## Unit 2 – Psychology: Using Psychological Concepts

## Contemporary debates

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| **The ethics of neuroscience**  *(Debate whether the applications of information gained through neuroscientific research is acceptable in terms of the ethical implications.)* |  |  |  |  |  |
| The social implications of neuroscience  (*Explain and evaluate how this area of research could or has impacted on society in a visible or useful way.)* |  |  |  |  |  |
| The economic implications of neuroscience  *(Explain and evaluate how this area of research could or has impacted on society in an economic way.)* |  |  |  |  |  |
| Social and cultural diversity in neuroscience  *(Explain and evaluate how this area of research could or has taken into account a variety of societies and cultures.)* |  |  |  |  |  |
| **The mother as primary care-giver of an infant**  *(Debate whether the female parent should be the automatic choice for looking after a developing baby, and whether appropriate alternatives can be justified in line with psychological evidence.)* |  |  |  |  |  |
| The ethical implications of the mother as primary care-giver  *(Explain and evaluate how this area of research could be seen as both ethical and unethical.)* |  |  |  |  |  |
| The social implications of the mother as primary caregiver  (*Explain and evaluate how this area of research could or has impacted on society in a visible or useful way.)* |  |  |  |  |  |
| The economic implications of the mother as primary caregiver  *(Explain and evaluate how this area of research could or has impacted on society in an economic way.)* |  |  |  |  |  |
| Social and cultural diversity in the debate of the mother as primary caregiver  *(Explain and evaluate how this area of research could or has taken into account a variety of societies and cultures.)* |  |  |  |  |  |
| **Using conditioning techniques to control the behaviour of children**  *(Debate whether rewarding children for good behaviours and punishing for poor behaviours can be justifed in line with*  *psychological evidence.)* |  |  |  |  |  |
| The ethical implications of using conditioning techniques to control the behaviour of children  *(Explain and evaluate how this area of research could be seen as both ethical and unethical.)* |  |  |  |  |  |
| The social implications of using conditioning techniques to control the behaviour of children  (*Explain and evaluate how this area of research could or has impacted on society in a visible or useful way.)* |  |  |  |  |  |
| The economic implications of using conditioning techniques to control the behaviour of children  *(Explain and evaluate how this area of research could or has impacted on society in an economic way.)* |  |  |  |  |  |
| Social and cultural diversity in the debate of using conditioning techniques to control the behaviour of children  *(Explain and evaluate how this area of research could or has taken into account a variety of societies and cultures.)* |  |  |  |  |  |
| **Reliability of eye-witness testimony (including children)**  *(Debate whether* *evidence from psychological research can support the reliance of the criminal justice system on the testimony of eyewitnesses*  *and the implications of inaccurate testimony.)* |  |  |  |  |  |
| The ethical implications of the reliability of eye-witness testimony (including children)  *(Explain and evaluate how this area of research could be seen as both ethical and unethical.)* |  |  |  |  |  |
| The social implications of the reliability of eye-witness testimony (including children)  (*Explain and evaluate how this area of research could or has impacted on society in a visible or useful way.)* |  |  |  |  |  |
| The economic implications of the reliability of eye-witness testimony (including children)    *(Explain and evaluate how this area of research could or has impacted on society in an economic way.)* |  |  |  |  |  |
| Social and cultural diversity in the debate of the reliability of eye-witness testimony (including children)  *(Explain and evaluate how this area of research could or has taken into account a variety of societies and cultures.)* |  |  |  |  |  |
| **The relevance of positive psychology in today’s society**  *(Debate whether* *this newer approach provides anything other than what previous approaches had provided, or is it simply a new trend that will disappear without a trace?)* |  |  |  |  |  |
| The ethical implications of the relevance of positive psychology in today’s society  *(Explain and evaluate how this area of research could be seen as both ethical and unethical.)* |  |  |  |  |  |
| The social implications of the relevance of positive psychology in today’s society  (*Explain and evaluate how this area of research could or has impacted on society in a visible or useful way.)* |  |  |  |  |  |
| The economic implications of the relevance of positive psychology in today’s society  *(Explain and evaluate how this area of research could or has impacted on society in an economic way.)* |  |  |  |  |  |
| Social and cultural diversity in the debate of the relevance of positive psychology in today’s society  *(Explain and evaluate how this area of research could or has taken into account a variety of societies and cultures.)* |  |  |  |  |  |

