BING NURSERY SCHOOL

**RESEARCH STUDY REGISTRATION**

Title of Study Reasoning about social categories

Faculty Sponsor Ellen M. Markman (tel.) 650-725-2427

if further information is sought

Researchers: List names and telephone numbers of all persons working on this study

Use \* to indicate person in charge

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Description of Study:

Length of each session: 10-15 minutes.

No. of sessions/child: 1

What age range of children will be involved? 5-6yo

General Background of Study; Goals at Bing; Procedures to be used:

Categorization is a powerful cognitive tool that allows us to consider a group of individuals as alike in some respect, and to make inferences about other category members that we've never seen before. The kinds of language we hear about categories can affect how we represent categories, and in turn, what inferences we make. Certain kinds of language can lead to reification of differences between categories.  
  
We are interested in exploring ways to block those kinds of inferences about social categories. One promising way may be to highlight situational factors that can provide an alternative explanation to the idea that there are essential differences between genders.  
  
In this study, children will listen to a storybook about a fictional school with gender-segregated classrooms. Every day, the students toss a pebble into a yellow or green bucket in their classroom, which determines which of two games ("Yellow-Ball" and "Green-Ball") they will play at recess. Most girls play Yellow-Ball and most boys play Green-Ball. We will manipulate the situation such that in one condition, the size of the buckets in each classroom are skewed such that children in different classrooms are likely to play different games, and in another condition, the size of the buckets are equal in both classrooms. We then introduce a girl named Suzy who goes to this school and provide different explanations for why she plays Yellow-Ball a lot. Children will be asked about what game they think Suzy will play under different conditions, such as a different classroom. The results of this study will let us assess to what extent situational factors can block stereotyping.

Will video or audiotaping be used? Yes, video What will become of tapes after use? e.g.,

Video and audiotapes are to be erased after 5 years after publication. If applicable, video and audiotapes may be used for legitimate educational uses such as lectures and scientific meetings related to the development and education of young children. Any more widespread use of photographs and videotapes such as in textbook illustrations or in educational films would require additional specific written consent.

Description of risks associated with the study: \_\_\_\_\_\_\_\_\_n/a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Description of any benefits to subject or others: \_\_\_\_\_\_\_\_n/a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Protocol approval and expiration date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FOR OFFICE USE ONLY

Date Posted Study Number

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Anticipated Subject Pool : TOTAL 200

#2's #3's #4's #5's

Size of Population

to be studied: 0 0 0 200

Will child be tested alone? yes In a group?

What size group?

Will the child receive any reward? no

If yes, please describe:

Anticipated Hours Spent at Bing

Hours A.M. Hours P.M.

Monday

Tuesday 3

Wednesday

Thursday 3

Friday

Please attach the following:

1. Copy of Human Subjects Approval

2. Copy of Research Protocol

Please let us know of any changes in research personnel or of significant changes in your study description or protocol.

Thank you.