Psychology 1 (PSYL08001)
TUTORIAL WORKBOOK
2013-2014

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Your Tutorial Session, Day & Time:

Your Tutor’s Name:

Tutor contact:

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# Tutorial Timetable: Semester 1

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<th>Week</th>
<th>Beginning</th>
<th>Group A Tutorials in Weeks 3/5/7/9</th>
<th>Group B Tutorial in Weeks 4/6/8/10</th>
</tr>
</thead>
</table>
| 1    | 16/9/13   | Tutorial: NA
Real World Activity: Complete differential psychology activity (Questionnaire) and submit on-line. Make sure you have signed up to one of the labs in week 3.
Study Skills: NA | Tutorial: NA
Real World Activity: Complete differential psychology activity (Questionnaire) and submit on-line. Make sure you have signed up to one of the labs in week 3.
Study Skills: NA |
| 2    | 23/9/13   | Tutorial: NA
Real World Activity: NA
Study Skills: Complete activity 1 (note taking). | Tutorial: NA
Real World Activity: NA
Study Skills: Complete activity 1 (note taking). |
| 3    | 30/9/13   | Tutorial: Differential Psychology.
Real World Activity: Attend one of the differential psychology labs.
Study Skills: NA | Tutorial: NA
Real World Activity: Attend one of the differential psychology labs.
Study Skills: NA |
| 4    | 7/10/13   | Tutorial: NA
Real World Activity: NA
Real World Activity: NA
Study Skills: Complete activity 2 (finding a journal article). |
| 5    | 14/10/13  | Tutorial: Perception.
Real World Activity: N/A
Study Skills: NA | Tutorial: NA
Real World Activity: N/A
Study Skills: NA |
| 6    | 21/10/13  | Tutorial: NA
Real World Activity: N/A
Real World Activity: NA
Study Skills: NA |
| 7    | 28/10/13  | Tutorial: Memory.
Real World Activity: NA
Study Skills: Submit activity 3 (literature searching) to tutor. | Tutorial: NA
Real World Activity: N/A.
Study Skills: Complete activity 3 (literature searching) |
| 8    | 4/11/13   | Tutorial: NA
Real World Activity: Memory activity. Visit Camera Obscura
Study Skills: Complete and submit activity 4 (referencing) online to Turnitin. | Tutorial: Memory.
Real World Activity: NA. Visit Camera Obscura
Study Skills: Submit activity 3 (literature searching) to tutor.
Complete and submit activity 4 (referencing) online to Turnitin. |
Real World Activity: NA
Study Skills: Receive feedback on referencing from tutor. | Tutorial: NA
Real World Activity: Memory activity.
Study Skills: Receive feedback on referencing from tutor. |
| 10   | 18/11/13  | Tutorial: NA
Real World Activity: NA
Study Skills: NA
SUBMIT ESSAY to Teaching Office and Turnitin BY 2 PM, FRIDAY 22 NOVEMBER | Tutorial: Research Methods.
Real World Activity: NA
Study Skills: NA
SUBMIT ESSAY to Teaching Office and Turnitin BY 2 PM, FRIDAY 22 NOVEMBER |
| 11   | 25/11/13  | Tutorial: NA
Real World Activity: Submit perception and memory activities to Teaching Office.
Study Skills: NA | Tutorial: NA
Real World Activity: Submit perception and memory activities to Teaching Office.
Study Skills: NA |
| 12   | 2/12/13   | Tutorial: NA
Real World Activity: NA
Study Skills: NA | Tutorial: NA
Real World Activity: NA
Study Skills: NA |
# Tutorial Timetable: Semester 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Beginning</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tutorials in Weeks 3/5/7/9</td>
<td>Tutorial in Weeks 2/4/8/10</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>13/1/14</td>
<td>Tutorial: NA</td>
<td>Tutorial: NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Real World Activity:</strong> Link to social psychology questionnaire made available.</td>
<td><strong>Real World Activity:</strong> Link to social psychology questionnaire made available.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Study Skills:</strong> NA</td>
<td><strong>Study Skills:</strong> Complete activity 5 (critical analysis).</td>
</tr>
<tr>
<td>2</td>
<td>20/1/14</td>
<td>Tutorial: NA</td>
<td>Tutorial: Language and thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Real World Activity:</strong> Complete social psychology questionnaire and submit online by 27th January.</td>
<td><strong>Real World Activity:</strong> Complete social psychology questionnaire and submit online by 27th January.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Study Skills:</strong> Complete activity 5 (critical analysis).</td>
<td><strong>Study Skills:</strong> NA</td>
</tr>
<tr>
<td>3</td>
<td>27/1/14</td>
<td>Tutorial: Language and thinking.</td>
<td>Tutorial: NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Real World Activity:</strong> NA</td>
<td><strong>Real World Activity:</strong> Language activity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Study Skills:</strong> NA</td>
<td><strong>Study Skills:</strong> Complete activity 6 (self-assessment).</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Real World Activity:</strong> Language activity.</td>
<td><strong>Real World Activity:</strong> NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Study Skills:</strong> Complete activity 6 (self-assessment).</td>
<td><strong>Study Skills:</strong> Submit activity 6 (self-assessment) to tutor.</td>
</tr>
<tr>
<td>5</td>
<td>10/2/14</td>
<td>Tutorial: Social psychology.</td>
<td>Tutorial: NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Real World Activity:</strong> NA</td>
<td><strong>Real World Activity:</strong> NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Study Skills:</strong> Submit activity 6 (self-assessment) to tutor.</td>
<td><strong>Study Skills:</strong> Complete activity 7 (using EndNote).</td>
</tr>
<tr>
<td>6</td>
<td>17/2/14</td>
<td>INNOVATIVE LEARNING WEEK</td>
<td>INNOVATIVE LEARNING WEEK</td>
</tr>
<tr>
<td>7</td>
<td>24/2/14</td>
<td>Tutorial: Biological bases</td>
<td>Tutorial: NA</td>
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<tr>
<td></td>
<td></td>
<td><strong>Real World Activity:</strong> Social activity (based on questionnaire results).</td>
<td><strong>Real World Activity:</strong> Social activity (based on questionnaire results).</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Study Skills:</strong> Complete activity 7 (using EndNote).</td>
<td><strong>Study Skills:</strong> NA</td>
</tr>
<tr>
<td>8</td>
<td>3/3/14</td>
<td>Tutorial: NA</td>
<td>Tutorial: Biological bases</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Real World Activity:</strong> Social activity (based on questionnaire results).</td>
<td><strong>Real World Activity:</strong> NA</td>
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<tr>
<td></td>
<td></td>
<td><strong>Study Skills:</strong> Complete activity 8 (abstract writing).</td>
<td><strong>Study Skills:</strong> NA</td>
</tr>
<tr>
<td>9</td>
<td>10/3/14</td>
<td>Tutorial: Developmental psychology.</td>
<td>Tutorial: NA</td>
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<tr>
<td></td>
<td></td>
<td><strong>Real World Activity:</strong> Developmental activity.</td>
<td><strong>Real World Activity:</strong> Developmental activity.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Study Skills:</strong> Submit activity 8 (abstract writing) to tutor.</td>
<td><strong>Study Skills:</strong> Complete activity 8 (abstract writing).</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Real World Activity:</strong> NA</td>
<td><strong>Real World Activity:</strong> NA</td>
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<tr>
<td></td>
<td></td>
<td><strong>Study Skills:</strong> NA</td>
<td><strong>Study Skills:</strong> Submit activity 8 (abstract writing) to tutor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>SUBMIT ESSAY to Teaching Office and Turnitin BY 2 PM, FRIDAY 21 MARCH</strong></td>
<td><strong>SUBMIT ESSAY to Teaching Office and Turnitin BY 2 PM, FRIDAY 21 MARCH</strong></td>
</tr>
<tr>
<td>11</td>
<td>24/3/14</td>
<td>Tutorial: NA</td>
<td>Tutorial: NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Real World Activity:</strong> Submit language, social, and developmental activities to Teaching Office.</td>
<td><strong>Real World Activity:</strong> Submit language, social, and developmental activities to Teaching Office.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Study Skills:</strong> NA</td>
<td><strong>Study Skills:</strong> NA</td>
</tr>
<tr>
<td>12</td>
<td>31/3/14</td>
<td>Tutorial: NA</td>
<td>Tutorial: NA</td>
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<tr>
<td></td>
<td></td>
<td><strong>Real World Activity:</strong> NA</td>
<td><strong>Real World Activity:</strong> NA</td>
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<td></td>
<td><strong>Study Skills:</strong> NA</td>
<td><strong>Study Skills:</strong> NA</td>
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Introduction
There are three aspects to the tutorial section of Psychology 1. These are:

