Chapter: Chapter 02: Research Methods in Psychology

Multiple Choice

1. In the opening vignette, Alicia's condition was found to be linked to:
A) time management problems
B) poor diet, particularly the excessive amount of junk food
C) the death of her parents and only brother
D) her poor social relationships

Ans: C
PAGE REF: 32
QUESTION TYPE: CONCEPTUAL
Section Ref: Research Methods In Psychology

2. James Pennebaker found that college students made fewer visits to health services if they:
A) ate a well-balanced meal
B) maintained an active exercise program
C) exercised little during the weekdays but 5-8 hours on the weekend
D) wrote their deepest thoughts and feelings

Ans: D
PAGE REF: 32
QUESTION TYPE: FACTUAL
Section Ref: Research Methods In Psychology

3. According to Pennebaker's study, college students were healthier if they
A) took classes in psychology, so they understood themselves better
B) wrote= home to their friends and family
C) wrote their daily plan in detail
D) wrote their deepest thoughts and feelings

Ans: D
PAGE REF: 32

QUESTION TYPE: FACTUAL
Section Ref: Research Methods In Psychology

4. Several studies have shown that keeping a daily journal or diary is helpful for people. In addition to providing perspective on the recent past, Pennebaker's studies show that keeping a journal is helpful because it allows the writer to
A) feel a part of a writer's community
B) record their thoughts and feelings for future generations
C) think about their faults and flaws every day
D) think about their deepest emotions, feelings, and opinions

Ans: D
PAGE REF: 32
QUESTION TYPE: APPLIED
Section Ref: Research Methods In Psychology

5. A theory is defined as a:
A) systematic way of organizing and explaining observations
B) hypothetical way of organizing and explaining characteristics of people
C) systematic framework for creating a hypothesis based on data and experimentation
D) framework based on one's psychological perspective

Ans: A
PAGE REF: 34
QUESTION TYPE: FACTUAL
Section Ref: Theoretical Framework

6. A systematic way of organizing and explaining observations is known as a
A) theory
B) inferential statistic
C) experimental method
D) educated guess

Ans: A
PAGE REF: 34
QUESTION TYPE: FACTUAL
Section Ref: Theoretical Framework

7. A hypothesis is best characterized as:
A) a procedure that precedes a theoretical framework
B) any phenomenon that can change from one situation to another
C) a systematic way of organizing and explaining observations
D) a tentative belief about the relationship between two or more variables

Ans: D
PAGE REF: 34
QUESTION TYPE: FACTUAL
Section Ref: Theoretical Framework

8. Any phenomenon that can differ, or vary, from one situation to another, from one person to another, or from one time to another, is called a/an:
A) dependent variable
B) independent variable
C) variable
D) continuous variable

Ans: C
PAGE REF: 34
QUESTION TYPE: FACTUAL
Section Ref: Theoretical Framework

9. Variables that can be placed on a continuum, such as the degree of happiness or the amount of income, are referred to as:
A) dependent variables
B) independent variables
C) categorical variables
D) continuous variables

Ans: D
PAGE REF: 34
QUESTION TYPE: FACTUAL
Section Ref: Theoretical Framework

10. I believe that there is a relationship between foot length and intelligence. More specifically, I think that intelligence increases with an increase in foot length. What kind of variable is foot length?
A) continuous
B) categorical
C) nominal
D) dependent

Ans: A
PAGE REF: 35
QUESTION TYPE: APPLIED
Section Ref: Theoretical Framework

11. Any variable that is comprised of groupings or classifications such that a person must be in one group or another is referred to as a/an:
A) dependent variable
B) independent variable
C) categorical variable
D) continuous variable

Ans: C
PAGE REF: 35
QUESTION TYPE: FACTUAL
Section Ref: Theoretical Framework

12. I've decided to do an experiment that compares males and females in terms of their ability to judge the distance of a sound (a quacking duck). I am going to measure the accuracy of their perceptions. In this experiment, male and female are what kind of variable?
A) continuous
B) categorical
C) nominal
D) inferential

Ans: B
PAGE REF: 35
QUESTION TYPE: APPLIED
Section Ref: Theoretical Framework

12. I am running an experiment in which my participants have a drink and then drive a car. To ensure that I have good results, my participants should

A) try hard to drive well when in next in line
B) be blind to the results
C) be able to explain their observations
D) have the same basic procedure so as to minimize unintended variations

Ans: D
PAGE REF: 35
QUESTION TYPE: APPLIED
Section Ref: Theoretical Framework

13. Investigators typically conduct research in order to better understand the behavior of the:
A) culture
B) subculture
C) samples
D) population

Ans: D
PAGE REF: 36
QUESTION TYPE: CONCEPTUAL
Section Ref: Generalizability From A Sample

14. A subgroup of the population that is likely to be representative of the population as a whole is known as

A) a culture
B) a sample
C) a population
D) a subculture

Ans: B
PAGE REF: 36
QUESTION TYPE: FACTUAL
Section Ref: Generalizability From A Sample

15. A sample is defined as

A) a subgroup of the population that is similar to other members of the population once standardized procedures are performed
B) a subgroup of the population that is comprised of continuous and categorical variables that are representative of the population as a whole
C) a subgroup of the population that is likely to be representative of the population as a whole
D) a subgroup of the population whose internal validity qualifies them as representative of a narrow subset of the population

Ans: C
PAGE REF: 36
QUESTION TYPE: FACTUAL
Section Ref: Generalizability From A Sample

16. Experiments should involve a _____, a subgroup of the population that is likely to be representative of the population as a whole.
A) culture
B) subculture
C) sample
D) control group

Ans: C
PAGE REF: 36
QUESTION TYPE: FACTUAL
Section Ref: Generalizability From A Sample

17. If a researcher studies students at Tiger University in order to learn about students at all universities, then the student body of Tiger University comprises a:
A) population
B) cohort
C) sample
D) subculture

Ans: C
PAGE REF: 36

QUESTION TYPE: APPLIED
Section Ref: Generalizability From A Sample

18. If a researcher studies some Tiger University students in order to learn about Tiger University students in general, then the entire student body of Tiger University is a:
A) population
B) sample
C) cohort
D) subgroup

