LEVEL 1

PSYCHOLOGY

WORKBOOK

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Forward

The purpose of this workbook is to help you learn about a range of research methods used by psychologists to grow our understanding of human behaviour. These methods are used to study a range of phenomena. Sometimes one method will be more appropriate than another. We will be looking at the strengths and weaknesses of different methods in the booklet. By the end of the booklet you should be able to identify when a method is most appropriate and explain the reasons why. This unit is based around a theme of developmental psychology which studies how humans develop, grow and change throughout our lifespan.

You may have covered some of the information in your psychology lessons; if so it would be beneficial for you to use the activities in this workbook as a recap or move to the sections that you have not previously covered. The workbook was designed and written by teachers from Tawa College so it can support you in your assessments.

Links to standards and assessment

AS91841: Demonstrate understanding of the methods used in psychological research

- By applying the knowledge gained about the different methods and their strengths and weaknesses.
- Teachers may use the studies in these or other studies in their examples so focus on the strengths and weaknesses of the METHODS.

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Developmental Psychology.

Developmental psychology studies the way that humans change and grow throughout their lifespan. Much of the early studies focused on infants and young children. As the field has developed the research focus has extended to include all periods of the lifespan. Studying development means looking at a range of factors. This field of Psychology involves you looking at different areas of development such as cognitive, emotional, social, biological and more. The focus of the study will determine the questions asked and what methods will be most appropriate.

Activity 1: Draw a cartoon showing the different stages of a human life span.

Infancy 0-5	Childhood 5-13	Adolescence13-20
Early adulthood 20-40	Middle age 40-70	Old age 70+

Research Methods.

Psychology can be studied using a range of methods. The most appropriate methods will depend on what you are trying to find out. Something that is debated a lot is whether or not psychology is a science. There are arguments for and against this. At the start of this topic what do you think? Explain your answer in the box below.

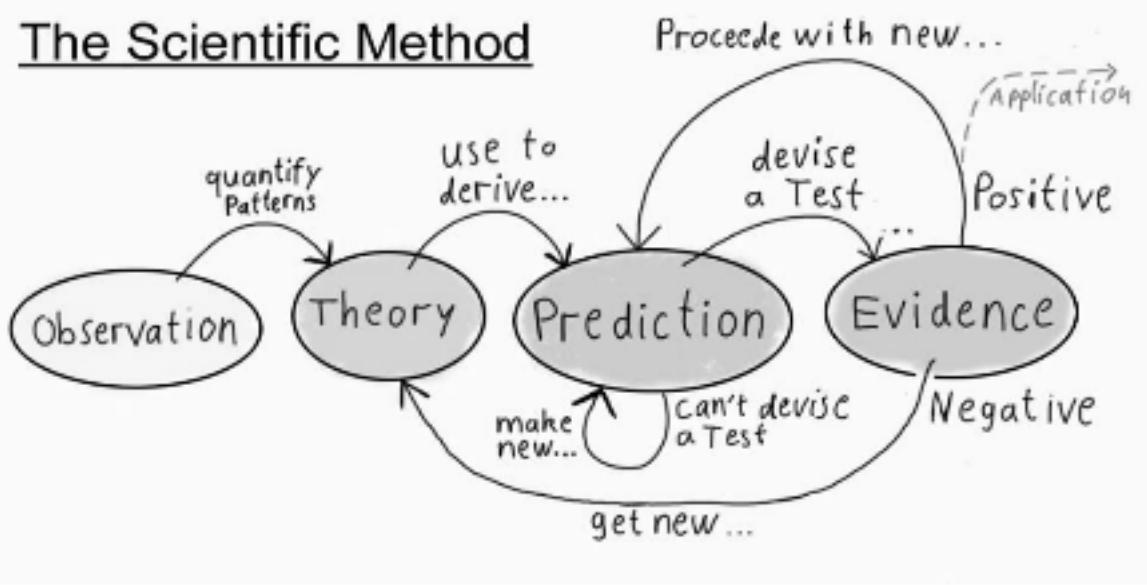
Activity 2: I think psychology is/isn't scientific because....

Activity 3: Draw a scientist doing science in the middle of this box.

Around the picture add some comments on the following prompts.
What is science? What is scientific evidence? What does it mean to do scientific research? How would you know if something you read or heard is true/trustworthy? Where does a scientist work?

Scientific Method

The scientific method is a way of exploring the world. It is a systematic way of planning, conducting and reporting on research. The scientific community endeavours to be carrying out research by collecting empirical evidence that supports or contradicts our theories about the world. Empirical evidence means data (information) that is collected through objective observation and measurement. Objective (facts) means recording without bias or interpretation. This is in contradiction to something subjective which is your personal opinion or interpretation. For example, you might interpret a book in english class as being good (this is subjective). Using a rigorous scientific method to test ideas helps prevent us from using assumptions based on our own experience to incorrectly explain human behaviour generally.



Activity 4: 7 Steps in the Scientific Research Process

Fill in the blanks using the words in the word bank.

