

LAB_10-11 Example: Research Presentation Poster

Following are two examples of research presentations from the 2016 PSYO 270 Research Methods Conference. Last year, we did not have a large-format printer so presentations were made on individual slides, printed off, and attached to the poster boards to form a poster. You will be developing one single file of a poster (as per the details provided in the Lab Guide and Documents and Templates manual for Lab #10. However, all of the various sections of your poster are the same as the sections on separate pages in the following example documents.

Also following, are two samples of research posters from national conferences.

LAB_10-11 Example 1: Research Presentation Poster

THE EXPECTED INFLUENCE OF FAMILY SIZE ON PERSONALITY TRAITS

University of British Columbia - Vancouver

Introduction



- Is one's life affected in any way by family size?

- Yes! The quantity of a family has an influence on the quality of someone's life. Sibling size has an important influence on a child or youth's life quality.

(Blake, 1981)

- Does family size have a relationship how introverted or extroverted a person really is?

- Yes! The family structure mediates personality

traits. (Zyrianova, Chertkova & Pankratova, 2013)



Purpose



To determine if the difference in family size affects one's personality traits of introversion and extroversion as well as self-esteem.

To describe the way in which family social organization (sibling size, parents involvement in the family) affects individuals.

(Yabiku, Axinn & Thorton, 1999)

Hypothesis

- People who grew up in a big family tend to be more extroverted and have high self-esteem
- People who grew up in a small family tend to be more introverted and have low self-esteem

Method

Participants

- N = 42 UBCO Students
- Participants were randomly assigned in a second-year research methods and design course

Design

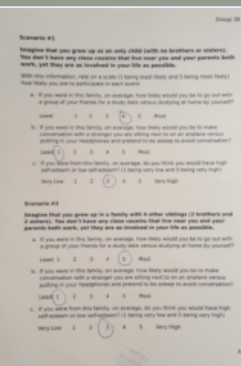
- Two level study
- Within subjects design used

Method Continued

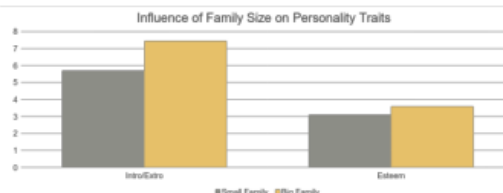
Scale

- Used a 5 point selection scale similar to the Likert scale
- Two questions were used to evaluate extroversion versus introversion (Questions 1 & 2)
- One question was used to evaluate self esteem (Question 3).

Our Survey



Interpreting Our Data



Correlated (paired) t-test:
 $t(42) = 2.89, p = .006$

Correlated (paired) t-test:
 $t(42) = -1.79, p = .081$

LAB_10-11 Example 1 continued

Results

Introversion/Extroversion:

- The means for being extroverted were higher in a big family scenario ($M = 7.45$, $SD = 1.79$) than in a small family scenario ($M = 5.70$, $SD = 2.00$).
- It was statistically significant ($p = .006$).

Strengths and Limitations

Strengths

- Simple and easy to understand
- Counterbalancing with two versions [A&B]

Limitations

- A between-subjects design to test a person's true family size and how it affects their self-esteem and personality.

Results

Self-esteem:

- The means for self-esteem were slightly higher in a big family scenario ($M=3.60$, $SD = 0.82$) than in a small family scenario ($M = .10$, $SD = 0.97$).
- It was not statistically significant ($p = 0.081$).

Take Home Message

People assumed that if you came from a big family, you would be more extroverted than if you came from a small family.

People did not however, assume that if you came from a big family you would have higher self-esteem.

Discussion

- Results supported our hypothesis that family size affects a person's personality traits- specifically extroversion/introversion but did not support the hypothesis that it would also influence self-esteem
- A possible explanation that self-esteem was not affected could be the result of doing an within rather than a between subjects study due to individual differences.
- To counterbalance our results, two versions of the survey were used in which the order of the scenarios were reversed.

LAB_10-11 Example 2: Research Presentation Poster

Introduction

- How does ones' personality type affect their level of anxiety around final exam time?
- Does their existing grade impact their level of confidence?

