

Area/ Core Study	Participants	Design	Materials	Procedure
<b>Social – Milgram</b>	40 males aged 20-50 yrs all from New Haven. Mixed occupations.  America	Lab exp, independent groups design, IV = None (as classed as a structured observation).	Electric shock generator, tape recorder, camera.	The 40 participants in the experimental group were always given the role of teacher (through a fixed lottery) and saw the learner (a confederate) strapped into a chair with (non-active) electrodes attached to his arms. They were given a trial shock of 45 volts to simulate genuineness. The ‘teacher’ then sat in front of an electric shock generator in an adjacent room. He had to conduct a paired word test on the learner and give him an electric shock of increasing intensity for every wrong answer. The machine had 30 switches ranging from 15-450 volts, in 15 volt increments. The ‘learner’ (Mr Wallace, a 47 year old, mild-mannered and likable accountant) produced (via a tape recording) a set of predetermined responses, giving approximately three wrong answers to every correct one. At 300 volts he pounded on the wall and thereafter made no further replies. If the ‘teacher’ turned to the experimenter for advice on whether to proceed, the experimenter responded with a series of standardised prods e.g. ‘Please continue / Please go on.’ The study finished when either the ‘teacher’ refused to continue (was disobedient/ defiant) or reached 450 volts (was obedient). The participant was then fully debriefed.
<b>Social – Bocchiaro</b>	149 undergraduate students (96F, 53M)	Lab experiment, independent groups design, IV = None (classed as a scenario	Two personality inventories (the Dutch version of the 60-item <u>HEXACOPI-R</u> –	Each participant was greeted in the laboratory by a male, Dutch experimenter who was formally dressed and had a stern demeanour. The experimenter proceeded with a (seemingly unjustified) request for each participant to provide a few names of fellow students and then presented the cover story. The gist of the cover story: - The experimenter and an



	<p>Was 160 but 11 had to be removed.</p> <p>Amsterdam</p>	<p>study).</p> <p>Had a comparison/ control group.</p>	<p>this measured the six major dimensions of personality, and a nine-item Decomposed Games measure – this measured <u>Social Value Orientation - SVQ</u>), computer, mailbox, forms.</p>	<p>Italian colleague were investigating the effects of sensory deprivation on brain function. - A recently conducted experiment on six participants in Rome who spent some time completely isolated, unable to see or hear anything, had disastrous effects – all panicked, their cognitive abilities were temporarily impaired, and some experienced visual and auditory hallucinations. Two participants asked to stop because of their strong symptoms but were not allowed to do so because invalid data may then have been collected. The majority said it had been a frightening experience. The experimenters wanted to replicate this study at the VU University using a sample of college students as there was currently no data on young people but some scientists thought that their brains may be more sensitive to the negative effects of isolation. Although it was difficult to predict what would happen, the experimenter wanted to proceed with the experiment. A University Research Committee was evaluating whether to approve the study and were collecting feedback from students who knew details about the experiment, to help them make their decision. Participants were told that Research Committee forms were in the next room. Participants were to write a statement to convince the students they had previously indicated to participate in the experiment. Statements would be sent to the identified students by mail. The experimenter left the room for three minutes to allow participants to reflect on the action-based decisions they were about to make. Participants were then moved to a second room where there was a computer for them to use to write their statement, a mailbox and the Research Committee forms. Participants were told to be enthusiastic when writing their statements and had to use two adjectives among “exciting”, “incredible”, “great” and “superb”. Negative effects of sensory deprivation were not to be mentioned. The experimenter told participants to begin and left the room for 7 minutes. If a participant</p>
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				<p>believed the proposed research on sensory deprivation violated ethical norms he/ she could anonymously challenge it by putting a form in the mailbox. After the seven-minute interval the experimenter returned and invited the participant to follow him back to the first room where he/ she was administered two personality inventories, probed for suspicion, fully debriefed and asked to sign a second consent form, this time fully informed. The entire session lasted approximately 40 minutes.</p>
<p><b>Social – Piliavin</b></p>	<p>4,450 men and women on the NYC Subway (approx 45% black, 55% white) America</p>	<p>Field exp, independent groups design, IVs = (i) Type of victim (drunk or carrying a cane). (ii) Race of victim (black or white). (iii) Effect of a model (after 70 or 150 seconds, from the critical or adjacent area), or no model at all. (iv) Size of the witnessing group (a naturally occurring independent variable).</p>		<p>There were 4 teams of 4 researchers: 2 female observers, 2 males – one acting as victim, one the model. The victims (3 white, 1 black) were all male, General Studies students, aged 26-35 years, and dressed alike. They either smelled of liquor and carried a liquor bottle wrapped tightly in a brown bag or appeared sober and carried a black cane. In all aspects they acted identically in both conditions. The models (all white) were males aged 24-29 years. There were 4 model conditions: (i) Critical area - early. (ii) Critical area – late. (iii) Adjacent area – early. (iv) Adjacent area – late. The observers recorded the dependent variables. On each trial one observer noted the race, sex and location of every rider seated or standing in the critical area. In addition she counted the total number of individuals who came to the victim's assistance. She also recorded the race, sex and location of every helper. The second observer coded the race, sex and location of all persons in the adjacent area. She also recorded the latency of the first helper's arrival after the victim had fallen and on appropriate trials, the latency of the first helper's arrival after the programmed model had arrived. Both observers recorded comments spontaneously made by nearby passengers and attempted to elicit comments from a rider sitting next to them. The victim stood near a pole in the critical area. After about 70 seconds he staggered forward and</p>