Gathering // method // problem // predicted // conclusions // Identify // hypothesis // aim // summarise // Analyse // record // relationship // appropriate // discover // contribute // support // original

1. _____ **a** _____what should be studied
2. **Establish a** _____ and/or ____ – What is _____ to be found? What are they wanting to discover through the study?
3. **Choose a suitable research** _____ **-** one of the scientific methods _____ to the subject(s) being studied.
4. _____ **Data –** carry out research and _____ the findings.
5. _____ **the data**- use statistical methods to see whether there is a _____ between the factors/variables being studied.
6. **Stating** _____ – _____ the results and write overall conclusions on what was found.
7. **Relating Findings back to the** _____ **hypothesis/aim** – did the findings _____ what was predicted? How did this study _____ to psychological knowledge?

Variables & Operationalisation.

A variable is just a "thing" which varies! We use different names for variables depending on how we are referencing them in our research. See the table below for an explanation of the different types of variables.

Variable	Operational variables (or operationalizing definitions)
A variable is anything that you would measure and that could change in your study. We give variables different names when we do research.	refer to how you will define and measure a specific variable as it is used in your study.
Independent variable (IV)	**Dependent variable (DV)**
Variable the experimenter manipulates (i.e. changes)	Variable the experimenter measures. This is the outcome (i.e. result) of a study.
Extraneous variables (EV)	**Confounding variables**
Any variable that might influence your dependent variable apart from the IV. Experiments try to control as many of these as possible.	Variables that were not controlled and did influenced the DV. These reduce the validity of our studies.

When we are doing research we need to know what we are looking for. Human behaviour can be seen as a very subjective and personal experience. Thus individuals may have a different interpretation of the words we use.

Activity 5: What does it mean to be happy?

Ask four people to define the word happy and explain what it looks like. Record their answers below.

1	2	3	4

On a scale of 1 (not similar at all) to 5 (very similar), how similar are the answers.
Explain why you gave it that score.

Because of individual and cultural differences psychologists must be very explicit in how they define the variables they are looking at. Giving a specific definition of a variable and how you will measure it is called operationalisation. Researchers will often use a definition that has been used before. This helps us to be consistent in our definitions, measurements by developing a common language. This also helps us to compare and repeat research done by different people at different times.

Activity 6: Operationalise Happiness.

Pretend you were doing research on the levels of happiness in your house during lock down. Come up with an explicit, measurable definition of happiness that you could use. How would you measure happiness?

Validity & Reliability of Methods.

Two key terms that are important in research are reliability and validity. We use these concepts to determine if a study is trustworthy, useful and applicable.

Validity: Measuring what is claimed to be measured. (Eg actually measuring intelligence and not memory)	**Reliability:** refers to the consistency of a research study or measuring test.
Internal validity: the effects observed in a study are due to the manipulation of the independent variable and not some other factor.	**Internal reliability:** assesses the consistency of results across items within a test.
Population validity: how well the results from this sample can be applied (generalised) to the rest of the target population.	**External reliability:** refers to the extent to which a measure varies from one use to another.
Ecological validity: The degree to which an investigation represents real-life experiences.	**Temporal/historical validity:** The degree to which the results of an investigation remain true and applicable in different time periods

Activity 7: Fill in the blanks: evaluate this study for validity & reliability.

Godden and Baddeley (1975)
Aim: To investigate the effect of environment on recall, 18 divers from a diving club in Scotland were asked to learn lists of 36 unrelated words of two or three syllables and recall them in either the same or a different context to when they learnt them. The words were sent audibly and the divers recorded their answers using pen and paper (in a watertight box if under water).
4 conditions :

1. Learn on beach recall on beach (same context)
2. Learn on beach recall underwater (different context)

3. Learn underwater recall on beach (different context)
4. Learn under water recall under water (same context)

Results:

	Learn on beach	Learn under water
Recall on beach	13.5	8.5
Recall under water	8.6	11.4

Conclusion: This shows that context acted as a cue to recall as the participants forgot more words when they learnt and recalled the words in different environments than when they learnt and recalled the words in the same environment. Abernathy (1940) also found that students performed better in tests if the tests took place in the same room as the learning of the material had taken place, and were administered by the same instructor who had taught the information.

WORD BANK:

recording // population validity // consistency // sample size // Demographic // ecological validity // method // objectively // natural // Validity // relates // applied // accurately

Fill in the blanks.

Validity refers to how _____ a study tests psychological phenomena. Because this study is conducted in a _____ environment, it has a high_ _____ _____ . This means that the results of this study can be applied to other real life situations when memory is required. Such as studying and revising in the same spot in your home. The study has a small _____ _____ all from one _____ : the diving club. This is due to the specific skills required in the participants to be able to conduct the study underwater. As a result, this study has low _____ _____ . There may be something different about this population that draws them into diving as a hobby or career that _____ to their ability to complete the memory task. Future studies might look at drawing from a wider population. Reliability refers to the _____ of a research study or measurement. This study has a clear _____ with _____ defined variables. As a result the study can be considered reliable. Another researcher could take writing down words as a _____ method and use it in another study. They can expect to get results that equally reflect a person's memory.

