

LAB_01-Example: Rough Project Idea

PSYO 270: Introduction to Research Methods and Design

In-class Assignment: Week 2

TEAM 27

Rough Project Idea (Group Assignment)

I love how you submitted this as *Team #27* rather than *Group 27*! Makes me wonder if groups would be more cohesive if they were called teams rather than groups.

*Note: This is a **group** assignment. Only one set of materials per **group** is needed. Upload your completed assignment to Connect and then check that it has been uploaded. It does not matter which group member posts the assignment.*

Purpose: The purpose of today's assignment is to help your group begin to focus on a specific project topic. **After consulting with Derrick, Holli-Anne, or Ran**, write a summary about your topic that includes the following information:

1. Below, state a conceptual research question (if you have extra time or can't decide, state up to 2):

Does ability to solve cognitive tests become worse as the time between the last meal eaten is increased?

Wow - specific question - good one! Was everyone really hungry by any chance? :)

2. Next, try and translate your conceptual research question(s) into testable research question(s):

How does the time in which food was last eaten affect performance on cognitive testing? Will the data suggest a positive correlation for poorer performance as time between meals and testing is increased?

Well done. Think about the word 'correlation' though - this needs to be an experimental study.

3. Now, considering your testable research questions, what is the independent variable?

Time since last food consumption.

Yup. We can't manipulate this in class though. As you work through the rest of the questions, think about how you can test this *in class*. This may change your questions slightly. Your questions at the moment are suggestive of *correlational* research. Remember that it needs to be an *experiment* - so some class participants will be randomly assigned to one condition, and some class participants will be assigned to the other condition. It has to fit on one sheet of paper and be doable in class. Think about the crux of what you are getting at or are interested in with your original questions--then think of how you can test this experimentally.

LAB_01-Example continued

4. How will the independent variable be manipulated (e.g., Heath et al. manipulated the disgustingness of urban legends by altering the content slightly). What are the levels of the independent variable (Heath et al. had a *low disgust* and a *high disgust* level, for 2 total levels).

Change the amount of time between last meal eaten before performing the cognitive test.

Yes - need to be more specific about the levels than just "amount of time". See also comments above - how can you get at this aspect without actually manipulating when people ate last.

5. Next, what is your conceptual dependent variable (the outcome of your study; e.g., Heath et al. wanted to know if people would tell others the disgusting story).

Will there be better performance on cognitive tests and tasks when people eat meals shortly before attempting them.

So the DV is ? level of performance

6. What are your operationalized dependent variables? (Heath et al. asked participants (a) whether they would pass along the disgusting story and (b) whether they felt disgusted by the story. Try to type an actual question with responses scale in the space below.

Number of questions answered correctly (scale 1-10) in given period of time.

1-2-3-4-5-6-7-8-9-10
(Questions answered correctly)

Yes.

Can you also think of another DV?