## Principles of research and application of research methods

### Social Psychology

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Consider methodologies used by social psychology  *(What methodologies tend to be used in social psychology?)* |  |  |  |  |  |
| Knowledge and understanding of Milgram, S. (1963) Behavioural study of Obedience. Journal of Abnormal and  Social Psychology, 67, 371-8  *(What aspects of the research methods concepts studied in this component apply to this study?)* |  |  |  |  |  |
| Evaluation of Milgram, S. (1963) Behavioural study of Obedience. Journal of Abnormal and Social Psychology, 67, 371-8  *(Did Milgram create a good or bad piece of research? What aspects of his research could be improved?)* |  |  |  |  |  |

### Developmental Psychology

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Consider methodologies used by developmental psychology  (What methodologies tend to be used in developmental psychology?) |  |  |  |  |  |
| Knowledge and understanding of Kohlberg, L. (1968). The child as a moral philosopher. Psychology Today, 2, 25-  30.  *(What aspects of the research methods concepts studied in this component apply to this study?)* |  |  |  |  |  |
| Evaluation of Kohlberg, L. (1968). The child as a moral philosopher. Psychology Today, 2, 25-30.  *(Did Kohlberg create a good or bad piece of research? What aspects of his research could be improved?)* |  |  |  |  |  |

### Deciding on a research question

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| aim of the research  *(A broad statement of the purpose of the research.)* |  |  |  |  |  |
| alternative (or experimental) hypotheses  *(A testable statement that a piece of research attempts to support or reject.)* |  |  |  |  |  |
| directional hypotheses  *(A hypothesis that suggests there will be a difference/relationship between variables, where the IV will affect the DV in one specific direction/outcome e.g. alcohol slows reaction time.)* |  |  |  |  |  |
| non- directional hypotheses  (*A hypothesis that suggests there will be a difference/relationship between variables, the IV will affect the DV, but does not state a specific direction/outcome for results e.g. alcohol affects reaction time.)* |  |  |  |  |  |
| null hypotheses  *(A hypothesis that suggests there will be no difference/relationship between variables, any that does occur does so by chance e.g. alcohol will have no effect on reaction time.)* |  |  |  |  |  |
| independent variables  *(The variable the psychologist manipulates and controls to see how it affects behaviour.)* |  |  |  |  |  |
| dependant variables  *(The variable which is measured (usually the participants’ behaviour) by the psychologist.)* |  |  |  |  |  |
| co-variables  *(Co-variables indicate two or more quantities being measured in a correlation by the researcher that may or may not vary with each other.)* |  |  |  |  |  |
| operationalisation of variables  *(Giving a precise definition of the behaviour being manipulated/observed/measured (IV/DV). This allows for repetition and raises reliability as it is an agreed value that has been attributed to the measurement.)* |  |  |  |  |  |
| confounding variables  *(Variables in a study that are not being measured or manipulated by the researcher, that affect SOME participants’ behaviours but not others, having negative consequences for validity.)* |  |  |  |  |  |
| extraneous variables  *(Variables in a study that are not being measured or manipulated by the researcher but affect the results (DV) of ALL participants’ behaviour equally.)* |  |  |  |  |  |