Ans: A
PAGE REF: 36
QUESTION TYPE: FACTUAL
Section Ref: Generalizibility From A Sample

19. Good psychological research uses ìstandardized proceduresî in order to:
A) make sure that a representative sample is being used
B) expose participants in a study to as similar procedures as possible
C) ensure external validity
D) ensure objectivity

Ans: B
PAGE REF: 36
QUESTION TYPE: FACTUAL
Section Ref: Standardized Procedures

20. The ability to infer something about a larger population from the behaviors of a subset of that population is called:
A) reliability
B) internal validity
C) standardized procedure
D) generalizability

Ans: D
PAGE REF: 36
QUESTION TYPE: FACTUAL
Section Ref: Generalizability From A Sample

21. If a study is designed in such a way that it doesn't test the experimenter's hypothesis, it is said to lack:
A) external validity
B) internal validity
C) external reliability
D) internal reliability

Ans: B
PAGE REF: 36
QUESTION TYPE: FACTUAL
Section Ref: Generalizability From A Sample

22. Which of the following might threaten the internal validity of a study?
A) an unrepresentative sample
B) non-standardized procedures
C) extraneous variables
D) all of the above

Ans: D
PAGE REF: 36
QUESTION TYPE: CONCEPTUAL
Section Ref: Generalizability From A Sample

23. If the methods of an experiment test the hypothesis, then we conclude that the experiment has:
A) external reliability
B) internal reliability
C) external validity
D) internal validity

Ans: D
PAGE REF: 36
QUESTION TYPE: FACTUAL
Section Ref: Generalizability From A Sample

24. In order to measure intelligence, I create a questionnaire and conduct an experiment using a very particular methodology. I find out at a later point in time that my questionnaire and methods do measure intelligence. My experiment, therefore, must have:
A) internal validity
B) external validity
C) inter-rater reliability
D) test-retest reliability

Ans: A
PAGE REF: 36
QUESTION TYPE: APPLIED
Section Ref: Generalizability From A Sample

25. Findings that can be generalized from the laboratory to the real world have:
A) external reliability
B) internal reliability
C) external validity
D) internal validity

Ans: C
PAGE REF: 36
QUESTION TYPE: FACTUAL
Section Ref: Generalizability From A Sample

26. The results of an experiment I conducted are found to be highly applicable to the way people behave in the real world. I can conclude that my experiment is high in:
A) internal validity
B) external validity
C) inter-rater reliability
D) test-retest reliability

Ans: B
PAGE REF: 36
QUESTION TYPE: APPLIED
Section Ref: Generalizability From A Sample

27. The trade-off between internal and external validity is referred to as:
A) the experimenter's dilemma
B) a win-lose scenario
C) an empirical paradox
D) the Orlacchio paradigm

Ans: A
PAGE REF: 36
QUESTION TYPE: CONCEPTUAL
Section Ref: Generalizability From A Sample

28. The more tightly a researcher controls what participants experience, the less the situation may resemble life outside the laboratory. This balance is known as
A) the experimenter's dilemma
B) a win-lose scenario
C) an empirical paradox
D) the Orlacchio paradigm

Ans: A
PAGE REF: 36
QUESTION TYPE: CONCEPTUAL
Section Ref: Generalizability From A Sample

29. In order to ensure that the findings obtained with your sample can be applied to the population, your study should involve which of the following?
A) stratified sample of subjects
B) external validity
C) experimenter's dilemma
D) all of the above

Ans: B
PAGE REF: 36
QUESTION TYPE: CONCEPTUAL
Section Ref: Generalizability From A Sample

30. Although I ran an elegant study, which produced significant differences between groups in my lab, my results don't actually predict what people do in the real world. My study is very low

in
A) external validity
B) practicality
C) test-retest reliabilty
D) criterion validity

Ans: A
PAGE REF: 36
QUESTION TYPE: APPLIED
Section Ref: Generalizability From A Sample

31. A test that yields relatively similar scores for the same individual over time has which ONE of the following types of reliability?
A) test-retest reliability
B) interrater reliability
C) interitem reliability
D) contextual reliability

Ans: A
PAGE REF: 37
QUESTION TYPE: FACTUAL
Section Ref: Objective Measurement

32. To ensure that I am a good researcher, I gave the same questionnaire to the same participants at three different points in time. I hope to get essentially the same answers. If I do, then I can conclude that my experiment has:
A) internal validity
B) external validity
C) inter-rater reliability
D) test-retest reliability

Ans: D
PAGE REF: 37
QUESTION TYPE: APPLIED
Section Ref: Objective Measurement

33. I'm afraid that participants will not be reading the questions of my survey so I intentionally

ask the same question more than once (in a different form, of course). The purpose of doing this is related to which ONE of the following?
A) internal validity
B) external validity
C) internal consistency
D) test-retest reliability

Ans: C
PAGE REF: 38
QUESTION TYPE: APPLIED
Section Ref: Objective Measurement

34. Having a number of ways of asking for the same information is a manner of determining:
A) test-retest reliability
B) inter-rater reliability
C) interitem reliability
D) contextual reliability

Ans: C
PAGE REF: 38
QUESTION TYPE: FACTUAL
Section Ref: Objective Measurement

35. If two or more individuals agree on some dimension and give a participant the same score, then that study possesses:
A) test-retest reliability
B) interrater reliability
C) interitem reliability
D) contextual reliability

Ans: B
PAGE REF: 38
QUESTION TYPE: FACTUAL
Section Ref: Objective Measurement

36. A test or instrument that measures what it is supposed to measure or assess possesses:
A) validity

B) reliability
C) consistency
D) determinacy

Ans: A
PAGE REF: 38
QUESTION TYPE: FACTUAL
Section Ref: Objective Measurement

37. Validity is present when:
A) the test measures what it is supposed to measure
B) measurement reflects truth
C) measurement reflects theory correctly
D) the test measures the same way each time

