Chapter 2

Type: multiple choice question
Title: Chapter 02 - Question 01
01) What is a variable?
a. A measure that only exists within correlational designs
Feedback: A variable is a clearly defined thing that you can either measure or manipulate.
Page reference: p21
b. An experimental manipulation
Feedback: A variable is a clearly defined thing that you can either measure or manipulate.
Page reference: p21
c. A particular group of participants
Feedback: A variable is a clearly defined thing that you can either measure or manipulate.
Page reference: p21
***d.** Something that can be measured or manipulated
Feedback: A variable is a clearly defined thing that you can either measure or manipulate.
Page reference: p21

Type: multiple choice question
Title: Chapter 02 - Question **02**
02) What does it mean to operationalise a variable?
a. To disregard that variable from the study
Feedback: Operationalising a variable involves defining what the variable is and how it will be measured.
Page reference: p22
***b.** To define what the variable is and how it will be measured
Feedback: To operationalise a variable you must define what the variable is and how it will be measured.
Page reference: p22
c. To present multiple ways of interpreting a variable
Feedback: Operationalising a variable involves defining what the variable is and how it will be measured.
Page reference: p22
d. To specify how a variable will be analysed
Feedback: Operationalising a variable involves defining what the variable is and how it will be measured.
Page reference: p22

Type: multiple choice question
Title: Chapter 02 - Question **03**
03) What type of data am I collecting if I present participants with ten different types of pet and I ask them to place them in order of most desired as a pet through to least desired as a pet.
***a.** Ordinal
Feedback: It would be ordinal data as they are being placed in order from most to least desired.
Page reference: Box 2.1 p23
b. Nominal
Feedback: Nominal data show the frequency with which people belong to a particular category.
Page reference: Box 2.1 p23
c. Ratio
Feedback: Ratio data exist on a continuum, with the same distance between each number but where negative values are not possible.
Page reference: Box 2.1 p23
d. Interval
Feedback: Interval data exist on a continuum, with the same distance between each number and negative values are possible.
Page reference: Box 2.1 p23

Type: multiple choice question

Title: Chapter 02 - Question **04**
04) What is a confounding variable?
a. A variable that is impossible to define
Feedback: A confounding variable may explain findings within your study, but it is not a variable that you are directly interested in.
Page reference: p25
b. A variable that you manipulate
Feedback: A confounding variable may explain findings within your study, but it is not a variable that you are directly interested in.
Page reference: p25
c. A variable that cannot be measured
Feedback: A confounding variable may explain findings within your study, but it is not a variable that you are directly interested in.
Page reference: p25
***d.** A variable that may explain findings within your study, but that you are not necessarily interested in.
Feedback: A confounding variable may explain findings within your study, but it is not a variable that you are directly interested in.
Page reference: p25

Type: multiple choice question
Title: Chapter 02 - Question **05**
05) In an experimental design, the independent variable is...
a. The outcome that is measured
Feedback: The outcome would be a dependent variable.
Page reference: p29
***b.** The variable that is manipulated
Feedback: Yes, an independent variable is an experimental manipulation.
Page reference: p29
c. Correlated with another variable
Feedback: An independent variable is an experimental manipulation.
Page reference: p29
d. A measure of frequency
Feedback: An independent variable is an experimental manipulation.
Page reference: p29

Type: multiple choice question
Title: Chapter 02 - Question **06**
06) If a research wanted to compare intelligence scores between people who have been convicted of crimes and people who have never been convicted of a crime, this would be an example of…
a. An experimental design
Feedback: Whether someone has been convicted or a crime or not is not something that a researcher can manipulation, and therefore it would be a quasi experimental design where two groups are compared and participants cannot be randomly allocated to conditions.
Page reference: p29
b. A correlational design
Feedback: Whether someone has been convicted or a crime or not is not something that a researcher can manipulation, and therefore it would be a quasi experimental design where two groups are compared and participants cannot be randomly allocated to conditions.
Page reference: p30
***c.** A quasi experimental design
Feedback: Whether someone has been convicted or a crime or not is not something that a researcher can manipulation, and therefore it would be a quasi experimental design where two groups are compared and participants cannot be randomly allocated to conditions.
Page reference: p115
d. A categorical design