- Formal tutorial sessions (one per fortnight)
- Online study skills sessions (four per semester)
- “Real-world Psychology” activities (three per semester); plus a “Real-world Psychology” lab at the start of semester 1

N.B. Tutorial participation and “Real-world Psychology” activities make up 10% of your overall mark for Psychology 1.

About the tutorials
The tutorial series will:
- Complement the lecture series
- Help students develop their understanding of psychological research
- Help students develop and apply generic study skills in psychology
- Equip students with specific skills required for future studies in psychology

Formal Tutorial Sessions
Each of the 8 main lecture blocks of the course will have one tutorial. Each tutorial will be based around a key reading and discussion question(s) set by the lecturer for that block, except the Research Methods tutorial, which will be based on a series of practical exercises. These will be made available on Learn later in the semester. The readings for remaining seven tutorials are outlined below. You will find a guide to reading and analyzing research papers in appendix 1 of this workbook.

To gain marks for tutorial participation you MUST read the allocated article for the tutorial, and complete the questions in the tutorial workbook. This preparation before the tutorial will equip you to participate in the tutorial discussion. If you do not bring the short, handwritten summaries of the relevant article to the tutorial, you will not be awarded a mark for participation. Emailing a summary after the tutorial has taken place will not result in you being awarded this mark; you must bring the answers with you to the tutorial.

