

Scheme of work extract

| Learning objectives | Suggested teaching activities | Learning resources |
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| Learners understand and can explain the assumptions and key characteristics of the cognitive approach. | <p>(W) Introductory class discussion on cognitive processes, generating learner examples and questions. Use various optical illusions, the Stroop Effect test etc. and ask learners to consider why they make the mistakes they do.</p> <p>(W) Pass around an activity on the creation of false memories.</p> <p>(W) Go through the main characteristics of the cognitive approach and verbally discuss the implications (strengths and weaknesses of each) which learners can tabulate in their notes.</p> | <p>Information about the cognitive approach is available at: www.holah.co.uk/study-area.php?slug=cognitive Activity on the creation of false memories: http://resourcd.com/@psychexchange/file/show/15593</p> |
| Learners learn experientially about: <ul style="list-style-type: none"> • observation as a data collection method • the strengths and weaknesses of quantitative data. • the concept of independent and dependent variables. • inter-rater reliability. | <p>(I) Prior to the first lesson, hand out some possible true or false scenarios that they have to share in class, (e.g. what they did/didn't do last weekend/holiday, their favourite music band or not etc)</p> <p>(W) Learners have to try and work out whether their classmates are lying or not. After a few trials, ask them what they are looking for and create a response sheet for the main five and use for the remaining trials. Learners then compare their scores and analyse their results.</p> <p>(W) Learners watch a YouTube clip on Professor Ekman which looks at the role of micro-expressions lie detection.</p> | <p>Mann, S, Vrij, A and Bull, R (2002), Suspects, Lies, and Videotape: An Analysis of Authentic High-Stake Liars. <i>Law and Human Behavior</i>. 26(3). pp. 365–376 The original study can be located at: http://ruby.fgcu.edu/courses/cpacini/courses/common/highstake_liars.pdf</p> |
| Learners can describe and explain the key terms, the background, the key features and the findings of the study. | <p>(W) Learners watch a second clip of Paul Ekman in a high stake setting. Generate discussion on a high stake setting.</p> <p>(I) Learners progress through a short PowerPoint presentation on the Mann et al study emphasising the important aspects of key terms, background, the sample selected, the design and the method used, the data collection tools, the results and the conclusion.</p> <p>(I) A hand-out of the presentation should be given to each learner (three slides per page).</p> | <p>Micro-expression samples (Paul Ekman): www.youtube.com/watch?v=u8LJAeg9YJ4</p> <p>PowerPoint presentations and work sheets of the study are available at: www.resourcd.com/@psychexchange/search/search_do/19711</p> |