Method

- $N = 43$ psychology students in a second-year research methods and design course
- 1 result was removed due to non-response

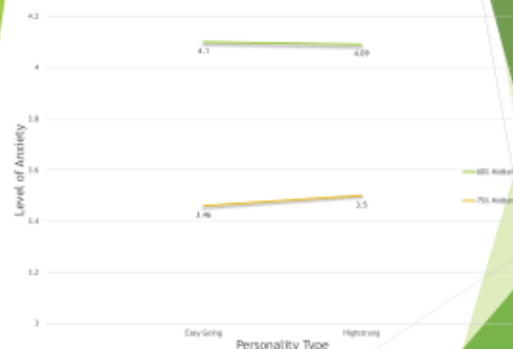
Design

- 2 (*easy-going personality, high-stung personality*) x 2 (*60% midterm result, 75% midterm result*), between-subjects

Purpose

- To determine the projected effects of personality types on anxiety and confidence levels.

Results: Anxiety DV



Research Question/Hypothesis

How do personality and grades effect a person's anxiety and confidence level?

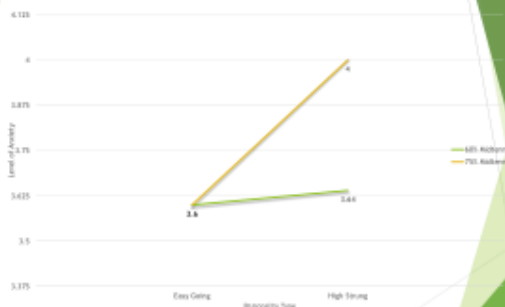
It was hypothesized that a high strong personality with a low grade would result in more anxiety and less confidence in comparison to an easygoing personality with a high grade would result in less anxiety and more confidence.

Results: DV 1

- ▶ There is no main effect of Personality Type: $F(1, 38) = .02, p = .89$
- ▶ There is a main effect of Midterm Grade: $F(1, 38) = 3.72, p = .06$
- ▶ There is Personality Type x Midterm Grade interaction: $F(1, 38) = .00, p = 1.00$

LAB_10-11 Example 2 continued

Result: Confidence DV



Strengths and Limitations

By using a between-subjects design there is assurance against...

- Carry over effects
 - Ordering effects and...
 - Does not require counterbalancing
- However...

- Our sample was convenience based
- May not be generalizable
- Further replications would be needed to increase validity

Results: DV 2

- ▶ There is no main effect of Personality Type: $F(1, 38) = .04, p = .84$
- ▶ There is a main effect of Midterm Grade: $F(1, 38) = 2.54, p = .12$
- ▶ There is no Personality Type x Midterm Grade interaction: $F(1, 38) = 2.09, p = .16$

Take-Home Messages

- Participants were able to quickly identify another student's (albeit fictional) varying level of anxiety.
- Similarly, participants were consistent with each other in assessing the fictional student's confidence within the given situation.
- Lastly, participants recognized that fictional student's anxiety level and confidence in their abilities depended on their personality.

Discussion

Overall it appears that participants recognized that fictional student's anxiety level and confidence in their abilities depended on their personality.

LAB_10-11 Example 3: Research Presentation Poster

Canadian Psychological Association's 75th Annual Convention
Vancouver, British Columbia
June 5 - 7, 2014



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

A cross-cultural study of patterns of relationships between meaning in life, vitality, materialistic values, and well-being

Holli-Anne Passmore, Mark D. Holder
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Louise T. Lambert D'raven
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Abstract

This study examined the relationships between meaning in life, vitality, materialistic values, and well-being in university students from two countries: Canada and the United Arab Emirates. Participants completed self-report measures of each construct. For both countries, endorsement of materialistic values correlated positively with a search for meaning in life. Additionally, for both countries, mediational analyses indicated support for a model wherein vitality mediated the relationship between meaning in life and well-being.

Introduction

- Frankl (1959) proposed that meaning in life was what individuals were ultimately seeking.
- However, Joseph Campbell (1988) suggested that what people are really searching for is not meaning in life per se, but rather an "experience of being alive" (p.1).
- Ryan and Frederick (1997) used the term vitality to refer to this subjective sense of feeling fully alive and energized.
- Vitality and meaning in life have been linked in both lay-literature and research literature. For example, Virtue.Net (2011) lists engaging in activities which give one's life meaning as a suggested activity to increase one's vitality; Li and Oh (2007) reported a positive relationship between vitality and meaning in life among Korean nurses.
- Materialism has been linked to low meaning in life and low levels of well-being (Frankl, 1978; Kashdan & Breen, 2007).

