**Block 3 Memorization Test – Wednesday, May 3, during class**

**Review Sheet**

These days, we have easy access to information through our smartphones and computers. And, this semester, your quizzes and exams are open book and open note. To be experts in the discipline of psychology, however, you should have certain terms and information committed to memory. Plus, your life as a psychology major will be made easier by knowing certain terms and information like the back of your hand. Memorization tests give you the opportunity to prove that you know certain core statistics and research methods concepts “by heart”.

During the final class period prior to each exam, I will give the class a 9-question, short answer test. This test is not multiple choice, but *short answer*, and you will have 9 minutes to complete it. As a whole, the test is worth 3% of your final course grade. The only concepts I will test on the block 3 memorization test are below. The questions will be straightforward and short, like the questions on your prior memorization tests. There will not be a word box on the actual test, so you’ll have to generate these answers from memory. I would recommend creating flash cards with terms on one side, and definitions and examples on the other side, and testing yourself (and each other!).

Here are the concepts to be tested on the memorization test for block 3:

|  |  |  |  |
| --- | --- | --- | --- |
| the four steps of a “true experiment” | random assignment | correlational design | independent variable |
| dependent variable | predictor variable | outcome variable | variable |
| condition or level | qualitative variable | binary variable | quantitative variable |
| between-subjects design | within-subjects design | manipulate | measure |
| standard deviation (interpretation, not calculation) | confidence interval | p-value | effect size |
| formula for all test statistics | systematic variation | unsystematic variation | third variable problem |
| directionality problem | correlation coefficient | regression coefficient/ slope | Y-intercept |
| *statistical* significance vs. *practical* significance | coefficient of determination | positive correlation | negative correlation |

**Sample Questions**. To most effectively use these sample questions as part of your studying, answer them *after* havingstudiedand *without* looking at any of the information on the prior page.

1. While a study’s results may show a statistically significant difference between conditions, the practical significance is nevertheless questionable if the \_\_\_\_\_\_\_ is very small.

2. A researcher showed there was a positive correlation between % chance of rain in a day and the number of people who brought umbrellas when they left their house. In particular, the researcher found that 50% of the variability in the number of people who brought umbrellas was shared by the % chance of rain. What concept does **50%** represent?

3. The \_\_\_\_\_ represents the likelihood that the researchers would see the observed data or data more extreme, assuming the null hypothesis is true.

4. A researcher ran an analysis that revealed a positive relationship between % chance of rain in a day and the % of students who brought umbrellas to class. They also learned that when the % chance of rain is 0%, the % of students who brought umbrellas to class is 9%. This 9% represents the \_\_\_\_\_\_\_\_\_\_\_.

5. As the number of days left in the semester decreases, students’ stress level increases. This relationship represents a \_\_\_\_\_\_\_\_\_\_ correlation.

6. This concept is defined as the typical distance between scores on a variable and that variable’s mean. \_\_\_\_

1. effect size

2. coefficient of determination

3. p-value

4. Y-intercept

5. negative

6. standard deviation