Ans: A
PAGE REF: 38
QUESTION TYPE: FACTUAL
Section Ref: Objective Measurement

38. The extent to which a measure actually assesses what it is believed to measure is referred to as:
A) face validity
B) construct validity
C) criterion validity
D) all of the above

Ans: B
PAGE REF: 38
QUESTION TYPE: FACTUAL
Section Ref: Objective Measurement

39. With regard to face validity, which of the following is true?
A) face validity refers to whether or not the measure looks like it measures what it purports to measure
B) many researchers go out of their way to make sure their scale does not have face validity
C) face validity is the least important type of validity

D) all of the above

Ans: D
PAGE REF: 38
QUESTION TYPE: CONCEPTUAL
Section Ref: Objective Measurement

40. If a test is high in construct validity:
A) it measures what it claims to measure
B) it will be strongly correlated with related measures
C) it will not be correlated with unrelated measures
D) all of the above

Ans: D
PAGE REF: 38
QUESTION TYPE: CONCEPTUAL
Section Ref: Objective Measurement

41. If a test or measure can differentiate among different groups with regard to behaviors, then that test or measure has:
A) face validity
B) construct validity
C) criterion validity
D) convergent validity

Ans: C
PAGE REF: 38
QUESTION TYPE: FACTUAL
Section Ref: Objective Measurement

42. Which of the following is NOT a type of validity discussed in the textbook?
A) face validity
B) construct validity
C) criterion validity
D) conceptual validity

Ans: D

PAGE REF: 38
QUESTION TYPE: CONCEPTUAL
Section Ref: Objective Measurement

43. One of the best ways to obtain an accurate assessment of a variable is
A) with face validity
B) through central reliability
C) by using multiple measures
D) by using a representative sample

Ans: C
PAGE REF: 39
QUESTION TYPE: CONCEPTUAL
Section Ref: Objective Measurement

44. I decide to simply describe behavior rather than to manipulate variables. Therefore, I should use which type of research?
A) descriptive
B) experimental
C) longitudinal
D) cross-sectional

Ans: A
PAGE REF: 38
QUESTION TYPE: APPLIED
Section Ref: Descriptive Research

45. Which one of the following is NOT a type of descriptive research?
A) case study
B) naturalistic observation
C) survey
D) correlational study

Ans: D
PAGE REF: 42
QUESTION TYPE: FACTUAL
Section Ref: Descriptive Research

46. Researchers who study one person or maybe a small number of people in-depth are performing what type of research?
A) case study
B) naturalistic observation
C) survey
D) cross-sectional

Ans: A
PAGE REF: 38
QUESTION TYPE: FACTUAL
Section Ref: Case Study Methods

47. A case study is:
A) a survey of a person's likes and dislikes
B) generalizable with little effort
C) the study of one individual in great depth
D) appropriate for small groups

Ans: C
PAGE REF: 42
QUESTION TYPE: FACTUAL
Section Ref: Case Study Methods

48. In an attempt to understand why some people are much more successful financially, I decide to do an in-depth study of Bill Gates and Donald Trump, following them throughout the day. What kind of research method am I using?
A) experimental
B) correlational
C) survey
D) case study

Ans: D
PAGE REF: 42
QUESTION TYPE: APPLIED
Section Ref: Case Study Methods

49. Possible limitations of the case-study method include:
A) investigator bias
B) small sample size
C) lack of generalizability
D) all of the above

Ans: D
PAGE REF: 42-43
QUESTION TYPE: FACTUAL
Section Ref: Case Study Methods

50. Case studies are thought to have a number of limitations. Which of the following is a limitation according to your textbook?
A) generating hypotheses
B) exploring complex phenomena
C) understanding the meaning behind quantitative findings
D) generalizing results to larger populations

Ans: D
PAGE REF: 42-43
QUESTION TYPE: FACTUAL
Section Ref: Case Study Methods

51. Jane Goodall's studies of apes in Africa are an example of the:
A) method of naturalistic observation
B) experimental method
C) quasi-experimental method
D) survey method

Ans: A
PAGE REF: 43
QUESTION TYPE: FACTUAL
Section Ref: Naturalistic Observation

52. Which of the following is NOT a limitation of naturalistic observation:
A) may not generalize to a broader population
B) observer effects
C) cannot establish causation
D) self-report bias

Ans: D
PAGE REF: 44
QUESTION TYPE: CONCEPTUAL
Section Ref: Survey Research

53. One of the problems in doing naturalistic observations is that:
A) the awareness of being watched may alter people's ìnatural behaviorî
B) correlation doesn't prove causation
C) it is difficult to find people in their ìnaturalî environments
D) all of the above

Ans: A
PAGE REF: 44
QUESTION TYPE: FACTUAL
Section Ref: Naturalistic Observation

54. A study of mine involves asking those who happen to pass by to answer a series of questions. What type of research am I doing?
A) pseudo-experimental
B) quasi-experimental
C) survey
D) none of the above

Ans: C
PAGE REF: 44
QUESTION TYPE: APPLIED
Section Ref: Survey Research

55. Good survey research involves:
A) asking people questions
B) a large sample

C) a random sample
D) all of the above

Ans: D
PAGE REF: 44
QUESTION TYPE: CONCEPTUAL
Section Ref: Survey Research

56. The major problem with survey methods is that:
A) most people don't want to talk about themselves
B) it is hard to question people in their natural environments
C) they rely on participants to report on themselves truthfully and accurately
D) all of the above

Ans: C
PAGE REF: 44
QUESTION TYPE: FACTUAL
Section Ref: Survey Research

57. A key issue with survey research is
A) the sample must accurately represent the population of interest
B) honesty of responses
C) the ability to use statistical analyses to draw conclusions
D) all of the above

Ans: A
PAGE REF: 44
QUESTION TYPE: CONCEPTUAL
Section Ref: Survey Research

58. Participants for a study typically are selected:
A) by their degree of motivation
B) by the desire to want to change
C) by their desire to want to help
D) randomly

Ans: D

PAGE REF: 44
QUESTION TYPE: CONCEPTUAL
Section Ref: Survey Research

59. A stratified sample reflects:
A) experimenter bias
B) the proportion drawn from each population category
C) the programmatic choice of participants
D) nonprobability sampling