Hypotheses

1. Materialism would predict high levels of searching for meaning in life.
2. Meaning in life and vitality would contribute significantly to well-being.
3. Vitality would mediate the relationship between meaning in life and well-being.

Method

Psychology undergraduates completed the following measures:
(CA: $N = 394$; UAE: $N = 195$)

* Meaning	Meaning in Life Questionnaire Sense of Meaning Scale
* Vitality	Subjective Vitality
* Materialism	Material Values Scale The Materialism Scale
* Well-Being	Emotional Psychological Social

Results

High levels of materialistic values predicted search for meaning across both samples:
CA: $r(380) = .10^*$ UAE: $r(180) = .22^*$

Regression analyses revealed that, in both the CA and UAE samples, both meaning and vitality contributed significantly to eudaimonic well-being, although vitality accounted for a greater proportion of the variance in well-being.

CA: $F(2,358) = 177.70^{**}$, $\beta(\text{meaning}) = 0.28^{**}$, $\beta(\text{vitality}) = 0.51^{**}$
UAE: $F(2,167) = 60.12^{**}$, $\beta(\text{meaning}) = 0.33^{**}$, $\beta(\text{vitality}) = 0.41^{**}$

In the prediction of hedonic well-being, only vitality was a significant predictor; meaning in life became non-significant.

CA: $F(2,366) = 144.81^{**}$, $\beta(\text{meaning}) = 0.09$, ns., $\beta(\text{vitality}) = 0.61^{**}$
UAE: $F(2,175) = 40.96^{**}$, $\beta(\text{meaning}) = 0.10$, ns., $\beta(\text{vitality}) = 0.51^{**}$

Mediation analyses revealed that meaning in life influenced well-being through its indirect on vitality, in addition to its direct effect.

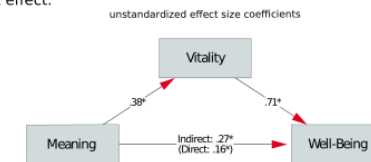


Fig. 1. CA: $K^2 = .35$, $Z = 9.39^{**}$

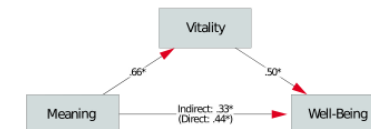


Fig. 2. UAE: $K^2 = .24$, $Z = 5.10^{**}$

Discussion

This research provides new insights into the importance of vitality as a marker of well-being, and provides a starting point for a possible new dimension in meaning in life research.

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LAB_10-11 Example 4: Research Presentation Poster

Abstract

Researchers differ in the extent to which they view well-being as amenable to change. Similarly, laypeople likely differ on the degree to which they perceive that they can influence their level of well-being. The current research investigated whether individual differences in the extent to which well-being is perceived as malleable or fixed are predictive of important psychological outcomes. Specifically, we hypothesized that holding a view of well-being as malleable (i.e., an incremental view) would be associated with higher hedonic and eudaimonic well-being than holding a view of well-being as fixed (i.e., an entity view). Moreover, we examined whether the association between incremental views of well-being and well-being outcomes was mediated by personal growth strivings. Young adults ($N = 270$) completed measures of implicit theories of well-being, personal growth initiative, and well-being. As hypothesized, those who held incremental views reported higher well-being than those with entity views, and this relationship was mediated by greater personal growth initiative. Moreover, this pattern upheld both for hedonic and eudaimonic well-being criteria, and it persisted even after controlling for socially desirable responding and for the influence of implicit theories of intelligence. One implication of the current research is that those with incremental views of well-being may be more amenable to well-being interventions.

Introduction

Over almost three decades, Carol Dweck and colleagues have examined individual differences in the extent to which personal attributes, such as ability, are viewed as fixed or malleable. Endorsement of an entity theory means that attributes are perceived as relatively stable and unchangeable. Endorsement of an incremental theory means that attributes are viewed as malleable and open to influence. Theory and evidence suggests that, in numerous domains of functioning, adoption of an incremental view is associated with the most adaptive cognitive and behavioural consequences. The current research sought to examine the influence of implicit theories of well-being. As applied to well-being, incremental theorists endorse a conceptualization of well-being as malleable and alterable, whereas entity theorists endorse a conceptualization of well-being as fixed and immutable. While implicit theories of well-being have yet to receive empirical scrutiny, some research has examined implicit theories of emotion. Tamir, John, Srivastava, and Gross (2007), in a longitudinal study, showed that people who view emotion as fixed engaged in poorer emotional self-regulation, experienced fewer positive and more negative emotions over a 10-week period, and had lower psychological well-being at the end of the year. De Castella, Goldin, Jazaieri, Ziv, Dweck, and Gross (2013) showed that adopting an entity theory of emotion was predictive of less reliance on cognitive reappraisal as an emotion-regulation mechanism, and with reduced self-esteem and life satisfaction.