		DVs = (i) Frequency of help. (ii) Speed of help. (iii) Race of helper. (iv) Sex of helper. (v) Movement out of critical area. (vi) Verbal comments by bystanders.		collapsed. Until receiving help he remained on the floor looking at the ceiling. If he received no help by the time the train stopped the model helped him to his feet. At the stop the team disembarked and waited separately until other passengers had left the station. They then changed platforms to repeat the process in the opposite direction. Between 6-8 trials were run on any given day, all using the same 'victim condition'. There were more cane trials than drunk trials which were distributed unevenly across black and white victims because Team 2 violated instructions by running cane rather than drunk trials because the victim "didn't like" playing the drunk! Subsequent student strikes prevented additional trials to correct this.
<b>Social – Levine</b>	People in large cities in 23 different countries.	Quasi-exp (naturally occurring IV = people in all 23 countries, e.g. Rio de Janeiro, Madrid, NYC).  DV = helping rate of all 23 countries, was the (calculated to give each city an Overall Helping Index). The three measures of	Pen, leg brace, walking cane.	All experimenter were college age and dressed neatly and casually. To control for experimenter gender effects and to avoid potential problems in some cities, all experimenters were men. The three helping measures were: (i) Dropped pen. Walking at a carefully practised, moderate pace (15 paces/ 10 seconds), experimenters' walked toward a solitary pedestrian passing in the opposite direction. When 10 to 15 feet from the participant, the experimenter reached into his pocket and accidentally, without appearing to notice, dropped his pen behind him, in full view of the participant, and continued walking past the participant. A total of 214 men and 210 women were approached. Participants were scored as having helped if they called back to the experimenter that he had dropped the pen and /or picked up the pen and brought it to the experimenter. (ii) Hurt leg. Walking with a heavy limp and wearing a large and clearly visible leg brace, experimenters accidentally dropped and unsuccessfully struggled to reach down for a pile of magazines as they came within 20 feet of a passing pedestrian. A



