

Individual Differences

Module title										
Individual Differences										
Module NFQ level (only if an NFQ level can be demonstrated)		Module number/reference		ECTS Value		Duration				
8				5		12 weeks				
Parent programme(s). Principal programme title, and embedded(s) if relevant				Stage of parent programme		Semester No.				
BA (Honours) in Psychology				1		1				
Teaching and Learning modes		Proportion (% of Total Directed Learning)								
Classroom / Face to Face		22.4%								
Workplace										
Online										
Other (Identify)		77.6% (directed and self-directed learning)								
Entry requirements (statement of knowledge, skill and competence)										
Successful completion of Stage 1 of the programme or equivalent is required for entry onto Stage 2.										
Maximum number of learners per instance of the module			40							
Average (over the duration of the module) of the contact hours per week			2.3							
Pre-requisite module title(s) (if any)										
Co-requisite module title(s) (if any)										
Is this a capstone module? (Yes or No)			No							
Module-specific physical resources and support required per centre (or instance of the module)										
Lecture Hall, small group-work room; Library; IT Resources such as Moodle, Microsoft PowerPoint and Screens										
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.										
Role e.g. Tutor, Mentor etc.		Qualifications & experience required:				# of Staff with this profile (WTEs)				
Lecturer/Tutor		Minimum level 9 qualification in Psychology with teaching and/or research competence in the area				100%				
Analysis of required learning effort										
			Hours of Learner effort							
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning	Independent learning	Other (specify)	Work-based learning	Total effort
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					

24	1:10	4	1:10				97			125
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Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	40%			60%	100%

<p>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</p>	<p>The rationale for this module is to introduce the learner to the theories of individual differences relating to human psychology. Within this module, the learner will examine the theoretical background of individual differences from the major schools of thought in psychology. An appraisal of personality assessment techniques is included. How individuals differ in traits such as skills, aptitudes, and abilities to learn and perform is critiqued. Individuals may vary in their personalities, motivations, and attributions for their successes and failures when learning, all of which may affect how and why they learn. Individual differences are the more-or-less enduring psychological characteristics that distinguish one person from another and thus help to define each person's individuality. Some traits may be more adaptive, whereas others are stable and less malleable, or resistant to change, especially as an individual matures to adulthood. The important psychological characteristics and identities that differentiate individuals are discussed and these include gender, intelligence, creativity and personality disorders.</p>
<p>Module Aims and Objectives</p>	<p>This core module aims to investigate individual and group differences, including personality and intelligence, with an emphasis on contemporary issues. Different theories within personality and intelligence will be examined together with an analysis of how methods affect theories. The module also aims to investigate psychological measurement such as the strengths and limitations of psychometric measures including the design and application of such measures. The objectives are to gain an understanding of epistemological, cultural and political debates around individual differences. The learner will engage with the various approaches to studying individual differences and how they impact on theory. They will acquire knowledge of the various techniques for psychological measurement and the principles of psychometrics. The learner will also be introduced to the debates surrounding psychometric measurement, including validity, reliability and application.</p>
<p>Minimum Intended Module Learning Outcomes</p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the relevance of key historical developments in the psychology of individual differences to issues in contemporary psychology. (MIPLO 1, 2, 4, 7) 2. Demonstrate knowledge of psychological measurement including validity and reliability. (MIPLO 3, 5, 7) 3. Engage in critical contextual evaluation of the design and use of psychometric measures. (MIPLO 3, 4, 5)

	<p>4. Identify and critically discuss the ongoing debates in individual differences. (MIPLO 1, 2, 4, 6, 8)</p>
<p>Information Provided to Learners about the Module</p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module Moodle page to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p>
<p>Module Content, Organisation and Structure</p>	<p>Over the course of 12 weeks, the learner will cover topics such as:</p> <p>Introduction and Overview</p> <ul style="list-style-type: none"> • Introduce the Historical Theories of Individual Differences • Underlying Assumptions • Influences of Individual Differences on Behaviour <p>Personality</p> <ul style="list-style-type: none"> • Theoretical Background to Personality Studies • Status of Science • Basic Assumptions; Stated and Implicit. • General Principles of Assessment and Test Construction. • Types of Reliability and Validity <p>Major Theories of Individual Difference</p> <ul style="list-style-type: none"> • Psychodynamic, Neo Freudians - Jung, Reich, Adler, Horney • Behavioural - Pavlov, Skinner, Watson, Bandura • Cognitive - Kelly • Humanistic - Maslow, Rogers • Psychometric - Cattell, Eysenck, Costa and Macrae • Gender Issues in Personality and Ability • Aggression <p>Intelligence</p> <ul style="list-style-type: none"> • Historical Background • Issues of Race and Gender • Heritability • Flynn Effect • Learning Difficulties • The Role of IQ • Normalisation • Gardner's Theories of Intelligence <p>Creativity and Individual Differences</p> <ul style="list-style-type: none"> • Focus on Music • Focus on Testing • Improving Creativity <p>Individual Differences and Criminal Behaviour</p> <ul style="list-style-type: none"> • Personality Disorders

