Course Outline

PSYC5111

Graduate Certificate in Child Development

Evaluating Evidence

School of Psychology

Faculty of Science

[Term, Year]

Last updated: [5/07/2021 12:09 PM]

1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor				

2. Course information

Units of credit: 6

Pre-requisite(s): Program Pre-Requisite: Bachelor's degree of any kind (Australian Qualification standard or equivalent)

Teaching times and locations: 100% Online

2.1 Course summary

This course provides students with knowledge about the characteristics of the scientific method in general, with a particular focus on experimental methodology, experimental design, and data analysis in the behavioural sciences. It provides a comprehensive foundation in critical thinking, enabling students to understand and critically evaluate published research, and discriminate between evidence-based information and pseudoscience. This includes a background in the design and execution of empirical studies, a basic understanding of statistics and its function in scientific research, the interpretation of experimental findings, and the ability to evaluate conclusions and extrapolate their implications in broader contexts. Students will explore different methodological approaches and data collection and analytic techniques via online lectures and discussion, as well as gaining practical experience in experimental design and the critical evaluation of research. This course is appropriate for students with and without a background in science and is taught entirely online through Moodle.

2.2 Course aims

This course aims to provide students with foundational knowledge about research methods and statistics in psychology. This includes: different types of research, the concepts of reliability and validity, the critical components of a good experiment, the use of descriptive statistics and the concepts of variability and probability as relevant within this context, and the function of statistics in drawing probabilistic conclusions. It aims to provide the tools necessary to develop systematic, critical, and analytical scientific thinking for its application in broader societal contexts. This includes: understanding and evaluating experimental design and basic statistical procedures, drawing defensible conclusions, assessing the validity of conclusions, and extrapolating from conclusions in order to make inferences and apply principles in other contexts.

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2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Demonstrate knowledge and understanding of the scientific method and psychology as a scientific discipline, including the principles of evidence-based research and statistical analysis, with the ability to discriminate science from pseudoscience.
2. Demonstrate understanding of current research methods and statistics in behavioural sciences, with the ability to appropriately design an experiment, interpret results, and make appropriate evidence-based conclusions.
3. Demonstrate critical thinking skills with a focus on evidence-based research and data analysis, with the ability to apply knowledge of research methods and statistics to evaluate information based on the quality of evidence provided.
4. Have developed an understanding of experimental and professional ethics and values in behavioural sciences research, with the ability to reflect on values that are the underpinnings of psychology as a scientific discipline.
5. Have developed effective communication skills, with the ability to clearly describe and discuss the outcomes of experimental research and data analysis.
6. Demonstrate and apply knowledge about statistics and research methods in behavioural sciences within a broader framework, with the ability to extrapolate relevant principles and implications from research findings and apply these in socially and culturally diverse contexts.

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2.4 Relationship between course and program learning outcomes and assessments.

CLO	Program Learning Outcomes						Assessment
	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	
1	Lectures Tutorials Online Activities Readings Formative Revision Quizzes	Tutorials Online Activities Readings	Tutorials Online Activities	Tutorials Online Activities	Tutorials Q and A forum Discussion Forum		Quizzes Article Comparison Study Design
2		Lectures Tutorials Online Activities Formative Revision Quizzes	Tutorials Online Activities Readings	Tutorials Online Activities	Tutorials Discussion Forum	Tutorials Online Activities	Quizzes Article Comparison Study Design
3	Tutorials Online Activities	Tutorials Online Activities	Tutorials Online Activities Readings			Tutorials	Quizzes Article Comparison Study Design
4	Lectures Tutorials Online Activities	Tutorials Online Activities		Tutorials Online Activities			Article Comparison Study Design

				Discussion Forum			
5		Tutorials Online Activities	Tutorials Discussion Forum		Tutorials Online Activities Discussion Forum	Tutorials	Article Comparison Study Design
6		Tutorials	Tutorials		Tutorials Discussion Forum	Tutorials Discussion Forum	Article Comparison Study Design

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3. Strategies and approaches to learning

3.1 Learning and teaching activities

This is a fully online course; all materials, lectures and tutorials are delivered through Moodle.

The course web page is available through the e-learning Moodle site: https://moodle.telt.unsw.edu.au/login/index.php. Login with your student number and password, and follow the links to the PSYC page.

The course will be delivered over six weeks, covering six major topic areas. The major topics will be delivered in Weeks 1 to 6, with a new topic presented each week. Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. The expected level of engagement is 18-19 hours per week, including preparation for the "secured" quizzes and written assessments.

Each week students can expect the following:

Lectures will be digitally recorded. Links to the lecture recordings will be available on the course web page. Lecture slides will be also available on the Moodle course page. There will be 6 x 20-minute lectures covering the main concepts for each topic presented each week.

Online Tutorials will be held in weeks 1-6. There are six (6), two (2) hour tutorials delivered through Blackboard Collaborate on the Moodle course page each week. All tutorials will be live streamed for synchronous participation and recorded for asynchronous participation, should a student be unable to join the synchronous tutorial at the designated time. Students will be able to access the recorded tutorials for the remainder of the course. Tutorial discussions are based on lecture content and readings. In order to participate in class discussions, you will need to prepare for tutorials by reviewing the available materials.

