**Chapter 1: The basics of research design**

**Test Bank**

**Type: multiple choice question**

**Title:** Chapter 01 Question 1

**1)** Scores on a maths test are an example of what type of data?

**a.** Nominal

**Feedback:** Maths test scores are a type of ratio (continuous) data as they exist on a continuum with fixed distance between each score, and no negative values.

**Section reference:** Measuring variables in psychological research

**b.** Interval

**Feedback:** Maths test scores are a type of ratio (continuous) data as they exist on a continuum with fixed distance between each score, and no negative values.

**Section reference:** Measuring variables in psychological research

\***c.** Ratio

**Feedback:** Maths test scores are a type of ratio (continuous) data as they exist on a continuum with fixed distance between each score, and no negative values.

**Section reference:** Measuring variables in psychological research

**d.** Ordinal

**Feedback:** Maths test scores are a type of ratio (continuous) data as they exist on a continuum with fixed distance between each score, and no negative values.

**Section reference:** Measuring variables in psychological research

**Type: multiple choice question**

**Title:** Chapter 01 Question 2

**2)** If I wanted to conduct an experiment on the effect of caffeine consumption on memory scores, what types of data would I need to collect for my independent (IV) and dependent variable (DV)?

**\*a.** IV = Nominal & DV = Continuous

**Feedback:** An experimental design tests for the effect of a nominal (categorical) variable (in this case caffeine consumption) on a continuous variable (in this case memory scores).

**Section reference:** Measuring variables in psychological research

**b.** IV = Nominal & DV = Nominal

**Feedback:** An experimental design tests for the effect of a nominal (categorical) variable (in this case caffeine consumption) on a continuous variable (in this case memory scores).

**Section reference:** Measuring variables in psychological research

**c.** IV = Continuous & DV = Nominal

**Feedback:** An experimental design tests for the effect of a nominal (categorical) variable (in this case caffeine consumption) on a continuous variable (in this case memory scores).

**Section reference:** Measuring variables in psychological research

**d.** IV = Continuous & DV = Continuous

**Feedback:** An experimental design tests for the effect of a nominal (categorical) variable (in this case caffeine consumption) on a continuous variable (in this case memory scores).

**Section reference:** Measuring variables in psychological research

**Type: multiple choice question**

**Title:** Chapter 01 Question 3

**3)** What would be a correct way to describe a negative correlation between stress and well-being scores?

**a.** As stress levels increase, well-being scores increase.

**Feedback:** Negative correlations are when one variable increases, the other variable decreases.

**Section reference:** Different designs for different research questions

\***b.** As stress levels increase, well-being scores decrease.

**Feedback:** Negative correlations are when one variable increases, the other variable decreases.

**Section reference:** Different designs for different research questions

**c.** Stress levels affect levels of well-being.

**Feedback:** Negative correlations are when one variable increases, the other variable decreases.

**Section reference:** Different designs for different research questions

**d.** There is no relationship between stress and well-being.

**Feedback:** Negative correlations are when one variable increases, the other variable decreases.

**Section reference:** Different designs for different research questions

**Type: multiple choice question**

**Title:** Chapter 01 Question 4

**4)** A key aim of qualitative research is to…

**\*a.** identify key themes in a dataset.

**Feedback:** Qualitative data is about identifying patterns (themes) within your dataset.

**Section reference:** Different designs for different research questions

**b.** explore how one variable is related to another.

**Feedback:** Qualitative data is about identifying patterns (themes) within your dataset.

**Section reference:** Different designs for different research questions

**c.** test for the effect of one variable on another.

**Feedback:** Qualitative data is about identifying patterns (themes) within your dataset.

**Section reference:** Different designs for different research questions

**d.** collect quantifiable data.

**Feedback:** Qualitative data is about identifying patterns (themes) within your dataset.

**Section reference:** Different designs for different research questions

**Type: multiple choice question**

**Title:** Chapter 01 Question 5

**5)** Which one of the following would be an example of qualitative data?

**a.** Scores on an intelligence test

**Feedback:** Qualitative data is not measured or categorized, but is usually text-based.

**Section reference:** Different designs for different research questions

**b.** One’s annual income

**Feedback:** Qualitative data is not measured or categorized, but is usually text-based.

**Section reference:** Different designs for different research questions

**c.** Being male or female

**Feedback:** Qualitative data is not measured or categorized, but is usually text-based.

**Section reference:** Different designs for different research questions

\***d.** Posts on a discussion forum

**Feedback:** Qualitative data is not measured or categorized, but is usually text-based.

**Section reference:** Different designs for different research questions

**Type: multiple choice question**

**Title:** Chapter 01 Question 6

**6)** If I was conducting a study on the effect of a new anti-depressant drug (compared to a placebo drug) on depression scores, which one of the following would be a suitable one-tailed hypothesis?