The topics, readings, and preparatory questions for the tutorials are listed on the following pages:
Semester 1 tutorials:

1. Differential Psychology

TO BE COMPLETED AS TUTORIAL PREPARATION:

Q1. In your own words describe the main aims, methodology and conclusions of the paper (150 words)
Q2. Discuss what you think the implications of the article are. How could the conclusions be applied in the real world? What further research needs to be done in this area to aid our understanding? (150 words).
DISCUSSION QUESTIONS (to be discussed in the tutorial)
Why do intelligent people live longer?
Are there other ways in which intelligence differences could be important in everyday life?

GENERAL DISCUSSION QUESTIONS (relating to lectures):
To what extent do the five factor model/"big five" provide a comprehensive theory of personality structure?
Compare and contrast the nomothetic and idiographic approaches as they apply to the study of personality.
Is there more to intelligence than 'general intelligence'?

2. Perception

TO BE COMPLETED AS TUTORIAL PREPARATION:
Q1. In your own words describe the main aims, methodology and conclusions of the paper (150 words)
Q2. Discuss what you think the implications of the article are. How could the conclusions be applied in the real world? What further research needs to be done in this area to aid our understanding? (150 words).
DISCUSSION QUESTION:
Why are psychologists so interested in illusions?

3. Memory


TO BE COMPLETED AS TUTORIAL PREPARATION:
Please read both articles but only use Reading B to complete the following questions.

Q1. In your own words describe the main aims, methodology and conclusions of the paper (150 words)
Q2. Discuss what you think the implications of the article are. How could the conclusions be applied in the real world? What further research needs to be done in this area to aid our understanding? (150 words).
DISCUSSION QUESTION A:
How has research on memory helped us to understand the causes of memory errors in eyewitness testimony?

DISCUSSION QUESTION B:
What are the main changes in memory as people get older?

4. Research Methods
Exercises for this tutorial will be uploaded to Learn later in the semester. You must bring a copy of the completed exercises to your tutorial in order to receive the mark for participation.

Semester 2 tutorials:
1. Language and Thinking

TO BE COMPLETED AS TUTORIAL PREPARATION:
Q1. What was the independent variable in this study?
Q2. What was the dependent variable?
Q3. What was the sample size?
Q4. In your own words describe the main aims, methodology and conclusions of the paper (150 words)
Q5. Discuss what you think the implications of the article are. How could the conclusions be applied in the real world? What further research needs to be done in this area to aid our understanding? (150 words).

DISCUSSION QUESTIONS:
1. What does this paper suggest about the effects of early language experience on speech perception?
2. Is it useful to be exposed to a second language early in childhood, even if that language appears to be "forgotten"?
3. Discuss some ways in which people can be affected by knowledge that they are not aware of.

2. Social Psychology


TO BE COMPLETED AS TUTORIAL PREPARATION:
Please read both articles but only use Reading B to complete the following questions.

Q1. What was the dependent variable in this study?
Q2. What was the independent variable?
Q3. What does it mean when the results section reports $p < .001$? (first paragraph of results section)
Q4. In your own words describe the main aims, methodology and conclusions of the papers (150 words)
Q5. Discuss what you think the implications of the articles are. How could the conclusions be applied in the real world? What further research needs to be done in this area to aid our understanding? (150 words).
DISCUSSION QUESTIONS:
In the lecture, we will discuss Milgram’s dramatic studies of obedience and the disturbing findings that came from them. We will note that further progress in understanding when and why people obeyed was limited for several reasons. One is to do with ethics, another to do with the rather narrow focus on trying to explain the baseline condition (where there was high obedience) rather than variations in obedience across situations. In this tutorial, you will discuss these shortcomings and ways of overcoming them.

1. What ethical issues did Milgram’s study raise? Can we study obedience ‘ethically’? To what extent does Burger’s replication achieve this? Are there other ways of studying obedience? (For example, using virtual reality or alternative tasks like squashing insects?). Do you think that Rochat and Modigliani’s historical analysis is useful?

2. What can we learn about obedience from studying when people disobey? (Discuss with reference to the readings).

3. Who did the people of Le Chambon identify with (the French government or the persecuted refugees)? What does this suggest about the significance of relationships and identification to whether people dis/obey authority?

4. What direction should future work on obedience take?

3. Biological


TO BE COMPLETED AS TUTORIAL PREPARATION:

Q1. What was the independent variable in this study?

Q2. What was the dependent variable in this study?

Q3. What was the design of the study?
   (a) They tested one group of people twice
   (b) They tested one group of people once
   (c) They tested two groups of people, twice each
   (d) They tested two groups of people, once each

Q4. In your own words describe the main aims, methodology and conclusions of the paper (150 words)
Q5. Discuss what you think the implications of the article are. How could the conclusions be applied in the real world? What further research needs to be done in this area to aid our understanding? (150 words).
DISCUSSION QUESTIONS:
1. Would this experiment work in split-brain patients?
2. Can neuroimaging help us understand interhemispheric communication?

4. Developmental Psychology
READING: You will be given details of the reading for this tutorial at the start of the second semester, along with the questions you need to answer for your tutorial participation mark.
‘Real-World Psychology’ Activities

You will be expected to complete three Real-World Psychology tasks each semester. This will involve you working alone or in small groups to answer a specific problem or question and will be addressed during the tutorials, during the lectures, or outside formal teaching events. You will carry out this work outside the formal tutorial times (it may be useful to use the same time on the weeks you don’t have a tutorial to meet up with your group, to carry out the activity or to discuss it). There will be guidance on each activity on Learn, or in the lectures; some further information is also given below. You can use Psychology 1’s Facebook page to communicate with group members and to ask the teaching coordinator questions.

