# Scheme of work: Addiction

Introduction

This scheme of work is for the second year of the A-level Psychology specification.

* It has been created on the basis that students choose Addiction as their optional topic from 7182/3 Option 3.
* It is based on the summer term, teaching for six weeks.
* The number of teaching hours per week is four and a half.

This is a sample scheme of work and is only one suggestion for how you might plan the delivery of the A-level Psychology specification. It is not intended to be prescriptive or definitive and can be edited to suit your organisation’s delivery model and the particular needs of your learners.

Please remember that assessment is always based on the content of the [specification](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182).

You can find past assessment materials on [Centre Services](https://onlineservices.aqa.org.uk/).

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## Addiction 4.3.10

Teach after: Approaches 4.2.1, Biopsychology 4.2.2, Research methods 4.2.3, Issues and debates 4.3.1.

**Week 21**

* Describing addiction: physical and psychological dependence, tolerance and withdrawal syndrome.
* Risk factors in the development of addiction, including genetic vulnerability, stress, personality, family influences and peers.

**Skills development**

* Independent learning skills.
* Locating evidence for a specific purpose.
* Using knowledge to make informed decisions.
* Weighing evidence.
* Developing lines of argument.
* Exchange ideas/having a view – ownership of knowledge and skills.

**Learning outcomes**

Develop understanding of the key concepts and risk factors in the development of addiction.

Students should be able to:

* outline key concepts in addiction: physical and psychological dependence, tolerance, withdrawal symptoms, vulnerability
* distinguish between substance related addiction and behavioural addiction
* outline the mechanisms involved in genetic vulnerability; influence of family and peers personality; stress
* outline and evaluate research evidence relating to risk factors showing understanding of limitations of correlational/quazi experiment research, issues of cause and effect and interaction between risk factors
* consider implications of risk factors in relation to ethics, social sensitivity, issues and debates, policy and practices.

**Suggested learning activities**

**Activity 1**

* Starter activity – What is addiction?
* Provide students with the DSM (Diagnostic and Statistical Manual) [criteria for addiction](https://www.addictionpolicy.org/post/dsm-5-facts-and-figures)  ie impaired control, social problems, risky use and physical dependence.
* Provide students with a list of “cases” ranging from heroin addiction through gambling to chocolate eating and internet use, Facebook and mobile phone use. Students use the 4 criteria from the website to sort the cases into two piles: addiction/not addiction.
* **Extension activity –** students to do some [research using this link on behavioural addiction](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3164585/) and different examples of this disorder.

**Activity 2**

* Introduce the concepts ofphysical and psychological dependence, tolerance and withdrawal syndrome so that students have four clear definitions.
* Students then work in pairs to research one of [the 10 ten addictions from this link](https://www.addictionhelper.com/addiction/10-most-common-addictions/). Have each pair then discuss and feedback which of the four above concepts would relate to their chosen addiction. Eg someone with a psychological dependence to food would experience a rewarding feeling when they ate all their favourite foods, and physical cravings when they went without which would make them anxious as they would be in a state of withdrawal.
* Students that finish early can research and feedback the key points from [this article on the genetic basis of addiction](http://www.apa.org/monitor/2008/06/genes-addict.aspx).

**Activity 3**

* Whole class discussion – “What makes a person susceptible to addiction?” Students identify 5 factors and then rank them as to the most to the least influential in terms of shaping addiction.
* Students work in pairs and each pair is allocated one of the five following risk factors: genetic vulnerability, personality, stress, family and peers.
* Give them one of the five factors and ask them to produce a precis of the research evidence to support and challenge this factor from their textbook. Each pair then uploads their research summary to [padlet.com](https://padlet.com/) so that the research is all in the same place. Teacher then provides students with a PDF of the collection of the student’s work so that they can prepare to do this essay for the first 20 minutes of the next lesson under exam conditions:

Discuss risk factors in the development of addiction.

**[16 marks]**

**Activity 4**

* Case study analysis using research evidence.
* Prepare three or four case studies of vulnerability to addiction. Each should make reference to risk factors for addiction experienced by the central character. Present students with this series of case studies. Students have to read the details of each case history and decide, based on research evidence of risk factors, how likely it is that the character will develop an addiction and provide a reasoned explanation for their decision supported by research evidence.
* You can vary the demands of the task by the including risk factors known to interact and by including a distracter for more able students.