## Principles of research and application of research methods

### Methodologies

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Knowledge and understanding of experiments  *(A research method where cause and effect is measured, through the control and manipulation of key variables, and where the participants are randomly allocated to experimental/control groups.)* |  |  |  |  |  |
| Evaluation of experiments  (*Consider the methodology in order to make a judgment about it, for example about how good or bad it is.*) |  |  |  |  |  |
| Knowledge and understanding of quasi-experiments  (*A research where the experimenter has NOT deliberately manipulated the IV and participants are NOT randomly allocated. Methods within this category include natural experiments and difference studies.)* |  |  |  |  |  |
| Evaluation of quasi-experiments  (*Consider the methodology in order to make a judgment about it, for example about how good or bad it is.*) |  |  |  |  |  |
| Knowledge and understanding of natural experiments  (*A research method where the IV arises naturally, although the DV can still be measured in a laboratory or any other location of the researcher’s choice. This method would be used when it is unethical to directly manipulate the IV.)* |  |  |  |  |  |
| Evaluation of natural experiments  (*Consider the methodology in order to make a judgment about it, for example about how good or bad it is.*) |  |  |  |  |  |
| Knowledge and understanding of participant observations  *(A research method where the researcher takes on the role of a participant whilst observing other participants’ behaviour around them.)* |  |  |  |  |  |
| Evaluation of participant observations  (*Consider the methodology in order to make a judgment about it, for example about how good or bad it is.*) |  |  |  |  |  |
| Knowledge and understanding of non-participant observations  *(A research method where the researcher watches and records participants’ behaviour without interfering in any way (from a distance).)* |  |  |  |  |  |
| Evaluation of non-participant observations  (*Consider the methodology in order to make a judgment about it, for example about how good or bad it is.*) |  |  |  |  |  |
| Knowledge and understanding of content analysis  *(A research method which involves exploration of behaviour to see what categories, codes or themes emerge, and tallying each time material fits a theme. It converts qualitative data into quantitative data so that it can be more easily compared.)* |  |  |  |  |  |
| Evaluation of content analysis  (*Consider the methodology in order to make a judgment about it, for example about how good or bad it is.*) |  |  |  |  |  |
| Knowledge and understanding of structured interviews  *(A research method that includes standardised questions (like in a questionnaire), which are known as an interview schedule, and are usually asked face to face.)* |  |  |  |  |  |
| Evaluation of structured interviews  (*Consider the methodology in order to make a judgment about it, for example about how good or bad it is.*) |  |  |  |  |  |
| Knowledge and understanding of questionnaires  *(A research method that includes a list of written questions, which generate closed and/or open answers. These can be used in person, on-line or through other methods e.g. postal.)* |  |  |  |  |  |
| Evaluation of questionnaires  (*Consider the methodology in order to make a judgment about it, for example about how good or bad it is.*) |  |  |  |  |  |
| Knowledge and understanding of semi-structured interviews  *(A research method which involves asking participants questions, usually face to face. These can be in the form of an interview schedule but could also include follow up questions to expand on answers of the questions asked.)* |  |  |  |  |  |
| Evaluation of semi-structured interviews  (*Consider the methodology in order to make a judgment about it, for example about how good or bad it is.*) |  |  |  |  |  |
| Knowledge and understanding of correlational studies  *(A research method which involves a comparing two continuous variables (co-variables) to see if there is an association/relationship between them.)* |  |  |  |  |  |
| Evaluation of correlational studies  (*Consider the methodology in order to make a judgment about it, for example about how good or bad it is.*) |  |  |  |  |  |
| Knowledge and understanding of case studies  *(A method which involves an in-depth investigation of a phenomenon, which uses a descriptive analysis of a person, group or event. It is a holistic study through one or more methodologies that is usually longitudinal.)* |  |  |  |  |  |
| Evaluation of case studies  (*Consider the methodology in order to make a judgment about it, for example about how good or bad it is.*) |  |  |  |  |  |
| Knowledge and understanding of self-reports  *(A method which involves a participant reporting on their own thoughts and feelings though methods such as interviews or questionnaires.)* |  |  |  |  |  |
| Evaluation of self-reports  (*Consider the methodology in order to make a judgment about it, for example about how good or bad it is.*) |  |  |  |  |  |
| Knowledge and understanding of quantitative data  *(A type of data that can be measured numerically by the psychologist, so that statistical analysis can be completed e.g. scores on an IQ test.)* |  |  |  |  |  |
| Evaluation of quantitative data  (*Consider this data in order to make a judgment about it, for example about how good or bad it is.*) |  |  |  |  |  |
| Knowledge and understanding of qualitative data  *(A type of data that can be observed, but not measured numerically. It usually takes the form of words, thoughts and feelings, and is difficult to analyse e.g. a participant’s feelings about school.)* |  |  |  |  |  |
| Evaluation of qualitative data  *(Consider this data in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Knowledge and understanding of primary sources  *(Information sources/data that is directly collected by the researcher first-hand e.g. they collect data through a questionnaire, experiment, interviews etc. for their research.)* |  |  |  |  |  |
| Evaluation of primary sources  *(Consider this data source in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Knowledge and understanding of secondary sources  *(Information sources/data that have not been directly collected /created by the researcher e.g. use of methods such as content analysis of existing data, or literature reviews.)* |  |  |  |  |  |
| Evaluation of secondary sources  *(Consider this data source in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |

## Principles of research and application of research methods

### Location of research

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Knowledge and understanding of conducting research in a laboratory environment  *(A location of research where scientific research and measurement can be taken using specialist/large equipment. Conditions and variables are controlled, and procedures are standardised.)* |  |  |  |  |  |
| Evaluation of conducting research in a laboratory environment  *(Consider the location in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Knowledge and understanding of conducting research in the field  (*A location of research outside of the laboratory, in a natural setting e.g. school, hospital, workplace etc. It has lower levels of control over confounding variables than the laboratory but can still utilise a standardised procedure.)* |  |  |  |  |  |
| Evaluation of conducting research in the field  *(Consider the location in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Knowledge and understanding of conducting research on-line  *(A location of research where participants are accessed via the internet/social networks/mobile apps etc. Often involves questionnaires but can also be experimental, correlational etc.)* |  |  |  |  |  |
| Evaluation of conducting research on-line  *(Consider the location in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |

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## Principles of research and application of research methods

### Participants

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Knowledge and understanding of target populations  *(The group of individuals that a researcher is interested in studying e.g. people in the UK.)* |  |  |  |  |  |
| Evaluation of target populations  *(Consider target populations in order to make a judgment about whether and how it is possible to represent them within research.)* |  |  |  |  |  |
| Knowledge and understanding of sampling frames  *(A group/population that is identified when it is unrealistic to study the whole target population e.g. people in London.)* |  |  |  |  |  |
| Evaluation of sampling frames  *(Consider sampling frames in order to make a judgment about them, for example about how representative they are of the target population.)* |  |  |  |  |  |
| Knowledge and understanding of random sampling  *(A sampling technique where participants are selected from the sampling frame, where everyone has an equal chance of being selected. E.g. Names are pulled out of a hat, or a computer is used to randomly select participants.)* |  |  |  |  |  |
| Evaluation of random sampling  *(Consider the sampling method in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Knowledge and understanding of opportunity sampling  *(A sampling technique where participants are selected at the researcher’s convenience without knowing any details about the sample in advance e.g. picking people who were there at the time, in your specific location.)* |  |  |  |  |  |
| Evaluation of opportunity sampling  *(Consider the sampling method in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Knowledge and understanding of systematic sampling  *(A sampling technique where every nth person on a list is selected by the researcher e.g. every 3rd house on a street, or 5th person on a register.)* |  |  |  |  |  |
| Evaluation of systematic sampling  *(Consider the sampling method in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Knowledge and understanding of stratified sampling  *(A sampling technique where the target group is divided into subgroups, e.g. by sex, and then the participants are selected randomly from each subgroup.)* |  |  |  |  |  |
| Evaluation of stratified sampling  *(Consider the sampling method in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Knowledge and understanding of quota sampling  *(A sampling technique where the target population is divided into subgroups, e.g. by sex, and the participants are chosen from each subgroup at the convenience of the researcher.)* |  |  |  |  |  |
| Evaluation of quota sampling  *(Consider the sampling method in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Knowledge and understanding of self-selected sampling  (*sampling technique where participants volunteer (select themselves) for research e.g. they come forward/respond to the psychologist after reading an advertisement in a newspaper or on a notice board.)* |  |  |  |  |  |
| Evaluation of self-selected sampling  *(Consider the sampling method in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Knowledge and understanding of snowball sampling  *(A sampling technique where participants are initially recruited by the psychologist and then those participants recruit further participants from people they know, therefore the sample group appears to ‘snowball’.)* |  |  |  |  |  |
| Evaluation of snowball sampling  *(Consider the sampling method in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Knowledge and understanding of observational sampling techniques  *(A sampling technique that is used to collect data about specific behaviours or events within specific time frames.)* |  |  |  |  |  |
| Evaluation of observational sampling techniques  *(Consider these techniques in order to make a judgment about them, for example about how good or bad they are.)* |  |  |  |  |  |
| Knowledge and understanding of event sampling  *(Where participants are observed by the psychologist, who records a specific behaviour (event) each time it occurs to create a total score.)* |  |  |  |  |  |
| Evaluation of event sampling  *(Consider the sampling method in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Knowledge and understanding of time sampling  *(Where the psychologist observes and records behaviour (such as a score) at specific time intervals, e.g. every 15 minutes, and then creates an average score for each participant being observed.)* |  |  |  |  |  |
| Evaluation of time sampling  *(Consider the sampling method in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |

## Principles of research and application of research methods

### Experimental design

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Knowledge and understanding of independent groups  *(An experimental design where participants take part in only one experimental condition.)* |  |  |  |  |  |
| Evaluation of independent groups  *(Consider the experimental design in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Knowledge and understanding of repeated measures  *(An experimental design where participants take part in both the control and experimental conditions.)* |  |  |  |  |  |
| Evaluation of repeated measures  *(Consider the experimental design in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Knowledge and understanding of matched pairs  *(A form of independent groups design where the experimental and control participants are deliberately similar e.g. there is a balance between gender and IQ levels in each group/condition.)* |  |  |  |  |  |
| Evaluation of matched pairs  *(Consider the experimental design in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |

## Principles of research and application of research methods

### Levels of measurement

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Knowledge and understanding of nominal data  *(The level of measurement that shows categories of data represented by frequencies. The data sets have no relative numerical value e.g. boys and girls.)* |  |  |  |  |  |
| Knowledge and understanding of ordinal data  *(The level of measurement where data can be placed into ascending or descending order, but the intervals between data not necessarily equal e.g. the times for first, second and third in a race.)* |  |  |  |  |  |
| Knowledge and understanding of interval data  *(The level of measurement that has equal numerical intervals between scores e.g. temperature. The interval between 1 and 2 degrees is the same as between 21 and 22 degrees.)* |  |  |  |  |  |
| Knowledge and understanding of ratio data  *(The level of measurement that has equal intervals between scores and has an absolute or true zero point e.g. speed (mph))* |  |  |  |  |  |

## Principles of research and application of research methods

### Graphical representation

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Knowledge and understanding of frequency tables  *(A chart/table which shows the rate of occurrence (frequency) for a number of measured values/categories.)* |  |  |  |  |  |
| Able to construct frequency tables  *(Able to create this graphical representation from a set of data.)* |  |  |  |  |  |
| Able to interpret frequency tables  *(Able to draw conclusions from the graphical representation about what the data shows.)* |  |  |  |  |  |
| Knowledge and understanding of bar charts  *(A diagram that represents frequencies of non-continuous data.)* |  |  |  |  |  |
| Able to construct bar charts  *(Able to create this graphical representation from a set of data.)* |  |  |  |  |  |
| Able to interpret bar charts  *(Able to draw conclusions from the graphical representation about what the data shows.)* |  |  |  |  |  |
| Knowledge and understanding of line graphs  *(A diagram that shows a linear representation of frequencies of data.)* |  |  |  |  |  |
| Able to construct line graphs  *(Able to create this graphical representation from a set of data.)* |  |  |  |  |  |
| Able to interpret line graphs  *(Able to draw conclusions from the graphical representation about what the data shows.)* |  |  |  |  |  |
| Knowledge and understanding of histograms  *(A diagram that represents the distribution of frequencies for discrete or continuous data.)* |  |  |  |  |  |
| Able to construct histograms  *(Able to create this graphical representation from a set of data.)* |  |  |  |  |  |
| Able to interpret histograms  *(Able to draw conclusions from the graphical representation about what the data shows.)* |  |  |  |  |  |
| Knowledge and understanding of pie charts  *(A diagram that represents data proportionately, as part of a whole picture of responses.)* |  |  |  |  |  |
| Able to construct pie charts  *(Able to create this graphical representation from a set of data.)* |  |  |  |  |  |
| Able to interpret pie charts  *(Able to draw conclusions from the graphical representation about what the data shows.)* |  |  |  |  |  |
| Knowledge and understanding of scatter diagrams  *(A diagram that represents a relationship/correlation between two or more co-variables.)* |  |  |  |  |  |
| Able to construct scatter diagrams  *(Able to create this graphical representation from a set of data.)* |  |  |  |  |  |
| Able to interpret scatter diagrams  *(Able to draw conclusions from the graphical representation about what the data shows.)* |  |  |  |  |  |

