

# Lecture 04: Finding your Psychology

## MeSearch or Research?

Dr. Gordon Wright

October 9, 2023

### Key topics today

The week ahead (week 4)

- Personal Tutor Meeting about Mini-Dissertations - oops
- Critical Proposal due next week (week 5)
- Design & Analysis Quiz due next week (week 5)
- Research as a human enterprise
- Lab preview - Keep pressing on with Critical Proposal (due week 5)
  - Try to nail down your variables and your design ON THE PAGE!

### Personal Tutor Meeting Week 4

This week (week 4) your PT session is all about your Mini-Dissertation

#### Tip

Please familiarise yourself with well-being services available in college  
<https://www.gold.ac.uk/students/wellbeing/wellbeing-service/>

## **Any Questions?**

### **Let your freak flag fly! {.background “red”}**

#### **Whaaa?**

You can have a sepremely individual ‘take’ on Psychology?

The Psychology you need or want for the future?

A career path with hundreds of different routes?

or is it more personal than that?

#### **Do you need a ‘passion’ in Psychology?**

We (staff) talk about this sometimes.

Is it critical that you find a topic of interest to you?

Does it help? Does it hinder?

Is it possible to be a Psychologist without a personal stake?

**It’s not all about what you do. I want you to think about HOW you do it.**

**Around us a crisis is unfolding**

## **Science has been in a “replication crisis” for a decade. Have we learned anything?**

Bad papers are still published. But some other things might be getting better.

By Kelsey Piper | Oct 14, 2020, 12:20pm EDT

## Psychology is grossly misunderstood

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# Public Skepticism of Psychology

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*Why Many People Perceive the Study of Human Behavior as Unscientific*

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Scott O. Lilienfeld  
Emory University

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### Next week

The Replication Crisis and our ongoing response - Open Science

The practice of Psychology we encourage in you!

### Research & me-search

## PLOS ONE

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RESEARCH ARTICLE

### When research is me-search: How researchers' motivation to pursue a topic affects laypeople's trust in science

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(altenmuller2021?)

### Reflexivity

Reflexivity and the psychologist

Reflexivity generally refers to the examination of one's own beliefs, judgments and practices during the research process and how these may have influenced the research.

An integral part of the Qualitative 'tradition'

(morawski2005?)

## **Inclusive Research**

Inclusive research is a term that was coined in the early twenty-first century to embrace participatory and emancipatory approaches to research with people with learning/intellectual disabilities (Walmsley, 2001)

Inclusive research embraces participatory and emancipatory approaches to research.

Its characteristics are that it:

- Is owned (not necessarily initiated) by lay people
- Furthers the interests of lay people, researchers are on their side
- Is collaborative
- Enables lay people to exercise control over process and outcomes
- Produces outputs that are accessible.

## **context**

Research situated within the wider rights movement.

### **“Nothing about us without us” (Aspis, 2000).**

a slogan of the disabled people's movement, has been applied to research as well as other areas.

“exclusivity not only touches but also contorts and diminishes all aspects of psychological science” (Ledgerwood et al., 2022, p.2).

(ledgerwood2022?)

## OSF (Open Science Foundation)

OSF | When Research is Mesearch: How Researchers' Motivation to Pursue a Topic Affects Laypeople's Trust in Science <https://osf.io/phfq3/>

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### When Research is Mesearch: How Researchers' Motivation to Pursue a Topic Affects Laypeople's Trust in Science

Contributors: [Marlene Sophie Altenmüller](#), [Leonie Lucia Lange](#), [Mario Gollwitzer](#)  
 Date created: 2020-08-04 02:25 PM | Last Updated: 2021-07-10 05:42 PM  
 Category:  Project

Description: Research is often fueled by researchers' scientific, but also their personal interests: Sometimes, researchers decide to pursue a specific research question because the answer to themselves: Such "me-search" may not only affect the quality of research, but also how it is perceived by the general public. In two studies (N=621), we investigate the circumstances under which increases or decreases laypeople's ascriptions of trustworthiness and credibility to the respective researcher. Results suggest that participants' own preexisting attitudes towards the research topic substantially: When participants hold favorable attitudes towards the research topic (i.e., LGBTQ or veganism), "me-searchers" were perceived as more trustworthy and their research was perceived reversed when participants held unfavorable attitudes towards the research topic. Study 2 furthermore shows that trustworthiness and credibility perceptions generalize to evaluations of the future research and practice are discussed.