**Resources**

**Activity 1**

* [DSM-5 Criteria for Addiction Simplified (addictionpolicy.org)](https://www.addictionpolicy.org/post/dsm-5-facts-and-figures).
* **Extension task –** article thatreviews behavioural addiction research.
* [Introduction to Behavioural Addiction](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3164585/).

**Activity 1**

* [10 Most Common Addictions | Addiction Helper](https://www.addictionhelper.com/addiction/10-most-common-addictions/).
* **Extension activity –** [American Psychological Association: Genes matter in addiction](http://www.apa.org/monitor/2008/06/genes-addict.aspx).

**Activity 1**

* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.
* [Padlet: Beauty will save the work](https://padlet.com/).

**Week 22**

Explanations for nicotine addiction:

* Brain neurochemistry, including the role of dopamine.
* Learning theory as applied to smoking behaviour, including reference to cue reactivity.

**Skills development**

* Applying existing knowledge to new topic.
* Independent learning skills.
* Self-assessment.
* Group work.
* Use of evidence to evaluate explanations.
* Using issues and debates to evaluate.
* Extended writing skills.
* Judging and providing feedback.
* Comparison of the explanations.
* Presentation skills.

**Learning outcomes**

Develop understanding of explanations for nicotine addiction.

Students should be able to:

* apply key concepts to nicotine addiction
* outline neurochemical explanations of nicotine addiction
* describe and evaluate research into neurochemical explanations
* use research evidence to evaluate neurochemical explanations
* outline learning processes as explanations for smoking behaviour/nicotine addiction:
* the role of classical conditioning including cue reactivity and relapse
* positive reinforcement, negative reinforcement in relation to withdrawal
* describe and evaluate research into learning explanations
* use research evidence to evaluate learning explanations
* use knowledge of methodology issues and debates nature v nurture, reductionism, determinism, to evaluate explanations.

**Suggested learning activities**

**Activity 1**

* Starter activity – What do we already know?
* Students to work in pairs to discuss/suggest how biological, cognitive, behavioural, psychodynamic and humanistic approaches might explain addictions. Whole class individual whiteboard activity to gather suggestions so that students have a basis to build on their existing knowledge.

**Activity 2**

* Students to investigate biological explanations for nicotine addiction using their textbook and [clip on nicotine addiction and molecule diffusion (YouTube)](http://www.youtube.com/watch?v=yd46Hs7pTow).
* Have them produce a summary of the biological explanations and then create a word sequence review activity in [Wordwall.net](https://wordwall.net/). They put in the ten sentences of information into each slot and the word sequence activity jumbles up each sentence. Have the students then share the link to the activity with the rest of the class by posting it onto the virtual learning environment (VLE). Each student can then access it on their phone and unjumble the sentences from each of their peers by dragging and dropping them in the app.
* At the end of the activity students can complete this question from the 2020 exam to review their knowledge:

Describe how brain neurochemistry is involved in nicotine addiction*.*

**[6 marks]**

**Activity 3**

* Learning theory of smoking behaviour activity.
* Students speculate as to how positive reinforcement and negative reinforcement would be involved in smoking behaviour and then review their answers by referring to the information in the textbook.
* Afterwards, introduce the concept of cue reactivity and have students think of cues/secondary reinforcers that smokers would associate the pleasure from smoking. Get students to then present their cue in the form of a classical conditioning diagram.
* Eg smoking unconditioned stimulus (UCS) = pleasure unconditioned response (UCR).
* Smoking (UCS) + lighter neutral stimulus (NS) = pleasure (UCR).
* Lighter, conditioned stimulus (CS) = pleasure, conditioned response (CR).
* Finally, have students create some evaluations by using the real world application, reductionist and determinist concepts to help them apply these points to the learning theory explanation.

**Activity 4**

* Students write exam style essay for homework from the specimen paper 3 version 3:

Outline and evaluate one or more explanations for nicotine addiction.