		helping were correlated with statistics reflecting population size, economic well-being, cultural values (individualism collectivism, simpatia) and the pace of life for each of the 23 locations.		total of 253 men and 240 women were approached. Helping was defined as offering to help and /or beginning to help without offering. (iii) Helping a blind person across the street. Experimenters, dressed in dark glasses and carrying white canes, acted the role of a blind person needing help getting across the street. (The canes and training for the role were provided by the Fresno Friendship Centre for the Blind). Experimenters attempted to locate downtown corners with crosswalks, traffic signals, and moderate, steady pedestrian flow. They stepped up to the corner just before the light turned green, held out their cane, and waited until someone offered help. A trial was terminated after 60 seconds or when the light turned red, whichever occurred first, after which the experimenter walked away from the corner. A total of 281 trials were conducted. Helping was scored if participants, at a minimum, informed the experimenter that the light was green.
<b>Cognitive – Loftus &amp; Palmer</b>	Exp 1 – 45 students Exp 2 – 150 students  America	Lab exp, independent groups design  Exp 1 – IV = verb in the leading question, DV = estimate of speed (mph)  Exp 2 – IV = verb in the leading question, DV =	Video clips, questionnaires.	Exp 1 - All participants were shown the same seven film clips of different traffic accidents which were originally made as part of a driver safety film. After each clip participants were given a questionnaire which asked them firstly to describe the accident and then answer a series of questions about the accident. There was one critical question in the questionnaire: “About how fast were the cars going when they hit each other?” One group was given this question while the other four groups were given the verbs “smashed”, ‘collided’, ‘contacted’ or ‘bumped’, instead of ‘hit’.  Exp 2 - All participants were shown a one-minute film which contained a four-second multiple car crash. They were then given a questionnaire which asked them to describe the accident and answer a set of questions about the incident. There was a critical question about speed: - One



		estimate of speed (mph) and response YES/NO to the broken glass question.  Had a comparison/ control group in exp 2.		group was asked, "About how fast were the cars going when they smashed into each other?" - Another group was asked, "About how fast were the cars going when they hit each other?" - The third group did not have a question about vehicular speed. One week later, all participants, without seeing the film again, completed another questionnaire about the accident which contained the further critical question, "Did you see any broken glass – Yes/No?" There had been no broken glass in the original film.
<b>Cognitive – Grant</b>	8 experimenters all recruited 5 people (40 P's), one P had to be removed leaving 39 in total. Aged 17-56 yrs.	Lab exp, independent groups design, IV = silent/ noisy and matching/ mismatching, DV = performance on short answer recall test, and also on multiple choice recall test.	Cassette player, headphones, article and recall tests.	<u>Stimuli used:</u> (a) Each experimenter provided his/her own cassette player and headphones. The eight cassettes were exact copies made from a master tape of background noise recorded during lunchtime in a university cafeteria. The background noise consisted of occasional distinct words/phrases embedded within a general conversational hum that was intermixed with the sounds produced by movement of chairs and dishes. The tape was played at a moderately loud level. (b) A two-page, three-columned article on psychoimmunology (Hales, 1984) was selected as the to-be-studied material. (c) 16 multiple-choice questions, each consisting of a stem and four alternatives were generated, all of which tested memory for points stated in the text. 10 short-answer questions were derived from those multiple-choice stems that could easily be restated to produce a question that could be answered unambiguously by a single word or phrase. The order of the questions on each test followed the order in which the tested points were made in the text. The short-answer test was always administered first to ensure that recall of information from the article was being tested and not recall of information from the



				<p>multiple- choice test.</p> <p><u>Procedure used:</u> Instructions, describing the experiment as a class project and stating that participation was voluntary, were read aloud. Participants were asked to read the given article once, as if they were reading it for a class assignment. They were allowed to highlight and underline as they read. Participants were informed that their comprehension would be tested with both a short-answer test and a multiple-choice test. All participants wore headphones while they read. Those in the silent condition were told they would not hear anything over the headphones whilst those in the noisy condition were told they would hear moderately loud background noise, but that they should ignore it. Reading times were recorded by the experimenters. A break of approximately two minutes between the end of the study phase and the beginning of the test phase was incorporated to minimise recall from short-term memory. The short-answer test was given, followed by the multiple-choice test. Participants were tested in either silent or noisy conditions and were informed of the condition before testing. Regardless of testing condition, all participants wore headphones. At the end of the testing phase participants were debriefed concerning the purpose of the experiment. The entire procedure lasted about 30 minutes.</p>
<b>Cognitive – Moray</b>	Undergraduate students, Exp 1 - numbers unknown, Exp 2 – 12, Exp 3 - 28	Lab exps. Exp 1 – repeated measures design, IV = dichotic listening test, recognition test, DV = number of	Headphones, tape recordings, word lists, light fiction passages, tape recorder.	<p>Exp 1 - A shortlist of simple words was repeatedly presented to one of the participant's ears whilst they shadowed a prose message presented to the other ear. (The word list was faded in after shadowing had begun, and was equal in intensity to the shadowed message. At the end of the prose passage it was faded out so as to become inaudible as the prose finished.) The word list was repeated 35 times. The participant was then asked to report all he could of the content of the rejected message. S/he was then</p>