## Principles of research and application of research methods

### Descriptive statistics

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Knowledge and understanding of the mean as a measure of central tendency  *(The average that is shown by all scores in the data set when they are divided by n.)* |  |  |  |  |  |
| Evaluation of the mean  *(Consider the descriptive statistic in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Interpretation of the mean  *(Able to draw conclusions from the descriptive statistic about what it shows.)* |  |  |  |  |  |
| Able to estimate the mean  *(Able to roughly calculate or judge the value of the descriptive statistic.)* |  |  |  |  |  |
| Able to calculate the mean  *(Able to use a given data set to calculate the descriptive statistic.)* |  |  |  |  |  |
| Knowledge and understanding of the median as a measure of central tendency  *(The mid-point in a set of data that has been placed in order.)* |  |  |  |  |  |
| Evaluation of the median  *(Consider the descriptive statistic in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Interpretation of the median  *(Able to draw conclusions from the descriptive statistic about what it shows.)* |  |  |  |  |  |
| Able to estimate the median  *(Able to roughly calculate or judge the value of the descriptive statistic.)* |  |  |  |  |  |
| Able to calculate the median  *(Able to use a given data set to calculate the descriptive statistic.)* |  |  |  |  |  |
| Knowledge and understanding of the mode as a measure of central tendency  *(The most common value within a set of data.)* |  |  |  |  |  |
| Evaluation of the mode  *(Consider the descriptive statistic in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Interpretation of the mode  *(Able to draw conclusions from the descriptive statistic about what it shows.)* |  |  |  |  |  |
| Able to estimate the mode  *(Able to roughly calculate or judge the value of the descriptive statistic.)* |  |  |  |  |  |
| Able to calculate the mode  *(Able to use a given data set to calculate the descriptive statistic.)* |  |  |  |  |  |
| Knowledge and understanding of range as a measure of dispersion  *(A value which shows the spread of data, representing the difference between the lowest and highest scores.)* |  |  |  |  |  |
| Evaluation of range  *(Consider the descriptive statistic in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Interpretation of range  *(Able to draw conclusions from the descriptive statistic about what it shows.)* |  |  |  |  |  |
| Able to estimate range  *(Able to roughly calculate or judge the value of the descriptive statistic.)* |  |  |  |  |  |
| Able to calculate range  *(Able to use a given data set to calculate the descriptive statistic.)* |  |  |  |  |  |
| Knowledge and understanding of standard deviation as a measure of dispersion    *(A value which represents the amount of variation of results from the mean score.)* |  |  |  |  |  |
| Evaluation of standard deviation  *(Consider the descriptive statistic in order to make a judgment about it, for example about how good or bad it is.)* |  |  |  |  |  |
| Interpretation of standard deviation  *(Able to draw conclusions from the descriptive statistic about what it shows.)* |  |  |  |  |  |
| Able to estimate standard deviation  *(Able to roughly calculate or judge the value of the descriptive statistic.)* |  |  |  |  |  |
| Able to calculate standard deviation  *(Able to use a given data set to calculate the descriptive statistic.)* |  |  |  |  |  |

## Principles of research and application of research methods

### Reliability

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Knowledge and understanding of internal reliability  *(The extent to which a test or measure is consistent within itself e.g. the use of a standardised instructions and procedure for all participants.)* |  |  |  |  |  |
| Application of internal reliability  *(Able to apply this to research scenarios.)* |  |  |  |  |  |
| Knowledge and understanding of external reliability  *(The extent to which a test produces consistent results over several occasions.)* |  |  |  |  |  |
| Application of external reliability  *(Able to apply this to research scenarios.)* |  |  |  |  |  |
| Knowledge and understanding of ways of dealing with issues of reliability  *(A measure which improves consistency and accuracy within the results e.g. the use of a standardised procedure or measures such as counterbalancing.)* |  |  |  |  |  |
| Application of ways of dealing with issues of reliability  *(Able to apply this to research scenarios.)* |  |  |  |  |  |