Contemporary well-being researchers conceive of well-being as comprised of both functioning well and feeling good. While implicit theories of emotion tap aspects of the feeling good component of well-being, they do not tap the functioning well components of well-being. The current research, therefore, provides an initial foray into implicit theories of well-being and their ability to predict outcomes related to feeling good and functioning well. We hypothesized that incremental beliefs regarding well-being would predict higher levels of both functioning well and feeling good than entity beliefs regarding well-being. We also hypothesized that the positive relationships between incremental beliefs regarding well-being and functioning well and feeling good would be mediated by an increase in personal growth initiative, such that incremental beliefs of well-being, compared to entity beliefs, would lead to an increase in personal growth initiative which, in turn, would lead to higher levels of functioning well and feeling good.

Implicit Theories of Well-Being

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¹MacEwan University ²University of British Columbia

Method:

Measures:

- Implicit Theories of Well-Being (ITWB) (newly developed, based upon a measure by de Castella & Byrne, 2014)
- Personal Growth Initiative Scale (PGI) (Robitschek, 1998)
- Flourishing Scale (Diener et al., 2010)
- Scale of Positive and Negative Experience - Positive Feelings (Diener et al., 2010)

Control Measures:

- Implicit Theories of Intelligence (de Castella & Byrne, 2014)
- Socially Desirable Responding (Reynolds and Gerbasi, 1982)

$N = 270$ undergraduates

Results:

As participants were more likely to endorse an incremental theory of well-being (and, therefore, less likely to endorse an entity theory), they reported greater well-being.



These relationships remained significant after controlling for implicit theories of intelligence and socially desirable responding.

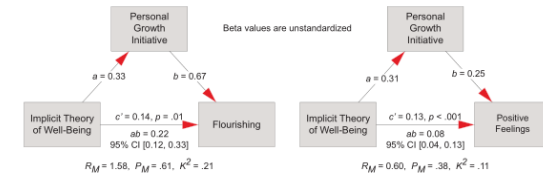
Discussion

In further research along these lines, incremental and entity mindsets concerning well-being could be measured or manipulated in order to examine whether those with an incremental theory of well-being may be more responsive to well-being interventions than those with an entity theory of well-being. It would be advantageous to know whether implicit theories moderate people's openness to engage in intentional activities aimed at improving their functioning.

In addition, it may be fruitful to devise a positive psychology intervention aimed at the cultivation of an incremental mindset toward well-being. Such a growth-oriented mindset could be assessed for its enduring impact on measures of positive feeling and positive functioning.

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Mediation analyses using ordinary least squares path analysis suggested that participants' implicit theory of well-being indirectly influenced their level of functioning well (flourishing) and feeling good (i.e., positive feelings).



61% of the effects of participants' implicit theory of well-being on flourishing occurred indirectly through increased personal growth initiative.

38% of the effects of participants' implicit theory of well-being on positive feelings occurred indirectly through increased personal growth initiative.



CPA
76th Annual Convention
Ottawa, Ontario
June 4-6, 2015

LAB_10-11 Example 5: Research Presentation Poster

Benefits of Reflecting on the Positive and Negative

Lauren R. Hotchkiss, Holli-Anne Passmore, Duncan McCurrach, and Mark D. Holder

Abstract

Research has demonstrated that reflecting on the positives in life is beneficial to well-being. Recent studies have identified that benefits can be gained from the full-range of human emotions and experiences. We conducted a two-week study that compared the effects of two forms of self-reflection. Undergraduates ($N = 86$) were randomly assigned to reflect solely on the positives in their day for which they were grateful, or to reflect on both the positive and negative events of their day. Following two weeks of reflection, participants who had reflected on both positive and negative daily experiences showed a significantly greater upwards shift in gratitude than did participants who had focused only on positive daily experiences ($d = 0.47$). Furthermore, analysis of the qualitative responses revealed that themes of increased self-confidence, understanding of self, and self-awareness emerged only from the responses of those who had reflected on both positive and negative experiences.