		<p>words correctly recognised in rejected message.</p> <p>Exp 2 – repeated measures design, IV = whether instructions used own name or not, DV = number of affective instructions.</p> <p>Exp 3 - independent groups design, IV = digits in both messages or only one, questions at the end or recalling numbers.</p>		<p>given a recognition test using similar material, present in neither the list nor the passage, as a control. The gap between the end of shadowing and the beginning of the recognition test was about 30 seconds.</p> <p>Exp 2 - Participants shadowed ten short passages of light fiction. They were told that their responses would be recorded and that the object of the experiment was for them to try to score as few mistakes as possible. In some of the passages instructions were interpolated, but in two instances the participants were not warned of these. In half of the cases with instructions these were prefixed by the participant's own name. The passages were read in a steady monotone voice at about 130 words per minute. Responses were tape recorded.</p> <p>Exp 3 – Participants shadowed one of two simultaneous dichotic messages. In some of the messages digits were interpolated towards the end of the message. These were sometimes present in both messages, sometimes only in one. The position of the numbers in the message and relative to each other in the two messages were varied, and controls with no numbers were also used, randomly inserted.</p>
<b>Cognitive – Simons &amp; Chabris</b>	228 undergraduate students (data from 36 was removed), 192 in total.	Lab exp, independent groups design, IV = transparent/umbrella, transparent/	Video tapes.	<p>Before viewing the video tape, participants were told they would be watching two teams of three players passing basketballs and that they should pay attention to either the team in white (the White condition) or the team in black (the Black condition). They were told to keep either a silent mental count of the total number of passes made by the attended team (Easy condition) or separate silent mental counts of the number of</p>





	12 additional students in the control condition.	gorilla, opaque/ umbrella, opaque/ gorilla, DV = whether they saw the unexpected event  Four conditions; white/ hard, white/ easy, black/ hard, black/ easy (for basketball video).  Had a comparison/ control group.		bounce passes and aerial passes made by the attended team (Hard condition). After viewing the video tape and performing the monitoring task, participants were immediately asked to write down their count(s) on paper. They were then asked the following additional questions: (i) While you were doing the counting, did you notice anything unusual in the video? (ii) Did you notice anything other than the six players? (iii) Did you see a gorilla/woman carrying an umbrella walk across the screen? After any “yes” responses, participants were asked to provide details of what they noticed. If at any point a participant mentioned the unexpected event, the remaining questions were skipped. After questioning, participants were asked if they had previously participated in a similar experiment, heard of such an experiment or heard of the general phenomenon. If they said “yes” they were replaced and their data were discarded. Participants were debriefed; this included replaying the video tape on request. Each testing session lasted 5-10 minutes.
<b>Developmental – Bandura et al</b>	72 children (36 boys and 36 girls) from Stanford University Nursery  America	Lab exp, independent groups design, IV = Aggressive or non-aggressive role model, Sex of the role model (M/F) and sex of the child (M/F).	Toys including the Bobo doll.	<u>Phase 1:</u> Children in the experimental conditions were individually taken into a room and sat at a table to play with potato prints and picture stickers for 10 minutes whilst the aggressive model began by assembling a tinker toy set but after about a minute turned to a Bobo doll and spent the remainder of the period physically and verbally aggressing it using a standardised procedure. The non-aggressive model assembled the tinker toys in a quiet subdued manner, totally ignoring the Bobo doll. The control group did not participate in Phase 1. <u>Phase 2:</u> All the children were then taken individually to another room



