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Glanzer and cunitz word list

Here is the results chart of your five lists of Glanzer & Cunitz variations. Different results raise some questions you might want to reflect on: Which of the five graphs was created incorrectly? Explain how you know. (And try setting the graph in the file to make sure you don't make this mistake.) Which graph shows the strongest recency effect? Can you explain this by pointing out what we know about STM? Which shows the strongest effect of excellence? Can you explain that? Which is the purest combination of superiority and recency effects? Why don't all our lists show the expected combination as reported in G&C results? But perhaps the most important two things to contemplate are: the differences in these five graphs are immense - so see how few differences in methodology can produce massive changes to see how much variation is in this sample of c15 - the best proper lines are not really well suited, and it's clear how this sample is far too small to comment on in response to this with some thoughts on these results (as the sample draws conclusions and writes some discussion/reflection materials). You can number the answers to the questions above or just write a general conclusion covering these foundations in continuous prose. Investigating the effect of serial-positioning in short-term Memory/IB SL psychology IACandidate Name: Thoranin HlowjtsiengTotal Word Count: 1471Table of ContentsAbstract..... 3 Introduction..... 4Seal..... 5 - 6 Design..... 5 Participants..... 5 Materials..... 6Prokdr..... 6 School..... 7 - 8Disk..... 9 - 10 meerins..... 11Andis..... 12-19 Appendix A: Consent Form..... 12 Appendix B: Control group standardized directions..... 13 Appendix C: Experimental group standardized directions..... 14 Appendix D: List of words for both participating groups..... 15 Appendix E: Interrogation Notes..... 16Appendix F: Raw 17 Appendix G: Calculations..... 18 - 19AbstractThis experiment was the replication of Glanzer and Cunitz (1966) which was set in an international school settings with students being the participants. Participants were divided into two groups to see the difference between a person's natural recall ability and the additional factor of a distraction job because it was a test goal for Glanzer and Kunitz. The desire that man remembers better in the opening series of words is because it is the first thing the participants heard and the end series of words as the last thing the participants heard. With the task of distraction where we may see short-term memory only allows the final series of words (recency) to the opening series of words (superiority). As the original experiment shows that a distraction task interferes with the effect of individuals' superiority in terms of reducing it. The results of the experimental group show that distraction task plays a role in the experiment, as the effect of superiority decreases compared to the control group. Word Counting, 181IntroductionAt Cognitive Level Analysis, we learn that memory is not always reliable and there is a great interpretation of how memory works. One theory that shows how memory works is the multi-store model (Atkinson & Shiffrin 1968). The multi-store model describes how memories work by dividing memory into three types of memory: sensory, short-term and long-term. The memory storage we are investigating is short-term memory associated with the serial positioning effect. The experiment we repeat is the Glanzer and Kunitz experiment (1966), in which Glanzer and Conitz presented two groups of participants with a word list. The difference between the two groups is the existence of a distraction task for one of the groups. The control group remembers the words immediately after hearing the list,while the experimental group remembers the words after distraction task. The result that Glanzer and Kunitz received from the experiment was that the words at the end of the list were remembered only if they were asked to remember immediately, and if the call was delayed, the recency effect would have been prevented. The purpose of the experiment was to examine short-term memory along with checking whether the position of words affects a person's ability to remember. The test hypothesis was that the task of distraction affects one's ability to remember, while the absurd hypothesis of the experiment was that the task of distraction had no effect on one's ability to remember. Number of words: 251MethodDesignThe experiment was an independent sample design. This project is composed of two groups of control and experimental. The independent variable of this test is the words of the participants. Participants in the experimental group should remember the words mentioned after the 30-second distraction task. Meanwhile, control group participants should remember those words right after being said. The time period of the 2-minute recall was remembered for participants to list the words mentioned from the word. This design allowed researchers to compare two groups, which may lead to conclusions of differences because one group has a duty of distraction and the other without. All participants were asked to sign consent forms because they had the right to withdraw and interrogate the test as well as to protect them. This experiment followed all ethical guidelines. Participants were 30 participants in the experiment. 