3) The head teacher of the school in which you work has heard about stereotype threat, and has asked you to write a report outlining the relevant findings and making recommendations for a set of practices that could feasibly be implemented in the school.

1. Stereotypes
   1. Cognitive not (directly) affective
      1. Active/passive thinking not related to emotion
         1. Black people are good at sports
         2. Asians are good at math
         3. Women are caring
         4. Men are leaders
   2. Not negative
   3. Effect our implicit expectations of others and ourselves
   4. Exacerbated in high stress situations
      1. Stress effects working memory (
   5. All/most/some statements (some cats like outdoors) tend to get stored as generics
      1. Generics 🡪 Birds fly, tigers are striped, etc.
      2. Generics can be learned from a single instance
      3. Issues:
         1. Social groups don’t have generics but we develop generics from highly salient (important) events
   6. Stem from childhood essentialism
2. How does Stereotype threat work?
   1. Three components:
      1. Knows stereotype exists
      2. Is part of stereotyped group
      3. Inconsistent goal/evaluative belief
3. Research:
   1. Johns et al. “Knowing is half the battle” – March 8 slide 11
      1. Tested whether informing women about stereotype threat was useful for improving their performance in stereotype threatening situation
      2. Gave men and women a test
         1. Group 1 🡪Problem solving
         2. Group 2 🡪Math Test
         3. Group 3 🡪 Informed about stereotype threat
      3. Results:
         1. Women did worse when test was described as math test vs problem solving while men performed the same as well as when they knew about stereotype threat
         2. Women did better when informed about stereotype threat giving a basis to being informed to reduce impact
   2. Schmader model of stereotype threat
      1. Describes the phenomenon through problem solving vs verbal ability diagnostic
         1. Problem solving 🡪 Performed on same level as whites
         2. Diagnostic 🡪 Performed worse than whites
      2. Stereotype threat negatively impacts working memory
4. How to combat:
   1. More information reduces essentializing
      1. Change phrasing of questions
   2. Reducing stress will alleviate negative impact of stereotype threat on working memory
      1. Meditation session prior to exam
   3. Making people aware of how stereotype threat effects their performance

4) Your boss has heard that meditation has a variety of benefits, and wonders whether these findings can be used to help the company. You are charged with writing a report outlining these findings and defending a set of recommendations.

1. Working memory
   1. Global workspace of our mind that effects problem solving, decision making, etc.
   2. Prefrontal and parietal cortex
   3. Works within a few seconds and acts as a temporary “white board” for cognitive tasks
2. Fluid G
   1. Statistic for testing correlation between cognitive tasks, known more as general intelligence
3. Attention Control and WM/Fluid G
   1. Meyer et al show correlation between attention control and fluid g/working mind with their study of children age 5-10
4. Increases attention control
   1. Carter et al show through their study of Tibetan Buddhist Monks that meditation improves attention control
      1. Shown by their resilience to image switching in binocular rivalry comparing pre-meditation to post meditation
5. Stress Effect on Working memory
   1. Reducing stress improves fluid g
6. Meditation reduces stress

7) You are a social worker, and your boss has asked you to write a report that draws on findings from cognitive science, arguing in favor of a set of recommendations for the child-interviewing practices to be used when children are suspected of being victims of abuse.

1. Memory Construction
   1. Daniel Schacter’s 7 Sins of memory
      1. Misattribution 🡪 Correct recollection but incorrect source
      2. Suggestibility 🡪 Similar to misattribution but is the acceptance of information made by others of details
         1. Exacerbated by the fact that every time memory is recalled it is elaborated in imagination
   2. Inferences drawn from experience can become part of episodic memory
   3. Loftus and Hoffman -- Misinformation and Memory
      1. Demonstrate how false memories are formed
         1. Robbery story
2. Problem – Suggestive Interviewing
   1. Suggestibility provides the basis for this
   2. Counter:
      1. Open ended broad questions
      2. Start with questions or let them recall, don’t present any information prior
      3. Emotional tone of interviewer can sway the child’s answer
3. Reliability of children’s memory
   1. Interviewer bias can influence children’s memories because children want to be helpful
   2. Children will reply “yes” or “no” to a question they don’t understand because they want to be helpful
   3. If questions are repeated then more information regardless of validity will be given because that is believed to be what is wanted
   4. More falsehoods are given over multiple interviews
   5. It is very difficult to separate true memories from false ones
4. What to do
   1. Open ended questions
   2. No repeated questions
   3. Unbiased interviews
   4. No follow up interviews
   5. No anatomical dolls

8) You are writing a brief for the Supreme Court in a case that turns crucially on eyewitness testimony. Use empirical findings to defend your recommendations to the court for how it should rule concerning the circumstances under which eyewitness testimony should, or should not, be admissible.

1. A large percentage that was exonerated by DNA was convicted by eye witness accounts
   1. Wells and Quinlivan Study
      1. Show that Manson was a good test back in the 70’s but biological and social science has improved beyond it
   2. Shouldn’t see suspects prior to lineup
   3. Lineups should be done serially
   4. Lineup should match previous description
   5. Suspects should be reminded that the perpetrator may not be in the lineup
2. Manson reliability test -- Current
   1. Opportunity to view
      1. No recognition after 150 feet
   2. Attention to perpetrators face
      1. Weapon focus effect
   3. Accuracy of description given
      1. Recall vs recognition
   4. Time to identification
   5. Certainty of identification
      1. Only .4 correlation between certainty and correctness
   6. Is flawed because it encourages poor procedures
      1. 3 most important factors are strengthened by poor procedures