VCE Psychology at Melbourne Museum

## VCE Psychology: Unit 3 Provocations for The Mind Exhibition

# Information for teachers

Each of the unit-linked resources provides themed provocations for student-led enquiry. They do not represent a comprehensive coverage of all of the material relevant to each unit in the galleries, but a selection of those exhibits most relevant.

The Mind exhibition provides a unique first-person perspective through immersive experiences, artworks, and historical psychiatric objects. Keep in mind that it has been designed for general public audiences, and should not be considered as an exhaustive resource with regards to furthering scientific understanding. The gallery instead provides a launch-pad for exploring the themes outlined, and can be an excellent primary resource for collecting video, photographic or audio data in an affective, thought-provoking environment.

Students can share their research with their classmates or other community members through a variety of self-directed modes, for example:

* Video
* Digital book – eg ibook
* Podcast
* Presentation or lecture
* Article – informative, opinion, interview
* Journal

We recommend familiarising yourself with the trail prior to your class excursion. Visiting the galleries before the excursion will also assist you in directing your students. **VIT registered teachers can get into Melbourne Museum free of charge by subscribing to MV teachers:**

<https://museumsvictoria.com.au/learning/mv-teachers-network/>

# Student provocations

The unit-by-unit resources can be used in many ways. Students may wish to choose a topic to investigate that relates to a particular area of interest or is linked to another project. Some teachers prefer to allocate the provocations, either distributing them evenly or creating a whole class focus that may form an assessment task. The provocations can be explored individually or in small groups (2-3 students is ideal).

Each resource provides student explorations within The Mind exhibition that covers content relevant from each unit of VCE Psychology:

Unit 3

**Area of Study 2 – How do people learn and remember?**

* Neural basis for learning and memory
* Models to explain learning
* Process of memory
* Reliability of memory

# Psychology Unit 3 – Choose **only** **one** or **two** provocations for deep inquiry:

**Area of Study 2**

1. Dream suite: Why do humans share commonly experienced dreams, and why do we remember these dreams? Look through the peepholes opposite the dream couches at the six archetypal dream themes. Have you had these dreams? Consider why, of all the dreams experienced over a person’s lifetime, these six are so easy to recall. Are they recurring? Are they associated with a certain psychological state – stress, anxiety? When are you more likely to dream during the night?
   * Start here: Dream peep holes opposite the dream couches (blue section). You will find information related to emotional states, dream analysis and memory formation throughout the gallery.
2. Memory formation and storage. Explore the information in the gallery around memory – how are memories formed and what types of memory’s do we form? Consider the memory game on the wall of the Ames Room – what tricks/mnemonics do people use to remember. Can we improve our memory? How?
   * Start here: Information panels and visual memory game outside the Ames room (yellow section).
3. What is memory’s role in learning? Try learning something new by playing the screen memory game at ‘Can I improve my memory?’ What senses are involved here? Do you think a person can improve their speed at this game through repetition – design a short experiment and record the results. Explore the notion that different people favour different senses when learning. What is happening at the neurological level when you as explore the activities?
   * Start here: Learning panel and aural memory game (black section). Test your skills at the language interactive.
4. Reward for our behaviour: Locate the Skinner Box and consider its function. What has been learnt using such experimental methods and animal models? Do you learn better if there is a ‘reward’ at the end? Explore some examples where people learn or work best if their behaviour is positively reinforced– you may find these in the gallery, broader museum or from your own experience. How does this differ to being negatively reinforced?
   * Start here: Skinner box (near the Ames room) (yellow section)
5. The role of punishment: Consider behavioural conditioning through ‘punishment’. Examine historical treatments which attempted to change behaviours in human subjects in the gallery. How do you feel about these? Explore ethical implications, and how treatments have changed over time. What are the implications for punishment, how can these be improved?
   * Start here: The isolation cupboard (opposite the ‘Emotions’ video screen – purple section) is a dramatic example first example.