Feedback: Whether someone has been convicted or a crime or not is not something that a researcher can manipulation, and therefore it would be a quasi experimental design where two groups are compared and participants cannot be randomly allocated to conditions.
Page reference: p28

Type: multiple choice question
Title: Chapter 02 - Question **07**
07) When designing correlational studies, which of the following is true?
a. Both variables must be categorical
Feedback: A correlational study should measure two continuous variables, and the relationship between these can then be analysed.
Page reference: p30
b. One variable should be continuous and one variable should be categorical
Feedback: A correlational study should measure two continuous variables, and the relationship between these can then be analysed.
Page reference: p30
c. Only one variable should be measured
Feedback: A correlational study should measure two continuous variables, and the relationship between these can then be analysed.
Page reference: p30
***d.** Both variables must be continuous scores
Feedback: A correlational study should measure two continuous variables, and the relationship between these can then be analysed.
Page reference: p30

Type: multiple choice question
Title: Chapter 02 - Question **08**
08) Which type of validity would be shown if your measure were correlated with similar measures?
a. Internal validity
Feedback: Convergent validity is when you compare your measure to a similar variable to see if they both provide similar findings. Internal validity is when a study is designed in such a way that no other variables could explain the findings.
Page reference: pp32-33
b. Divergent (construct) validity
Feedback: Convergent validity is when you compare your measure to a similar variable to see if they both provide similar findings. Divergent validity is a form of validity shown by a lack of correlation between scores on a measure and scores on a measure that claims to measure.
Page reference: pp32-33
***c.** Convergent (construct) validity
Feedback: Convergent validity is when you compare your measure to a similar variable to see if they both provide similar findings.
Page reference: pp32-33
d. External validity
Feedback: Convergent validity is when you compare your measure to a similar variable to see if they both provide similar findings. External validity is whether the findings of the study can be generalised beyond the sample that is being tested.
Page reference: pp32-33

Type: multiple choice question
Title: Chapter 02 - Question **09**
09) Inter-rater reliability would not be relevant with which of the following measures?
***a.** Reaction times
Feedback: Reaction times are an objective measure that cannot be interpreted differently between researchers, and therefore inter-rater reliability would not need to be considered.
Page reference: p34
b. Observational research
Feedback: In any kind of research where researchers need to interpret data in a more subject way and multiple researchers are coding data, inter-rater reliability would need to be considered.

Page reference: p34
c. Focus groups
Feedback: In any kind of research where researchers need to interpret data in a more subject way and multiple researchers are coding data, inter-rater reliability would need to be considered.
Page reference: p34
d. Interviews
Feedback: In any kind of research where researchers need to interpret data in a more subject way and multiple researchers are coding data, inter-rater reliability would need to be considered.
Page reference: p34

Type: multiple choice question
Title: Chapter 02 - Question **10**
10) A Cronbach's alpha value of .81 would indicated what level of internal consistency?
***a.** Good
Feedback: A Cronbach's alpha of .8 to .9 would be interpreted as showing a good level of internal consistency.
Page reference: pp35-36, see also Figure 2.7
b. Acceptable
Feedback: A Cronbach's alpha of .8 to .9 would be interpreted as showing a good level of internal consistency. An acceptable level of internal consistency would be shown in an alpha of .7-.8.
Page reference: pp35-36, see also Figure 2.7
c. Questionable
Feedback: A Cronbach's alpha of .8 to .9 would be interpreted as showing a good level of internal consistency. A questionable level of internal consistency would be shown in an alpha of .6-.7.
Page reference: pp35-36, see also Figure 2.7
d. Poor
Feedback: A Cronbach's alpha of .8 to .9 would be interpreted as showing a good level of internal consistency. A poor level of internal consistency would be shown in an alpha of .5-.6.
Page reference: pp35-36, see also Figure 2.7