

Perla Graham

EDG 500

March 8, 2023

Extra Credit

APA 3  
4.01-4.11

1. The selection was translated from English into each of the other five languages, native speakers of each language, who were also proficient in English, carried out the translations.
  - o The selection was translated from English into each of the other five languages by native speakers of each language who were also proficient in English.
2. Average intelligence scores are a defining characteristic of dyslexia—Thus, it is impossible to compare empirically the intelligence of dyslexic and normal-reading children.
  - o It is impossible to compare empirically the intelligence of dyslexic and normal-reading children because average intelligence scores are a defining characteristic of dyslexia.
3. The child was seated at a table and given a variety of materials to use for the collage.
  - o The child was given a variety of materials to use for the collage and was seated at a table.
4. The independent variables were partner's gender, audience size and criterion for success.
  - o Partner's gender, audience size, and success criteria were the independent variables.
5. Treatment was tested on clients who complained of phobias, or addictions.
  - o Patients who complained of phobias or addictions underwent treatment testing.
6. Expertise has been investigated in chess playing (Charness, 1981, Chase & Simon, 1973).
  - o Expertise has been investigated in chess playing (Charness, 1981; chase & Simon, 1973).

7. The different methodologies have resulted in the same outcome—constraining the alternatives results in faster solutions but poorer transfer.
  - o Different methodologies have produced the same result: limiting the alternatives leads to faster solutions but poor in transfer.
8. The order of preference for partners was as follows: Adult-female, child-female, child-male, and adult-male.
  - o Adult-female, child-female, child-male, and adult-male were the order preference for partners.
9. He clarified the distinction between “farther” and “further.”
  - o He clarified the difference between “farther” and “further.”
10. The article by Brown and Kulik (1977), *Flashbulb Memories*, contains reports of powerful naturalistic memories.
  - o According to the article “*Flashbulb Memories*”, Contains report of powerful naturalistic memories (Brown and Kulil, 1977).
11.

“The ‘placebo effect,’ which had been verified in previous studies, disappeared when behaviors were studied in this manner. Furthermore, the behaviors were never exhibited again [italics added], even when reel [sic] drugs were administered. Earlier studies (e.g., Abdullah, 1984; Fox, 1979) were clearly premature in attributing the results to a placebo effect (p. 276).”

Abdullah (1984) and Fox (1979) found that Early studies were clearly premature in attributing the findings to a placebo effect. The 'placebo effect,' which had been demonstrated in earlier research, disappeared when behaviors were examined in this manner. Furthermore, the behaviors never reappeared despite the administration of reel drugs (p.276).
12. Garcia and Koelling, 1966, demonstrated prepared learning.

Each participant performed three tasks: a memory-span test, an analogies test and a syllogistic-reasoning test, during the experimental session. The memory-span task was presented orally, and the other two tasks were presented in written form. The memory task was always given first. Followed by the analogies and reasoning tasks in counterbalanced order. Thus, the tasks were given in one of two orders: memory,

analogies, and reasoning; or memory, reasoning, and analogies. Four different contents were used for the tasks: abstract; little-boy thematic; little-girl thematic; and neutral thematic. (On the basis of the ratings of topics in Experiment 1.). Each participant received the same type of content for all four tasks. Different groups of male, and female, participants received the four different types of content. The participants were given unlimited time to perform each task—both latency and accuracy of response were recorded for each task. Variations in content were expected to affect performance on all three tasks, and to affect the differences between the performance of men and women on the tasks.

- o Garcia and Koelling, 1966 demonstrated prepared learning.

During the experiment, each participant performed three tasks: a memory-span test, an analogies test, and a syllogistic-reasoning test. The memory-span task was presented orally, while the other two tasks were presented in writing. The memory task was always assigned first. The analogies and reasoning tasks are then presented in a counterbalanced order. As a result, the tasks were assigned in one of two ways: memory, analogies, and reasoning, or memory, reasoning, and analogies. The tasks had four different contents: abstract, little-boy thematic, little-girl thematic, and neutral thematic. (Based on the ratings of topics in Experiment 1). For all four tasks, each participant received the same type of content. The four types of content were distributed to different groups of male and female participants. Participants were given an unlimited amount of time to complete each task, and both latency and accuracy of response were recorded for each task. Variations in content were expected to affect performance on all three tasks, as well as the differences in performance between men and women.