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Citation


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89		wa	base	interview	2020-04-22...	1	3	2	2
90		wa	base	interview	2020-04-22...	1	4	5	4
98		wa	base	interview	2020-04-22...	1	5	5	5
101		wa	base	interview	2020-04-22...	1	6	5	5
102		wa	base	interview	2020-04-22...	1	4	4	4
103		wa	base	interview	2020-04-22...	1	6	5	4
104		wa	base	interview	2020-04-22...	1	6	6	6
107		wa	base	interview	2020-04-22...	1	6	5	5
108		wa	base	interview	2020-04-22...	1	4	5	4

## Open Materials

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When Research is Mesearch: How Researchers' Motivation to P...

Materials\_english.pdf

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Automatic Zoom

## Material of Study 1

### Your Task

**Please imagine the following situation and try to put yourself into the situation as best as possible:**

The Social Research Institute (SRI) attaches great importance to investigating issues that are also of great interest to the public. For this reason, you can view proposals for research projects on the website and give your opinion. All proposals begin with a short description and a statement by the scientist who is in charge of the project.

You are on the website, looking at the beginning of a proposal by Dr. Lohr.

Please read the proposal carefully.

To do so, click on "continue".

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### Manipulation

**Psyarxiv**

(conry-murray2022?)

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The Values of Psychological Science: Examining Identity- and Ideological-based Inclusivity

Clare Conry-Murray


Saint Joseph's University





Priya Silverstein

Institute for Globally Distributed Open Research and Education

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Abstract

Should psychology research consider issues of diversity in decisions about research topics, research methods and reporting of results? We suggest that there are three goals or values of psychological research, which may be impacted by diversity: (1) credibility, especially regarding validity and generalizability, (2) understanding, including ...

[See more](#)

Preprint DOI

10.31234/osf.io/cskg2



## Questions?

### Lab activities

Keep working!

Formalise your individual design

2x2 Design		IV 1	
		IV1: Level 1	IV1: Level 2
IV 2	IV2: Level 1	dv	dv
	IV2: Level 2	dv	dv

### More specific

2x2 Design		Time of Day	
		Morning	Afternoon
Caffeine	Some Caffeine	dv	dv
	No Caffeine	dv	dv

**This is my design**

Everything I will need to know about my study Andy Student (33412345)									
IV(A)		The Relationship between IV(A), IV(B) and DV						This is my	
A1	Level 1	Independent Variable A	Independent Variable B	Independent Variable B				?	Between
A2	Level 2			B1		B2		?	Repeated
Type	Between/Within?			DV for A1,B1		DV for A1,B2		?	Mixed
				DV for A2,B1		DV for A2,B2			
IV(B)								Effect S	
B1	Level 1							IV(A)	?
B2	Level 2							IV(B)	?
Type	Between/Within?							A*B	?
Dependent Variable									
Name		My Dependent Variable							
Measurement		How my DV is measured							
Type		Continuous							
Hypotheses									
H1		Main effect of IV(A) on DV							
H2		Main effect of IV(B) on DV							
H3		Interaction effect of IV(A) * IV(B) on DV							
Sample Size									
		IV(A) ?							
		IV(B) ?							
		A*B ?							

**Notation**

We use a notation system to refer to these designs:

2x2 = Two-way ANOVA. There are two IVs, the first IV has two levels, the second IV has 2 levels. There are a total of 4 conditions,  $2 \times 2 = 4$ .

2x3 = Two-way ANOVA. There are two IVs, the first IV has two levels, the second IV has three levels. There are a total of 6 conditions,  $2 \times 3 = 6$

4x4 = Two-way ANOVA. There are two IVs, the first IV has 4 levels, the second IV has 4 levels. There are a total of 16 conditions,  $4 \times 4 = 16$

**2x3x2 = Three-way ANOVA.** There are a total of three IVs. The first IV has 2 levels. The second IV has 3 levels. The third IV has 2 levels. There are a total of 12 conditions.  $2 \times 3 \times 2 = 12$ .

