

Student Experiments

Choose one of the following studies for your (IA) experiment. Some are pretty complex and have more than one IV and DV. For those studies, you should select **one** IV and **one** DV from the original study and conduct a partial replication.

1. Asch, S. E. (1946). **Forming impressions of personality.** *The Journal of Abnormal and Social Psychology*, 41(3), 258-280... In a series of investigations, subjects were asked to form impressions and write brief characterizations of the person to whom a short list of trait adjectives applied.
2. Chartrand, T. L. & Bargh, J. A. (1999). **The chameleon effect: The perception-behavior link and social interaction.** *Journal of Personality and Social Psychology*, 76(6), 893-910... three experiments showed that individuals unconsciously mimic many different aspects of interaction partners, including their speech patterns, facial expressions, emotions, moods, postures, gestures, mannerisms and idiosyncratic movements.
3. Craik, F. I. M. & Tulving, E. (1975). **Depth of processing and the retention of words in episodic memory.** *Journal of Experimental Psychology*, 104(3), 268-294... Subjects are asked to process words either at a basic structural level like 'is the word in capitals?' or at a level requiring the comprehension of meaning e.g. 'is it something you can eat'? Subjects would be expected to recall those words processed more deeply more successfully.
4. Dyer, F. N. (1973). **The Stroop phenomenon and its use in the study of perceptual, cognitive and response processes.** *Memory & Cognition*, 1(2), 106-120... Participants take a lot longer to name the color of ink that words are written in when the words themselves are contradictory color words e.g. 'red' written in yellow ink .
5. Fantino, E., Jaworski, B.A., Case, D.A. & Stolarz-Fantino, S. (2003). **Rules and problem solving; Another look.** *American Journal of Psychology*, 116(4), 613-632... Subjects were divided into 3 groups; the first group was instructed that a particular rule would solve a set of problems, the second group had the same problems but were not instructed about the rule and the third group of students had a series of novel problems in which no single rule operated throughout. Results suggested that rigidity is not a necessary outcome of instructed problem solving and that instructed problem solving is flexible problem solving.
6. Finke, R. A., Pinker, S. & Farah, M. J. (1989). **Reinterpreting visual patterns in mental imagery.** *Cognitive Science*, 13(3), 252-257... Experiments show that visual images do not contain information about the geometry of a shape necessary for reinterpreting it or that people cannot apply shape classification procedures to the information in imagery.
7. Frick-Horbury, D. & Guttentag, R. (1998). **The effects of restricting hand gesture production on lexical retrieval and free recall.** *The American Journal of Psychology*, 111(1), 43-62... Participants with unrestricted hand gestures retrieved and subsequently recalled significantly more words than participants whose hands were restricted.
8. Glanzer, M. & Cunitz, A. (1966). **Two storage mechanisms in free recall.** *Journal of Verbal Learning and Verbal Behavior*, 5, 351-360... Subjects learn a long list of words and after a delay they have to recall as many as possible. The hypothesis is that people tend to remember the first and last words in a list due to the primacy and recency effects.

