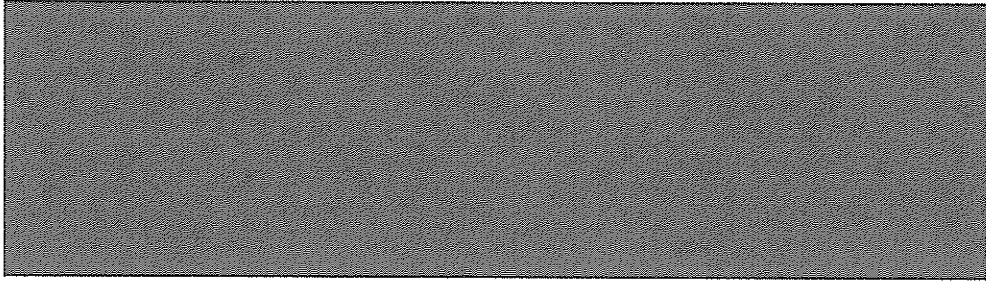


APS Interest Group on Psychology Education

Resource Material Submission – Front Page

Title of Material	Psychology Program Learning Objectives to address work-readiness in the undergraduate curriculum.
Author(s)	Renae Hayward, Rob Ranzijn, Janet Bryan, Elissa Pearson.
Description/Aim	<p>i) This resource presents 6 Psychology Program Learning Objectives (PPOs) that were developed by merging APAC graduate attributes, the University of South Australia's graduate qualities, and employer feedback relating to the work readiness of graduates. These learning objectives were designed as a single set of standards to orient the undergraduate curriculum towards addressing the work readiness of students at the undergraduate level as well as to meet accreditation requirements.</p> <p>ii) We also include templates used to map individual courses, as well as yearly sequences of courses. The process of mapping highlights where i) individual course learning objectives, assessments, and learning activities are not internally aligned, ii) the curriculum is not addressing the program learning objectives, and iii) where the sequencing of courses in terms of the depth of learning being targeted is inappropriate.</p>
Benefits of Resource	Simple to use templates that provide a snap shot of the undergraduate curriculum in terms of meeting program level learning objectives and appropriate sequencing of courses.
Issues for Consideration	Although the curriculum mapping exercise should be driven by a central person, individual course co-ordinators will need to engage in the mapping process.
Approximate Duration	1.5 hour workshop with course co-ordinators from each year level.
Primary Content/ Process Topic	Curriculum mapping
Other Categories	Depth of learning, undergraduate work-readiness
Intended student	Aimed at the entire undergraduate curriculum.

level <i>(e.g. Secondary, Undergraduate Introductory, Undergraduate 4th Yr/ Honours, Post-graduate)</i>	
Type of Material <i>(e.g. classroom materials. assessment, lectures, teaching tips, articles, syllabi. simulated learning environments.)</i>	Curriculum mapping templates Psychology program Learning Outcomes Course Co-ordinator mapping workshop- outline and powerpoint.
Format of Material	Pdf file Powerpoint file
Further Information Contact <i>(email only)</i>	rob.ranzijn@unisa.edu.au
Review Requested <i>(Nb: A 'Yes' response to this category indicates that you would like feedback/comments on the materials via email.)</i>	Yes
Evaluative Data Included <i>(E.g. Student evaluation. comments etc.)</i>	Currently being evaluated



Psychology Program Learning Objectives (PPLOs)

Below are the final 6 PPLOs that were developed by merging, through a content analysis, APAC Graduate Attributes, UniSA Graduate Qualities, and employer feedback on graduate work-readiness. The entire program is geared towards meeting these PPLOs over the course of the undergraduate years.

Psychology Program Learning Outcomes



1. Personal and professional learning and critical reflection

A Psychology graduate of UniSA will understand and commit to lifelong learning and critical self reflection, both personally and professionally.

2. Knowledge, understanding, and application of psychology.

A Psychology graduate of UniSA will understand and apply the major concepts, theoretical perspectives, empirical findings, and historical trends in the core topics of psychology to a variety of contexts (individual, organisational, and social).

3. Research methods in psychology.

A Psychology graduate of UniSA will understand, apply, and evaluate basic research methods in psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

4. Critical thinking and problem solving skills.

A Psychology graduate of UniSA will respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to a range of issues, including behaviour and mental processes.

5. Values and cultural perspectives in psychology

A Psychology graduate of UniSA will value empirical evidence; tolerate ambiguity during the search for greater understanding of behaviour and knowledge structures; commit to and perform in an ethically, professionally, and socially responsible way; understand the complexity of indigenous, sociocultural and international diversity and issues; and reflect other values that underpin the discipline of psychology.