You will be assigned to small groups in order to complete some of the activities. This will help you get to know other Psychology 1 students better, and help you to build group-work skills that will be essential later in your degree and in your future career. Students are responsible for the running of the groups and to ensure that equal workload is shared throughout the group. If you have a problem with any group member that CANNOT be resolved within the group, please email the teaching coordinator for advice.

Semester 1:
1. Differential Psychology Lab activity
   In which ways does the class differ in personality?
   Do personality traits affect your real-life behaviours?
   How intelligent do you think you are?

   This activity allows students in Psychology 1 to explore their own personality traits and see how they link to actual behaviours. Secondly, an in-class activity addresses some attitudes to human intelligence.

Personality: traits and real life
Each student in the Psychology 1 class will log onto a secure, confidential website to answer, anonymously, a number of questions about their personality. This URL will be made available during the first lecture of term (Monday 16th September).

You MUST complete this questionnaire before Professor Deary’s first lecture (i.e. before Wednesday 16th September).

The responses of the class as a whole will be analysed by Professor Deary and presented to the class during the personality lectures. The information fed back to the class will include the number of broad personality dispositions that the class displays. The associations between people’s scores on these personality dispositions and some of their everyday activities will be reported back to the class. Male-female differences will also be presented and discussed.

Students are urged to retain (confidentially) their own scores on each of the personality dispositions and refer these to: (a) their own experiences; (b) the guide sheet that describes the scores achieved and their general dispositional traits associated with those scores; and the textbook chapter on personality. The discussion should surround questions such as:
   — how useful is it to have a test score of these traits?
   — how important is trait versus situation in acting at any given time?
   — what other personality schemes might have proved more or less useful than knowing one’s trait scores?

How clever are you? And how intelligent are other people?
With regard to the activity on human intelligence, there will be an in-class data gathering exercise. This will be followed in a subsequent lecture by a presentation of the results. In tutorials, students will be encouraged to reflect on the findings from the exercise. Because the activity involves some surprises, further details of this exercise are given in class.
This Real World Activity continues in a special 2-hour lab session in the basement concourse of Psychology, 7 George Square, in Week 3.

You will work in small groups of three or four students to follow through a set of instructions presented to you over Learn.

You will become trait psychologists by composing and running a personality questionnaire. You will see some of the results by the end of the lab. You will see all of the results for all the class after the last lab has been run.

By the end of the lab, you will understand how psychologists construct personality questionnaires, test them, and validate them, and you will have a conceptual understanding of correlation and factor analysis, and a technical-mechanical understanding of correlation.

To facilitate the running of this lab, please answer the following four questions honestly (we are not expecting everyone to answer “yes” to all four questions!), and remember your score (0-4, where a “no” answer = 0 points and a “yes” answer = 1 point) when you come to the lab:

Q1. Do you know what a mean (average) is?  
Q2. Have you ever used a spreadsheet before?  
Q3. Do you know what a correlation is?  
Q4. Do you know what variance is?

2. Perception activity
Edinburgh’s Camera Obscura and World of Illusions (COWI), on Castlehill, is a top tourist attraction (www.cameraobscura.co.uk), with five floors of interactive exhibits. For example, COWI has one of the only Ames’ rooms in the world; the very same one seen on page 150 of your Psychology textbook (Schacter, Gilbert & Wegner). COWI aims to entertain people of all ages, and hopes to provide them with a deeper understanding of the psychology of perception. We have arranged for you to visit for free, in groups of 4-5. You should explore the whole building (we suggest you start at the top and work down), but you must at least explore Levels 4 (‘Magic Gallery’) and 3 (‘Light Fantastic’). We have arranged this because: it will be fun; it should increase your understanding of perceptual psychology; and you can help COWI achieve its educational goals.

Your assignment is to choose ONE exhibit, and design a sign to be placed next to it, to explain it to visitors. Each group must submit one sign, created together. Here are some tips:
1. No specialist jargon or technical language.  
2. The fewer words the better (absolutely no more than 200).  
3. Pictures can often say more than words. Get creative.  
4. Showing is better than telling, and questions are sometimes better than answers.

Each group should also discuss, and write down answers to the following questions:
1. What was the best thing about COWI?  
2. What was the worst thing?  
3. If you could put one new illusion in the exhibition, to explain an important principle of perception, what would it be, and why?

Some useful online starter resources are: http://www.michaelbach.de/ot/  

FINALLY please take pictures (or films), either at COWI, or created by yourselves, and upload them to the Psychology 1 Facebook page. There will be a prize for the best illusion or visual trick submitted, and it will be featured on the COWI homepage.
3. Memory activity
The LEARN website contains the URL for a set of memory tasks for you to carry out, devised by Professor Logie, the lecturer for this segment of the course. Professor Logie has developed these tests in collaboration with the BBC in a very large-scale experiment (1/2M participants). Further information will be given during the lectures and on LEARN.