		<p>DV = amount of imitative behaviours and aggression.</p> <p>All children were pre-matched on aggression levels at the start.</p> <p>Had a comparison/ control group.</p>		<p>and subjected to mild aggression arousal. Initially they were allowed to play with some very attractive toys but after about two minutes the experimenter took the toys away saying they were reserved for other children. However they could play with any of the toys in the next room.</p> <p><u>Phase 3:</u> Children were then taken individually into a third room which contained both aggressive and non-aggressive toys e.g. 3ft high Bobo doll, a mallet, dart guns and non-aggressive toys e.g. tea set, cars, dolls. They were observed through a one-way mirror for 20 minutes whilst observers recorded behaviour in the following categories: (i) Imitative aggression (physical, verbal and non-aggressive speech). (ii) Partially imitative aggression. (iii) Non-imitative physical and verbal aggression. (iv) Non-aggressive behaviour. A second observer watching through a one-way mirror noted down at 5-second intervals: displays of imitative aggressive responses, partially imitative responses and/or non-aggressive imitative aggressive responses.</p>
<p><b>Developmental – Chaney</b></p>	<p>32 children (22M, 10F) aged 1.5-6yrs prescribed asthma medication.</p> <p>Australia</p>	<p>Field experiment, repeated measures design. IV = standard/ small volume spacer or funhaler. DV = amount of adherence to the medical regime.</p>	<p>Standard spacer or Breath-a-Tech funhaler, Questionnaires.</p>	<p>Participants were approached by the researcher at home initially before the Funhaler was mentioned and were interviewed with a questionnaire on their existing use of the inhaler. Then they were give the Funhaler for two weeks and reported over the phone on an ad hoc basis to take snapshots of whether they had used the Funhaler the previous day. Matched questionnaires were completed by parents after sequential use of the Breath-a-Tech inhaler and the Funhaler. After sequential use of the Breath-a-Tech inhaler and the Funhaler they were then visited again by the researcher and parents were interviewed and completed the matched questionnaires. Data collected from the self-report related to how easy each device was to use, compliance of parents and children, and treatment attitudes. Furthermore, during the course of the study each</p>



				parent was called at random to find out whether they had attempted to medicate their child the day before.
<b>Developmental – Kohlberg</b>	<p>75 American boys aged 10-16 yrs followed at 3yr intervals until 22-28yrs old.</p> <p>America</p> <p>Moral development was also studied in boys of other cultures including Great Britain, Canada, Taiwan, Mexico and Turkey.</p>	Longitudinal study for 12 years.	Moral dilemmas.	<p><u>Using 75 American boys:</u> Participants were presented with hypothetical moral dilemmas in the form of short stories to solve. The stories were to determine each participant's stage of moral reasoning for each of 25 moral concepts/ aspects. Aspects assessed included: - Motive Given for Rule Obedience or Moral Action. The value of human life: tested by asking the participant: Aged 10: "Is it better to save the life of one important person or a lot of unimportant people?" Aged 13, 16, 20 and 24: "Should the doctor 'mercy kill' a fatally ill woman requesting death because of her pain?"</p> <p><u>Using different cultures:</u> Taiwanese boys, aged 10-13, were asked about a story involving theft of food: "A man's wife is starving to death but the store owner won't give the man any food unless he can pay, which he can't. Should he break in and steal some food? Why?" Young boys in Great Britain, Canada, Mexico and Turkey were tested in a similar way.</p>
<b>Developmental – Lee et al</b>	<p>120 Chinese students aged 7, 9 and 11 yrs.</p> <p>108 Canadian children, most</p>	Lab exp, independent groups design (with elements of repeated measures in the	Stories.	Participants were read four scenarios accompanied by illustrations, two prosocial, two antisocial. Each participant was tested individually. Participants were first instructed about the meaning of the words and the symbols for rating the deeds and verbal statements on a 7-point rating chart. These were: very, very good (3 red stars), very good (2 red stars), good (1 red star), neither good not naughty (blue circle), naughty (black