## Principles of research and application of research methods

### Validity

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Knowledge and understanding of internal validity  *(The findings are accurate and the effects on the DV are caused by the IV. Therefore, the study measures what it intends to measure (as confounding variables have been controlled and will not affect the results).)* |  |  |  |  |  |
| Application of internal validity  *(Able to apply this to research scenarios.)* |  |  |  |  |  |
| Knowledge and understanding of external validity  *(Whether the study paints a true picture of real life behaviours (e.g. if the tasks have mundane realism) and whether the findings would apply to different places, different times, or different people (population validity).)* |  |  |  |  |  |
| Application of external validity  *(Able to apply this to research scenarios.)* |  |  |  |  |  |
| Knowledge and understanding of researcher bias as a specific validity issue  *(Where the researcher either directly or indirectly influences the results of a study, through the process of designing the study or through the way the research is conducted/analysed.)* |  |  |  |  |  |
| Application of researcher bias  *(Able to apply this to research scenarios.)* |  |  |  |  |  |
| Knowledge and understanding of demand characteristics as a specific validity issue  *(A type of confounding variable where participants unconsciously work out the aim and act differently (either through social desirability or the screw you effect).)* |  |  |  |  |  |
| Application of demand characteristics  *(Able to apply this to research scenarios.)* |  |  |  |  |  |
| Knowledge and understanding of social desirability as a specific validity issue  *(Where participants give the response that they think will show them in the best possible light. This may mean that they are not a true reflection of their real thoughts/feelings.)* |  |  |  |  |  |
| Application of social desirability  *(Able to apply this to research scenarios.)* |  |  |  |  |  |
| Knowledge and understanding of ways of dealing with issues of validity  *(Improving validity through methods such as double or single blind procedures, or through changing the location/nature of the research tasks to make them more reflective of real life.)* |  |  |  |  |  |
| Application of ways of dealing with issues of validity  *(Able to apply this to research scenarios.)* |  |  |  |  |  |

## Principles of research and application of research methods

### Ethics

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Knowledge and understanding of confidentiality  *(Third parties should not be able to trace information back to individual participants. This is usually achieved through providing anonymity e.g. using participant numbers not names.)* |  |  |  |  |  |
| Application of confidentiality  *(Able to apply this to research scenarios.)* |  |  |  |  |  |
| Knowledge and understanding of deception  *(Deliberately misleading or falsely informing participants about the nature of research.)* |  |  |  |  |  |
| Application of deception  *(Able to apply this to research scenarios.)* |  |  |  |  |  |
| Knowledge and understanding of risk of stress, anxiety, humiliation or pain  *(Research could induce more than minimal pain through repetitive or prolonged testing. Invasive testing, such as the administration of drugs, or vigorous physical exercise, would not usually be encountered in everyday life, thus is unethical.)* |  |  |  |  |  |
| Application of risk of stress, anxiety, humiliation or pain  *(Able to apply this to research scenarios.)* |  |  |  |  |  |
| Knowledge and understanding of risk to participants’ values, beliefs, relationships, status or privacy  *(Research that is likely to face this type of risk focuses on socially sensitive topics (e.g. sexuality) and includes potentially sensitive data (e.g. confidential documents).)* |  |  |  |  |  |
| Application of risk to participants’ values, beliefs, relationships, status or privacy  *(Able to apply this to research scenarios.)* |  |  |  |  |  |
| Knowledge and understanding of valid consent  *(Includes giving participants enough information (in a form they can understand) so that they can make an informed choice about whether they wish to participate.)* |  |  |  |  |  |
| Application of valid consent  *(Able to apply this to research scenarios.)* |  |  |  |  |  |
| Knowledge and understanding of working with vulnerable individuals (including children)  *(Children under the age of 16, those lacking in mental capacity, people in care, people in custody (prison) or on probation, and people engaged in illegal activities, such as drug use, would be categorised in this way.)* |  |  |  |  |  |
| Application of working with vulnerable individuals (including children)  *(Able to apply this to research scenarios.)* |  |  |  |  |  |
| Knowledge and understanding of working with animals  *(Research with non-human species is strictly controlled. Restrictions on type of animal, care, number of animals required etc. are all controlled by ethical guidelines and laws such as the Animals Act (1986).)* |  |  |  |  |  |
| Application of working with animals  *(Able to apply this to research scenarios.)* |  |  |  |  |  |
| Knowledge and understanding of ethics committees as a way of dealing with ethical issues  *(The board that is in place to ensure that proposed research meets the standards of the current ethical codes of conduct and guidelines.)* |  |  |  |  |  |
| Application of ethics committees  *(Able to apply this to research scenarios.)* |  |  |  |  |  |
| Knowledge and understanding of ethical guidelines as a way of dealing with ethical issues  *(Provide a set of moral principles that guide research from its inception through to completion and publication of results.)* |  |  |  |  |  |
| Application of ethical guidelines  *(Able to apply this to research scenarios.)* |  |  |  |  |  |
| Knowledge and understanding of debriefing as a way of dealing with ethical issues  *(A method which aims to ensure participants are aware of the true nature of the study (overcoming any deception). It should return the participant back to their original state.)* |  |  |  |  |  |
| Application of debriefing  *(Able to apply this to research scenarios.)* |  |  |  |  |  |