## Review

Crump, M. J. C., Navarro, D. J., & Suzuki, J. (2019, June 5). Answering Questions with Data (Textbook): Introductory Statistics for Psychology Students.  
<https://doi.org/10.17605/OSF.IO/JZE52>

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<https://crumplab.com/statistics/07-ANOVA.html>

<https://crumplab.com/statistics/10-MixedANOVA.html#x2-designs>

## 3 'flavours' of 2x2 ANOVA

**2bx2b** - Between-subjects/Factorial ANOVA

**2wx2w** - Within-subject/Repeated Measures ANOVA

**2bx2w** or **2wx2b** - Mixed ANOVA

You will be using one of these (all supported by SPSS Exercises 1 & 2)

JAMOVI is a reasonable alternative to SPSS (R is even better - much more value as a skill)

## The 3 effects possible in a 2x2 ANOVA

Main effect of IV1

Main effect of IV2

Interaction of IV1\*IV2

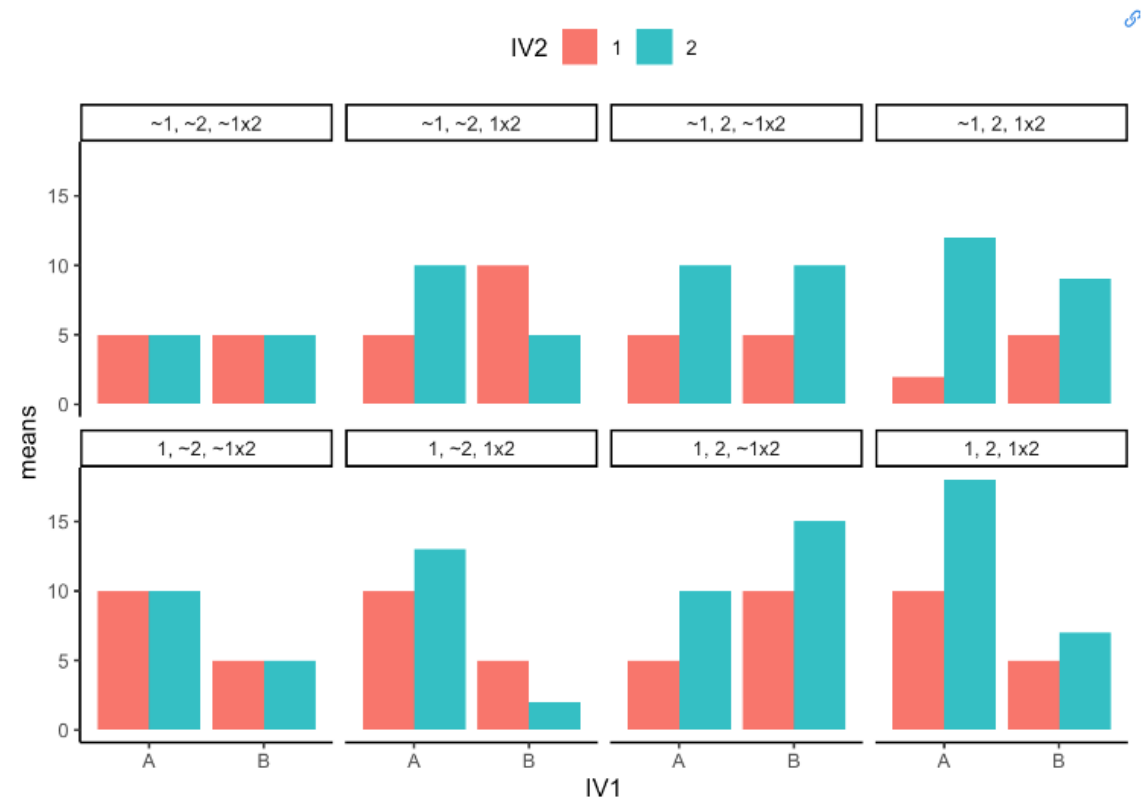
**therefore 8 possible 'outcomes' of a 2x2 ANOVA**

