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| |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | --- | |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Biases and what we did to prevent them** **What is considered emotional?**  The first major bias we came across was the fact that something could be emotional to some and not others. We decided to use our own judgment on what could be considered emotional or non-emotional. The non-emotional video brings no emotion to us, the researchers, but could bring forth emotion to someone else. We decided to have the students write down their emotional rating, because of this factor. With the emotional rating, we are able to see if, in fact, the students felt generally more emotional in the emotional video. When analyzing our data we are able to compare the results based on how they felt emotionally.  **Time of day**  Another major bias was the time of day. For example, students may be tired in the morning, or hungry before lunch; this could alter their ability to pay attention. We set up a very organized schedule using a freshman and sophomore class every period of the day for two days. A total of twenty-four classes allows for a large sample size and eliminates the time of the day bias. Starting with the emotional video first period, we altered emotional and non-emotional every other period so time and day wouldn�t be a bias. On day two we started first period with non-emotional and continued to switch the videos every other period. We did not want to test all the emotional videos one day and the non-emotional the following day. On Mondays students may tend to be tired from the weekend. The following is a schedule of the classes we tested.   |  |  |  | | --- | --- | --- | | Monday, March 5, 2001 | | | | Period | Freshmen | Sophomore | | 1 | emotional (1) | emotional (2) | | 2 | non-emotional (4) | non-emotional (3) | | 3 | emotional (5) | emotional (6) | | 4 | non-emotional (7) | non-emotional (8) | | 5 | emotional (9) | emotional (10) | | 6 | non-emotional (11) | non-emotional (12) |      |  |  |  | | --- | --- | --- | | Tuesday, March 6, 2001 | | | | Period | Sophomore | Freshmen | | 1 | non-emotional (13) | non-emotional (14) | | 2 | emotional (15) | emotional (16) | | 3 | non-emotional (17) | non-emotional (18) | | 4 | emotional (19) | emotional (20) | | 5 | non-emotional (21) | non-emotional (22) | | 6 | emotional (23) | emotional (24) |   **Types of classes**  We used freshman and sophomore classes because it is the only way we could get completely randomized students. All freshmen have to take basic English and they are completely random. If we tested math classes, for example, sophomores taking Geometry would most likely be able to retain small details than sophomores in math 1. Juniors and seniors have more options in English; they are given the option of Advanced comp, world literature, or Social Justice. Students in such classes would have different learning capabilities, thus, bringing new variables into the experiment.  **Students sharing information**  Another bias would be the fact that the students tell each other about our experiment. If the students know they will be tested, it is possible they will try to remember what they hear and see in the video. They will most likely pay closer attention then they would have otherwise, therefore, altering our data. To eliminate this bias we told the students that it was extremely important that they keep this experiment confidential. We stressed the importance of staying quiet and how bias can alter our data. We made it clear that we have spent months researching this experiment, and that if the students told other students it would skew the data. We hope, but cannot be certain, that the students met our requests.  **Consistency in our presentation**  Interviewer bias is a major variable that could alter our data. We had a set monologue or intro to present for every single class. We said the same things, in the same order, to every class and did the best we could to not digress from the monologue. We wore dull colors and generally the same thing both days. Bright clothing could distract the students from paying attention to what we are saying or what was presented in the video.  **Consistency in the videos**  We attempted to keep both videos nearly identical. The only difference in the videos should be the emotional content. In order to achieve this we used the exact same video clip in both videos. Mike Dobbs, a student at Amador Valley, did the voice over for both videos and tried to keep the same tone of voice for both videos. Although the stories are slightly different they contain the same basic facts and are nearly identical in length. We made the stories the same length because the amount of information could contribute to amount of information a person can retain.  **Consistency in the classrooms**  Even with all the precautions we took, we could not ensure that all the classroom environments would be the same.  After each class we tested we wrote down what the environment in the classroom was like.  If one class strayed greatly from the average of the data we would be able to look back and see if anything in the classroom environment could explain this. This is another reason for why we used such a large sample size; we have no control of the environment. | | |