Online activities: Each week there will be a range of online activities, including revision quizzes and interactive learning modules using a range of adaptive learning platforms. These activities will allow students to explore the topics of the week in greater depth and engage informative assessment and revision opportunities.

The formative topic revision quizzes available for students provide an opportunity to evaluate understanding of course material on a weekly basis. Timely completion of the weekly quizzes will assist students in gaining a clear understanding of each topic so that this knowledge can be built on in future content. **NB: These formative quizzes do not contribute to the student's final grade and are not to be confused with the "secured weekly quizzes".**

Readings: Each week there will be assigned readings that cover the major topic of the week. Students will need to complete the readings in order to prepare for the online tutorials. In addition, as part of this preparation students are encouraged to post one comment/discussion point on the Discussion Forum and reply to the comment of at least two other students in the course (**4.5 hours**).

The Discussion Forum connects students in the course and provides a platform for students to discuss of weekly content, revision, or topics of interest with each other. Regular engagement in the Discussion Forum will help students gain an understanding of the material, critique the contributions of fellow students, and help develop written communication skills.

The Q and A Discussion Forum provides students with an opportunity to question and clarify the concepts and ideas mentioned in the lectures. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other students' posts to enhance understanding of the content, critical thinking, and written communication skills.

3.2 Expectations of students

The course Moodle page contains lectures, tutorials, content topic materials, assessment materials, and any updated information. You are expected to check Moodle regularly. You are also expected to regularly check your UNSW email. All news and announcements will be made on the "Announcements" forum on the Moodle page and/or by email. It is the student's responsibility to check Moodle and their student emails regularly to keep up to date.

Given that the course content and all assessable components are delivered online, it is the responsibility of the student to ensure that they have access to a computer with a stable internet connection and a browser capable of handling the features of the Moodle eLearning website and any of its content. There will be no special consideration granted due to internet connection or computer issues arising from personal technical issues. If an internet disconnection takes place during an assessment/exam, there will be no way of changing a mark and marks will be allocated according to the progress that was saved. To help students establish whether or not their computer/internet access is suitable for the online exam/s, a test quiz will be available. This quiz will not contribute to final marks and can be completed multiple times in order to test computer/internet connection prior to assessments/exams.

The Moodle forum should be the first line of contact with the Course Convenor (meeting requests, personal or Equitable Learning matters can be sent by email in the first instance). Due to the online nature of the course, under no circumstances are specific exam/quiz questions/answers to be discussed online or via email. Such matters can only be discussed during in person appointments with the Course Convenor.

NOTE: THIS COURSE REQUIRES SIGNIFICANT WEEKLY ASSESSABLE ENGAGEMENT THROUGH MOODLE. Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. **The expected level of engagement is on average 18-19 hours per week** (in the 6-week term). Average engagement levels are as follows: (a) **2 hours** of engagement with the lecture content (6 x 20-minute lectures per week); (b) Tutorial attendance, **3 hours** per week including preparation for the tutorial discussion. Note we recommend that you complete the synchronous tutorial, however completion of the recorded asynchronous tutorial will also be accepted; (c) **4.5 hours** to complete the assigned activities, including revision modules; (d) **4.5 hours** to complete the assigned weekly readings that accompany the content for each lecture topic; (e) **4-5 hours** to complete the weekly assessments (secured quizzes) and prepare for the major assessments.

Under no circumstances will employment be accepted as an excuse not to meet expectations for class participation or assessments. Remember, the term times are very short, so it is your responsibility to ensure that you do not fall behind with the ongoing assessment demands of the course.

Tutorial Attendance: Attendance and participation in tutorials is compulsory. All tutorials will be delivered in an online mode through Blackboard Collaborate. Given that this is a fully online course, it is understood that some students may be unavailable at the designated live tutorial time. Therefore, students can participate in the tutorial in either a synchronous (as the tutorial is streamed live) or asynchronous (a recorded version of the tutorial) format.

NB: Engagement with online tutorials and timely completion of asynchronous online tutorials is essential in accordance with UNSW Assessment Implementation Procedure.

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration within the framework of the Graduate Diploma Special consideration policies and procedures if they are unable to complete an assignment/exam due to illness and/or misadventure.

Students must read the Graduate Certificate in Child Development (7419) Program Guide.

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4. Course schedule and structure

Each week this course typically consists of 2 hours of lecture material, 2 hours of face to face tutorials, 4.5 hours of online activities and 4.5 hours of readings. Students are expected to take an additional 4-5 hours each week of self-determined study to complete assessments and undertake exam preparation.