	<ul style="list-style-type: none"> • Links to Crime • Empirical Research and Case Studies
Module Teaching and Learning (including formative assessment) Strategy	<p>This module will be delivered in a two-hour lecture format across twelve weeks and four one-hour tutorials delivered across eight weeks. The rationale for this teaching mode rests in the amount of information to be covered in this timeframe. Contact hours will consist of lectures with opportunities for small group discussions and Q&A. It is envisaged that online learning activities and resources will be provided to support face to face contact time.</p> <p>Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	N/A
Specifications for Module Staffing Requirements	<p>Staff: Learner ratio is typical of the overall programme approach with a maximum of 40 learners.</p> <p>The maximum tutor: learner ratio is 1:20</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p>
Module Summative Assessment Strategy	<p>This module will be assessed by (A) continuous assessment (40%), and (B) End of semester final proctored examination (60%).</p> <p>The continuous assessment element (40%) will be an individual podcast based on a debate within Individual Differences (e.g. Psychometric measures in Individual Differences).</p> <p>The end of semester exam (60%) will consist of four questions, out of which the learner must answer any two of these questions.</p>
Sample Assessment Materials	<p>(A) Individual Podcast</p> <p>This module will ask the learners to provide a 10-minute pre-recorded podcast based on a psychological debate within the study of Individual Differences (e.g. Psychometric measures in Individual Differences). This must be recorded via Microsoft Teams and uploaded to Moodle for assessment.</p> <p>This assessment addresses MIMLOs 1-4.</p> <p>This podcast will be equivalent to 1,000 – 1,250 words and should take at least eight hours of learner effort. The guidelines involve:</p> <ol style="list-style-type: none"> 1. The presentation must contain slides in either Microsoft PowerPoint or Prezi. 2. Adhering to APA formatting within the presented work. 3. Work must be proof-read for spelling and grammatical errors. 4. Include a Title page for the presentation and a separate page of references.

	<ol style="list-style-type: none"> 5. Employing a discursive and critical approach to the topic. 6. Using a balanced, objective approach to the question outlined. 7. Do not refer to “I” in this work, instead write in the third party. 8. All work should include reference to appropriate peer-reviewed texts or resources when making a specific point or argument. 9. As this is a presentation, learners must ensure that their slides are not overly cluttered and are clearly legible, while still demonstrating an appropriate depth and breadth of reading. 10. Communicate clearly and effectively. <p>This work is worth 40% of the Continuous Assessment and is graded as follows:</p> <ul style="list-style-type: none"> • Structure (Guidelines 1 – 3) is worth 10%. • Academic understanding and ability as per Guidelines 4 – 6 is worth 20%. • The remaining 10% is awarded for content comprehension and excellent flow to the work (as indicated by Guidelines 7 - 9). <p>(B) End of Semester Exam</p> <p>Sample Exam Question: Compare and contrast two main approaches to intelligence (nature versus nurture approach) and critically evaluate the strengths and limitations of each. Refer to psychological research and studies in your answer.</p> <p>This assessment addresses MIMLOs 1-4.</p>
<p>Reading Lists and Other Information Resources</p>	<p><u>Core Readings:</u> Cooper, C. (2020). <i>Individual Differences and Personality</i> (4th ed.). Oxfordshire: Routledge</p> <p>Forsythe, A. (2019). <i>Key Thinkers in Individual Differences</i>. Oxfordshire: Routledge</p> <p>Maltby, J., Day, L., and Macaskil, A. (2013). <i>Personality, Individual Differences & Intelligence</i> (2nd ed.). New Jersey: Prentice Hall</p> <p><u>Online/Digital Resources:</u> Google Scholar EBSCO Digital Journal Resource Educational Ted Talks/YouTube Videos</p> <p>More specifically, articles will be explored from journals such as:</p> <p><i>Personality and Individual Differences</i> <i>Learning and Individual Differences</i> <i>Journal of Individual Differences</i> <i>European Journal of Personality</i> <i>Journal of Personality</i> <i>Intelligence.</i></p> <p><u>Other Reading:</u> Articles and studies uploaded to Moodle by the module Lecturer. Learners will adhere to the APA Referencing system.</p>

Module Physical Resource
Requirements

Lecture Hall and tutorial room with PowerPoint, DVD and internet access.