6. Communication skills.

A Psychology graduate of UniSA will communicate effectively in a variety of formats; in a variety of contexts; as a leader and effective team member; in professional practice and as a member of the community.



Mapping Workshop-Outline

This outline is a guide to running the mapping workshop with course co-ordinators from specific years. It should be read in conjunction with the workshop power point slides. Templates 1 & 2 should also be incorporated into the workshop (please read covering instructions for each template).

Psychology Program Learning Objectives (PPLOs)

Workshop 12-1.30

Purpose:

To facilitate the mapping of first year Bachelor of Psychology courses to the Psychology Program Learning Objectives that will ensure a coherent, tightly focussed program aimed at enhancing the work readiness of 3 and 4 year graduates.

Facilities:

- Power-point access
- Handouts x1- templatesx1, pens, course statementsx7

Timing	Session Detail	Facilitator/s
5 mins (12-12.05)	Welcome participants Explain purpose of the workshop <i>Power-point- slide 1 (Title of workshop)</i>	Rob/ Renae
20 minute (12.05-12.25)	<i>Power-point slide 2 (Model)</i> Describe the process <ul style="list-style-type: none"> • Inputs (drivers)- APAC/ UniSA GQs (prompted by government requirements)/ Employer expectations. • Outputs- attainment of degree, independent work ready graduates, personal growth. • Outcomes- further study and/or employment. • PPLOs- central to the process- <i>Introduce one at a time (1 through to 6- provide <u>Handout 1</u> with more detailed PPLOs and a couple examples of indicators).</i> • Facilitate discussion- <ul style="list-style-type: none"> ○ <i>What does each PPLO mean to you as the course co-ordinator?</i> ○ <i>What do you think it means to your students?</i> ○ <i>Does it relate to your course?</i> 	Rob- go through the model Renae- work through the individual PPLOs
20 minutes (12.20-12.45)	Mapping Course co-ordinators have a go at mapping their courses to the PPLOs (<i>Handout 1- <u>course statements</u> and -<u>Template1</u> with PPLOs</i>). <ul style="list-style-type: none"> • Course objectives • Assessments • Learning Activities With completed mapping templates for each course- on the white board show how first year courses map to the PPLOs to identify gaps etc.(PPLOs/ Each Course- collate ticks) <ul style="list-style-type: none"> ○ Are there any gaps? ○ Are any PPLOs overemphasised? ○ Can CCs identify where some courses could be tweaked to deal with gaps etc.? 	Rob/Renae
5 minutes (12.45-12.50)	Briefly- discuss in broad terms the concept of constructive alignment- highlight that this will be covered in more depth in next workshop- on whiteboard. (PPLO/Course Objective/ Learning activities/ Assessments).	Renae

	Invite CCs to arrange individual time with us to discuss in more depth.	
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Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., et al. (Eds.). (2003). *A taxonomy for learning, teaching, and assessing A revision of Bloom's taxonomy of educational objectives*. New York: Longman. (Chapters 4 & 5)


Biggs, J., & Tang, C. (2007). *Teaching for quality learning at university: What the student does* (3rd ed.). Maidenhead : McGraw-Hill/Society for Research into Higher Education & Open University Press.

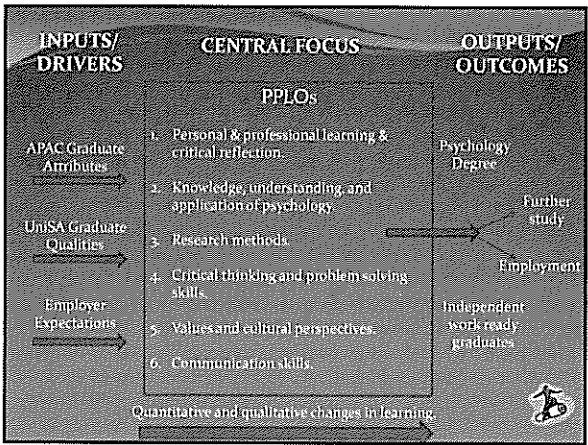
Bridgstock, R. (2009). The graduate attributes we've overlooked: enhancing graduate employability through career management skills. *Higher Education Research and Development*, 28, 31-44.