**[8 marks]**

* Peer Assessment Activity. The essays are to be anonymised and each student to be randomly allocated an essay completed by one of their peers for assessment using a mark scheme. The student has to:
* highlight material showing knowledge of neurochemical or learning explanations.
* highlight material showing knowledge of relevant research evidence.
* highlight material showing use of evidence to evaluate explanations.
* Other evaluative material, eg use of issues (methodological linked to explanation, social sensitivity), debates (nature nurture, determinism, reductionism) implications for policy practices/therapy.
* Allocate a mark in accordance with the [mark scheme](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources?f.Resource+type%7C6=Question+papers).
* Provide detailed feedback on how the essay could be improved.
* A copy of the highest achieving essay for learning and for neurochemical explanations (checked by teacher) to be posted on VLE. All students to identify from feedback two or three things they can do to improve and to make those changes to enhance their own essay.

**Resources**

**Activity 2**

* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.
* [Visualization award winner in Science - Nicotine addiction and molecule diffusion (YouTube)](http://www.youtube.com/watch?v=yd46Hs7pTow).
* [Wordwall.net](https://wordwall.net/)

**Activity 3**

* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.

**Activity 4**

[AQA Assessment Resources](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources?f.Resource+type%7C6=Question+papers).

**Week 23**

Explanations for gambling addiction:

* Learning theory as applied to gambling, including reference to partial and variable reinforcement
* Cognitive theory as applied to gambling, including reference to cognitive bias.

**Skills development**

* Use understanding of research methodology to evaluate studies.
* Reading and analysing more detailed psychological material.
* Analytic and application skills.
* Creative/transformational skills.
* Developing lines of argument.
* Maths skills.

**Learning outcomes**

Develop understanding of explanations for gambling addiction.

Students should be able to:

* apply key concepts to gambling addiction
* outline learning processes as explanations for gambling addiction:
* the role of classical conditioning, positive reinforcement, negative reinforcement and reinforcement schedules
* imitation, modelling and vicarious reinforcement, efficacy and expectation.
* describe and evaluate research into learning explanations
* use research evidence to evaluate learning explanations
* outline cognitive explanations for gambling
* use research evidence to evaluate cognitive explanations for gambling addiction
* use a range of criteria and knowledge of methodology, issues and debates to evaluate explanations.

**Suggested learning activities**

**Activity 1**

* Students read [this article](http://drmarkgriffiths.wordpress.com/2014/07/22/no-lady-luck-a-case-study-of-adolescent-female-slot-machine-addiction/) on a case study of an adolescent fruit machine addict. Have them make notes on the following criteria:
  + What caused her fruit machine addiction?
  + What helped her overcome her addiction?
  + How would the behaviourist approach explain her addiction?
  + How would the cognitive app roach explain her addiction?
* Afterwards the teacher facilitates a class discussion where links are made between the cognitive and behaviourist explanations of gambling addiction.
* Students can read [this article](https://www.consumerinterests.org/assets/docs/CIA/CIA2013/OralSess2013/the%20role%20of%20impulsivity%20cognitive%20bias%20and%20reasoned%20action%20in%20gambling%20-%20shin%20montalto.pdf) on cognitive biases and impulsivity as an extension task.

**Activity 2**

* Direct students to [the video clip on cognitive factors and the psychology of gambling](https://www.youtube.com/watch?v=AzaDuCg24Qw&t=16s) which provides an excellent overview of the cognitive explanation of gambling addiction. Students make notes on the 4 types of cognitive distortions associated with gambling addiction: probability fallacies, illusions of control, selective recall/biased memories and beliefs about personal attributes. In addition, there is a section in towards the end that discusses alternative explanations so have students make a note of the behavioural conditioning and reinforcement and neurobiological explanations as well.
* Afterwards have the students supplement their notes with information from their textbook.
* Students then create their own scenarios of people who are afflicted by one of these cognitive biases and/or have experiences that can be explained by conditioning. They then give them to each other so they can practise their assessment objective 2 skills by completing the activities.
* Give this question from the 2019 paper 3 exam as an example to help them write their own scenario:

Researchers studied the role of learning in gambling. Using a computer programme, they manipulated the predictability of ‘wins’ on different machines. For example, some machines were set to pay out after 2 minutes of play and others, on average, after every tenth bet. The researchers found a link between gambling behaviour and the setting of the machine. They also found that on certain machines, people would carry on betting for a long time after the last win.

Describe learning theory as applied to gambling. Refer to the study above in your answer.