Ans: B
PAGE REF: 45
QUESTION TYPE: FACTUAL
Section Ref: Survey Research

60. I hope to be a good researcher. For that reason, I make sure that my participants are representative of the population. I even go so far as to make sure that the proportion of each category of subjects (e.g., males and females) is the same as that found in the population. What technique have I used in selecting my participants?
A) random sampling
B) stratified random sampling
C) representative sampling
D) cohort sampling g

Ans: B
PAGE REF: 45
QUESTION TYPE: APPLIED
Section Ref: Survey Research

61. Descriptive statistics:
A) are of little use in experiments
B) summarize non-quantitative data
C) tell us whether our results are due to chance
D) summarize quantitative data in understandable form

Ans: D
PAGE REF: 45

QUESTION TYPE: FACTUAL
Section Ref: What To Do With Descriptive Research

62. Psychologists refer to the ____, which is just another name for the average.
A) cumulative index
B) representative index
C) mean
D) median

Ans: C
PAGE REF: 45
QUESTION TYPE: FACTUAL
Section Ref: What To Do With Descriptive Research

63. If the sum of all the scores is divided by the number of scores, then the _____ has been calculated.
A) mean
B) mode
C) median
D) standard deviation

Ans: A
PAGE REF: 45
QUESTION TYPE: CONCEPTUAL
Section Ref: What To Do With Descriptive Research

64. Which one of the following is true of the mean?
A) it is the average of the scores
B) it is the most commonly reported measure of central tendency
C) it is the most intuitively descriptive statistic
D) all of the above

Ans: D
PAGE REF: 45
QUESTION TYPE: CONCEPTUAL
Section Ref: What To Do With Descriptive Research

65. If I rank all the scores from lowest to highest (or highest to lowest), the middle score (the one in the middle of the list) is then referred to as the:
A) median
B) mean
C) mode
D) range

Ans: A
PAGE REF: 45
QUESTION TYPE: CONCEPTUAL
Section Ref: What To Do With Descriptive Research

66. The most common or frequently occurring score is referred to as the:
A) median
B) mean
C) mode
D) range

Ans: C
PAGE REF: 45
QUESTION TYPE: FACTUAL
Section Ref: What To Do With Descriptive Research

67. A professor determines that the score of 78 occurs more often than any other score on the first exam. What measure of central tendency is the professor discussing?
A) mean
B) mode
C) median
D) cumulative index

Ans: B
PAGE REF: 45
QUESTION TYPE: APPLIED
Section Ref: What To Do With Descriptive Research

68. If I have found out that the difference between the highest and lowest score on an exam is 72, then 72 refers to the:
A) median
B) mean
C) mode
D) range

Ans: D
PAGE REF: 45
QUESTION TYPE: APPLIED
Section Ref: What To Do With Descriptive Research

69. The amount the average participant deviates from the mean is the:
A) range
B) variance
C) deviance
D) standard deviation

Ans: D
PAGE REF: 45
QUESTION TYPE: FACTUAL
Section Ref: What To Do With Descriptive Research

70. The average on the first exam in my class is 79.5%, but the average student differs from that score by 8.2%. What does 8.2 represent?
A) mean
B) mode
C) correlation
D) standard deviation

Ans: D
PAGE REF: 45
QUESTION TYPE: APPLIED
Section Ref: What To Do With Descriptive Research

71. The type of research that allows the researcher to determine causality is

A) correlational research
B) naturalistic observation
C) case studies
D) experimental research

Ans: D
PAGE REF: 47
QUESTION TYPE: FACTUAL
Section Ref: Experimental Research

72. Which type of research primarily attempts to demonstrate cause-and-effect relationships among variables?
A) descriptive
B) psychological
C) experimental
D) behavioral

Ans: C
PAGE REF: 47
QUESTION TYPE: FACTUAL
Section Ref: Experimental Research

73. The variable that is manipulated by the experimenter is referred to as the:
A) dependent variable
B) independent variable
C) control variable
D) confounding variable

Ans: B
PAGE REF: 47
QUESTION TYPE: FACTUAL
Section Ref: The Logic Of Experimentation

74. I vary the distance of a sound-producing object and measure the ability of observers to accurately report the distance of the sound source. The distance of the sound source is what kind of variable?
A) independent

B) dependent
C) nominal
D) confounding

Ans: A
PAGE REF: 47
QUESTION TYPE: APPLIED
Section Ref: The Logic Of Experimentation

75. The variable that is measured by the experimenter is the:
A) dependent variable
B) independent variable
C) control variable
D) confounding variable

Ans: A
PAGE REF: 47
QUESTION TYPE: FACTUAL
Section Ref: The Logic Of Experimentation

76. I vary the distance of a sound-producing object and measure the ability of observers to accurately report the distance of the sound source. The accuracy of the participants' perceptions is what kind of variable?
A) independent
B) dependent
C) nominal
D) categorical

Ans: B
PAGE REF: 47
QUESTION TYPE: APPLIED
Section Ref: The Logic Of Experimentation

77. The different levels or variations of the independent variable are referred to as:
A) categories
B) manipulatory levels
C) conditions

D) continuous levels

Ans: C
PAGE REF: 47
QUESTION TYPE: FACTUAL
Section Ref: The Logic Of Experimentation

78. In order to accurately determine the extent to which sleep influences grades, I randomly assign my subjects to one of four groups: 4, 6, 8, or 10 hours of sleep per night. The four groups can be referred to as:
A) the control groups
B) the nominal groups
C) the conditions of the dependent variable
D) the conditions of the independent variable

Ans: D
PAGE REF: 47
QUESTION TYPE: APPLIED
Section Ref: The Logic Of Experimentation

79. The first step in conducting an experiment is to:
A) randomly select subjects
B) establish your testing device to match your predicted population
C) create an operational definition
D) frame your hypothesis

Ans: D
PAGE REF: 48
QUESTION TYPE: CONCEPTUAL
Section Ref: Steps In Conducting An Experiment

