# Learning Objectives

1. To understand the assessment
2. To begin working on your method section using supporting literature
3. To consider confounding variables in experiments

# Prerequisites

* Read the [EDP Assessment information on the EDP Website](https://glenpennington.github.io/EDP/assess-bg.html)
* Read the [**Introduction** and **Methodology**](https://hope.primo.exlibrisgroup.com/discovery/fulldisplay?context=PC&vid=44HOP_INST:VU1&search_scope=MyInst_and_CI&tab=Everything&docid=cdi_proquest_miscellaneous_81215627) of the starter reference, there is some guidance to support this on the [Assessment 🡪 Dual Lexical Decision Task page on the website](https://glenpennington.github.io/EDP/ldt.html)
* Run a [**demo Lexical Decision Task**](https://www.psytoolkit.org/experiment-library/experiment_ldt.html)online

**If you do not do the preparation, you will find it difficult to work along with your tutor and peers in this session[[1]](#footnote-1)**

## Starter Reference

Meyer, D. E., & Schvaneveldt, R. W. (1971). Facilitation in recognizing pairs of words: Evidence of a dependence between retrieval operations. [*Journal of Experimental Psychology, 90*](https://hope.primo.exlibrisgroup.com/discovery/fulldisplay?context=PC&vid=44HOP_INST:VU1&search_scope=MyInst_and_CI&tab=Everything&docid=cdi_proquest_miscellaneous_81215627), 227-234.

# Activity 3.0

Before you start to plan the assessment, we need to discuss experimental controls in experiments as you will be using word and nonword stimulus banks to select the words/nonwords you will use for your word pairs. In your methodology you should reference which stimulus bank(s) you are going to use in your task from the ones provided in the assessment details document and how you are going to control your stimuli.

## Experimental Controls

When a psychologist undertakes any research project, they do not pluck experimental specifications, durations, confounds, controls, etc out of thin air. **Therefore, a literature search is necessary at this point,** and it will be a good idea to include “lexical decision task” in your search terms along with the stated effects/confounds (Weeks 1 and 2 RDA Core1). You need to appreciate how these effects or confounds might influence your experiment, so you will need to read and then read some more. We will also be returning to confounds in coming sessions

1. You cannot (or should not? *see the Core 1 lectures about controlling for confounds and being ‘too controlling’*) control for everything, so you will need to carefully consider how you will choose your:
   1. 12 related word pairs
   2. 12 unrelated word pairs
   3. 6 pseudoword pairs and 6 word/pseudoword pairs **(Total n of trial pairs = 36)**

**AND**

* 1. a set of practice pairs (2 of each of the above) **(Total n of practice pairs = 8)**

Read about and select at least **two** parameters that you will use to help you develop your word stimuli, make notes about your decisions.

You should not include a Participants section in your method section.

## Planning your assessment

This section is designed to **scaffold the** **written part** of this assessment, but you will not be able to complete all of the materials section today. Today you are going to work on your **design** and **procedure** parts of the methodology section. Your methodology should be in a format like those in the journal articles that you read.

A methodology should ensure that any reader would be able to understand the experimental paradigm that you are using, the study design, the variables (IVs and DVs) and the decisions that you will make to choose the stimuli (setting parameters to control for differential effects of stimuli in an experiment)

It is a good idea to keep this document handy and continue to make notes as you work. You will be expected to develop and refine this methodology based on peer feedback later in this session, and this will help you write your design/materials/procedure section for submission

1. **Design**  (in this section you should include the study design, any IVs and DVs, any conditions/levels within the IV and the type of data that the study will elicit – ordinal, continuous, nominal etc) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. **Materials** (in this section you should **include a single trial visualisation**/how many trials you propose to run, which databases you used to develop your stimuli, how you chose your stimuli – what parameters you used to select the pairs of words and why, use **evidence** from **literature** about the task to decide the parameters, to determine how long the fixation/ stimuli/inter stimulus intervals etc must be on screen and how the participant will respond to the stimuli, etc.) **You will return to this and refine it prior to submission** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Create a visualisation of the trial using the template provided at the end of this document. This. will help you to write your procedure section
4. **Procedure** (outline how the experiment will run) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Activity 3.1

## Peer Support

You may work in pairs or groups of three

1. In your groups, show and explain your experiment flow visualisations with your peers
2. If you do not understand your peer’s study, you should ask them to clarify. This process is known as a ‘critical friend’ process, and we use it in academia in many situations. This will help you to develop your experiment, and ensure that your experimental controls are feasible and that you can explain your experiment, which in turn will help you with the written part of the assessment

Figure 1. Trial/Flow Visualisation Template (add more container boxes if necessary, as you go along and do more reading, include on screen durations and any specifications that you want to include)

1. I feel like I should add a whole load of crazy bling, flashing arrows, and fairy lights around this sentence. If you fail to prepare, be prepared to fail. I do not write this stuff for fun; it is carefully considered so that you can achieve the learning outcomes and be in a good position to do your assessment. [↑](#footnote-ref-1)