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Unit 1: Historiography and Research Design

Use this study guide to help you prepare for the upcoming assessment. Start by using the pages provided in Part I and define all applicable vocabulary featured on the page. Part II features questions provided as practice for applying learned content. Time yourself as you answer the questions and use the answer key at the END of this document to check your responses.

Assessment Topics and text locations:

- History and Approaches (Pgs. 1-27)
- Research Methods (Pgs. 29-71)

Part I: Key Terms

Empiricism	Developmental psychologists	Experiment
Structuralism	Educational psychology	Experimental group
Functionalism	Personality psychology	Control group
Experimental psychology	Social psychology	Random assignment
Behaviorism	Hindsight bias	Double-blind procedure
Humanistic psychology	Critical thinking	Placebo
Cognitive neuroscience	Theory	Independent variable
Psychology	Hypothesis	Confounding variable
Nature-nurture issue	Operational definition	Dependent variable
Natural selection	Replication	Validity
Levels of analysis	Case study	Descriptive statistics
Biopsychosocial approach	Naturalistic observation	Mode / Mean / Median
Behavioral psychology	Survey	Skewed distribution
Biological psychology	Sampling bias	Range
Cognitive psychology	Population	Standard deviation
Evolutionary psychology	Random sample	Normal curve
Psychodynamic psychology	Correlation	Inferential statistics
Socio-cultural psychology	Correlational coefficient	Statistical significance
Psychometrics	Scatterplot	Culture
Basic research	Illusory Correlation	Informed consent

Part II: Practice Questions:

- ____ 1. Which perspective would be most useful when explaining how people from different countries express anger?
a. Social-cultural b. Psychodynamic c. Behavioral d. Functionalist e. Biological
- ____ 2. The debate about the relative contributions of biology and experience to human development is most often referred to as...
a. evolutionary analysis b. behaviorists c. cognitive revolution d. nature-nurture issue e. natural selection
- ____ 3. Which of the following kinds of psychologists would most likely explore how we process and remember information?
a. Developmental b. Biological c. Social d. Cognitive e. Personality
- ____ 4. What was the main difference between the psychological thinking of Wilhelm Wundt and earlier philosophers who were also interested in thinking and behavior?
a. Wundt was European, earlier philosophers were American. c. Wundt was the first scholar to call himself a psychologist.
b. Wundt was the first psych professor from a major university. d. Wundt gathered data about human thinking in a lab.
e. Wundt used psychotherapy techniques established by Freud to examine the thinking of healthy individuals.

- _____ 5. Which school of psychology focused on the adaptive nature of thinking and how our consciousness evolves to meet our needs?
- a. Functionalist b. Structuralist c. Behavioral d. Humanistic e. Psychodynamic
- _____ 6. Which descriptive statistic would a researcher use to describe how close a student's SAT score is to a school's average SAT score?
- a. Correlation coefficient b. Mean c. Median d. Range e. Standard deviation
- _____ 7. Which method should a psychologist use if she is interested in testing whether a specific reward in a classroom situation causes students to behave better?
- a. Case study b. Experiment c. Survey d. Naturalistic observation e. Correlation
- _____ 8. When a distribution of scores is skewed, which of the following is the most representative measure of central tendency?
- a. Inference b. Standard deviation c. Mean d. Median e. Correlation coefficient
- _____ 9. A researcher wants to conduct an experiment to determine if eating a cookie before class each day improves student grades. He uses two psychology classes for the experiment, providing daily cookies to one and nothing to the other. At the end of the semester, the researcher compares the final grades of students in the two classes. What is the independent variable for this experiment?
- a. The students in the class that received cookies c. The students in the class that didn't receive cookies
b. The presence or absence of cookies d. The period of the day that the two classes met
e. The student's semester grades
- _____ 10. "Monday morning quarterbacks" rarely act surprised about the outcome of weekend football games. This tendency to believe they knew how the game would turn out is best explained by which psychological principle?
- a. Overconfidence b. Hindsight bias c. Intuition d. Illusory correlation e. Random sampling
- _____ 11. Which of the following is a positive correlation?
- a. As study time decreases, students achieve lower grades c. People who exercise regularly are less likely to be obese
b. As levels of self-esteem decline, levels of depression increase d. Gas mileage decreases as vehicle weight increases
e. Repeatedly shooting free throws in basketball is associated with a smaller percentage of missed free throws.
- _____ 12. There is a negative correlation between TV watching and grades. What can we conclude from this research finding?
- a. We can conclude that a student who watches a lot of TV is likely to have lower grades.
b. We can conclude that TV watching leads to lower grades.
c. We can conclude that TV watching leads to higher grades.
d. We can conclude that the grades students get impact their TV watching habits.
e. We can conclude that this is an illusory correlation.

Part III: Free Response Question:

Sam Greene noticed an ad for an Internet dating service that claimed more people who used its service are in long-term relationships than people who didn't. Same, a good critical thinker, knows this isn't enough to claim that the service causes people to find long-term love and wants to create an experiment to investigate. Use the following terms to describe an experiment that would support or dispute the ad's claim.

- Hypothesis
- Random Sample
- Operational definitions
- Independent variable
- Dependent variable
- Inferential statistics

Part IV: Answer Key

1. A
2. D
3. D
4. E
5. A
6. D
7. B
8. D
9. B
10. B
11. A
12. A

FRQ:

Hypothesis – Internet dating service causes (or leads to) long-term relationships

Random sample – Since the population of interest for this study should be people who are looking for long-term relationships, random sampling will assure that conclusions could be generalized to the dating public.

Random assignment – Participants should be randomly assigned to use the service (the experimental group) or not use the service (the control group)

Operational definitions – Sam would need to operationally define what is meant by the “use” of the internet service, and “long-term” relationship

Independent variable – the use of online dating service is the independent variable

Dependent variable – the number of long-term relationships generated is the dependent variable

Inferential statistics – Same will need to calculate statistical significance for the experimental findings. In order to claim support for the hypothesis, the result needs to show that there is no more than a 5% chance the findings are due to chance.