	<p>middle-classed, aged 7, 9 and 11 yrs.</p> <p>China and Canada</p>	<p>story reading tasks), IV = social or physical story, prosocial or antisocial stories. DV = rating of characters deeds, the rating to what the character said (verbal statement).</p> <p>Four conditions: prosocial/ truth, prosocial / lie, antisocial/ truth and antisocial/ lie.</p>		<p>cross), very naughty (2 black crosses), very, very naughty (3 black crosses). Participants were then read either the four social or four physical stories. The story's 'deed' section was read first and then they would indicate their rating either verbally, non-verbally or both on the rating chart. They were then read the second section of the story and would then indicate, in the same way, their rating for the character's verbal statement. The meaning of each symbol was repeated every time a question was asked. Participants were then involved in post-experimental discussions.</p> <p><u>Sample:</u> Prosocial Behaviour/ Lie-Telling story went as follows ~ Here is Alex. Alex's class had to stay inside at recess time because of bad weather, so Alex decided to tidy up the classroom for his teacher. (Question 1: Is what Alex did good or naughty?) So Alex cleaned the classroom, and when the teacher returned after recess, she said to her students, "Oh, I see that someone has cleaned the classroom for me." The teacher then asked Alex, "Do you know who cleaned the classroom?" Alex said to his teacher, "I did not do it." (Question 2: Is what Alex did good or naughty?)</p>
<p><b>Biological – Sperry</b></p>	<p>11 split brain patients</p> <p>America</p>	<p>Quasi-exp, IV= split brain or not (no need for a control group, effects already known), DV = ability on visual and tactile tests.</p>	<p>Eye patch, projector screen (tachistoscope), slides, and tactile objects.</p>	<p>Key tests: - <u>Presenting visual information:</u> The participant, with one eye covered, centred his gaze on a fixed point in the centre of an upright translucent screen. Visual stimuli on 35-millimetre transparencies were arranged in a standard projector and were then back-projected at 1/10 of a second or less – too fast for eye movements to get the information into the wrong visual field. Everything projected to the left of the central meridian of the screen is passed via the</p>



				<p>left visual field (LVF) to the right hemisphere and vice versa (regardless of which eye is used).</p> <p>Information shown and responded to in one visual field could only be recognised again if shown to the same visual field. Information presented to the RVF (LH system of a typical right-handed patient) could be described in speech and writing (with the right hand). If the same information is presented to the LVF (RH), the participant insisted he either did not see anything or that there was only a flash of light on the left side i.e. the information could not be described in speech or writing. However the participant could point with his left hand (RH) to a matching picture / object presented among a collection of pictures / objects. If different figures were presented simultaneously to different visual fields e.g. \$ sign to the LVF and ? to the RVF, the participant could draw the \$ sign with his left hand but reported that he had seen a ?</p> <p><u>Presenting tactile information:</u></p> <p>Below the translucent screen there was a gap so that participants could reach objects but not see their hands. Objects were then placed in either the participant's right / left hand or both hands. Information about objects placed in the left hand is processed by the right hemisphere and vice versa. Participants undertook a variety of both visual and tactile tests. Objects placed in the right hand (LH) could be described in speech or writing (with the right hand). If the same objects were placed in the left hand (RH) participants could only make wild guesses and often seemed unaware they were holding anything. Objects felt by one hand were only recognised again by the same hand e.g. objects first sensed by the right hand could not be retrieved by the left. When two objects were placed simultaneously in each hand and then hidden in a pile of objects, both hands selected their own object and ignored the other hand's object.</p>
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<b>Biological – Casey et al</b>	562 4yr old school children from the 1960s and 1970s, when in their 20s (155), when in their 30s (135).	Quasi-exp, longitudinal design (some from age 4 -40 yrs) IV = high/ low delayer, DV= performance on the impulse control task (reaction time and accuracy) and results on fMRI test.	Questionnaires from childhood – high/ low delayers, laptop, rear projection screen, fMRI.	<p><u>Experiment 1</u></p> <p>This tested whether individuals who were less able to delay gratification as children and young adults (low delayers) would, as adults in their 40s, show less impulse control in suppression of a response to “hot” relative to “cool” cues. The 59 participants, already classified as high or low delayers, consented to take part in a behavioural version of a “hot” and “cool” impulse control task. Participants completed two versions of the go/no-go task. The “cool” version of the task consisted of male and female stimuli which were presented, one sex as a “go” (i.e. target) stimulus to which participants were instructed to press a button, and the other sex as a “no-go” (i.e. non-target) stimulus to which participants were instructed to withhold a button press. Before the onset of each run, a screen appeared indicating which stimulus category served as the target. Participants were instructed to respond as quickly and accurately as possible. Each face appeared for 500ms, followed by a 1-s inter-stimulus interval. A total of 160 trials were presented per run in pseudo-randomised order (120 go, 40 no-go). The task was therefore a 2 (trial type: go, no-go) x 2 (stimulus sex: male, female) factorial design. Accuracy and response latency data (reaction times) were acquired in four runs representing each combination of stimulus sex (male, female) and trial type (go, no-go). The “hot” version of the go/no-go task was identical to the “cool” version except that fearful and happy facial expressions served as stimuli. The tasks were presented using programmed laptop computers sent to participants’ homes.</p> <p><u>Experiment 2:</u></p>