80. Which of the following is NOT a step in conducting an experiment?
A) develop a standardized procedure
B) form hypothesis
C) select and assign participants
D) generalizing to a sample

Ans: D
PAGE REF: 48-51
QUESTION TYPE: CONCEPTUAL
Section Ref: Steps In Conducting An Experiment

82. To take something that is unobservable (e.g., intelligence) and find a way of making it observable and measurable by a set of actions means to _____ that variable.
A) categorize
B) operationalize
C) induct
D) deduct

Ans: B
PAGE REF: 48
QUESTION TYPE: CONCEPTUAL
Section Ref: Steps In Conducting An Experiment

83. Turning an abstract concept or variable into a concrete form that can be defined is known as
A) creating an independent variable
B) operationalizing the variable
C) generalizing a conclusion
D) categorizing a variable

Ans: B
PAGE REF: 48
QUESTION TYPE: FACTUAL
Section Ref: Steps In Conducting An Experiment

84. To better study depression, I will count how long an individual walks with their head angled down towards the ground as well as the number of times the person talks when in a social setting. I am thinking that the more depressed a person is, the more they will walk with their head down and the less they will talk to others. What I have done in this study is _____ depression.
A) operationalize
B) statistically defined
C) created a parameter for
D) quantified

Ans: A
PAGE REF: 48
QUESTION TYPE: APPLIED
Section Ref: Steps In Conducting An Experiment

85. To determine the effect of an independent variable, an experimenter will often include a _____ in their study so as to provide a baseline from which to compare the experimental group.
A) control group
B) experimental group
C) blind group
D) double-blind group

Ans: A
PAGE REF: 49
QUESTION TYPE: CONCEPTUAL
Section Ref: Steps In Conducting An Experiment

86. I think that playing music during an exam will help students to relax. My thinking is that, if they are more relaxed, then they will perform better. One class gets to listen to rap, another to classical, another to country western, another to easy listening. I should have one more group. What group am I missing, if I want to draw conclusions about the effects of music?
A) one group to listen to jazz
B) one group to listen to blues
C) a control group which does not listen to music
D) a group that chooses what to listen to

Ans: C
PAGE REF: 49
QUESTION TYPE: APPLIED
Section Ref: Steps In Conducting An Experiment

87. A control group provides:
A) for less variability
B) a basis for comparison for the performance of the experimental group
C) a symmetrical balance for procedures
D) all of the above

Ans: B
PAGE REF: 49
QUESTION TYPE: CONCEPTUAL
Section Ref: Steps In Conducting An Experiment

88. Cues in the experimental situation that reveal the experimenter's purpose are called:
A) hints
B) blind characteristics
C) demand characteristics
D) operationalizing characteristics

Ans: C
PAGE REF: 49
QUESTION TYPE: FACTUAL
Section Ref: Steps In Conducting An Experiment

89. In my experiment, there are several indicators that I am interested in how much eating chocolate helps people study for exams. These cues in the experimental situation that reveal the purpose of the experiment are known as
A) variability
B) demand characteristics
C) a blind procedure
D) a dependent variable

Ans: B
PAGE REF: 49
QUESTION TYPE: APPLIED
Section Ref: Steps In Conducting An Experiment

90. To avoid biasing the participant, the experimenter will often try to reduce which ONE of the following?
A) independent variables
B) dependent variables
C) demand characteristics
D) all of the above

Ans: C
PAGE REF: 49
QUESTION TYPE: CONCEPTUAL
Section Ref: Steps In Conducting An Experiment

91. In a single-blind experiment, who is kept unaware of crucial information, such as which condition an individual has been assigned to?
A) the researcher(s)
B) the participants
C) the designers of the experiment
D) those reviewing the ethics of the experiment

Ans: B
PAGE REF: 49
QUESTION TYPE: FACTUAL
Section Ref: Steps In Conducting An Experiment

92. In a double-blind study who is prevented from knowing crucial information?
A) the researcher(s) and the designer of the experiment
B) the participants and the subjects
C) the subjects and the researchers
D) those reviewing the ethics of the experiment and the researchers

Ans: C
PAGE REF: 50
QUESTION TYPE: FACTUAL
Section Ref: Steps In Conducting An Experiment

93. Which of the following is a way of reducing the amount of bias in an experiment?
A) conduct a single-blind study
B) minimize the demand characteristics in the experiment
C) conduct a double-blind study
D) all of the above

Ans: D
PAGE REF: 49-50
QUESTION TYPE: CONCEPTUAL

Section Ref: Steps In Conducting An Experiment

94. A key element of a standardized procedure is that
A) the only thing that varies are independent variables and participants' performance
B) there are no confounding variables
C) there is both an independent and a dependent variable
D) it is possible to determine causation

Ans: A
PAGE REF: 49-50
QUESTION TYPE: CONCEPTUAL
Section Ref: Steps In Conducting An Experiment

95. Any variable, other than the independent variable, that may be influencing the dependent variable in a systematic way is referred to as a/an _____ variable.
A) confounding
B) error
C) placebo
D) design flaw

Ans: A
PAGE REF: 50
QUESTION TYPE: FACTUAL
Section Ref: Steps In Conducting An Experiment

96. An experiment compares student GPAs between those who eat breakfast and those who don't. After the experiment, it is found that those who eat breakfast in the cafeteria are also listening to music. Not only do the two groups differ in terms of who has breakfast, but they also differ in terms of who hears the music. Music is a:
A) random variable
B) possible confounding variable
C) an error
D) an independent variable

Ans: B
PAGE REF: 50
QUESTION TYPE: APPLIED

Section Ref: Steps In Conducting An Experiment

97. Numbers that describe the data from a study in a way that summarizes their essential features are known as
A) inferential statistics
B) confounding variables
C) descriptive statistics
D) independent variables

Ans: C
PAGE REF: 50
QUESTION TYPE: FACTUAL
Section Ref: Steps In Conducting An Experiment

98. Statistics for assessing whether the results obtained with a sample are likely to reflect characteristics of the population as a whole are known as
A) inferential statistics
B) main statistics
C) descriptive statistics
D) correlational statistics

