEA)
George Negus Tonight: Episode, Psychosis (4/3/2003) (ABC TV program sales)

Giants of Psychology Series – 9 programs (VEA)

1. B.F Skinner
2. Bandura’s Social Cognitive Theory
3. Erik. H. Erikson
4. John Bowlby
5. John Dewey
6. Maria Montessori
7. Mary Ainsworth
8. Piaget’s Developmental Theory
9. Vygotsky’s Developmental Theory

How does your memory work? (Classroom video)

The Human Body in Action series (VEA)

The Brain and Nervous System

Human Body: Pushing the limits series – 4 programs (Classroom video)

1. Brainpower
2. Sensation
3. Sight
4. Strength

The Human Experience series has 26 programs, available from DIDASKO, 833 Dandenong Road, East Malvern, tel. 1300 554 100 or www.didasko.com.au/

1. Why study Psychology?
2. Research Methods in Psychology
3. The Nervous System
4. The Neuron and Neural Transmission
5. Sensation and Perception
6. Consciousness
7. Learning: Classical and Operant Conditioning
8. Learning: Observational and Cognitive Approaches
9. Memory
10. Language and Cognition
11. Intelligence
12. Motivation
13. Emotions
14. Infant and Child Development
15. Adolescent and Adult Development
16. Gender and Sexuality
17. Personality Theories
18. Personality Traits
19. Social Cognition
20. Attitudes
21. Group Influence
22. Stress, Health and Coping
23. Understanding Psychological Disorders – Part 1
24. Understanding Psychological Disorders – Part 2
25. Therapies
26. Making Psychology Part of Your Life

Loftus Speaks (VEA)

Killing Games (VEA)

Mental Disorders series – 7 programs (VEA)
1. Post-traumatic stress disorder
2. Obsessive- compulsive syndrome
3. The torment of schizophrenia
4. Panic attacks and agoraphobia
5. Autism
6. Attention Deficit Disorder
7. Pathological Gambling

Mental Health: The Individual and Society (VEA)

The Neuroscience series (VEA)
1. Discovering the Human Brain: New Pathways to Neuroscience
2. Human Brain Development: Nature and Nurture

One in five. Living with a Mental Illness

Available from – Mental Health Branch

Tel: 03 9616 7777 Website: www.dhs.vic.gov.au

Persuasive Messages (Video interaction)

Psychology Live series – 11 programs (VEA)
1. Classical and Operant Conditioning
2. Cognitive Development
3. Evolution by Natural Selection
4. Further Approaches to Learning
5. Introduction to Designing Experiments
6. Language Development
7. Organising Quantitative Data
8. Perception: the Theories
9. Reductionism
10. The Study of Attention
11. The Study of Memory

Real Smart: about bullying (VEA)

To Hell and Back: Schizophrenia (ABC TV program sales)

Understanding Prejudice (VEA)
Understanding Psychology series – 4 programs (Classroom video)

1. Perspectives in Psychology
2. Non-experimental methods in Psychology
3. Mental disorders
4. Experimental research methods in Psychology

Visual Perception (Video interaction)

We are all Australian (2008)
www.stepone.org.au/media/6725/we_are_all_australian.pdf

Who am I? Self esteem, media & decision making (VEA)

Worlds of Childhood – 24 programs (VEA)
Zimbardo Speaks (VEA)

WEBSITES

A2ZPsychology
www.a2zpsychology.com/index.htm

ABC Science
www.abc.net.au/science/

About Learning
www.funderstanding.com/content/about-learning

ADHD Fact File:ABC Health & Wellbeing

All-about-Psychology.com
www.all-about-psychology.com/

All in the Mind: ABC National Radio’s weekly program about the mind, brain and behaviour
www.abc.net.au/rn/allinthemind/

Allpsych Online: The virtual psychology classroom
http://allpsych.com/

Alzheimer’s Australia
www.alzheimers.org.au/

American Psychological Association – Education Directorate
www.apa.org/ed

Ethical principles of psychologists and Code of Conduct

On being an ethical Psychologist
www.apa.org/monitor/julaug05/ethics.aspx
Racism and Psychology
www.apa.org/pi/oema/resources/brochures/racism.aspx