Complete the tests yourself, on your own. This Real-World Psychology task will show you how psychologists can have a high-profile interaction with the public and the media. It will show you the sort of language that is best to use when communicating ideas to a very mixed audience. It will show you a real example of web-based experimentation, looking at memory, in this instance. There has been growing interest in this sort of experiment over the last decade, within Psychology. When you have finished the test, write down what you think some of the advantages and disadvantages might be of carrying out psychology experiments over the web. Itemize your observations on one piece of paper. Your work should be submitted to the 'Real-World Psychology' dropbox in the DSB (please complete and attach the Memory Real-World Activity Cover Sheet to your work).

Semester 2:
4. Language and Thinking activity
Many psychologists research the particular behaviours they are interested in by assembling a corpus of naturally occurring observations, as opposed to carrying out an experiment in the laboratory. The study of speech errors is a classic example of this approach. For this piece of real-world psychology research just go about your normal life, but pay attention to when you, or someone you are listening to, makes a slip of the tongue of some sort. Perhaps a word comes out with some mispronunciation, perhaps two words get combined to produce something that is not a real word, or maybe you just come out with the wrong word, for whatever reason. Alternatively, the intonation may not be the normal one that you intended. Such studies are usually only conducted in the person's first language, so they are not mistakes that a language learner might make.

Keep a piece of paper with you and write down the error and its context as quickly as possible. For instance: I meant to say "tend to turn out", but said "turn to te-" and then stopped.

(There will often be parts of words involved; transcribe them as best you can.)

Do the same with "slips of the eye". When you're reading, stay alert for misrecognising one word for another. Again, record the context. For instance: The text said "worked as a shopfitter in London", but I briefly thought it said "worked as a shoplifter in London".

Do the same with any occasions when you fail to be able to think of the word you want but it is "on the tip of your tongue". If you can think of some aspects of the word (some sounds, its beginning or ending, its number of syllables, its pattern of stresses) please note it down. If you think of the word later, please note it down.

You will probably be able to report only small numbers of these three events, but when we combine the data from everyone in the class we will have an instant corpus with enough examples for us to spot general trends. Equally, once you get attuned to spotting errors, you will discover more and more of them. Please don’t make them up or get funny ones from the web – we're only interested in real ones!

The last thing to do is to listen to a short piece of real speech that has been stored on LEARN for the course. This is real recorded speech with some natural dysfluencies in it. Your task is to write down as accurately as possible what was said, noting all the false starts and parts of words. You will probably have to listen to the speech repeatedly to feel you have transcribed it accurately enough. You can do this with friends; if you’re not a native speaker of English, then this may be the best way to do it.
This real-world activity will give you some surprising insights into language as it is really used; the more you find out about language, the more you'll notice and the more you'll understand.

Itemize your observations on a piece of paper, headed: (1) Slips of the tongue, slips of the eye, and tip of the tongue phenomena, and (2) Speech transcription. Your work should be submitted to the ‘Real-World Psychology’ dropbox in the DSB by the date specified on the timetable at the start of this workbook (please complete and attach the Language & Thinking Real-World Activity Cover Sheet to your work).

5. Social Psychology activity
We are going to do some original real-world psychology research on our ‘Facebook selves’. As the first step in this, you need to complete a short online survey about your own Facebook profile. The url for the survey will be emailed to you by Monday 13th January (you will also find it on Learn). You MUST complete this survey by Wednesday 29th January.

If you do not have a Facebook page, please ask a friend or relative if you can base your answers to the survey questions on his or her Facebook profile. To avoid duplication of responses, this friend or relative shouldn't be in the Psychology 1 class. You will be able to specify whether the answers you give are based on your own or someone else's profile. Ideally, you should complete the survey together and have a look at your friend’s Facebook page before or when you do the survey.

For the next step, each tutorial group will be divided into smaller groups of 4 or 5. Please exchange contact details (email and/or phone) as you will need to meet up outside the lectures and tutorials.

Some background information and results will be posted on Learn by Monday 10th February. There will also be a set of questions for you to discuss and answer in your group. Please arrange to meet as a group after Monday 10th February to discuss these questions. The questions will be about our findings, how we can interpret them, how they relate to other work in social psychology (which I'll be discussing in the lecture on 29th January), and your suggestions for how we could improve the study. Some guidelines to help your discussion will be posted along with the questions.

Write down your answers (by hand, or word processor) and submit them to the Real World Psychology dropbox in the DSB by the date specified on the timetable at the start of this workbook (please complete and attach the Social Real-World Activity Cover Sheet to the piece of work, ensuring that it includes the names and matriculation numbers of all members in the group who participate). Only ONE paper per group should be submitted but this should be a combined effort.

6. Developmental Psychology activity
We have a nursery in 7 George Square, which is available for student projects in fourth-year. For the large Psychology 1 class we cannot access the nursery, but we will carry out some structured observations of films of the behaviour of infants. These films will be available for viewing on Learn, along with a list of behaviours for students to identify. Students will be able to appreciate some of the surprising richness of infant behaviour when this observational study is carried out in tandem with the lectures and readings in the developmental psychology section of the course. This project may be the beginning of a deeper research interest in infant development that you can carry into a fourth-year project if your stay with Psychology in your university career.

