



Marietta City Schools
2023–2024 District Unit Planner

IB Psychology Yr 2

Unit Title/ Topic	Unit 4: IB Exam Paper 3 Review	Hours	13.5 Hours
Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): <i>What will students learn?</i> Students will review for P3- how to evaluate qualitative psychological research, use concepts and apply critical thinking skills in research methodology.			
Unit Description and texts			
This unit will consist of a review for Paper 3, to include: format, qualitative vs. quantitative methodology, sampling methods, ethical considerations, and other issues including generalizability, credibility and bias. Text: Popov, Alexey, Lee Parker, & Darren Seath (2017). <i>IB Psychology Course Companion, 2nd Edition</i> . Oxford, UK: Oxford			
Transfer goals/Skills		Approaches to learning (ATL)	
Skills: Students' thinking Research Communication Details: While researching/reviewing studies, students will apply critical thinking skills as they discuss and reflect on the limitations of the research and see the value of using metacognitive ability. In small groups, students will come up with fictitious studies that will demonstrate qualitative research methods		Category: Research Cluster: Skill Indicator: Details: While researching/reviewing studies, students will apply critical thinking skills as they discuss and reflect on the limitations of the research and see the value of using metacognitive ability. In small groups, students will come up with fictitious studies that will demonstrate qualitative research methodology.	

Content/skills/concepts	Learning process
<p><u>Students will know the following content:</u></p> <p>Review of all material from Year 1 for Paper 3, to include: format, qualitative vs. quantitative methodology, sampling methods, ethical considerations, and other issues including generalizability, credibility and bias.</p> <p>Types of qualitative research methods and their key characteristics:</p> <ul style="list-style-type: none"> Types of qualitative research: <ul style="list-style-type: none"> naturalistic observations <ul style="list-style-type: none"> covert and overt observations participant and non-participant observations interviews <ul style="list-style-type: none"> semi-structured interviews unstructured interviews structured interview focus group interviews Content analysis <ul style="list-style-type: none"> ground theory Case study <ul style="list-style-type: none"> Triangulation methods <p>Different Sampling techniques used in qualitative research</p> <p>Ethical Considerations in reporting results of a study and applying the findings</p> <p>Validity in qualitative research methods</p> <p>Avoiding biases in qualitative methods</p> <p>Transferability in qualitative research methods. the equivalent of generalizability in quantitative methods</p> <p style="text-align: center;"><u>Students will develop the following skills:</u></p> <p>Literacy Skills:</p> <p>L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2</p> <p>Identifying experimental versus non-experimental methods</p> <p>Identify and describe sampling techniques used in a stimulus</p> <p>Identify and explain <i>additional</i> research methods, such as: triangulation, experimental research, correlational study, naturalistic observations and interview</p> <p>Describe ethical considerations in reporting the results AND explain additional ethical considerations that could be taken into account when applying the findings to a study.</p>	<p>Small group/pair work</p> <p>PowerPoint lecture/notes</p> <p>Individual presentations</p> <p>Group presentations</p> <p>Student lecture/leading</p> <p>Interdisciplinary learning</p> <p><i>(Keep pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning. Delete those not used and this statement)</i></p> <p>Details: All activities and resources to be posted to Schoology by teacher prior to teaching the lesson</p> <p>Others:</p>

<p>Discuss how a researcher could ensure that the results of the study are credible</p> <p>Discuss how the researcher in the study could avoid bias</p> <p>Discuss the possibility of generalizability/transferring the findings of the study</p> <p><u>Students will grasp the following concepts:</u></p> <p>Qualitative research methods are guided by a research question not a hypothesis</p> <p>Applying sampling methods in qualitative research methods, such as: random, convenience/opportunity, volunteer/self-selected, purposive sampling and snowball sampling</p> <p>Applying and explaining additional research methods, such as: triangulation, experimental research, correlational study, naturalistic observations, interviews</p> <p>Credibility, validity, factors affecting credibility, such as: triangulation, sampling, controls, and replication</p> <p>Biases and ways to avoid them through triangulation, sampling, controls, replication and reflexivity</p> <p>Explain how Ethical considerations were applied and additional considerations not mentioned.</p> <p>Explain factors influencing generalizability/transferability findings of the study to another population or another context.</p>		
Language and Learning	TOK Connections	CAS connections
<p>Scaffolding for new learning</p> <p>Acquisition of new learning through practice</p> <p>Demonstrating Proficiency</p> <p>Details: Building background knowledge through the student's mother tongue, when necessary, and if applicable. Students will acquire new learning through several scaffolding mediums, such as, but not limited to visual aids, small collaborative group assignments, and individual interactive activities. While students acquire new learning, they will also read and use research studies to develop analytical and critical thinking skills. Students will demonstrate proficiency skills through a stimulus example as listed in the resources for this unit section.</p>	<p>Areas of knowledge</p> <p>The knowledge framework</p> <p>Details: Students will make three connections of the six recommended AOKs in TOK: natural sciences, human sciences, and ethics. Students will be able to effectively examine these AOKs through several knowledge framework features, such as:</p> <ul style="list-style-type: none"> scope, motivation and applications specific terminology and concepts <p>These framework features will shape the AOKs.</p>	<p>Creativity</p> <p>Activity</p> <p>Service</p> <p><i>(Keep those used during the unit. Aim for a variety of approaches to help facilitate learning. Delete those not used and this statement)</i></p> <p>Details:</p>
Essential Understandings and Questions		
<p>Factual: What are the key differences between Qualitative and Quantitative data?</p>		

Conceptual: Why is triangulation important in qualitative research? How does it affect the credibility of the study?			
Debatable: To what extent can Case Studies provide data unavailable through other methods?			
Common Assessment Tasks List of formative and summative assessments.			
DP Assessments	Assessment Objectives	Formative Assessments 3 Short Practice Paper 3's: Case Study: Domestic Violence Experiment: Exercise & Memory Observation: Play at McDonald's	Summative Assessments Practice Paper 3 (one for each class)
Learning Experiences Add additional rows below as needed.			
Topic or Content		Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB
Paper 3 Format & considerations & Review of Basic Concepts		Discuss: Paper 3 Guidance InThinking Review of Basic Concepts	
Qualitative vs. Quantitative: Methodologies & Ethics		Powerpoint Presentation InThinking Experimental Designs Revision Activity	
Qualitative vs. Quantitative: Sampling, Credibility & Bias		Powerpoint Presentation InThinking Sampling Review Activity	
Practice P3		Case Study: Domestic Violence Experiment: Exercise & Memory Observation: Play at McDonald's	
Content Resources			
Additional supports in this unit should include:			
Note: All students have access to the InThinking.com website resources using individual login information			
Avoiding Bias Presentation Ensuring Credibility Presentation			

[Generalizability Presentation](#)

[Case Studies](#) and [Case Studies Presentation](#)

[Interviews](#) and [Qualitative Methodology-Interviews Presentation](#)

[Observations](#) and [Observation Techniques Presentation Pt 1](#) and [Pt 2](#)