Ans: A
PAGE REF: 50
QUESTION TYPE: FACTUAL
Section Ref: Steps In Conducting An Experiment

99. If I perform some statistics on the data that I have gathered, and those statistics merely summarize the findings, I must have used:
A) inferential statistics
B) main statistics
C) descriptive statistics
D) binomial statistics

Ans: C
PAGE REF: 50
QUESTION TYPE: APPLIED
Section Ref: Steps In Conducting An Experiment

100. I have conducted an experiment and I want to know if the independent variable affected the dependent variable. What kind of statistics should I use?
A) inferential statistics
B) main statistics
C) descriptive statistics
D) all of the above

Ans: A
PAGE REF: 50
QUESTION TYPE: APPLIED
Section Ref: Steps In Conducting An Experiment

101. If I want to draw a connection between cause and effect, to determine if the independent variable affected the dependent variable, which statistic(s) should I use?
A) descriptive
B) correlation
C) inferential
D) all of the above

Ans: C
PAGE REF: 50
QUESTION TYPE: APPLIED
Section Ref: Steps In Conducting An Experiment

102. Which of the following is NOT an advantage of experimental research?
A) can test cause and effect
B) can be easily generalized to the real world
C) can be replicated
D) maximizes control over variables of interest

Ans: B
PAGE REF: 50
QUESTION TYPE: CONCEPTUAL
Section Ref: Limitations Of Experimental Research

103. Which of the following is not a weakness of experimental research?
A) Results may not generalize outside the lab
B) complex phenomena may not be easily controlled in a lab setting
C) researcher bias may limit appropriate conclusions that can be drawn from the data
D) it is not possible to establish causation

Ans: D
PAGE REF: 50
QUESTION TYPE: CONCEPTUAL
Section Ref: Limitations Of Experimental Research

104. The major weakness of a quasi-experimental design is:
A) lack of random assignment
B) its complexity
C) the time it takes to execute
D) failure to operationalize all variables

Ans: A
PAGE REF: 51
QUESTION TYPE: CONCEPTUAL
Section Ref: Limitations Of Experimental Research

105. I am interested in whether different types of therapy result in faster recover. I follow 7 different therapists using a different type of therapy and 20 patients in each condition and I record how long it takes for them to be cured. As you can imagine, I cannot determine who goes to which therapist and thus there is no random assignment of patients. What kind of research method am I using?
A) case study
B) observational research
C) experimental research
D) quasi-experimental research

Ans: D
PAGE REF: 51
QUESTION TYPE: APPLIED
Section Ref: Limitations Of Experimental Research

106. In order to know if I can draw inferences from my sample to the population as a whole, I have to run statistical analyses. I need to calculate the likelihood that my findings were due to my treatments, not merely a matter of chance. In other words, I need to calculate the
A) margin of error
B) descriptive statistics
C) experimental result
D) probability value

Ans: D
PAGE REF: 52
QUESTION TYPE: APPLIED
Section Ref: Testing The Hypothesis- Inferential Statistics

107. The probability that the findings I obtained at the end of my experiment are due to chance is referred to as:
A) the p-value
B) power
C) correlation
D) correlation coefficient

Ans: A
PAGE REF: 52
QUESTION TYPE: FACTUAL
Section Ref: Testing The Hypothesis- Inferential Statistics

108. You cannot believe the findings of an experiment I have conducted. The findings are just too unbelievable. You decide to run the exact same experiment all over again to see if you get the same findings that I did. You are:
A) performing a repeated-measures task
B) conducting a replication
C) conducting a blind study
D) conducting a double-blind study

Ans: B
PAGE REF: 53
QUESTION TYPE: APPLIED
Section Ref: Testing The Hypothesis-Inferential Statistics

109. To better help my students, I conduct an experiment examining the relationship between the students' average grade in the class (from 0 to 100) and the number of hours they spend socializing with friends. It is determined that the more hours that students socialize, the lower their grade. What kind of research is this?
A) experimental
B) correlational
C) survey
D) case study

Ans: B
PAGE REF: 53
QUESTION TYPE: APPLIED
Section Ref: Correlational Research

110. A correlation coefficient measures the extent to which two variables are:
A) causally related
B) casually related
C) co-related
D) co-determined

Ans: C
PAGE REF: 53
QUESTION TYPE: CONCEPTUAL
Section Ref: Correlational Research

111. Correlational research measures the extent to which
A) two categories happen in the same sample
B) knowing the value of one variable will allow the prediction of the other variable
C) knowing whether group differences occurred by chance or if they reflect a true causal relationship
D) repeating a study will lead to the same results

Ans: B
PAGE REF: 53
QUESTION TYPE: CONCEPTUAL
Section Ref: Correlational Research

112. In a positive co-relationship, the distribution of data points will:
A) form a circle
B) move from upper left to lower right
C) move from right to left parallel with the X-axis
D) move from lower left to upper right

Ans: D
PAGE REF: 53
QUESTION TYPE: FACTUAL
Section Ref: Correlational Research

113. A negative correlation between two variables suggests that a subject:
A) performed poorly on both tasks
B) performed poorly on only one task
C) performed well on both tasks
D) scored high on one variable and low on another

Ans: D
PAGE REF: 53
QUESTION TYPE: CONCEPTUAL
Section Ref: Correlational Research

114. A zero correlation suggests that:
A) the two variables are causally related
B) participants who score high on one variable will score low on another
C) participants who score low on one variable will score high on another
D) performance on one variable does not allow one to predict performance on another variable

Ans: D
PAGE REF: 54
QUESTION TYPE: CONCEPTUAL
Section Ref: Correlational Research

115. I find out that there is absolutely no linear relationship between the size of one's head and

that person's IQ. I have a(n):
A) positive correlation
B) negative correlation
C) zero correlation
D) inferential statistic

Ans: C
PAGE REF: 54
QUESTION TYPE: APPLIED
Section Ref: Correlational Research

116. Correlation coefficients vary from:
A) -1 to +1
B) 0 to 100
C) 0 to 10
D) -100 to 0

Ans: A
PAGE REF: 53
QUESTION TYPE: FACTUAL
Section Ref: Correlational Research

117. Which ONE of the following can be a true or actually calculated correlation coefficient?
A) -97.59
B) 4.13
C) 143
D) -0.99

Ans: D
PAGE REF: 53
QUESTION TYPE: APPLIED
Section Ref: Correlational Research

118. When I look at the number of hours a student sleeps on an average night and the student's overall GPA, I find that the data form an inverted (upside down) U. Students who get too little sleep or too much sleep do poorly whereas those who get about 7-8 hours do well. What kind of correlation should I see?

