

**RESEARCH METHODS  
STUDY GUIDE ANSWERS  
TEST 2**

**CHAPTER 4**

**Create four groups of items and explain why the terms in each group belong together.**

Applied	Criterion	Quasi-experimental
Basic	Interobserver	Random
Chain-referral	Longitudinal	Split-half
Cluster	Predictive	Stratified
Construct	Purposive	Test-retest
Convergent		

***Answer***

Group A: Types of validity: Construct, convergent, criterion, predictive

Group B: Types of reliability: Interobserver, split-half, test-retest

Group C: Types of sampling: Chain-referral, cluster, purposive, random, stratified

Group D: Types of research: Applied, basic, longitudinal, quasi-experimental

**Sampling**

Identify which probability sampling technique is conceptually related to the nonprobability sampling technique most closely. How are they conceptually related?

Probability sampling: Cluster sampling, simple random sampling, stratified random sampling,

Nonprobability sampling: Convenience sampling, purposive sampling, quota sampling

***Answer***

Cluster sampling–quota sampling

Simple random sampling–convenience sampling

Stratified random sampling–quota sampling

## CHAPTER 5

**Create four groups of items and explain why the terms in each group belong together.**

Construct	Divergent	Internal validity
Control	Experimental	Internal
Convergent	Experimenter bias	Placebo
Covariance	External	Statistical conclusion
Demand characteristics	Hawthorne effect	Temporal precedence

Group A: Rules of causation--Covariance rule, temporal precedence rule

Group B: Types of groups in an experiment--Experimental group, placebo group, control group

Group C: Types of validity--Construct, convergent, divergent, internal, external, statistical conclusion

Group D: Problems appearing in research projects: Experimenter bias, demand characteristics, Hawthorne effect

## CHAPTER 6

**For the following research scenario, identify the design, and the independent and dependent variables. Are there any repeated measures? Are they any measured variables?**

Wells, G. L., Olson, E. A., & Charman, S. D. (2003). Distorted Retrospective Eyewitness Reports as Functions of Feedback and Delay, *Journal of Experimental Psychology: Applied*, 9, 42-52.

The credibility and accuracy of eyewitnesses in legal proceedings is a problem. A group of psychologists presented a videotape of a staged crime and asked them to identify the culprit in a subsequent photo lineup. In reality, the culprit's picture was not in the lineup. On a random basis, the participants received feedback that they were correct or that they were incorrect, or they received no feedback on whether they were correct. Half of the participants were given immediate feedback and half received feedback 48 hours later. The participants identified their confidence level by expressing a percentage of confidence (e.g., "I'm 60% confident in my judgment").

When participants received confirmatory feedback (i.e., "Good, you identified the actual suspect"), their confidence in their judgment increased, regardless of whether the feedback was immediate or delayed. This result did not occur for the neutral and no-feedback groups. The participants had no idea that their confidence level had been affected by the feedback they had received.

### **Answer**

The design is a 2 x 3 design.

IVs: Feedback ("You were correct," "You were incorrect," or No Feedback) and Time of Feedback (Immediate or Delayed).

DV: Level of confidence (expressed as percentage)

Repeated measures? No

Measured variables? No

**Create three groups of items and explain why the terms in each group belong together.**

Analysis of Variance	Measured	Quantitative
Instructional	Planned comparison	Situational
Logistic regression	Post hoc comparison	Student's <i>t</i> -test
Manipulated	Qualitative	Task

***Answer***

Group A: Characteristics of independent variables— Manipulated, measured, qualitative, quantitative

Group B: Types of independent variable manipulations—Instructional, situational, task

Group C: Types of statistical tests—Analysis of variance, logistic regression, planned comparison, post hoc comparison, Student's *t*-test