Introduction

As our days become cluttered with school, work, activities and other obligations, we often neglect to pause and reflect on these events and how they impact us. However, a wealth of research has demonstrated that well-being can be enhanced by investing even just a small amount of time in a regular reflection exercise (e.g., writing in a gratitude journal), in which individuals reflect on the positive things in their lives for which they are grateful (Davis et al. 2015). Focusing on what went right on any given day can, though, be difficult at times, particularly on days characterized by frustration, struggles, and doubt. Yet, as Maslow (1962) noted, struggle, frustration, and tension are unavoidable consequences of being truly engaged in life, and are found in all healthy people. Thus, engaging in an intervention that encourages one to, in essence, simply ignore the negative parts of life is not realistic.

Positive psychology is now beginning to recognize the power of the so-called "negative" (Ivtzan, Lomas, Hefferon, & Worth, 2015; Kashdan & Biswas-Diener, 2014; Quoidbach, 2014). Second-wave positive psychology recognizes that optimal functioning comes from a dynamic interplay between positive and negative emotions and factors (Wong, Ivtzan, & Lomas, 2015). Our current study was informed by this broadened perspective.

We conducted a two-week study that compared the effects of two forms of self-reflection:

- reflecting on just the positives in one's day for which to be grateful, or
- reflecting on both the positive and negative events of one's day.

Method

Participants:

University students ($N = 86$)

Measures:

Gratitude Questionnaire Six-Item Form (McCullough, Emmons, & Tang, 2012)
Gratitude Adjective Checklist (McCullough et al., 2002)
Meaning in Life Questionnaire - Presence Subscale (Steger, Frazier, Oishi & Kaler, 2006)
Herth Hope Index (Herth, 1992)
Implicit Theories of Well-Being (Howell, Passmore, and Holder, 2015)

Results

At the end of the two-week study period, participants who had reflected on both the positive and negative experiences of their daily lives showed a significantly greater shift in gratitude than did participants who had focused only on positive daily experiences (Figure 1). Analysis of the qualitative responses revealed that, while themes of appreciation emerged for both groups, themes of increased self-confidence, understanding of self, and self-awareness emerged only from the responses of the daily activities/positive-negative group (Figure 2). There were no significant shifts in meaning in life, hope, or implicit theories of well-being.

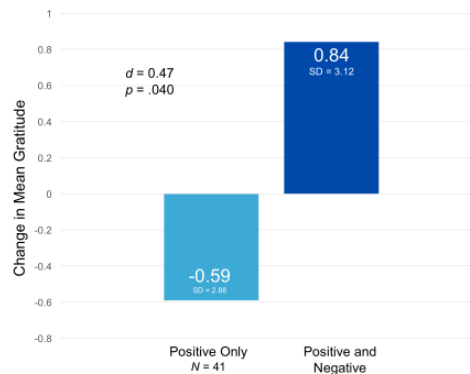


Figure 1. Difference scores from pre- to post-intervention in gratitude.

Procedure:

1. Participants were randomly assigned to one of two self-reflection exercises. One group was asked to reflect on only the **positive aspects** of their day and how those impacted them. The other group was asked to reflect on both the **positive and negative** and how those impacted them.
2. All participants completed pre-intervention measures of gratitude, hope, meaning in life, and implicit theories of well-being
3. Every second day for two weeks, participants completed their assigned self-reflection exercise.
4. At the end of the two-week study period, participants completed post-test measures of gratitude, hope, meaning in life, and gratitude.

self-confidence
understanding-of-self
self-awareness
appreciation

Figure 2. Themes present in the "positive and negative" group daily responses

Discussion

Whereas responses of participants in the gratitude/positive-only condition resembled merely a list of positive moments from their day, responses of participants in the positive-negative condition were presented in a narrative manner, weaving between positive and negative experiences. Although not our original intention, this suggests that by asking people to reflect on both the positive *and* negative events of their daily lives, we created a brief narrative identity intervention. Narrative identity is a way to develop a sense of self through accounts of meaningful episodes which include both high points and low points (McAdams, 2001). It appears that the organically-generated narrative structure of participants' responses from the positive-negative condition enabled them to gain greater insight. This is in line with previous research suggesting that self-reflection by itself does not necessarily lead to enhanced well-being, but rather it is the insights gained during the process which catalyze subsequent beneficial effects (Harrington & Loffredo, 2011).