Write down the behaviours you have identified in which films, and submit this to the ‘Real-World Psychology’ dropbox in the DSB by the date specified on the timetable at the start of this workbook (please complete and attach the Developmental Psychology Real-World Activity Cover Sheet to your work).
Study Skills Activities

In addition to each tutorial you will be set short study skills tasks over each semester (see timetable). Some of these will need to be submitted in a specific tutorial for your tutor to check; others are for you to complete in your own time (see timetable and LEARN for specific details). Some of these activities will involve you carrying out a specific skill to help you prepare for the tutorial or assessment, and others are general skills with which you should be familiar. It is strongly recommended you complete the tasks below for success in your future studies. Please see LEARN for how-to guides for each task.

The tasks are as follows:

1) Note taking
Note taking is an extremely important part of your academic life. You need to do it in lectures, tutorials, studying for exams and writing essays. There are many ways of taking notes and it is up to you to find a style that suits you and which you understand. This activity is designed to familiarise you with the different note taking styles and to help you develop a style that suits you.

2) Finding a journal article
Set readings for the tutorials are not given to you, you are required to search for and access these articles yourself. It is important you become familiar with the library catalogue, online databases and where to find information on the internet as quickly as possible when you begin university. You should bring the set reading(s) for each tutorial along with you.

3) Literature searching
You should also become proficient at searching for relevant literature on a given topic as quickly as possible at university. This is a key skill required for researching your coursework. For this activity you should use the guides to search for reading for your chosen essay topic. You will need to find at least five references, which you should bring to the Memory tutorial along with your choice of essay title. Note that this activity also requires you to have chosen from one of the four essay titles to answer.

4) Essay referencing
Writing essays is a main method of assessment in this course and many other courses at university; you can gain (or lose) easy marks though the way you reference sources. This activity is designed to give you formative feedback on your referencing format. For this activity you will be required to complete some referencing exercises, and provide an APA-style reference list, using the references you plan to use for your essay. You are also required to write an opening paragraph to your essay. This activity will be submitted to Turnitin (to ensure that you understand the submission process), and will receive feedback from your tutor.

5) Critical analysis
Critical analysis is a key skill that will be developed throughout your university career. You may find that feedback on your work says “more critical analysis required” or “more evaluation of sources”. This activity is designed to help you understand what is meant by critical analysis and help you to begin to develop these skills in your writing and thinking.

6) Self-evaluation
To make the most out of your time at university, it’s important that you reflect on what you’ve done so far – congratulate yourself on the progress you’ve made, and acknowledge areas that still need some work. By now you will have your essay marks back from the first semester. This activity is designed to help you think about how you are doing and to create an action plan for the coming semester. This activity will be submitted to your tutor during the Social Psychology tutorial.
7) Endnote
Endnote is reference management software, which can help you keep track of references and bibliographies when writing essays and reports. It is not essential that you use this software (there are others available), but many students find it a useful resource and this activity is designed as an introduction to the software.

8) Writing an Abstract
By now you will be familiar with the concept of an abstract in psychology research articles. An abstract should be a short concise summary of a piece of research designed to give the reader an overview of what to expect in the article and help them decide whether it is relevant to what they are looking for. This activity will help you begin to develop skills in abstract writing. You are required to write an abstract for a published piece of work (available on LEARN) and to bring this abstract to your Developmental Psychology tutorial, where you will be able to compare with the original abstract.

Guidelines for Psychology 1 Essays
Please note: The essay titles for semesters 1 and 2 are given in the Course Handbook, and on LEARN.

An essay is a formal attempt to answer the question given. So much is obvious, but the question remains "how"?

Structure
Essay writing is essentially story-telling. A story normally has a beginning introducing the characters, a middle which develops their relationships and a conclusion tying all ends together. Thus with an essay, the introduction sets the ground, with descriptions of the basic area(s) to be covered and usually an outline of what the competing bodies of evidence will be. In the middle section or sections, these themes are developed, with details of experiments and, more importantly, the logic which determines how the experiment fits into the story. Although, as in a novel, new "characters" or twists in the logic of the story may be introduced, remember that these must also fit into the tale. There is little more irritating in both novel and psychology essay than characters (or experiments) brought in with no explanation or clear reason.

The ending is more difficult and critical. Tying loose ends together is a common problem, often solved in an essay by saying that the conclusion is a bit of this and a bit of that; i.e., every explanation is both right and wrong. While this may well be so, it is a very weak ending. Try to demonstrate what bits are right and wrong, and how the components fit together to produce the final story.

For example, take an essay which centres around biological vs. social constraints on human behaviour. In some very real sense, both approaches or sides are correct. However, in many of the examples given it can be seen that while biological constraints may define the outline of the tale (or the ultimate cause), we can see that particular social or psychological structures have arisen which act as the immediate reason (or proximal cause). There are strong biological reasons for us not to marry close relatives, especially when population densities are low (increase in disease through recessive gene combinations, loss of 'hybrid vigour', etc.). What would a 'genetic constraint' on marrying close relatives be, though? One problem is to first recognise your close kin. Fox found that children reared closely together in Israeli kibbutzim did not intermarry even though they were not closely related. They had lived closely together as if they were one family, and the explanation that Fox put forward was that they thus recognised each other as close kin. Thus the biological need, to prevent in-breeding, is served by the social one of recognition of family members. The latter occurs when people live closely together, so the anthropologists are to some extent right when they say that kinship is a social, not biological, phenomenon. In order to make sense of the story, both explanations are needed, and we can describe the part played by each.