Anxiety Treatment Australia: Specific Phobias

APA Referencing: James Cook University

Australian Bureau of Statistics
www.abs.gov.au/

Australian Human Rights Commission

Australian Psychological Society (APS)
www.psychology.org.au/

Ethics
www.psychology.org.au/about/ethics/#code

Australian Psychological Accreditation Council
www.apac.psychology.org.au/

www.bbc.co.uk/science/humanbody/mind/index_surveys.shtml

Better Health Channel

Beyond Blue: The National Depression Initiative
www.beyondblue.org.au

Brain Connection: The brain and learning
http://brainconnection.positscience.com/library/?main=bbhome/main

Brain Sciences Institute – Swinburne University
www.swinburne.edu.au/lss/bsi/

Catalyst: ABC Science series
www.abc.net.au/catalyst/

Nature Nurture
www.abc.net.au/catalyst/stories/s1372609.htm

Choosing a Career in Psychology – Edith Cowan University
www.psychology.ecu.edu.au/courses/psychology/documents/ChoosingACareerInPsychology.doc

Classics in the history of Psychology
http://psychclassics.yorku.ca/

Cunningham Dax Collection
www.daxcollection.org.au/
Cool Optical Illusions
www.coolopticalillusions.com/

Council of Ageing
www.cota.org.au/

Cow’s Eye Dissection
www.exploratorium.edu/learning_studio/cow_eye/index.html

Department of Health and Human Services (Tasmania)
www.dhhs.tas.gov.au

Discovering Psychology Videos Companion Website
www.learner.org/discoveringpsychology/index.html

Eating Disorders Foundation of Victoria
www.eatingdisorders.org.au/

Enough Rope with Andrew Denton
www.abc.net.au/tv/enoughrope/

ePsych: an online Psychology text
http://epsych.msstate.edu/index.html

Exploratorium – The museum for science, art and human perception
www.exploratorium.edu/

Face of the future: face transformer

Freud Museum
www.freud.org.uk/

GMUs Online resources for Developmental Psychology
http://classweb.gmu.edu/awinsler/ordp/

Go Science site
www.goscience.com

Headroom: information on mental health by young people for young people
www.headroom.net.au/

HealthInsite – A healthdirect Australia health information service

Herald Sun Newspaper

Howard Florey Institute – Australia’s Brain Research Institute
www.florey.edu.au/

Human Intelligence – Indiana University
www.indiana.edu/~intell/
Introductory Psychology Image Bank
www.mhhe.com/socscience/intro/ibank/set1.htm

Illusionsworks
http://illusionworks.com/

Jean Piaget Society
www.piaget.org/index.html

www.yorku.ca/eye/

Kids Helpline
www.kidshelpline.com.au

LD Online: The world leading website on learning disabilities and ADHD
www.ldonline.org/indepth/ahdd

Melbourne Museum (The Mind Exhibition)

Mental Health Foundation of Australia (Victoria)
www.mentalhealthvic.org.au

Mental Health Review Board of Vic
www.mhrb.vic.gov.au

Mental Illness Fellowship Vic.
www.mifellowship.org/

Mind Matters
www.mindmatters.edu.au/default.asp

the MoodGym Training program
http://moodgym.anu.edu.au/welcome

National Gallery of Victoria (Visual Perception)

National Geographic – Health & Human Body

National Health and Medical Research Council – Health Ethics

Neuroscience Education
http://faculty.washington.edu/chudler/ehceduc.html

Neuroscience for kids
http://faculty.washington.edu/chudler/neurok.html

New Scientist
www.newscientist.com/
Picking our brains: can we regenerate the brain?
www.newscientist.com/article/mg20627541.300-picking-our-brains-can-we-regenerate-the-brain.html

Picking our brains: what are memories are made of?