**[8 marks]**

**Activity 3**

* Evaluation of the cognitive and learning theory explanations of gambling addiction.
* Give students an overview of the procedures and findings of the studies used to evaluate the cognitive and learning theory explanations of gambling addiction. See the evaluation points in textbooks.
* The students have to then explain whether the studies support or challenge the cognitive or learning theory explanations. After they have completed their analyses, have them self- assess their responses by referring to the analysis of these investigations in the same pages in the textbook.
* **Extension task –** make notes on [the interview on the insights into gambling addiction that Mark Griffiths gives (YouTube)](https://www.youtube.com/watch?v=MiKWBQF0f44).

**Activity 4**

* Students work in pairs to study [Griffiths’ research into cognitive bias in fruit machine gambling](https://www.academia.edu/429731/Griffiths_M.D._1994_._The_role_of_cognitive_bias_and_skill_in_fruit_machine_gambling._British_Journal_of_Psychology_85_351-369).
* Students to create a fictional audio record or transcript of a gambling addict’s verbalisations whilst playing on fruit machines as well of those of a non-regular player. To be authentic these have to be roughly in the proportions Griffiths found.
* Work out roughly how many/what proportion of each type of utterance should be included and create an audio diary of a non-regular player and a regular/slot machine addict.
* Each pair presents one of their audio/transcripts. The rest of the class have to identify cognitive biases depicted (use the transcripts next year for a content analysis exercise).

**Resources**

**Activity 1**

* [No lady luck: A case study of adolescent female slot machine addiction](http://drmarkgriffiths.wordpress.com/2014/07/22/no-lady-luck-a-case-study-of-adolescent-female-slot-machine-addiction/).
* Review and research on impulsivity, cognitive bias and reasoned action,.
* [The Role of Impulsivity, Cognitive Bias, and Reasoned Action in Understanding College Student Gambling](http://www.consumerinterests.org/assets/docs/CIA/CIA2013/OralSess2013/the%20role%20of%20impulsivity%20cognitive%20bias%20and%20reasoned%20action%20in%20gambling%20-%20shin%20montalto.pdf).

**Activity 2**

* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.
* [The Gamblers Fallacy (YouTube)](https://www.youtube.com/watch?v=AzaDuCg24Qw&t=16s) – 15 minute clip including overview of cognitive biases.
* [Schedules of Reinforcement](http://psychology.about.com/od/behavioralpsychology/a/schedules.htm) – good background information on schedules of reinforcement.

**Activity 3**

* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* [Problem Gambling and Addiction – Dr Mark Griffiths Interview](https://www.youtube.com/watch?v=MiKWBQF0f44) – 19 minutes.

**Activity 4**

* Griffiths report.
* [The role of cognitive bias and skill in fruit machine gambling.](https://www.academia.edu/429731/Griffiths_M.D._1994_._The_role_of_cognitive_bias_and_skill_in_fruit_machine_gambling._British_Journal_of_Psychology_85_351-369)
* Additional resources: [Inside the Brain of a Gambling Addict (BBC)](https://www.youtube.com/watch?v=BF5SzIN63w8) – approximately 3 minutes.

**Week 24**

Reducing addiction:

* Drug therapy.
* Behavioural interventions, including aversion therapy and covert sensitisation.
* Cognitive behaviour therapy (CBT).

**Skills development**

* Evaluation of therapies in terms of effectiveness, appropriateness and ethics.
* Effective questioning.
* Application skills.
* Selecting, shaping and structuring information to answer specific questions.

**Learning outcomes**

* Develop understanding therapies for reducing addiction.
* Students should be able to describe key features and processes of the following therapies, as applied to addiction:
* drug therapies
* aversion therapy and covert sensitisation
* CBT
* use outcomes research to evaluate the effectiveness and appropriateness of therapies for addiction.
* Consider methodological and ethical issues, social sensitivity, issues and debates, policy and practices in appraising therapies.

**Suggested learning activities**

**Activity 1**

Students first speculate how the biological, behaviourist and cognitive approaches would treat behaviour. Divide the class into three groups and have each group take each of these three perspectives to feed back. Afterwards direct them to their textbook to make notes and feedback the key features of each of the three therapies.