15 patients for control group and 15 for experimental group. All participants in the experiment were high school students who are randomly assigned to their groups. In addition, the participants in the experiment were mainly freshman and sophomores who had not won a psychology class before. The sampling method used in this experiment was convenience and random sampling. The reason for these two sampling techniques was firstly used because of the environment of the researchers because there are many high school students who do not take psychology classes that cause participant expectations that can lead to low validity of the findings, and second, because of random allocation, so there is no researcher bias in determining the participating group. Number of words: 278MaterialsConsent Form (Appendix A) Control Group Standardized Directions (Appendix B) Experimental Group Standardized Directions (Appendix C) List of Words for both Participant Groups (Appendix D) Debriefing Notes (Appendix E) PenPaperStopwatchLaptopProceduresCollect sent out signed consent randomly allocates the participants into two groups. The control and experimental, using 2 pieces of paper in which participants had to select 1 article with either control or experimental written on it, carried out in pairs. Take the participant to a room without people. To control the settled groupOnce, follow the standardized directions for theRead Introductory Speech Control Group from the list of clearly. Then words asking participants to recall words on a piece of paper within a period of 2 minutes. Collecting the participating article and then doing debriefFor experimental group resolved, follow the standardized direction for the experimental groupRead introductory reading lecture from the list of words clearly afterwards, ask the participant to count back for 30 secondsThen ask the participants to remember the words on a piece of paper in a period of 2 minutes. Collect the participating article and then perform count: 201ResultThe raw data (Appendix F) shows the position of words correctly recalled by the participants. Using raw data, we can measure the probability, the pattern of recall words that may support the test target. The number in the column is controlled and tested the total amount of time that participants recall. The control group of the experimental group (word count) 4.564.48 standard deviation 3.173.03 table (appendix G) shows the average and standard deviation. The calculated average was the presentation of the average words recalled by the participants. The control group had an average value of 4.56, which is more than the experimental group 4.48, which shows that it is easier to remember the control group than the experimental group. The calculated standard deviation was to measure how words spread, if they are reliable or not. The experimental group has a standard deviation value of 3.03 which is less than the control group 3.17 which shows that the data collected from the experimental group have more effect on the average value than the control group. Table (Appendix G) shows the values of each section (primary, middle, recency) series or words. The mean values for each section were calculated for comparing the two groups of this experiment, control and experimental. The scattered line graph below shows us the number of participants who can recall words from that series order for each group that are separated using different colors. Word count: 242 This graph shows the total number recalled by participants in each group for each part of the series. From the graph, we see that the superiority of words is better remembered by the control group while the recency part of the word is called better by the experimental group. This supports the purpose of this experiment, in which words are reminded at first and the words at the end towards the better end of the middle. Word Count: 80DiscussionThe results shown from this experiment show us that the task of distraction affects your ability to remember. The control group could remember more words. The superiority effect in the control group has a greater effect, while the recency effect has a greater effect on the experimental group. In addition, the results support the purpose of this experiment. The distraction task that existed for the experimental group leads to a clearer display of the recency effect as well as a reduction in the effect of excellence. We see that short-term memory is a reminder of the last few words that participants were told is playing and the effect of superiority decreases compared to the control group. However, there are limitations to this test. Just as different people have different capabilities to memorize words. As well as cultures may play a role as participants are in this experiment. From internationally that consists of many different cultures so it may lead to different results when compared from one person to another. As well as self-experimentation it is possible to remind participants one click to process their reminder as some words are associated with their recalled words such as memorization or memory that may lead to participants writing those words. Or subconsciously they are where we can word the student word that is remembered by the majority of participants in the experimental group that may lead us to different conclusions because this particular word is what students are and may have a role to play. In addition to culture and individuality, researchers listing words may affect some participants understanding the word as non-native English-speaking