



Psychology in Action: Designing a blended course

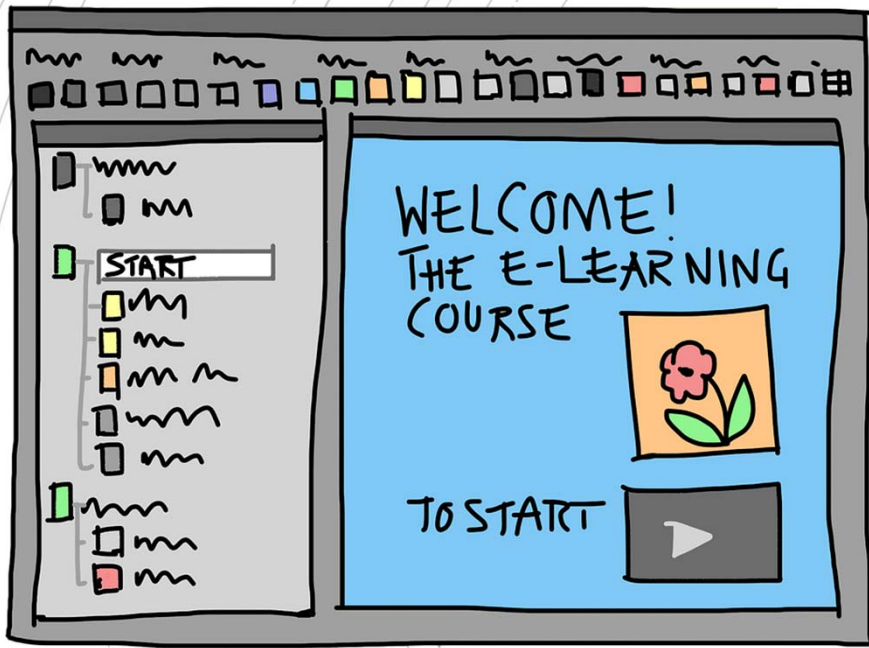
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The slide features a decorative background with several sets of curved lines in the corners, some solid and some dashed. A large green speech bubble is positioned on the left side, containing the text 'Goals:'.

Goals:

- 10 credit core course
- Year long
- Fitting in a packed Year 3 curriculum



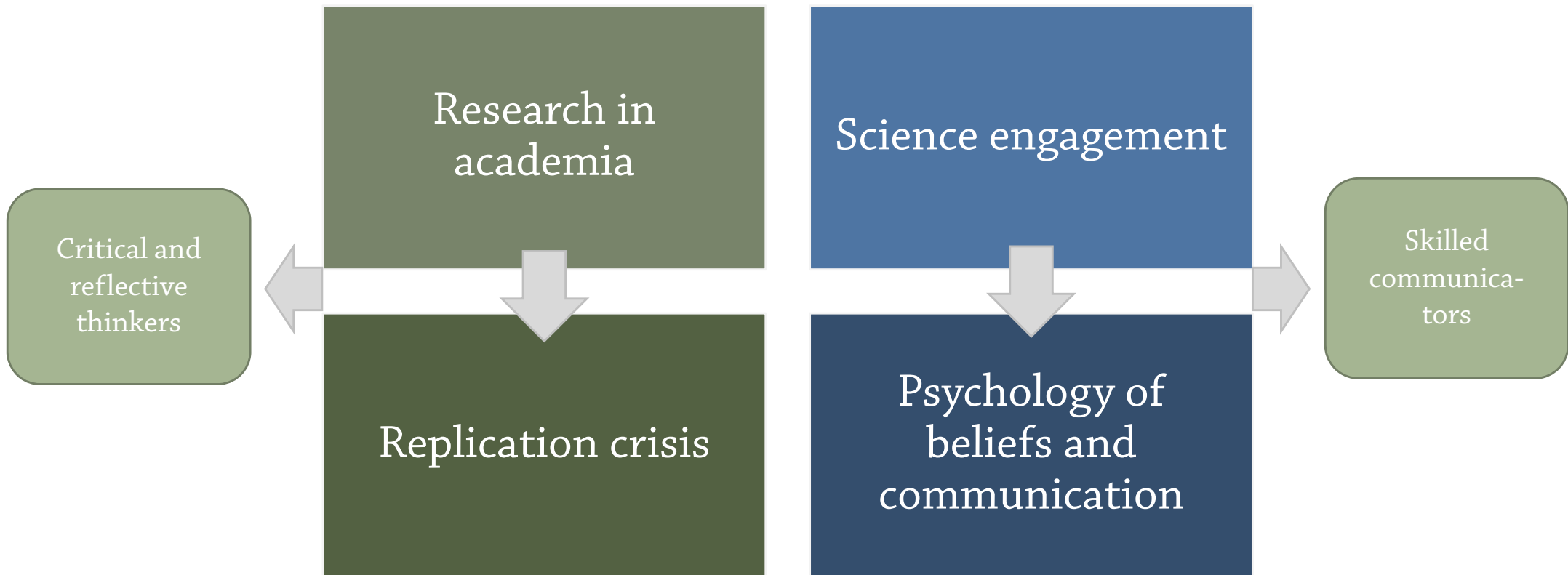
- Blended learning model
- Face to face workshops and lectures
- Online learning resources
 - Videos
 - Text
 - Interactive content
- Online forums

Example

In this study we want to look at how physical discomfort influences decision making. To do so, we will use a wasp sting on the arm to induce pain.

Correct! What do you think is the issue here?

- Wasp stings are insufficiently painful to have the desired effect
- Live wasps are difficult to use accurately
- Some participants may be allergic to insect stings



Research in
academia

Science engagement

Critical and
reflective
thinkers

Skilled
communica-
tors

Replication crisis

Psychology of
beliefs and
communication

Innovative assessments

- Blog post about the replication crisis
- Evaluation of science communication example
- Interview-based article about a Psychology researcher in PPLS



The slide features a decorative background with several sets of curved lines in the corners. On the left, there are multiple solid and dashed lines curving upwards and outwards. On the right, there are fewer lines, including one dashed line curving downwards. The central text is contained within a dark green speech bubble shape.

Challenges

- On-campus students are a different population to distance learners
- Forums were under-utilised for non-assessed activities
- Mixed student evaluations
- Many students focused on content rather than skills

Successes

- Other students requested to be enrolled on the course to audit the materials
- Staff interview assessment helped students forge more links with researchers in the department

“I think the content is important and it is very useful to now know about the research process and science communication”

Evaluation and reflection

- More explicit Graduate Attributes linkage
- Highlighting meta-learning skills
- More self-paced interactive content



LEARNING