A) both a positive and a negative correlation
B) a zero correlation because it is a curvilinear relationship
C) a positive correlation because the data start off low and then get high
D) a negative correlation because the data end on a low point

Ans: B
PAGE REF: 53
QUESTION TYPE: APPLIED
Section Ref: Correlational Research

119. Which of the following statements about correlations is true?
A) Correlations allow experimenters to draw conclusions about cause and effect.
B) Correlation does not imply causation.
C) Correlations are rarely used due to their numerous limitations and deficiencies.
D) Correlations are an overused statistic, according to the authors of your textbook.

Ans: B
PAGE REF: 55
QUESTION TYPE: CONCEPTUAL
Section Ref: Correlational Research

120. Correlation does not:
A) specify the degree of relationship
B) help in discovering new relationships
C) aid in prediction
D) imply causation

Ans: D
PAGE REF: 55
QUESTION TYPE: FACTUAL
Section Ref: Correlational Research

121. Having a strong correlational coefficient means that
A) knowing one variable will allow you to confidently predict the other variable
B) there is likely to be a true relationship between the two variables in the real world
C) there are likely to be significant differences between the two groups
D) having a high amount on one variables means you probably have a high amount on the

other variable as well

Ans: A
PAGE REF: 55
QUESTION TYPE: CONCEPTUAL
Section Ref: Correlational Research

122. I find that there is a +.59 correlation between shoe size and intelligence. What can I correctly conclude?
A) Having a bigger shoe size causes you to be more intelligent.
B) Being more intelligent causes you to have bigger feet and, thus, a bigger shoe size.
C) Exercise stimulates both physical growth (resulting in bigger feet) and intellectual growth (resulting in higher intelligence levels).
D) Shoe size and intelligence are related but I cannot make a conclusion about cause and effect.

Ans: D
PAGE REF: 55
QUESTION TYPE: APPLIED
Section Ref: Correlational Research

123. In the 1960's, Stanley Milgram conducted a series of now classic studies designed to study:
A) the effect of punishment on learning
B) obedience to authority
C) cross-cultural differences in intelligence
D) memory

Ans: B
PAGE REF: 56
QUESTION TYPE: FACTUAL
Section Ref: The Shocking Results

124. Which of the following statements regarding the ethics of Milgram's studies is true?
A) The studies are clearly unethical because participants were deceived.
B) The studies are not unethical because no one was actually harmed.
C) Individuals who were told that compliance was high were more likely to judge the study

unethical than were individuals who were told compliance was low.
D) Since all of the subjects were adults, there are no ethical problems.

Ans: C
PAGE REF: 57
QUESTION TYPE: CONCEPTUAL
Section Ref: The Shocking Results

125. According to the authors, when critically analyzing a study, it is important to evaluate the sample of the study to determine:
A) if the sample adequately represents the population from which it is drawn
B) if a stratified random sample was employed and, if not, why not
C) whether the sample used in this study has been used in any other related studies
D) whether different results could have been reached if a smaller sample was used

Ans: A
PAGE REF: 59
QUESTION TYPE: FACTUAL
Section Ref: How To Evaluate A Study Critically

126. When evaluating a study critically, your authors state that there are seven questions that should be considered. Which ONE of the following is NOT one of those questions?
A) Does the theoretical framework make sense?
B) Is the sample adequate and appropriate?
C) Are the data conclusive?
D) Was the study expensive?

Ans: D
PAGE REF: 59
QUESTION TYPE: CONCEPTUAL
Section Ref: How To Evaluate A Study Critically

127. When evaluating a study critically, your authors state that there are seven questions that should be considered. Which ONE of the following is NOT one of those questions?
A) Are the broader conclusions warranted?
B) Does the study say anything meaningful?
C) Was the study published in a quality journal?

D) Is the study ethical?

Ans: C
PAGE REF: 59
QUESTION TYPE: CONCEPTUAL
Section Ref: How To Evaluate A Study Critically

128. Before an experiment begins, the participant must agree to participate in the study. In other words, the participant must provide:
A) substantial knowledge
B) informed consent
C) debriefing
D) ethical knowledge

Ans: B
PAGE REF: 60
QUESTION TYPE: FACTUAL
Section Ref: Ethical Questions Come In Shades Of Gray

129. A person who pretends to be a subject in an experiment but is actually an accomplice of the experimenters is technically referred to as a/an:
A) accomplice
B) co-conspirator
C) confederate
D) experimenter-participant

Ans: C
PAGE REF: 60
QUESTION TYPE: FACTUAL
Section Ref: Ethical Questions Come In Shades Of Gray

130. You decide to run an experiment where a person pretends to be a subject and at one point refuses to participate in the experiment anymore. You want to see how others react. The person who pretends to be just another subject is commonly referred to as a/an:
A) confederate
B) dissociative identity
C) pseudo-subject

D) pseudo-experimenter

Ans: A
PAGE REF: 60
QUESTION TYPE: APPLIED
Section Ref: Ethical Questions Come In Shades Of Gray

131. Which one of the following conditions must be met in order for deception to be used in an experiment?
A) the research is important and cannot be conducted without deception
B) participants can withdraw from the experiment at any time
C) experimenters debrief the participants afterwards
D) all of the above

Ans: D
PAGE REF: 60
QUESTION TYPE: CONCEPTUAL
Section Ref: Ethical Questions Come In Shades Of Gray

132. When it comes to the ethics of animal research, which one of the following is NOT an issue?
A) some animals are cuter than others
B) whether animals have rights
C) to what extent humans can use other creatures to solve human problems
D) that animals cannot give informed consent