Picking our brains: how many ways can we be conscious?
www.newscientist.com/article/mg20627541.500-picking-our-brains-how-many-ways-can-we-be-conscious.html

The Official website of the Nobel Prize: Pavlov's dog
http://nobelprize.org/educational/medicine/pavlov/index.html

One in Five: helping hands for mental illness

Optical Illusions
www.opticalillusion.net/

People and Discoveries: Human Behaviour
www.pbs.org/wgbh/aso/databank/humbeh.html

Personality Theories
http://webspaces.ship.edu/cgboer/perscontents.html

Psychology Theories
http://changingminds.org/explanations/theories/a_alphabetic.htm

PsycPORT: Psychology newswire

Reach Out
http://au.reachout.com/support-services-for-eating-disorders

Research Randomizer: generate random numbers and random sampling
www.randomizer.org/

Resources for the teaching of social psychology
http://jonathan.mueller.faculty.noctrl.edu/crow/

Royal Australian and New Zealand College of Psychiatrists
www.ranzcp.org/

Royal Melbourne Zoological Gardens
www.zoo.org.au/

Sane Australia
www.sane.org

Factsheets + Podcasts
www.sane.org/information/information/factsheets_%2b_podcasts.html

Science Daily
www.sciencedaily.com/
Older Adults less affected by sleep deprivation than younger adults during cognitive performance
www.sciencedaily.com/releases/2009/06/090610091333.htm

What colour is A? MRIs peek into the brains of synaesthesia patients

the Science Teachers’ Association of Victoria
www.stav.vic.edu.au/home

Seattle Longitudinal Study
http://geron.psu.edu/sls/about/index.htm

the Sheep Brain Dissection Guide
http://academic.uofs.edu/department/psych/sheep/

Social Psychology Network
www.socialpsychology.org/

Society for the teaching of Psychology
http://teachpsych.org/

Stanford Prison Experiment
www.prisonexp.org/

Synaesthesia Down Under

Understanding Prejudice
www.understandingprejudice.org/

University of Melbourne – Department of Psychiatry
www.psychiatry.unimelb.edu.au/info/what_is_psych.html

The Age Newspaper: science links
www.theage.com.au

Beat the blues by going to bed early

WACE Psychology Resources
www.det.wa.edu.au/education/cmis/eval/curriculum/courses/psychology/index.htm

Whole Brain Atlas
www.med.harvard.edu/AANLIB/home.html

Your Amazing Brain
www.youramazingbrain.org/

YouTube
www.youtube.com/

Test, quiz and assessment software

ClassMarker
www.classmarker.com
eQuizzer  
www.equizzer.com  

Easy Test Maker  
www.easytestmaker.com  

Hot Potatoes  
www.hotpot.uvic.ca  

Quia  
www.quia.com  

Rubistar  
http://rubistar.4teachers.org/index.php  

**Tools for sharing**  

Blip TV  
http://blip.tv/  

Connect  

Expresso Spreadsheet  
www.expressocorp.com  

Glogster  
www.glogster.com/edu  

Global Student  
www.globalstudent.org.au  

Global Teacher  
www.globalteacher.org.au  

Google-Docs  
www.google.com/google-d-s/intl/en/tour1.html  

Ning  
www.ning.com  

PB Wiki  
http://pbwiki.com/academic.wiki  

Scribd  
www.scribd.com  

Sheetster  
http://sheetster.com  

Simple Spreadsheet  
www.simple-groupware.de/cms/spreadsheet/Home  

Skype  
www.skype.com
Tools for visualising thinking

Bubbl.Us
www.bubbl.us/

ChartGizmo
www.chartgizmo.com

Cmaps
http://cmap.ihmc.us/conceptmap.html

FreeMind
http://freemind.sourceforge.net/wiki/index.php/Main_Page

Inspiration
www.inspiration.com

Mind42
http://mind42.com

MindManager
www.mindjet.com

MindMeister
www.mindmeister.com

Mindomo
www.mindomo.com

Visual Ranking Tool
www.intel.com/education/tools/index.htm

Webspiration
http://mywebspiration.com

Wordle
www.wordle.net