

Open Social Psychology

[illegible]

Edited by Rima-Maria Rahal

Open Social Psychology

Rima-Maria Rahal

2024-07-27

Table of contents

Preface	1
How to Use this Book	3
Introduction	5
The Role of Change for Scientific Discovery	5
Summary	7
Take-Aways	7
Thanks	7
References	9
Glossary	11

Preface

Social psychology is devoted to studying how individuals behave, think and feel within their social contexts. The field is therefore, by its very nature, set up for collaborative work. Leveraging the social context in which knowledge is generated is built in to the assumptions and interests that social psychology pursues. This fundamental attitude towards social embeddedness of knowledge is mirrored in the process by which this study book came to be. Through bringing together the work of students at Heidelberg University during the winter term of 2023, this volume offers diverse perspectives on a shared target topic: changing perceptions of classical social psychological research.

Social psychology lore is built on a strong set of classical research paradigms and findings, featured in many of the textbooks, syllabi, online courses and teaching guides that aspiring psychologists study with and established psychologists use as teaching resources. However, the common body of knowledge that social psychology relies on is undergoing change. Modern research methods and changing attitudes towards permissible research practices bring about social psychological research that looks much different today than it used. This book is dedicated to tracing some of these changes, and to offering a version of record of the changing perceptions and interpretations of classic social psychology in the light of its contemporary counterpart. As such, this study book is a snapshot of how we see social psychology today.

Because it tends to be difficult to keep teaching and study materials up to date with emerging trends and debates, we see this study book as an addition to traditional educational resources in social psychology, published as an Open Educational Resource to aid the accessibility of this knowledge for all, and to be adapted to teachers' and learners' needs as they dive into what social psychology has to offer.

How to Use this Book

This book contains several types of resources: narrative text, definitions and questions for reflection, as well as references.

In XX chapters, we provide narrative summaries about classical research in social psychology and its modern follow-up. Often, this means we include new attempts to show the same finding (replication attempts) or meta-analytical work that brings together a lot of evidence from different sources regarding a certain hypothesis.

Because this work is targeted at students, we provide definitions of key terms, preceded by #definition and displayed like this:

#definition Replication

An attempt to find the same result as a previous study in a new data set.

We have aimed at providing a critical but neutral perspective to the classical and modern studies of social psychology discussed in the texts of this volumen. To help you develop your own perspective and a critical attitude towards this work, you will find guiding questions and suggestions that might prompt you to reflect on what you read throughout the book. You'll recognize these prompts by the preceding #yourturn. Here is an example of what these questions look like:

#yourturn

Do you think you might find such questions for reflection useful?

Finally, we have enabled the option to collaboratively annotate this work using [hypothesis](#) (note that this is how links are formatted in this book). Your annotations will be visible to others, and others will be able to see yours, so that we can build a better learning experience using this book together.

To read up on the original research we cite in this book, such as from Vazire (2018), you can hover over or click on the references provided.

Feel free to make use of the resources in this book as you see fit. Our hope is that they will support you in building a well-reflected opinion about the existing

body of knowledge in social psychology.

Introduction

The Role of Change for Scientific Discovery

Much of science capitalizes on change. It is the engine that drives progress and the expansion of knowledge (see [Kuhn 1962](#); [Popper 1959](#)). Embracing change means taking established theories and challenging them to explore new directions. Changing perspectives, questioning the status quo, refining existing concepts, and adapting to new evidence provide the stuff that makes breakthroughs or new insights. In essence, change in science represents taking steps forward, toward greater insight and reality checks for the challenges we face. In other words, to push the boundaries of what we know, we must make change.

#yourturn

What instance of change regarding science have you recently heard about? Consider reports of breakthroughs you might have seen in the news or stories you saw on social media.

In the past decade, Open Science has made change, by transforming research practices to promote transparency, reproducibility, and collaboration in scientific endeavors. By fostering a culture of openness and collaboration, Open Science has brought about a paradigm shift in research methodologies, paving the way for more robust and reliable scientific discoveries ([Munafò et al. 2017](#); [Vazire, Schiavone, and Bottesini 2022](#)). It is certainly no small feat to fundamentally reform how research is done, and yet we have seen significant change towards Open practices ([Kidwell et al. 2016](#); [Chambers 2019](#); [Christensen et al. 2020](#)).

#definition Open Science

An overhead term for a number of practices to make research more transparent, such as making the data a research is project is based on available to others.

Change often implies the potential for a changed perception of what used to be, particularly in comparison to what is now.

#yourturn

Consider

Summary

Add here

Take-Aways

Add here

Thanks

This book was made possible by the many helping hands and critical thoughts of the student authors involved in writing the individual chapters. In addition, Melissa Engelbarth's support with selecting and translating the chapters to include was invaluable.

References

- Chambers, Chris. 2019. “The Registered Reports Revolution Lessons in Cultural Reform.” *Significance* 16 (4): 23–27.
- Christensen, Garret, Zenan Wang, Elizabeth Levy Paluck, Nicholas Swanson, David Birke, Edward Miguel, and Rebecca Littman. 2020. “Open Science Practices Are on the Rise: The State of Social Science (3S) Survey.”
- Kidwell, Mallory C, Ljiljana B Lazarević, Erica Baranski, Tom E Hardwicke, Sarah Piechowski, Lina-Sophia Falkenberg, Curtis Kennett, et al. 2016. “Badges to Acknowledge Open Practices: A Simple, Low-Cost, Effective Method for Increasing Transparency.” *PLoS Biology* 14 (5): e1002456.
- Kuhn, Thomas. 1962. “The Structure of Scientific Revolutions.” *International Encyclopedia of Unified Science* 2 (2).
- Munafò, Marcus R, Brian A Nosek, Dorothy VM Bishop, Katherine S Button, Christopher D Chambers, Nathalie Percie du Sert, Uri Simonsohn, Eric-Jan Wagenmakers, Jennifer J Ware, and John Ioannidis. 2017. “A Manifesto for Reproducible Science.” *Nature Human Behaviour* 1 (1): 1–9.
- Popper, Karl R. 1959. *The Logic of Scientific Discovery*. Hutchinson & Co.
- Vazire, Simine. 2018. “Implications of the Credibility Revolution for Productivity, Creativity, and Progress.” *Perspectives on Psychological Science* 13 (4): 411–17. <https://doi.org/10.1177/1745691617751884>.
- Vazire, Simine, Sarah R Schiavone, and Julia G Bottesini. 2022. “Credibility Beyond Replicability: Improving the Four Validities in Psychological Science.” *Current Directions in Psychological Science* 31 (2): 162–68.

Glossary

Add here

