**Project Title**: Collaborative Replications and Education Project (CRAEP)

**Project Leaders**:

* Hans IJzerman, Tilburg University, <https://sites.google.com/site/brandtmj/>
* Mark Brandt, Tilburg University, <https://sites.google.com/site/hijzerman/>
* Jon Grahe, Pacific Lutheran University, Psi Chi.

**Purpose**: Two goals: Through student participation in large-scale replication efforts we aim to (1) facilitate student research training and (2) solidify research findings in psychological science.

**Procedures**: Psi Chi members and Research Methods instructors will be invited to contribute to this project either as student researchers or faculty sponsors. The project will be registered on the Open Science Framework so that contributors can benefit from easy access to helpful resources such as IRB proposal guidance, materials, or power analyses from Project Leaders. Contributors will obtain IRB approval from their home institution and collect their data when possible. Upon completion, contributors will share statistics from project necessary to complete meta-analyses. By sharing statistics, rather than data, many IRB problems regarding shared data should be resolved. Any contributor will be invited to take the lead in completing an associated research report of the project. If no student contributor (or faculty mentor) wishes to write up the results for publication, the project leaders will do so.

**Contributors**: Psi Chi members at any educational level are invited to participate. Groups of students may wish to do so as a chapter activity or single students may wish to do so for a class research project. Students will need to find a faculty sponsor for their projects. Research Methods instructors will be invited to use the studies list in their research methods class as an option for their students.

**Brief Summary**: Replications are one key component of the scientific method (Asendorpf et al., 2013) and are an effective pedagogical tool (Frank & Saxe, 2012; Grahe et al., 2012). We aim to leverage these pedagogical benefits to promote replications of important findings. We have composed a list of current studies that we will encourage students and instructors to replicate as part of research methods courses, independent studies, bachelor theses, and the like. For the longer-term perspective, we aim to collaborate with faculty and students to identify the important classical findings from our discipline. Everyone who conducts a replication of a study on the list will be encouraged to submit their results to a centralized location where they can be further analyzed by interested researchers/experts. Students and instructors who conduct replications that become part of a published paper will be recognized as contributors on any publications that arise from the data. Student groups will share research credit rather than receive independent recognition. Any interested contributor is welcome to contribute to the writing process, and authorship order will be determined following APA guidelines with preference going to student and faculty contributors rather than project coordinators. We highly encourage students and instructors to use the new ‘replication recipe’, developed by researchers from the Open Science Collaboration.

From the perspective of an instructor, the CRAEP will provide instructors with a straight-forward starting point for class projects and independent studies. Because of the replication recipe, it offers a very structured way to learn the mechanics of research, while still being challenged to think about the meaning of empirical studies. In addition, replication studies lets students focus on learning research itself, not whether an outcome is significant. From the perspective of outside researchers, the CRAEP has the potential to provide a vast array of data for meta-analyses and other research syntheses. So beyond helping the students learn how to conduct research, it will help researchers understand how replicable the findings on the list are. We expect the protocol will be adopted by other universities, as our common CRAEP protocol should result in student publications.

**The List of Studies (see reverse for the complete list)**: Studies that were the top three cited empirical (non-meta-analysis) papers in each of the top journals for 9 sub-disciplines of psychology (according to the ISI, impact determined by eigenfactor.org) were the initial pool of studies for the list. These 27 studies were rated for feasibility by Dr. Mark Brandt and Dr. Hans IJzerman. The top 10 studies were chosen for the list. These studies represent well cited, but also recent empirical papers in psychological science.

We aim to supplement this list by collaborating with students and instructors to name their favorite study in psychological science. We explicitly aim to identify those studies that we think are important for understanding human psychology, so as to make the projects fascinating and challenging for participating students and instructors. Feasible projects (rated by Psi Chi members and leaders of this project, Brandt, IJzerman, and Grahe) will be added to the initial list of 10 studies. Other Psi Chi Board Members are welcome to join this committee. This will create a list of studies that range in topics, difficulty, and age so that students and instructors will have an adequate assortment to choose from.

**Short Term Goals**: Spread the list of studies to be replicated, gather the relevant experimental materials needed to replicate the studies (when necessary), create an online hub for CRAEP using the OSF, and create a system for gathering information about the replication attempts as they are completed.

**Long Term Goals**: Over the course of multiple years facilitate the research training of psychology students by encouraging replication projects and collecting data about the success (or failures) of the individual projects for use in meta-analyses and other research. We also feel that by creating this protocol, interaction about teaching methods of research is further encouraged. Finally, we hope replications become a habit of psychology education and research.

Back, M. D., Stopfer, J. M., Vazire, S., Gaddis, S., Schmukle, S. C., Egloff, B., & Gosling, S. D. (2010). Facebook profiles reflect actual personality, not self-idealization. *Psychological Science, 21*(3), 372-374. Study 1

Diener, E., Ng, W., Harter, J., & Arora, R. (2010). Wealth and happiness across the world: material prosperity predicts life evaluation, whereas psychosocial prosperity predicts positive feeling. *Journal of Personality and Social Psychology*, *99*(1), 52. Study 1

Elliot, A. J., Niesta Kayser, D., Greitemeyer, T., Lichtenfeld, S., Gramzow, R. H., Maier, M. A., & Liu, H. (2010). Red, rank, and romance in women viewing men*. Journal of Experimental Psychology. General, 139*(3), 399. Study 7

Florian Jaeger, T. (2010). Redundancy and reduction: Speakers manage syntactic information density. *Cognitive Psychology, 61*(1), 23-62. Study 1

Griskevicius, V., Tybur, J. M., & Van den Bergh, B. (2010). Going green to be seen: Status, reputation, and conspicuous conservation*. Journal of Personality and Social Psychology, 98*(3), 392-404. Study 1

Kiefer, M., & Martens, U. (2010). Attentional sensitization of unconscious cognition: task sets modulate subsequent masked semantic priming. *Journal of Experimental Psychology. General,*  *139*(3), 464. Study 1

Kool, W., McGuire, J. T., Rosen, Z. B., & Botvinick, M. M. (2010). Decision making and the avoidance of cognitive demand. *. Journal of Experimental Psychology. General, 139*(4), 665. Study 1

Mazar, N., & Zhong, C. B. (2010). Do green products make us better people?.*Psychological Science, 21*(4), 494-498. Study 2

Tsouloupas, C. N., Carson, R. L., Matthews, R., Grawitch, M. J., & Barber, L. K. (2010). Exploring the association between teachers’ perceived student misbehaviour and emotional exhaustion: the importance of teacher efficacy beliefs and emotion regulation. *Educational Psychology, 30*(2), 173-189. Study 1

Weinstein, N., & Ryan, R. M. (2010). When helping helps: autonomous motivation for prosocial behavior and its influence on well-being for the helper and recipient. *Journal of Personality and Social Psychology*, *98*(2), 222. Study 4