One area in which the essay and novel differ is in personal experience. It is very rare for the experience you have, either directly or second-hand, to be useful in answering scientific questions. This is especially dangerous in psychology, when every man or woman in the street (and the dog)
has an opinion about the reasons others behave in the way they do. This is not to say that experience is useless, or that naïve observations are worthless. What it should do is lead us to ask the appropriate questions. For example, violent videos were found in the homes of the two boys who killed Jamie Bulger. A Tabloid reaction was "Ban these killer videos", but we don't even know if the boys watched them. Do other children in the area have such videos in the house? What was different about the home background or personality of the boys? Have other children gone close to committing similar atrocities? These are all relevant questions which we need to ask, and should be raised by that observation.

**Length**
The expected length of an essay is 1200 words, plus or minus 10%. Adherence to the stated word limits for coursework is one factor among a number of factors that are taken into account by examiners in deciding the overall mark. While we do not apply an explicit algorithm to deduce marks for exceeding the word limit you should assume there will be consequences for excessive length. Markers use their academic judgment in deciding on the overall mark. Word limits do not include title or reference list.

**Scope**
A common question asked is, "How much detail (experimental or otherwise) is needed?" The answer is, of course, it depends. Often an essay can be answered either by a surface skimming of lots of different material, or by an in depth analysis of a small area. Clearly the detail required in the second is much larger than the first. In the first case the answer will centre on the logic of the results obtained, described very broadly. Of course, there may be instances where it is the detail of the experiment which must be used to show the crucial flaws in an argument. Here the detail needs to be given.

**Sources**
The common sources for an essay are: a) lectures and handouts; b) the course text; c) other books or articles that lecturers may refer to in handouts or in lectures and d) other sources that you may find for yourself (e.g. by searching the University Library catalogue using keywords or by following up some of the relevant references from the course textbook). Please note that you should use lectures and handouts (and ideally, introductory textbooks) as a method of tracking down relevant material, rather than citing them directly. **You should not reference lecture notes or handouts in an essay.** You can find sources mentioned in lectures and handouts by using search engines such as google scholar, and web of knowledge (instructions on how to use these will be available on LEARN). Wikipedia is not an acceptable academic source.

**References**
Whenever you refer to previous work in the text, you must credit the source of the information, e.g. "Eysenck (1965) has suggested..." or "It has been suggested that extraverts are less cortically aroused than introverts (Eysenck, 1965)".

If you quote directly from a source, then the quotation must be in inverted commas and you must give the relevant page number, e.g. (Eysenck, 1965, p.25).

Then, on a separate sheet headed “References” at the end your essay, you should list (in alphabetical order by author’s surname) all of the sources you have referred to in the text using the following formats:

**Journal Articles:**
NB: even if you read the article online, you should provide the formal reference rather than the webpage.
Chapter in Book:

Book:

The above examples are given to illustrate different reference formats depending on the publication source. However, the Reference section of your report should not be sub-titled. Don't forget, only references you have mentioned in your report should be included.

Primary and secondary sources:
The primary source is the publication in which an empirical study was originally reported or a particular theory was first advanced. A secondary source is a publication that gives a second-hand (and usually selective) account of work that has previously been published elsewhere. For example, if you read a summary in Martin, Carlson & Buskist's textbook of the findings from a study that Bloggins carried out and published in a journal article, then the Bloggins article would be the primary source and the Martin, Carlson & Buskist textbook would be your secondary source. In your essay, you should reference both sources in the text using the following format: e.g. "Bloggins (1972) cited in Martin, Carlson & Buskist (2007)". For the purposes of Psychology 1 essays, you need only provide the details of the secondary source in the reference list at the end of your essay. Of course, if you have actually managed to get hold of and read the primary source, then you should refer just to that (in both the text and the reference list). The reason why it is important to refer to primary sources is that it shows you are drawing on scientific studies which have been published in the scientific literature, rather than relying on anecdote or personal experience. Remember that a crucial feature of an essay in psychology is that it must consist of a piece of coherently argued scientific writing. It is not a piece of journalism, so do not adopt a journalistic style. Instead, refer to scientific evidence and make this explicit by citing appropriate sources.

FINALLY, DO REMEMBER THAT WE NEED CERTAIN INFORMATION ON THE COVER SHEET OF THE ESSAY. THIS IS;
1. Your NAME
2. Your Matriculation Number.
3. Your TUTOR'S FULL NAME.
4. The title of the essay.

Maths and statistics in Psychology
Statistics is a fact of life when studying Psychology. They show up in all topic areas, and our curriculum requires that students learn to make use of them (whether or not you intend to take Psychology as your honours subject). Some students are more prepared for this than others. We don’t require much knowledge of statistics at the beginning of your degree, but we do expect familiarity with basic maths. You can get some idea if you are ready for us by doing this short set of problems. Don’t use a calculator, mobile phone, or any other external tool except paper and pen(pcil), and don’t ask your friends for help.