Ramsden, P. (2003). *Learning to teach in higher education* (2nd ed.). London: RoutledgeFalmer. (Chapter 8)

Psychology Program Learning Objectives

Dr Rob Ranzijn
Renaë Hayward




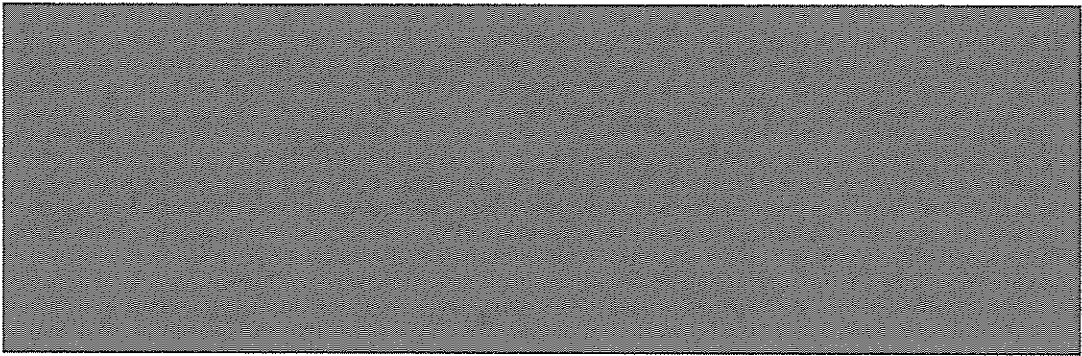


Effective Learning

Constructive alignment within

- programs and
- courses.





Template 1- Individual Course Mapping to PPLOs

This template is used by individual course co-ordinators in the mapping workshop to map their own course's learning objectives, assessments and learning activities against the Psychology Program Learning Objectives.

[Pick the date]

Template 1- Individual Course Mapping to PPLOs

Program Objectives	Objectives	Assessments	Learning Activities
PPLO1: Personal and professional learning and critical reflection.			
PPLO2: Knowledge, understanding and application of psychology.			
PPLO3: Research methods in psychology.			
PPLO4: Critical thinking and problem solving skills.			
PPLO5: Values and cultural perspectives in psychology.			
PPLO6: Communication skills in psychology.			

Blank = course does not cover elements of PPLO at all

☑ = Touches on the PPLO, ☑☑ = Strong focus of the course on the PPLO.

Template 2

Yearly Level Curriculum Mapping Template

Below is a template used in a workshop for Course co-ordinators within the same year level. Initially, after discussing the Psychology Program Learning Objectives (PPOs) course co-ordinators mapped their individual courses against the PPOs (template 1) while the workshop facilitators provided guidance. We came back together and put this matrix up on a smartboard and completed it together as a group. Course co-ordinators were then able to see how their course fitted within the entire year's sequence and how the PPOs were being addressed across the entire year level. Gaps in the curriculum were readily identified and co-ordinators discussed how they could be met.

	Course Title			Course Title			Course Title			Course Title			Course Title		
	O	Ass	LA	O	Ass	LA	O	Ass	LA	O	Ass	LA	O	Ass	LA
PPLO1															
PPLO2															
PPLO3															
PPLO4															
PPLO5															
PPLO6 – oral															
PPLO6 – written															

NOTE: O=course objectives, Ass=assessment, LA=learning activity

0=PPLO not covered at all, 1=touches on that PPLO, 2=strong focus on that PPLO

Individual Course Mapping for Depth of Learning

This is a template in which course co-ordinators can map the depth of learning targeted by their i) course learning objective, ii) assessments, and ii) learning activities. Definitions for depth of learning can be sourced from Anderson et al. 2003. This level of mapping serves to identify appropriate sequencing of the cognitive processes engaged in students' learning. When compiling this into a yearly or program level document we should see a sequential move towards the right of the template indicating more complex cognitive processes are being targeted as the programs progresses. When compiling the document at the yearly or program level the highest level of cognitive processes required in the course is entered into the template rather than one for each of the learning objectives, assessments and learning activities.

Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., et al. (Eds.). (2003). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Longman.

Course Mapping Matrix

Course Name: _____

Depth of Learning						
	Remember	Understand	Apply	Analyse	Evaluate	Create
Program Objectives						
<u>PO1</u> Objectives Assessments Learning activities						
<u>PO2</u> Objectives Assessments Learning activities						
<u>PO3</u> Objectives Assessments Learning activities						
<u>PO4</u> Objectives Assessments Learning activities						
<u>PO5</u> Objectives Assessments Learning activities						
<u>PO6</u> Objectives	Written					

Assessments							
Learning activities							
Objectives							
Assessments							
Learning activities							