Module Template for New and Revised Undergraduate Modules[1]

Module Code	PSU33018 (A)
Module Name	Group Projects
ECTS credit weighting	10 ECTS
Semester taught	Semester 2
Module Coordinator/s	Associate Prof Siobhán Corrigan; Associate Prof Sam Cromie
Module Learning Outcomes with embedded Graduate Attributes	State the module learning outcomes and ensure that each outcome is mapped to one or more programme learning outcome. Single Honours students in Junior Sophister year are required to conduct a research project in applied psychology. This project is undertaken as a group exercise, with groups of around five to eight students. PSU33018 and PSU33019 are connected and together comprise the Group Projects module. The module was originally worth 20 ECTS; however, due to College requirements, this had to be reduced to 15 ECTS. As a result, the original content and workload were divided across two modules: PSU33018, worth 10 ECTS, and PSU33019, worth 5 ECTS. Learning Outcomes On successful completion of this module, students will be able to: ➢ LO1 Constructively plan and execute an independent research project as part of a team ➢ LO2 Critically evaluate psychological knowledge, concepts and theoretical frameworks ➢ LO3 Develop, pilot and use a range of mixed methods & to critically evaluate the strengths and weaknesses of different methodologies for answering different research questions ➢ LO4 Formulate ethically and socially responsible research strategies and plans ➢ LO5 Communicate effectively in writing and orally ➢ LO6 Contribute effectively as part of a team ➢ L07 Critically self-reflect on key learnings

[1] An Introduction to Module Design from AISHE provides information on designing and re-designing modules.

Module Content

Specific Module Objectives

1. To develop an understanding of the role of psychology and of professional psychologists in addressing issues or topics of concern in "the real world".
2. To develop an ability to undertake applied research. This involves understanding a complex real-world problem in all its relevant aspects, thoroughly scoping out these issues so that the research can be focussed on those aspects which have the greatest leverage to change the situation.
3. Being able to draw together multiple threads of evidence to come up with recommendations that are well founded and authoritative.
4. The focus is on understanding complex real-world issues in a full and ecologically valid way, rather than placing all the emphasis on tightly defining a narrow research topic to give maximum 'scientific control' (as you might do in a final year project).
5. To foster the ability to work effectively as a group or team.
6. To develop awareness of group processes.
7. To develop an understanding of the overall applied research process focusing on key elements (e.g., research design, ethical approval, project management etc).
8. To develop the ability to present key research findings to both academic and practitioner audiences.

Programme of work

Topics for these projects are selected and agreed during the first two weeks of the first semester and each group is expected to produce and present a project plan. This plan must reflect the ethos of the Group Project outlined in the objectives above; most particularly, project planning and scoping must address real world issues beyond the academic context of bibliographic search, lab-based experimentation, or questionnaire design. It is necessary to create a project that is based on understanding real world issues in an ecologically valid manner. Using the collective resources of the group should enable an approach based on triangulation of methods to get a fix on complex real problems.

Once the topic and an initial plan is settled, four activities go in parallel:

- Collective group activities such as coordinated planning of tasks and research activities, and overall management of group and project processes
- Preparation of individual scoping reports that research specific areas and issues that contribute to the overall topic and project plan (see below)
- Ongoing iterative development of the project design and implementation plan
- Ongoing self- reflective learning journal

These four activities come together in the second half of the first semester in the presentation of a detailed action plan for the main project research tasks, including report writing and submission. This plan will be subject to ethical approval. Following this the project is implemented according to the plan, with whatever adjustments are necessary.

The groups are expected to meet regularly during the scheduled seminar hours. These meetings will:

- Assist the development of the groups as effective support systems,

- Help the groups achieve the specific tasks of the project (e.g., defining goals, sharing responsibilities, defining tasks, assessing progress, rehearsing presentations).
- Ongoing guidance and monitoring is provided by the course lecturers.

In each group all members are responsible for:

- Getting all members of the group involved in the project in a fair manner.
- Allocating and accepting responsibilities and ensuring they are fulfilled.
- Using the course supervisors to attain the goals of the project in the best possible way.

Periodic review sessions involving the whole class will be held to monitor progress.

Project proposals
Proposals normally develop in several stages, and the empirical work which is supported by those proposals often occurs in stages. Therefore, each group will be required to produce a documented proposal for all the work they are doing at each stage. This may be a 'rolling' document which is updated as the project progresses. Each significant version of the proposal (i.e., which supports some new empirical work) will be accompanied by ethical approval. The supervisors will check the proposal and any ethical issues. If no ethical issues arise then approval to proceed will be granted. If ethical issues arise, these *issues* will be referred to the ethics committee for rapid determination.

Ethics & Dedicated Support Classes

Each group will have to complete and submit an Ethics application also to the School of Psychology Research Ethics Committee. Once approval is granted they can commence their data collection. As part of the group projects module there will also be dedicated classes providing guidance on writing scoping reports, team working, project management, submitting ethics applications, academic integrity/Gen AI and collaborative report writing.