**Activity 2**

* Comparison of therapies evaluation activity.
* Teacher writes ‘low’ at the top left corner of the whiteboard and ‘high’ at the top right hand corner.
* They then draw 8 lines underneath and above each one write one of the following terms:
* time-consuming
* expensive
* motivation
* treats the underlying cause
* side effects
* ethical issues
* long-term effectiveness
* short-term effectiveness.
* Students are then divided into groups of 4 and are given 24 post it notes which they use write the name of each therapy 8 times on each of the 24 notes so they have 8 each for drug therapy, CBT and behaviourist treatments
* Each group then decides where each therapy falls on each continuum and sticks their post it notes in their appropriate place on the line. Eg with drugs they would be at the low end of the time-consuming, expensive, motivation, long term effectiveness and ‘treats the underlying cause’ lines, whilst at the high end for the side effects, short-term effectiveness and ethical issues lines.
* After all groups have completed the task, the teacher invites each one to justify some of their choices.
* Finally, the class are given a 10 mark question to answer: Evaluate one or more therapies for treating addiction [10 marks].

**Activity 3**

* Dragon’s Den Addiction.
* Divide class into four groups – Dragons and three groups compete for the dragons’ support for their therapy (drugs, aversion therapy, CBT).
* Dragons prepare pertinent questions for the contenders to assess whether to select their therapy. The three groups prepare arguments and evidence to persuade dragons to supp ort their therapy for a 3 minute presentation to the dragons **and** prepare to respond to likely questions.

**Resources**

* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.

**Week 25**

The application of the following theories of behaviour change to addictive behaviour:

* The theory of planned behaviour (TPB).
* Prochaska’s six-stage model of behaviour change.

**Skills development**

* Evaluation in terms of effectiveness, appropriateness and ethics.
* Effective questioning.
* Application skills.
* Selecting, shaping and structuring information to answer specific questions.

**Learning outcomes**

Develop understanding of theories of behaviour change.

Students should be able to:

* describe key features of behavioural change models
* TPB.
* Prochaska 6 stages of change.
* outline and evaluate the contribution of TPB and Prochaska models of behaviour change to our understanding of addiction and reducing addiction
* demonstrate understanding of how theories influence practices
* apply theory to explain how a person might be helped to overcome addiction, eg to smoking, gambling, internet/social media
* use a range of criteria and knowledge of methodology, issues and debates to evaluate theories.

**Suggested learning activities**

**Activity 1**

* Show [this video on the theory of planned behaviour (TPB)](http://psychcentral.com/lib/stages-of-change/) and have students adopt the [Cornell note-taking technique](https://lsc.cornell.edu/how-to-study/taking-notes/cornell-note-taking-system/) where they make notes, think of questions and produce a summary at the end of the key points. Afterwards, have them ask the questions to the rest of the class to consolidate understanding.
* Next have them use the information from their textbook to create a [Quizlet on the different aspects of the TPD and the evaluations](https://quizlet.com/). Have students select a series of terms or phrases that relate to the key features of the theory and its evaluations (eg subjective norms/behaviour-intention gap) and have them produce definitions for each one.
* Once the students have completed their quizzes they can share them with the rest of the group through a link that can be accessed on mobile phones. The quiz can be done individually through the ‘match’ activity (a time-based drag and drop game where you have to match the definitions as quickly as possible), or the ‘classic live’ game where students compete with the rest of the class in a race.
* Afterwards, students prepare an essay plan for this question that we will have to complete under timed conditions at the start of next lesson:

Discuss the theory of planned behaviour

**[16 marks]**

**Activity 2**

* Applying Prochaska.
* Students first familiarise themselves with the model by watching [the clip on the stages of change](http://www.youtube.com/watch?v=pAjfq90qc7I) and reading [the article Shifting behaviour with the stages of change.](http://psychcentral.com/lib/stages-of-change/)
* Next students devise a scenario that relates to one of the 6 stages of the model. The scenario should involve someone who is in the process of giving up smoking or gambling. Give the whole class mini-whiteboards and then get each student to read out the scenario. After each one, tell the students to identify the stage name/number the scenario relates to.
* As you are doing the activity, make the point that if everyone says the same answer (greater reliability) then this will most likely point to increased validity. At certain times have the students speculate to the degree of inter-rater reliability by putting a number between 0 and 1 on their boards to reflect how similar/different the class sores were – the closer the number is to 1, the greater the reliability. Reinforce the measure that if the number/correlation co-efficient is equal to or above 0.8, then reliability is great!

