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1. The selection was translated from English into the other five languages, and native speakers of each language, who were also proficient in English, carried out the translations.
2. Average intelligence scores are a defining characteristic of dyslexia—Thus, it is impossible to compare the intelligence of dyslexic and normal-reading children empirically.
3. The child was seated at a table and given a variety of materials to use for the collage.
4. The independent variables were the partner's gender, audience size, and criterion for success.
5. Treatment was tested on clients who complained of phobias or addictions.
6. 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.

8. The order of preference for partners was as follows: Adult-female, child-female, child-male, and adult-male.

9. He clarified the distinction between “farther” and “further.”

10. The article by Brown and Kulik (1977), *Flashbulb Memories*, contains reports of powerful naturalistic memories.

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).”

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. (Based on 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 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 the differences between the performance of men and women.