				<p>fMRI was used to examine neural correlates of delay of gratification. It was anticipated that low delayers would show diminished activity in the right prefrontal cortex and amplified activity in the ventral striatum compared to high delayers. 27 participants from Experiment 1 agreed (consented) to complete the imaging study. Participants completed a “hot” version of the go/no-go task similar to that used in Experiment 1. Differences were in timing, number of trials and apparatus. Each face stimulus was presented for 500ms, followed by a jittered inter-trial interval ranging from 2 to 14.5s in duration (mean 5.2s). A total of 48 trials were presented per run in pseudo-randomised order (35 go, 13 no-go). In total, imaging data were acquired for 26 no-go trials and 70 go trials for each expression. The task was viewable by a rear projection screen and a Neuro-screen five-button response pad recorded button responses and reaction times. One participant was excluded for excessively poor behavioural performance on the fMRI version of the task leaving 26 participants for group analysis.</p>
<p><b>Biological – Blakemore &amp; Cooper</b></p>	<p>Kittens.</p>	<p>Lab exp, independent groups design, IV = horizontal or vertical environment, DV = visuomotor skills.</p>	<p>Cylinder, glass platform, tables and chairs.</p>	<p>The kittens were housed from birth in a completely dark room. From the age of two weeks they were put into a special apparatus for an average of about five hours per day. The kitten stood on a clear glass platform inside a tall cylinder the entire inner surface of which was covered with high contrast black-and-white stripes, either vertical or horizontal. There were no corners to its environment, no edges to its floor and the upper and lower limits to its world of stripes were a long way away. It could not even see its body as it wore a wide black collar that restricted its visual field to a width of about 130 degrees (the kittens did not seem upset by the monotony of their surroundings and sat for long periods inspecting the walls of the tube.) This routine was stopped when the kittens were 5</p>



				months old (well beyond the 'critical period' in which total visual deprivation causes physiological deficits, Hubel & Weisel, 1970). The kittens were then taken for several hours each week from their dark cage to a small, well-lit room, furnished with tables and chairs. Their visual reactions were observed and recorded/ noted. At 7.5 months, two of the kittens (one reared in the horizontal and one reared in the vertical environment) were anaesthetised so their neurophysiology could be examined.
<b>Biological – Maguire</b>	16 male licensed London taxi drivers (right-handed), aged 32-62 yrs.  UK	Quasi-exp, independent groups design, IV = taxi driver or not, DV = volume of the hippocampi including their anterior, body and posterior regions on MRI scan (VBM and pixel counting).  Used a comparison/ control group.	MRI scans.	The MRI scans of all participants were analysed using: (i) VBM (voxel-based morphometry) which is an automatic procedure that 'normalises' the scans to a template to eliminate overall brain size as a variable and then identifies differences in grey matter density in different regions of the brain. The brains of the 16 taxi drivers were compared to those of 50 non-taxi drivers to see if there were any differences in structure. (ii) Pixel counting compared the volume of anterior, body and posterior cross-sections of the taxi drivers' hippocampi with those of a previously age, gender and handedness-matched sample of 16 controls taken from the 50 used in the VBM analysis. The images were analysed by one person experienced in the technique and blinded to whether the scan was of a taxi driver or a control and the VBM findings. This procedure allowed the total hippocampal volume to be calculated.