9. Goolsby, B. A. & Suzuki, S. (2001). **Understanding priming of color-singleton search: Roles of attention at encoding and “retrieval”**. *Perception & Psychophysics*, 63(6), 929-944... Experiments investigated how the performance of a color-singleton search (the search for a single odd-colored item among homogeneously colored distracters) left a persistent memory trace that facilitated a subsequent color-singleton search.
10. Jones, E. E., Rock, L., Shaver, K. G., Goethals, G. R. & Ward, L. M. (1968). **Pattern of performance and ability attribution: An unexpected primacy effect**. *Journal of Personality and Social Psychology*, 10(4), 317-340... Subjects confronted a stimulus person (confederate) who correctly answered questions at the start of a list of questions and then at the end of a list of questions. Assessments for intelligence were greater when a confederate answers correctly at the start of a list rather than at the end of a list.
11. Kahana, M. J. & Howard, M. W. (2005). **Spacing and lag effects in free recall of pure lists**. *Psychonomic Bulletin and Review*, 12(1), 159-164... Repeating list items leads to better recall when the repetitions are separated by several unique items than when they are presented successively.
12. Loftus, E. F. (1975), **Leading questions and the eyewitness report**. *Cognitive Psychology*, 7, 550-572... Participants asked how fast cars were going when they “smashed” into each other, after viewing a car accident, report greater speeds than do participants asked the speed when the “hit” each other.
13. Mull, N. W. & Hartman, M. (1996). **Divided attention and indirect memory tests**. *Memory & Cognition*, 24(4), 453-465... Two experiments investigated the effects of dividing attention during acquisition on conceptually driven and data-driven indirect memory tests. Results indicated that conceptually driven indirect memory tests, like direct memory tests, are affected by divided attention, whereas data-driven indirect tests are not.
14. Niesser, U. (1964). **Word and letter recognition: Visual search**. *Scientific American*, 210(6), 94-102... Time taken to find X’s hidden in a four column list of similar shaped letters (Y, Z etc.) is longer than for lists with letters such as S, R, P etc.
15. Nisbett, R. E. & Wilson, T. D. (1977). **The halo effect: Evidence for unconscious alteration of judgments**. *Journal of Personality and Social Psychology*, 35(4), 250-256... Two different videotaped interviews were staged with the same individual. In one of the interviews, the instructor was warm and friendly, in the other, he was cold and distant. Subjects who saw the warm instructor rated his appearance, mannerisms and accent as appealing, whereas, those who saw the cold instructor rated these attributes as irritating.
16. Paivio, A. & Csapo, K. (1973). **Picture superiority in free recall: Imagery or dual coding?** *Cognitive Psychology*, 5, 176-205... Participants recall more words from a (20) word list when they use an imagery method (forming a vivid mental image and linking each item to the last in a dynamic fashion) than if they use either rehearsal (repeat each item until you hear the next) or no particular method (no prior instruction).
17. Rauscher, F. H., Shaw, G. L. & Ky, K. N. (1993). **Music and spatial task performance**. *Nature*, 365, 611... investigated the effect of listening to music by Mozart on spatial reasoning.
18. Roediger, H. L. (1990). **Implicit memory**. *American Psychologist*, 45(9), 1043-1056... Subjects studied a list of words (ie, cheetah) and received an implicit word fragment test (complete – h – t – h). On the test, the ratio of studied to nonstudied items (proportion overlap) was 0, 25, 50, 75 or 100%. The proportion overlap of items between study and test did not affect performance on primed word fragments.

19. Tulving, E. (1962). **Subjective organization in free recall of unrelated words.** *Psychological Review*, 69(4), 344-354... Two experiments showed that the repetition of list-items on six continuous “reading” trials has not effect on immediately following learning of these items under the standard free-recall leaning procedure.
20. Tversky, A. & Kahneman, D. (1973). **Availability: A heuristic for judging frequency and probability.** *Cognitive Psychology*, 5(2), 207-232.... If people recall more items from one set than from another they assume (heuristically) that there actually were more in the former set. Demonstrate this by giving participants a set of names to remember containing 19 very famous males and 20 not so famous females.
21. Zajonc, R. (1968). **Attitudinal effects of mere exposure.** *Journal of Personality and Social Psychology*, 9(2), 1-27... Investigating the effect of familiarity on liking, a series of experiments was conducted which supported the theory that mere repeated exposure of an individual to a stimulus object enhances his attitude toward it.

Finding Studies

I. Internet

Use <http://scholar.google.com/>

II. Indiana University Library

- Go to IU Library site (www.libraries.iub.edu/index.php?pageId=1000179) or www.libraries.iub.edu (SUBJECTS → Psychology and Brain Sciences → Psychology Resources)
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 - Passphrase: *stats teachers are mean*