Week	Lecture topic/s	Tutorial/lab topics	Online modules	Self-determined activities
Week 1	Pseudoscience and the Scientific Method			
Week 2	Reliability and Validity			
Week 3	Types of Scientific Research			
Week 4	Descriptive Statistics and Variability			
Week 5	Probability and Percentages			
Week 6	The Function of Statistics in Empirical research			

5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date
Assessment 1: "Secured" Quizzes (cumulative assessment)	20 MCQ per quiz	50%	50	Sunday 11:59pm week of release (Weeks 1,2,3,4,5,6)
Assessment 2: Research vs. Media Article Comparison	1000 words	20%	100	Sunday Week 3
Assessment 3: Research Study Design	1500 words	30%	100	Sunday Week 5

Assessment 1 "Secured" Quizzes (cumulative assessment) 50%: Students will be required to complete 6 quizzes under official online exam conditions. These quizzes will cover the content of the lectures and readings. The quizzes will be held in weeks 1-6 and will cover content presented in the week they are released. The secured quizzes form part of a cumulative assessment; of the 6 quizzes completed, the best 5 scores will contribute towards the 50% total weighting (10% each quiz). Each quiz will comprise 20 multiple choice questions.

Assessment 2 Research vs. Media Article Comparison 20%: Students will be given examples of a research article and media piece (e.g. newspaper article) to critically evaluate. Through open-ended questions they will be asked to identify and describe a number of concepts presented in the research methods lectures, including: the research question and hypotheses, experimental design, independent and dependent variables, and confounding variables. Finally, they will be asked to compare and critically evaluate the conclusions drawn in media piece relative to the research article making specific reference to research methods concepts.

Assessment 3 Research Study Design 30%: Students work with tutors to define a research question based around a set of descriptive statistics. They will develop a research proposal for an experimental study to investigate their chosen research question. This will include an introduction to the study (in which they provide justification for the study design based on the existing descriptive data), an outline of the experimental design (aims, hypotheses, operationalised dependent and independent variables) and proposed method for data collection (procedure for group allocation, experimental manipulation, and measurement). Students will need to present and summarise the provided descriptive data as part of their justification.

UNSW grading system: https://student.unsw.edu.au/grades

UNSW assessment policy: https://student.unsw.edu.au/assessment

5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

5.3 Submission of assessment tasks

Written assessments: In accordance with UNSW Assessment Policy all written pieces of assessment must be submitted online via Turnitin. No paper or emailed copies will be accepted.

Late penalties: deduction of marks for late submissions will be in accordance with the Graduate Certificate in Child Development assessment policy. Students will receive a penalty of 5% per day for late submissions, including weekends. For example an assessment due on Sunday and submitted on Tuesday would be considered two days late leading to a penalty of 5% x 2 = 10% from the total assessment mark (see: Graduate Certificate in Child Development (7419) Program Guide).

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Special consideration applications must be submitted through the special consideration portal available through myUNSW along with appropriate third-party supporting documentation. **NB:** *UNSW operates under a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted* ***prior to the start*** *of the exam or* ***before*** *an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration.*

Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration (see - https://student.unsw.edu.au/special-consideration). In the case of take-home assessment tasks, misadventure must occur for at least 3 consecutive days during the assessment period. If approved, students may be given an extended due date to complete take-home assessments

Alternative assessments: there will be no alternative assessments due to the intensive nature of the course. Please refer to the Graduate Certificate in Child Development (7419) Program Guide for policies and procedures relating to misadventure.

Supplementary examinations: Students may apply for a supplementary exam, providing that this is not an ongoing issue. If students are unable to engage in all aspects of the course for two weeks or longer, the will be required to submit an application to withdraw from the course without penalty. Please refer to the Graduate Certificate in Child Development (7419) Program Guide for policies and procedures relating to misadventure.

5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
"Secured" Quizzes (cumulative assessment)	Monday following quiz submission	Course Convenor	Gradebook	Moodle
Research vs. Media Article Comparison	Sunday Week 4	Course Convenor	Gradebook	Moodle

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Research Study Design	10 working days after due date	Course Convenor	Gradebook	Moodle

6. Academic integrity, referencing and plagiarism

The APA (6th or 7th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

APA 7th edition.

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at https://student.unsw.edu.au/referencing

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits**:** honesty, trust, fairness, respect, responsibility and courage.[1] At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site https://student.unsw.edu.au/plagiarism**,** and
- The *ELISE* training site http://subjectguides.library.unsw.edu.au/elise

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: https://student.unsw.edu.au/conduct.

7. Readings and resources

Textbook	No set textbook
Course information	Available on Moodle
Required readings	Graduate Certificate in Child Development (7419) Guide
Recommended internet sites	UNSW Library UNSW Learning Centre ELISE Turnitin Student Code of Conduct Policy concerning academic honesty Email policy

[1] International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

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	UNSW Anti-racism policy statement UNSW Equity and Diversity policy statement UNSW Equal opportunity in education policy statement

8. Administrative matters

The School of Psychology Student Guide contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Disability Support Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

9. Additional support for students

- The Current Students Gateway: https://student.unsw.edu.au/
- Academic Skills and Support: https://student.unsw.edu.au/academic-skills
- Student Wellbeing, Health and Safety: https://student.unsw.edu.au/wellbeing
- Equitable Learning Services: https://student.unsw.edu.au/els
- UNSW IT Service Centre: https://www.it.unsw.edu.au/students/index.html

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