The Hong Kong Polytechnic University

Subject Description Form

Subject Code	APSS111/ APSS1A07
Subject Title	Introduction to Psychology
Credit Value	3
Level	1

GUR Requirements Intended to Fulfill	This subject intends to fulfill the following requirement(s) :
	
	☐ **Healthy Lifestyle**
	☐ **AI and Data Analytics (AIDA)**
	☐ **Innovation and Entrepreneurship (IE)**
	☐ **Languages and Communication Requirement (LCR)**
	☐ **Leadership Education and Development (LEAD)**
	☐ **Service-Learning**
	☒ **Cluster-Area Requirement (CAR)**
	    ☒ Human Nature, Relations and Development [CAR A]
	    ☐ Science, Technology and Environment [CAR D]
	    ☐ Chinese History and Culture [CAR M]
	    ☐ Cultures, Organizations, Societies and Globalization [CAR N]
	☒ **China-Study Requirement**
	    ☐ Yes or ☒ No
	☐ **Writing and Reading Requirements**
	    ☐ English or ☐ Chinese

Pre-requisite / Co-requisite/ Exclusion	Exclusion: For students taking APSS111, the exclusion subject is APSS1A07. For students taking APSS1A07, the exclusion subject is APSS111. For students taking APSS298, the exclusion subjects are APSS111 & APSS1A07.
Assessment Methods	(see table below)

100% Continuous Assessment	Individual Assessment	Group Assessment
Practice Quizzes	10%	--
Written Assignments	25%	25%
Class Participation	40%	--

- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject; and

	• Student must pass all component(s) if he/she is to pass the subject.
Objectives	1. Gain systematic knowledge in the field of psychology with both historical and current perspectives;
	2. Understand the research methodology commonly used by psychologists;
	3. Become familiar with the major trends of development in psychology;
	4. Develop critical thinking skills and use psychological method of enquiry to evaluate claims and ideas in popular media; and
	5. Apply the acquired psychological concepts and theories in everyday life.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a. gain an understanding of the fundamentals of psychology; b. survey and appreciate research in psychology; c. develop their interest and critical thinking in human thought and behavior; d. relate the applications of psychology to their everyday life; e. exercise their presentation, academic research and writing skills in collaboration with their peers.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	1. The Dimensions of Psychology - Aspects of Psychology - A Brief History of Psychology - Value and Contributions of Psychology to Human Life 2. The Neuro-biological Foundations of Psychology - Central Core and Limbic System - Endocrine System - Genetic Influence on Behavior 3. Sensation and Perception - Sensory Processes - Principles of Perceptual Organization - Perceptual Constancy and Development 4. Learning - Classical Conditioning - Operant Conditioning - Social and Cognitive Approaches to Learning 5. Memory - Memory Processes from Sensory Input to Long-term Memory - Improving Memory - Constructive Memory 6. Intelligence, Cognition and Language - Intelligence: Classical and Contemporary theories - Forming Concepts and Solving Problems - Development of Language, Reason and Thought 7. Perspectives of Human Development - Cognitive Development

	- Social and Personality Development - Emotional Development - Moral Development 8. Social Influence and Human Behaviors - Perceiving Others and Attribution - Attitudes and Behavior - Interpersonal Attraction - Social and Group Influences 9. Brief Overview of Personality Theories, Research and Assessment 10. Psychological Disorders – Diagnosis & Treatment - Brief Overview of Abnormal Behavior: Myths, Realties and Controversies - Culture and Psychopathology - Elements of the Treatment Processes Current Trends and Issues in Treatment
Teaching/Learning Methodology *(Note 3)*	Both face-to-face lectures and web-assisted lecture notes are directly delivered and prepared by the subject teacher. The web-assisted learning and teaching activities are designed to encourage students' self-study after lectures. The subject lecturer is committed to strike a flexible balance of interactive activities through direct student-teacher contact, web-assisted self-assessment, in-class exercises, small group discussions, role-play and case illustration. Multi-media materials are used to facilitate learning. Web-assisted quizzes are arranged to enhance students' understanding of the psychological concepts acquired from the lectures, web-assisted deliverables and assigned readings. These methods are considered as both a supplement to 13 lectures and a self-learning tool for reinforcing students' integration and internalization. Prompt feedback can be provided for each student after taking the web-based assessment and practice quizzes. The on-line forum may also provide a platform for interactive discussions among students, and for exchanging views with the subject lecturer. Flipped Classroom sessions are incorporated to promote constructivist and collaborative learning in this subject. Students will engage in 2-3 sessions on the learning units through the flipped classroom approach, in which they will view learning materials before classes and engage in problem solving and experiential learning activities in physical class sessions. Students are also required to take part in 3 hours of psychological experiments, so that they learn how empirical studies are conducted in real contexts.