Teaching and Learning Methods[2]

What types of teaching and learning strategies will be used to support students in achieving the learning outcomes? Consult the following resources from Academic Practice:

Teaching strategies

A range of teaching and learning strategies is employed throughout the module, including lectures, interactive tutorials, team and group work, self-directed learning, independent research, fieldwork, research inquiry, scaffolded discussions, peer-group discussions, and mentoring. This varied approach supports the full range of learning outcomes, from

[2] Trinity-INC provides tips and resources on how to make your curriculum more inclusive.

developing knowledge and understanding through to the creation, integration, and synthesis of ideas, concepts, and practices in a coherent manner.

While ESD themes and competencies are not core objectives of the module, students have undertaken research projects addressing two key priority areas identified in TCD's ESD Strategy: (i) Climate Change and (ii) Creating Healthy Futures, with a particular focus on understanding student mental health and identifying effective ways to support student wellbeing.

Assessment design

These learning strategies are designed to support students in successfully completing their assessments. Dedicated lectures and additional support are provided for the Scoping Report, while structured guidance is also available to support students in working collaboratively on the final group research project. The range of strategies aligns with the mode of delivery and the specified contact and independent study hours. Students receive ongoing support through the different teaching and learning activities, while lecturers are available to provide guidance to individual students and groups and to address any issues that may arise.

This approach is particularly important as a significant proportion of the assessment-related work takes place outside the scheduled two-hour class, requiring students to engage in independent study, group collaboration, research, and fieldwork between scheduled sessions.

Assessment Details[3]
Please include the following:

- **Assessment Component**
- **Assessment description**
- **Learning Outcome(s) addressed**
- **% of total**

Assessment Component	Assessment Description	LO Addressed	% of total

[3] https://www.tcd.ie/academicpractice/resources/assessment/

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Individual Scoping Report	Each student will submit an individual report on ideas and concepts that are contributing to their overall Group Project topic. The report should draw on a range of sources including: • Current practice • Expert opinion • Media sources • Professional bodies • Service organisations • Relevant literature • Policy review The individual report should provide the project group with a broad and comprehensive understanding of the area that it addresses. The information contained in the individual report should contribute to the overall group project development. Further guidance will be given by supervisors after	L02, L04, L05	30%

	reading week. This report is due at the end of the final week of the first semester. 3,000 word limit		
Group Research Report	Each group will submit a research report that consolidates and integrates all elements of the overall research process (e.g., justification/context of research, methodological approach, key findings/emerging trends, implications/impact of research). The report will also contain a section reporting on the overall group processes. The objective of this report is to communicate findings in a succinct and professional manner for a range of audiences. Max word count between 15,000 word limit.	L01-L06	70%

Please describe both formative and summative assessment components, noting how the assessment(s) enable learning and enable demonstration of the achievement of the learning outcomes. Please include % weighting of summative assessment components, which should be carefully balanced between groupwork and individual components.

Each Assessment component should be clearly aligned to the learning outcomes. Please outline each assessment component, and the assigned LO(s) in the table below.

Outline how you would address academic integrity and AI-specific assessment considerations. Refer to the Centre for Academic Practice GenAI and Academic Integrity hub for guidance. (max 200 words).

The assessments are designed to strengthen academic integrity as they are aligned with College's focus on Authenticity, Responsibility, Accountability. Students will be given a dedicated class on Academic Integrity/Gen AI to ensure they are up to date with College Policies. They will be required to complete the Gen AI declaration for each assessment.

Contact Hours and Indicative Student Workload[4]

Consider how much time an average student needs to invest in the elective to demonstrate the learning outcomes at threshold level. Take into account attendance and time for preparation, including self-study, for all teaching, learning and assessment associated with the module. Workload should be commensurate with ECTS size, which is equivalent to 100-125 student learning hours.

Contact hours: 22
Independent Study (preparation for course and review of materials): 78
Independent Study (preparation for assessment, incl. completion of assessment): 150

Inclusive Curriculum

All modules should be inclusive for all students who learn differently. Please respond to the following questions (i.e. ensuring the course supports engagement and representation of all students)

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	☒

[4] https://www.tcd.ie/academicpractice/resources/assessment_workload/

2.	Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	☒
3.	Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	☒

4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design

1. **A diverse range of teaching and learning approaches:** The use of lectures, interactive tutorials, group work, peer discussions, independent learning, research, fieldwork and mentoring provides students with different ways to engage with and demonstrate their learning. This varied approach recognises different learning preferences, strengths and levels of prior experience.
2. **Creating Accessible Materials**: The use of the Accessibility Checker in Microsoft 365 apps such as Word, PowerPoint, and Excel to ensure all slides and documents are accessible to different student needs. Also follow College's core guidelines through the Trinity disAbility Service Guidelines for Creating Accessible Materials and IT Services to ensure course slides, documents, and VLE (Blackboard) content are universally accessible

   The module therefore aims to create an inclusive learning environment in which students are supported to participate actively, collaborate with others, and achieve the intended learning outcomes through a range of accessible learning content and activities and forms of engagement.

*(i.e. supports engagement and representation of **all** Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See:* Universal Design for Learning - AHEAD *for more information and guidance, and* Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) *for insights from Trinity students)*

Indicative Reading List (approx. 4-5 titles)

There are no required textbooks for this module as the projects can cover a wide and diverse set of issues. A review of state-of-the-art and up-to-date journal articles from the relevant research literature as well as relevant policy documents would be expected to be critically analysed and presented effectively in the discourse of the discipline.

Module Pre-requisite
Module Co-requisite
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.