**a.** There will be an effect of drug type on depression scores.

**Feedback:** One-tailed hypotheses specify the direction of the effect (e.g., which drug condition will score higher or lower on depression scores).

**Section reference:** Developing hypotheses in quantitative research

**b.** Drug type and depression scores will be related.

**Feedback:** One-tailed hypotheses specify the direction of the effect (e.g., which drug condition will score higher or lower on depression scores).

**Section reference:** Developing hypotheses in quantitative research

\***c.** Those who are given the new drug will show lower levels of depression in comparison to those given the placebo.

**Feedback:** One-tailed hypotheses specify the direction of the effect (e.g., which drug condition will score higher or lower on depression scores).

**Section reference:** Developing hypotheses in quantitative research

**d.** There will be no effect of drug type on depression scores.

**Feedback:** One-tailed hypotheses specify the direction of the effect (e.g., which drug condition will score higher or lower on depression scores).

**Section reference:** Developing hypotheses in quantitative research

**Type: multiple choice question**

**Title:** Chapter 01 Question 7

**7)** How closely a study resembles real-world scenarios is an example of which type of validity?

**a.** External validity

**Feedback:** How close a study resembles a real-world scenario is an example of ecological validity.

**Section reference:** Validity and reliability in psychological research

**b.** Construct validity

**Feedback:** How close a study resembles a real-world scenario is an example of ecological validity.

**Section reference:** Validity and reliability in psychological research

\***c.** Ecological validity

**Feedback:** How close a study resembles a real-world scenario is an example of ecological validity.

**Section reference:** Validity and reliability in psychological research

**d.** Internal validity

**Feedback:** How close a study resembles a real-world scenario is an example of ecological validity.

**Section reference:** Validity and reliability in psychological research

**Type: multiple choice question**

**Title:** Chapter 01 Question 8

**8)** Which of the following would be a good example of internal consistency?

**a.** When a participant scores similarly on an IQ test across two different time points

**Feedback:** Internal consistency is when items within a measure are responded to in a similar way.

**Section reference:** Validity and reliability in psychological research

\***b.** When a participant responds similarly across items within a questionnaire that are aimed to assess the same thing

**Feedback:** Internal consistency is when items within a measure are responded to in a similar way.

**Section reference:** Validity and reliability in psychological research

**c.** When two (or more) people score or code data in a similar fashion

**Feedback:** Internal consistency is when items within a measure are responded to in a similar way.

**Section reference:** Validity and reliability in psychological research

**d.** When your measure is assessing the thing you want it to measure

**Feedback:** Internal consistency is when items within a measure are responded to in a similar way.

**Section reference:** Validity and reliability in psychological research

**Type: multiple choice question**

**Title:** Chapter 01 Question 9

**9)** If your study required you to deceive your participants about its aims, how might you go about dealing with this issue ethically?

**a.** Nothing. There is nothing unethical about deception.

**Feedback:** In some cases, deception can be permitted in studies. A debrief that explains the real aims of the study and why this deception was necessary can alleviate this ethical concern.

**Section reference:** Ethics in psychological research

**b.** Change the study so that it no longer deceives participants.

**Feedback:** In some cases, deception can be permitted in studies. A debrief that explains the real aims of the study and why this deception was necessary can alleviate this ethical concern.

**Section reference:** Ethics in psychological research

**c.** Ensure your study includes a consent form.

**Feedback:** In some cases, deception can be permitted in studies. A debrief that explains the real aims of the study and why this deception was necessary can alleviate this ethical concern.

**Section reference:** Ethics in psychological research

\***d.** Ensure your debrief explains the real aims of the study and why the deception was necessary.

**Feedback:** In some cases, deception can be permitted in studies. A debrief that explains the real aims of the study and why this deception was necessary can alleviate this ethical concern.

**Section reference:** Ethics in psychological research

**Type: multiple choice question**

**Title:** Chapter 01 Question 10

**10)** Where should the hypotheses of a study be presented in the write up of a psychological research paper?

**\*a.** At the end of the introduction section

**Feedback:** Hypotheses are typically presented at the end of the introduction after the background literature and rationale for the study have been outlined.

**Section reference:** Writing about psychological research

**b.** At the beginning of the introduction section

**Feedback:** Hypotheses are typically presented at the end of the introduction after the background literature and rationale for the study have been outlined.

**Section reference:** Writing about psychological research

**c.** In the results section before you analyse the data

**Feedback:** Hypotheses are typically presented at the end of the introduction after the background literature and rationale for the study have been outlined.

**Section reference:** Writing about psychological research

**d.** In the design and analysis section of the methods

**Feedback:** Hypotheses are typically presented at the end of the introduction after the background literature and rationale for the study have been outlined.

**Section reference:** Writing about psychological research