Specific assessment methods/tasks	% Weighting (Individual % / Group %)	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e
1. Practice Quizzes	10% (10% / 0%)	✓	✓	✓		✓
2. Written Assignments	50% (25% / 25%)	✓	✓	✓		✓
3. Class Participation	40% (40% / 0%)	✓	✓	✓	✓	✓
Total	100 %					

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Assignments of Web-based Practice Quizzes

Continuous assessment is adopted, and methods include practice quizzes (10%) assigned through the PolyU Blackboard learning system lectures, which should cover the subject syllabus and essential reading requirements. They may be designed in the form of multiple-choice and/or short-question formats. The web-assisted interactive methods are used to assess students' learning at the recall, comprehension, analysis and application levels, that are adaptable for a wide range of course contents and learning outcomes.

Written Assignments

Students will be able to reflect on application of psychology concepts and theories by selecting one thematic lecture topic for writing a reflective journal (25%) and reflect on how psychology helps the study of their disciplinary domain and professional practice. To promote collaborative and constructivist learning, students in small groups will engage in group forum discussions (25%) via the Learn@PolyU learning management system. Discussing asynchronously on selected issues and debates in psychology and its application, it is expected that students would demonstrate abilities to adopt perspectives in psychology towards problem solving and develop skills in making and substantiating augments with empirical support from the psychology research literature. Both reflective journal writing and group forum discussions enable students to apply and integrate psychological theories into the real-life practice.

Class Participation

Learning artefact engagement via Learn@PolyU and in-class lecture participation (20%): Participation in learning activities including preparation by reading class materials online and in-class engagement through responses via Students' Response System (SRS) will reflect students ongoing progress and engagement in class learning activities.

Engagement in Flipped Classroom Sessions (15%): To evaluate the effort in

flipped classroom sessions, students' preparation on learning materials before class via Learn@PolyU and their subsequent engagement in problem solving and experiential learning activities in physical class sessions will be assessed towards flipped classroom sessions participation.

Research participation (5%): Research-integrated learning allows students to learn how psychological research is designed and implemented from an experiential approach. Through research participation, students will be provided with hands-on opportunities in participating in psychological research studies. Participating in psychological research enable students to apply and integrate psychological theories into the real-life practice. Students earn the participation marks by completing an experiment or surveys and consolidating their participation with a 3-item mini quiz on the research project participated. All these experiential learning and evidence-based research experience would enhance students' understanding of the essential theoretical and empirical knowledge of the psychological theories acquired in lectures as well as their indigenous and global trends.

Coursework is based on continuous assessment. Quizzes, written assignments, and class participation activities are set for all students who are required to demonstrate their level of psychological knowledge learned from this introductory subject.

Assessment is also moderated through various means: (1) setting clear and specific assessment guidelines; (2) regular discussions among the subject lecturer and all supportive staff concerned; and (3) moderation by an internal moderator for this subject.

Student Study Effort Expected	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Web-based quizzes	3 Hrs.
	▪ Self-reading	28 Hrs.
	▪ Preparation for written assignments and web-based quizzes	47 Hrs.
	▪ Psychological experiments	3 Hrs.
	Total student study effort	120 Hrs.

Reading List and References	Textbook
	Psychology 2/E. Open source textbook provided by OpenStax. Available under a Creative Commons Attribution License v4.0. © 2020. Available at https://openstax.org/details/books/psychology-2e
	References
	Sun, C. T.-L. (2015). *Psychology in Asia: An Introduction* (1st ed.): Cengage. (ISBN: 9789814441384)
	Bond, M. H. (Ed.). (2010). *The Oxford handbook of Chinese psychology*. New York: Oxford University Press. (ISBN: 9780198738572).
	陳烜之、梁覺(編)(2000)。*邁進中的華人心理學*。香港:中文大學出版社。(ISBN: 9789622019096)。