The answers are on the next page. If it took you more than about 15 minutes to do the set of problems and/or you missed more than five of them, you might want to consider getting yourself some maths practice in Year 1 before the statistics courses begin in Y2. One way to do this is to register for Statistical Literacy (SCIL 07001), which is offered by the School of Social and Political Science. The skills this new course imparts are not only fundamental to logical and critical reflection, but also highly valued by employers as economy and society becomes more ‘data driven’. The course is open to students in any Edinburgh undergraduate programme. It is not required but can be taken for 20 credits or on a non-credit basis alongside the regular 120-credit
programme. (Your Personal Tutor can advise on all this.) You can find the full course description at:

http://www.drps.ed.ac.uk/12-13/dpt/cxscil07001.htm

The recommended book for this course is “The Tiger That Isn’t: Seeing Through a World of Numbers”, by Dilnot and Blastland (2008). Therefore, you may consider reading this book even if you do not enroll on the course. Once you arrive in Edinburgh and register for your degree, you can read an electronic version of the book for free by typing the authors’ names into the Edinburgh University Library search at:

http://www.ed.ac.uk/schools-departments/information-services/services/library-museum-gallery/finding-resources/library-catalogues/search-library-catalogue

To access this electronic copy, you will need your “EASE” password first, which allows you to access your own personal University of Edinburgh web environment. In Year 1 of Psychology, and beyond, we will provide you with the maths and statistics support you need; but you have to know what you need first …

If you struggle with the set of problems below, taking Statistical Literacy in your first year may help prepare you for important numerical aspects of Psychology and save you many headaches and late revising nights later on in your degree.

THE PROBLEM SET
1. You want to write a code word with the letters B, G, and T. Each of these letters can only be used once. How many different code words can you write?

2. If someone can walk on average 1 km per 12 minutes all day, how far can the person go in two hours?

3. If y/x is .20, then what is x/y?

4. Calculate \((7 - 0.70 \times 5)\).

5. A book is on sale at a price of £24, after applying the sale discount of 40%. What was the full price of the book before the sale started?

6. Calculate \((7 \times 0.3)\).
7. If \((x-y) = 0.8\), what is \((y-x)\)?

8. True or false: \((a-b) - (c+d) = (a+c) - (b+d)\)

9. Calculate \((3/7) \times (-2) - (1/7)\).

10. In a group of 600 people, there are 410 men and 190 women. Among the men, 30% are overweight. How many men is this?

11. Calculate \((-2) - (-7)\).

12. Which of the following is less than 1?
   a. \(1/2 + 6/11\)
   b. \(5/6 + 1/3\)
   c. \(3/7 + 1/3\)
   d. \(3/4 + 3/12\)
   e. None of these

13. What is the square root of 0.01?

14. True or false: \(0.037 > 0.06\)

15. \(F(x) = 35 - 0.07x\) is a function describing the amount of petrol in my car as a function of the distance in miles I’ve driven since I filled it last time at the petrol station. How many miles can I drive on a tank?

16. Solve this equation for \(x\): \(3x^2 + 7 = 4x^2 - 9\).

17. Express \(5/40\) as a percentage.

18. A car uses 8 litres of petrol to go 100 miles. How many litres does it need to go 250 miles?
19. Calculate \((4/5)(5/4)\).

20. 36 is 60% of which of the following?
   a. 0.60
   b. 27
   c. 60
   d. 54
   e. None of these

Appendix 1: Preparation for tutorials

THE PSYCHOLOGY JOURNAL ARTICLE

Journal articles in psychology have a standard format which simplifies the task of readers, editors, and referees in picking out the essential information quickly. Some journals depart from this format, for instance placing the Methods section at the very end of the article rather than after the Introduction, or requiring that the article is written as a whole, using connected text, as you would find in a newspaper. The standard format, however, is very widely used, and next year it will be adopted in writing up your practical work.

The standard format has the following components, in this order
• Title
• Abstract
• Introduction
• Methods
• Results
• Discussion
• (Conclusion)
• References
• (Appendix)

N.B. not all of the articles above follow this format, some may be review article or essay type articles. However, this outlines the structure of a typical research article in psychology. You can use the form below as a guide to help prepare for your tutorials.

Template for analysing research papers
2) What is the area that is being addressed?
3) What are the main points or arguments the author(s) make in the article?
4) How does the author(s) set up the area as an important area of study?
5) What is the main methodology of the study?
6) What was the sample size?
7) What were the main findings of the article?
8) How do these relate to the main argument of the article?
9) Can the results be interpreted in any other ways?
10) What are the key inferences and conclusions the author(s) make?
11) How can the result of the study be applied in real world situations?
12) What are your opinions on the article?

When you are revising your notes (or, if you are short on time on a first reading), then make sure you can at least answer the following four questions about the article:

What did they do?
What did they do it?
What did they find?
Appendix 2: Answers to Maths Quiz

Answers to Maths quiz (Page 28-30):

1. 6
2. 10 km
3. 5
4. 3.5
5. £40
6. 2.1
7. -0.8
8. False
9. -1
10. 123
11. 5
12. e.
13. 0.1
14. False
15. 500 miles (big tank or petrol-efficient car)
16. x=4 or -4
17. 12.5%
18. 20
19. 1
20. c.