- no IV1 main effect, no IV2 main effect, no interaction
- IV1 main effect, no IV2 main effect, no interaction
- IV1 main effect, no IV2 main effect, interaction
- IV1 main effect, IV2 main effect, no interaction
- IV1 main effect, IV2 main effect, interaction
- no IV1 main effect, IV2 main effect, no interaction
- no IV1 main effect, IV2 main effect, interaction
- no IV1 main effect, no IV2 main effect, interaction

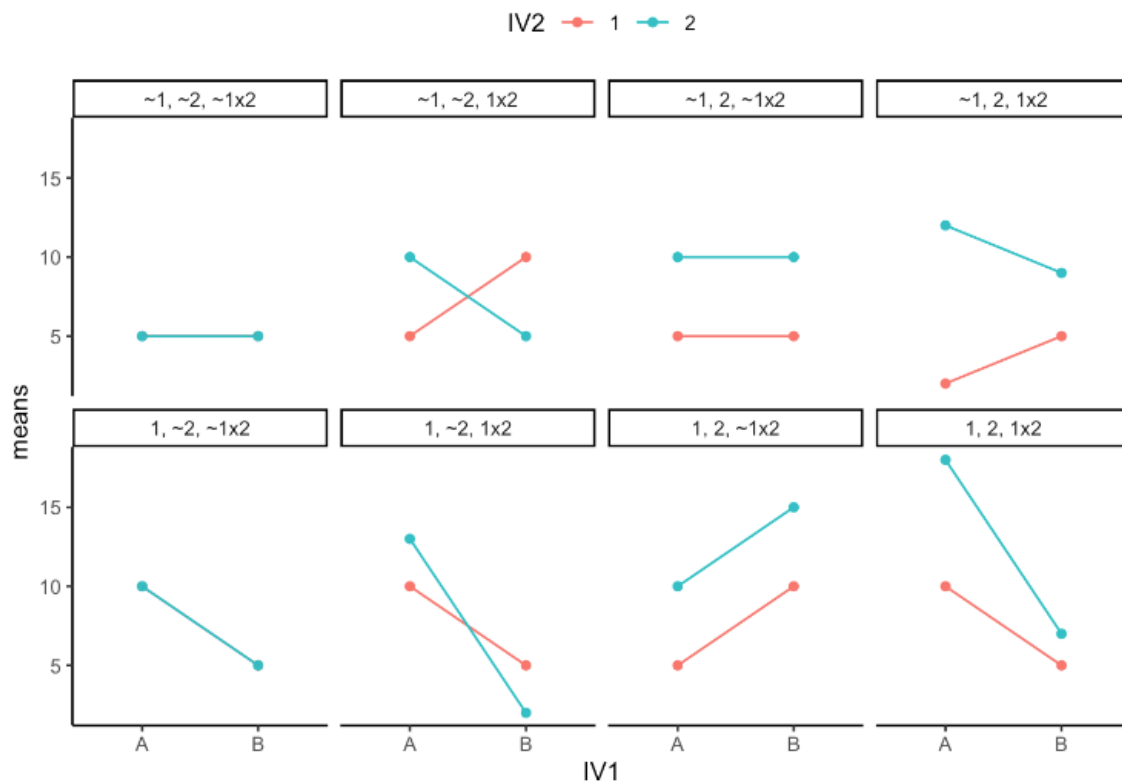
**graph key**

- 1 = there was a main effect for IV1.
- ~1 = there was **not** a main effect for IV1
- 2 = there was a main effect for IV2
- ~2 = there was **not** a main effect of IV2
- 1x2 = there was an interaction
- ~1x2 = there was **not** an interaction

Bar charts



## Line plots



## References

Walmsley, J. (2001). Normalisation, Emancipatory Research and Inclusive Research in Learning Disability. *Disability & Society*, 16(2), 187–205.  
<https://doi.org/10.1080/09687590120035807>