<b>Individual Differences – Freud</b>	One boy – Little Hans, aged 5 yrs.	Longitudinal, case study.	Letters.	Data was gathered by Little Hans's father (a firm believer of Freud's ideas) regularly observing and questioning Hans. He then sent records of the events and conversations to Freud who interpreted the information and replied to Little Hans' father with advice on how to proceed. Just before he was three, Hans started to show a lively interest in his 'widdler' and the presence/absence of this organ in others – human and non-human. At this time he had a tendency to masturbate, bringing threats from his mother to send for Dr A. to cut it off. When he was three and a half, Hans gained a baby sister, Hanna, whom he resented and subsequently, subconsciously, wished his mother would drop in the bath so she would drown. Later Hans developed a fear of being bitten by white horses. This seemed to be linked to two incidents: (i) Overhearing a father say to a child, "Don't put your finger to the white horse or it will bite you." (ii) Seeing a horse that was pulling a carriage fall down and kick about with its legs. His fear was then generalised to carts and buses. Both before and after the development of the phobias (of the bath and horses), Hans was both anxious his mother would go away and prone to fantasies and daydreams. These included: - The giraffe fantasy. - Two plumber fantasies. - The parenting fantasy. Having received 'help' from his father and Freud, after the parenting fantasy, both the 'illness' and analysis came to an end.
<b>Individual Differences – Baron-Cohen et al</b>	16 adults with Autism/ AS, 50 Normal adults, 10 adults with Tourettes	Quasi-exp, matched groups design, IV = Autism/ Normal or Tourettes	Eyes task, Strange stories, gender recognition of eyes task and	The Eyes task, the Strange Stories and the two control tasks (Gender Recognition of Eyes Task, Basic Recognition Task) were presented in random order to all participants. The Gender Recognition Task involved identifying the gender of the eyes used in the Eyes Task. The task controlled for face perception, perceptual discrimination and social



	Syndrome.  UK	adults, DV = performance on the eyes task (score out of 25).	basic recognition task.	perception. The Basic Emotion Recognition Task involved judging photographs of whole faces displaying basic emotions identified by Ekman (1992). The task was done to check whether difficulties on the Eyes Task were due to difficulties with basic emotional recognition. The Strange Stories Task was used to validate the results from the Eyes Task. Participants were tested individually in a quiet room either in their own home, in the researchers' clinic or in the researchers' laboratory at Cambridge University.
<b>Individual Differences – Gould</b>	1.75 million Army recruits in America during WW1.	A review article that looks at the history of Robert M. Yerkes' intelligence testing of recruits for the US army in WW1, and his attempt to establish psychology as a scientific discipline.	Yerkes article (IQ tests).	<p>From May to July 1917, Yerkes, together with a number of colleagues who shared his views on the hereditary nature of intelligence, wrote the army mental tests. Together they developed three types of test, the first two of which could be given to large groups and took less than an hour to complete.</p> <p><u>Army Alpha Test:</u> This was designed for literate recruits. It consisted of eight parts. It included items with which we are totally familiar as part of intelligence testing: analogies, filling in the next number in a sequence etc. It required a good basic understanding of English language skills and literacy.</p> <p><u>Army Beta Test:</u> This was a test designed for people who were illiterate or failed the Army Alpha Test. It had seven parts and consisted of picture completion tasks. The pictures were culturally specific and all the instructions were written in English.</p> <p><u>Individual Spoken Exam:</u> If recruits failed both tested they were offered an individual spoken exam, however, this rarely happened.</p>



<b>Individual Differences – Hancock et al</b>	<p>52 male murderers (14 psychopaths, 38 non-psychopaths).</p> <p>Canada</p>	<p>Self-report method using the Step-Wise Interview Technique.</p> <p>Had a comparison/ control group.</p>	<p>Psychopathy Checklist Revised (PCL-R; Hare, 1991, 2003). Interview questions, audio recorder, Wmatrix and DAL for analysis.</p>	<p>Volunteers underwent a psychopathy assessment using the PCL-R. Participants were then interviewed (semi-structured/ open ended) and their responses were audio recorded. Participants were asked to describe their homicide offences in as much detail as possible in a bid to explore the language they used to describe their crimes. They were encouraged to give as much detail as possible without omitting any detail. Each interview lasted 25 minutes. The narratives were subsequently transcribed. Two text analysis tools were then used to analyse the transcripts: (i) The corpus analysis programme Wmatrix (Rayson, 2003, 2008), which was used to compare parts of speech and to analyse semantic concepts contained in the psychopath and control corpora. (ii) The Dictionary of Affect in Language (DAL) software programme (Whissell &amp; Dewson, 1986) was used to examine the affective tone of the words.</p>
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- Look for similarities and differences between the core studies but also within each area.