Ans: A
PAGE REF: 60-61
QUESTION TYPE: CONCEPTUAL
Section Ref: Ethical Questions Come In Shades Of Gray

120. Debriefing a subject means:
A) you briefly explain what will happen in the experiment before you begin
B) you explain the purpose of the study and remove any stressful after effects after the participant is finished
C) you have the subject sign a document agreeing to be in the experiment
D) you run through the experiment quickly with a participant for practice before you begin

collecting data

Ans: B
PAGE REF: 60
QUESTION TYPE: CONCEPTUAL
Section Ref: Ethical Questions Come In Shades Of Gray

Essay

133. What is the experimenter's dilemma?
Ans: The experimenter's dilemma is the problem that often researchers must strike a balance between internal (methodological adequacy) and external validity (generalizability to real world). The more tightly a researcher controls what participants experience, the less the situation may resemble life outside the laboratory.

PAGE REF: 36
Section Ref: Generalizability from a Sample

134. Distinguish between a theory and a hypothesis.
Ans: The answer should clearly show that the writer understands that a theory is a broader mental construction of a set or an event than a hypothesis. Hypotheses are best characterized as tentative beliefs about a particular set of events or relationships while a theory is a systematic organization of a set of related observations.

PAGE REF: 34
Section Ref: Theoretical Framework

135. Contrast and compare reliability and validity. Make sure to discuss the different types of reliability and validity.
Ans: A measure is reliable if it produces consistent results. Validity exists if a measure actually assesses what it says it will assess. The SAT is a measure of academic achievement and is valid to the extent that it is predictive of academic performance.

PAGE REF: 37-38
Section Ref: Objective Measurement

136. There are many ways of studying the exact same behavior. Identify the five (5) research methods discussed in Chapter 2. Describe each one in about 1-2 sentences.
Ans: Case Study: In-depth observation of a small number of cases. While it does possess generalizability and it can provide data for hypotheses, replicability does not exist and one cannot establish cause and effect. Naturalistic observation: In-depth observation of a phenomenon as it exists in the real world. High in generalizability. Data allow framing of hypotheses. Cannot establish causation and observer effects may be present. Survey Research: Allows quantification of attitudes/behaviors by asking people questions. Suffers from self-report bias and cannot establish cause-effect relationship. Experimental Manipulation of Variables: Reveals cause-effect relationship. Involves maximum control over variables, generalizability, and replicability. Correlational: cannot establish cause-effect relationship. Quantifies the relationship between variables.

PAGE REF: 42-53
Section Ref: Descriptive Research/Experimental Research/Correlational Research

137. As can be imagined, no research method is perfect. For that reason, identify the five methods of research discussed in Chapter 2 and state the limitations of each. What do you see as the best research method? Why do you think that?
Ans: Case Study: Cannot replicate nor can one establish cause and effect relationship. There also exists researcher bias. Small sample size. Naturalistic observation: Cannot establish causation and observer effects may be present. Can describe behavior but not explain why. Researcher bias is present. Survey Research: Suffers from self-report bias and cannot establish cause-effect relationship. Typically sample does not match population. Experimental Manipulation of Variables: Many complex phenomena cannot be tested in laboratory. May be low in external validity. Correlational: cannot establish cause-effect relationship.

PAGE REF: 42-53
Section Ref: Descriptive Research/Experimental Research/Correlational Research

138. Think of a behavior that you find interesting. Now imagine that you are a researcher and you are going to study that behavior. Design an experiment that will result in the behavior you choose occurring either more or less. Make sure to identify what the dependent and independent variables are. Do you think your study will have external validity? Explain your answer.
Ans: Independent variable is the variable that is manipulated by the experimenter whereas the

dependent variable is what is being measured.

PAGE REF: 47-51
Section Ref: Experimental Research

139. Particular ways of doing research exist. Identify and describe the 6 steps involved in conducting research.
Ans: Step 1: Framing a hypothesis: Predict the relationship between the independent and dependent variables. Step 2: Operationalize variables: If necessary, turn abstract concepts into a concrete variable that can be defined by a set of actions or operations. Step 3: Develop a standardized procedure: Establish a method by which you will run the experiment in such a way that the only thing that varies between participants is the independent variable. Also, establish a control group and protect against bias (cues that reveal the experimenter's purpose and that bias how subjects respond). Step 4: Select and assign subjects: Avoid confounding variables and randomly assign participants. Step 5: Apply statistical techniques to the data: Use of descriptive and inferential statistics to determine whether differences are meaningful or random. Step 6: Draw conclusions: Evaluate your hypothesis and determine if it was supported by your results.

PAGE REF: 48-51
Section Ref: Steps In Conducting An Experiment

140. What is a control group and why is it important?
Ans: A control group in an experiment is the group that is exposed to a zero level of the independent variable. It provides a basis against which to assess the effects of the independent variable on the experimental group(s).

PAGE REF: 49
Section Ref: Steps In Conducting An Experiment

141. There is a correlation of +.78 between students' grades in a course and their attendance. What does that mean?
Ans: First of all, it means that there is a strong relationship in that, the more frequently a student attends, the better his or her grades. This does not mean the two are causally related (although they might be).

PAGE REF: 53-54

Section Ref: Correlational Research

142. Identify and describe (define) the three types of correlation. Make sure to provide an example of each.
Ans: Positive correlation: The higher the score on one measure, the higher on another. Negative correlation: The higher the score on one measure, the lower on another. Zero: the higher the score on one measure, the score on the other is unchanged.

PAGE REF: 53
Section Ref: Correlational Research

143. According to Kowalski and Westen, there are 7 questions the reader should attempt to answer when evaluating a study in a critical manner. What are those 7 questions? Why do you think each question is important?
Ans: 1. Does the theoretical framework make sense? 2. Is the sample adequate and appropriate? 3. Are the measures and procedures adequate? 4. Are the data conclusive? 5. Are the broader conclusions warranted? 6. Does the study say anything meaningful? 7. Is the study ethical?

PAGE REF: 59
Section Ref: How To Evaluate A Study Critically