that does not have a clear pronunciation of English words. The experiment could have been modified by selecting a more diverse cultural sample group to make the study public in terms of public representation. And the experiment could also be corrected by increasing the word list, so excellence, middle and rokns are separated by more appropriate boundaries for the more accurate findings. Ideas for further research involve using the word list that appears in the participant's culture to see the outline effect that may appear in the ability of the participant in the reminder. Number of words: 382In final taking, results supporting the Glanzer and Cunitz experiments (1966). This experiment shows us that the task of distraction affects the participant's ability to remember and display the effect of excellence and rebance that happens during the experiment. Number of words: 37ReferencesSERIAL POSITION EFFECT. (n.d.). Retrieved November 06, 2016, from p1013447/dictionary/serpos.htm Primacy/Recency Effects. International Encyclopedia of Social Sciences. (2008). Retrieved November 06, 2016 from Encyclopedia.com: S.M. (1970). Serial positioning effect. Retrieved November 06, 2016, from A: Consent FormDear participant,We are G11 students at Wells International School and are replicating a cognitive psychology experiment for our Internal Assessment (IA) for our IB Psychology Class in the Standard Level. If you decide to take part in this test, you should know that during this test: no physiological damage is caused, no psychological damage is caused, all the data that is collected is kept confidential, your name is kept confidential and anonymous, when the test is finished, you will be told the exact purpose of this test, if you choose, you will be told the exact purpose of this test, if you choose, you will be told the test results will also be (once obtained all Knowing the test, you have the right to withdraw your consent from this ----- I give my consent to participate in the investigation. Name: Date: Email: Signature: Signature of parental guardian (if the participant is under the age of 16): Appendix B: Standard control group of directions within speech conductor- control of participants of the Hello group! Just a friendly reminder, no physiological damage will be caused, no psychological damage will be caused, all the data that is collected will be kept confidential, your name will be kept confidential and anonymous, when the test is finished, you will be told the exact purpose of this test, if you choose, you will also be told the test results (once the results are obtained) when knowing about the test, you have the right to consent. Leave this test back and leave the room (wait a while) we appreciate your agreement to participate in today's test. (Once sitting) please pay close attention to the words we will be talking to as you will be asked to remember them afterwards. WordsfreedomavailableNeighborEveryBeneathDriveBoatMentionWordUddenInformationMeaningPetMaterialSpeakInsectBehaviorMemoryStairNaturalMemorisePropertiesHelpfulAppleOceanAppendix E: Debriefing NotesDear participant,We would like to thank you for participating in our experiment. The experiment we've done is based on Glanzer and Kunitz (1966) to discover the effect of the serial position, which is a person's desire to remember the first and last words in a series better than the words in the middle of the series. The effect of superiority (the first few words in a series) and the recency effect (the last few words in a series) are shown among people that are collected through statistical analysis of our data. Please let us know if you wish to view your results so that we can email them to you. If you have any questions about testing, feel free to contact us. We appreciate the effort and time you spent experimenting with. Thank you so much for your participation! Appendix F: Raw DataControlled GroupExperimental GroupBeginning (Primacy)Freedom1110Available56Neighbor117Every14Beneath53Drive32Boat84Mention26803MiddleNote81Student712Information43Meaning41Pet55Material20Speak11Insect37Behaviour22End (Recency)Memory68Curtain45Stair26Natural22Memorise76Properties33Helpful01Apple99Ocean84Appendix G: CalculationsMean Value (X):Control Group: X=-11+5+11+5+3+8+2+2 0+8+7+4+4+5+2+3+2+6+4+2+2+7+3+0+9+827=4.5555556 4.56Experimental Group:X=10+6+7+7 4+4 3+2+4+6+3+12+3+1+5+0+1+2+8+5+6+6+3+1+9+427=4.481481481 4.48 Deviation اسٲاندار :Control Group:Data(x)Data-Mean (xi-X)(Data-Mean)2(xi-X)2116.4441.473650.440.1936116.4441.47361-3.5612.673650.440.19363-1.562.43363.4411.83362-2.566.55360-4.5620.793683.4411.833672.445.95364-0.560.31364-0.560.313650.440.19362-2.566.55361-3.5612.67363-1.562.43362-2.566.553661.442.07364-0.560.31362-2.566.55362-2.566.553672.445.95363-1.562.43360-4.5620.793694.4419.713683.4411.83366Experimental Group:Data(x)Data-Mean (xi-X)(Data-Mean)2(xi-X)2105.5230.470461.522.310472.526.35044-0.480.23043-1.482.19042-2.486.15044-0.480.230461.522.31043-1.482.19041-3.4812.110472.526.35042-2.486.150483.5212.390450.520.270461.522.31042-2.486.150461.522.31043-1.482.19041-3.4812.110494.5220.43044-0.480.2304Control Group:(xi-X)2= 260.6667=(xi-X) 2n-1=260.666727-1=3.1663294693.17 Experimental Group:(xi-X)3.1663294693.17 Experimental Group:(xi-X)3.1663294693.17 Experimental Group:(xi-X)2=23 8.7408=(xi-X)2n-1=238.740827-1=3.0302373613.03Mean values for بخش سری:گروه 1+12+3+1+1+5+0+1+7+29=3.555555563.56Recency:8+5+6+2+6+3+1+9+49=4.888888894.89

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