**Activity 3**

* Topic Review activity.
* Divide the students into pairs and put six to eight 16 mark questions from addiction around the classroom. Use the [AQA website](https://www.aqa.org.uk/contact-us/secure-services/centre-services) to find these.
* Give each student a board pen and have them write three columns underneath the question on the desk: assessment objective 1, assessment objective 2 and assessment objective 3.   
  Give each pair two minutes to write down all that they know in response to that question, making sure they put the information in the correct columns.
* After two minutes, have each pair move round one to their left so they can edit/add to the other group’s answers to the next question.
* Repeat this activity until all the pairs have done all the questions. Ask each group to feedback the answer to the question they ended up on. Afterwards, the class can vote for the best answer overall.

**Resources**

**Activity 1**

* [The Cornell Note Taking System – Learning Strategies Center](https://lsc.cornell.edu/how-to-study/taking-notes/cornell-note-taking-system/).
* Flanagan, Jarvis and Liddle, *AQA Psychology for A level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.
* [Theory of planned behaviour explained](https://www.youtube.com/watch?v=hhlxxJrWLUE) – 8 minute video.
* [Quizlet](https://quizlet.com/)

**Activity 2**

* Stages of change applied to addiction [YouTube: What are stages of change and how do they apply to addiction](http://www.youtube.com/watch?v=pAjfq90qc7I) – 2 and a half minute video.
* [Prochaska Stages of Change](http://psychcentral.com/lib/stages-of-change/)

**Activity 3**

[AQA Assessment resources](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources?f.Resource+type%7C6=Question+papers).

**Week 26**

Research methods and practical for option topic 3 – Addiction:

* questionnaires
* self-report
* qualitative and quantitative data
* sampling
* collection and analysis
* reporting.

**Skills development**

* Investigation design.
* Questioning skills.
* Data collection and recording.
* Math skills.
* Drawing conclusions from qualitative and quantitative data.
* Time management.
* Understanding ethical obligations.
* Critical thinking.

**Learning outcomes**

Develop understanding of the research methods.

Students should be able to:

* develop a short questionnaire to collect qualitative and quantitative data
* select an appropriate sample
* analyse qualitative and quantitative data
* use descriptive statistics percentage, tables, graphs, etc to present data
* use content or thematic analysis of responses to open questions
* draw conclusions and discuss findings
* identify strengths and limitations of research and suggest improvements.

**Suggested learning activities**

**Activity 1**

* Research suggests addictions to technology and the social media it gives us access to is growing. The theory of planned behaviour suggests our beliefs are important to addiction.
* Students to work in pairs to design and carry out an investigation into students’ beliefs about “life without technology”.
* The investigation should involve designing a questionnaire to investigate beliefs about life without technology, collecting and analysing data.
* Targets to be set in relation to preliminary search for background, submitting design for check on practicality and ethics, developing and piloting the questionnaire, collecting data, analysing data and drawing conclusions, preparing presentation covering rationale for study, method, results, discussion and conclusions and implications.

**Activity 2**

* Presentation session(s) – each student to briefly present their investigation to the class. Afterwards they will engage in a question and answer session with the teacher and their peers.
* Develop critical thinking by posing questions specifically related to their study:
* What would you have done differently and why?
* What further research should be done in relation to this topic?
* How do your findings relate to … theory?

**Resources**

**Activity 1**

* [BPS Ethical guidelines](http://www.bps.org.uk/what-we-do/ethics-standards/ethics-standards)
* Investigation design worksheet to guide decision making (at end of Year 1 scheme of work).
* [The Telegraph: Facebook generation suffer information withdrawal syndrome.](https://www.telegraph.co.uk/technology/news/8235302/Facebook-generation-suffer-information-withdrawal-syndrome.html)
* [Information withdrawal syndrome](http://www.telegraph.co.uk/technology/news/8235302/Facebook-generation-suffer-information-withdrawal-syndrome.html).
* [The Telegraph: Student 'addiction' to technology 'similar to drug cravings', study finds](http://www.telegraph.co.uk/technology/news/8436831/Student-addiction-to-technology-similar-to-drug-cravings-study-finds.html).