Ethics

Ethics refers to the guidelines that inform how we conduct research. This is important because psychologists study deeply personal things about humanity. We need to make sure that we are protecting our participants rights, privacy and safety. When you're evaluating a study.

Activity 8: Risk factors of being in a study.

What issues could happen during a research study? Think about how a participant might be affected by participating in a study; either during the study, long term effects after the study, or by being associated with being in the study.

The British Psychological Association identified principles that psychologists need to abide by as part of their research. You will learn about the New Zealand code of ethics later in this course.

Can	**C**	**Informed consent:** participants need to give their permission to be in a study and fully understand what they are agreeing to.
Do	**D**	**Deception:** Participants should be deceived as little as possible and if they are decieved be debriefed about what happened at the conclusion of the study.
Can't	**C**	**Confidentiality:** Participants identify should remain a secret to people reading this study. This generally means identifiable details such as names are not included in the research report.
Do	**D**	**Debrief:** Debrief generally comes in the form of a conversation at the end of the study to talk about any deceptions and check that participants are in a sound state at its conclusion.
With	**W**	**Right to withdraw:** Participants should be able to leave the study and have their data removed from the researchers records if they wish.
Participants	**P**	**Privacy:** Researchers should not observe a participant's private behaviour without their permission.

Case Study Method

A Case study is an in depth investigation of a single individual, event, group, or organisation. Phineas Gage is a commonly referenced case study. We learnt a lot about the localisation of function through his accident where a tamping iron went through his skull damaging part of his brain, affecting the personality. However we couldn't recreate his specific experience to test this ethically. A case study was the most appropriate way to study his situation in this case. Cast studies are often used in situations where the situation is unique and hard or

unethical to replicate. It is also used when not a lot is known about something and so rather than run an experiment we gather a lot of detailed evidence that might help us start to form hypotheses and questions. Data is gathered from a variety of sources, using both qualitative (interviews, words, and descriptions) or quantitative data (tests and statistics). This generates highly detailed information which the researcher then interprets.The information cannot be generalised to the wider population (low population validity) without further evidence.

Activity 9: Why would you not be able to apply the results of a case study to the general population?	**Key term.** **Population validity:** how well the results from this sample can be applied (generalised) to the rest of the target population.

Advantages & Disadvantages.

Activity 10: Brainstorm your own advantages and disadvantages of this method.

Can you include any references to validity and reliability? Is this method objective or subjective? Could other researchers easily repeat this behaviour? Could this be applied to a wide population? Then check your answers and add any details that you missed to your notes.

Advantages	Disadvantages

H.M The man with no memory (1953)

H.M :In the 1940's, H. M (Henry Molaison) was a 27 year old man who was suffering from severe epileptic seizures. In 1953 a neurosurgeon removed his hippocampus which reduced his seizures, however, after the surgery H.M had no memory. After the surgery he was no longer able to form new long term memories (anterograde amnesia). This shows that the hippocampus is very important in forming new memories. H. M loved to

talk about the few clear childhood memories over and over again. He was not capable of learning new factual information (Semantic Memory), however, he could learn new motor skills like how to play the piano (procedural memory). This shows us that there are different parts of the brain responsible for different memory types. He has had countless MRI scans! Psychologists also used memory tests to identify that he could keep number sequences in his short term memory but that they couldn't be moved into long term memory. H.M was described as "an engaging man, with a keen sense of humour , who knew he had a poor memory and accepted his fate… and hoped that research into his condition would help others live better lives". He forgot all experiences after the operation within 30 seconds, however, his personality still remained intact, he still had above average intelligence and language skills. Sadly, H.M died in 2008 an his brain was sent to a lab in San Diego, where it has been sliced into 2401 sections as a learning resource.

Activity 11: Read through the description of H.M. and answer the following questions

1. Is this a case study? Justify your answer – explain WHY you think it is/isn't a case study

2. What happened to H.M.?

3. How did they come across him?

4. What methods/ information/data did they gather as a result of their work with him?

5. Was this information beneficial to us? Why/why not?

6. Was this an appropriate way to study H.M?

Observation Method

Observation methods involve watching and recording the frequency of behaviours or descriptions of behaviours. Observations can vary on a range of factors such as location, level of control, method of recording, level of involvement by researchers and whether or not participants know that they are being involved. Each of these methodology decisions comes with different advantages and disadvantages. The appropriateness of these methods will vary depending on the research questions. Observations generate correlational research. The data shows a correlation or relationship between two variables. If two variables change in

relation to each other consistently there is a high correlation between those two variables. You can not determine **causation** through observational research only relationships.

Types of Observations

How much control over variables?	**Controlled Observation.** Some variables are controlled and manipulated by the experimenter.	**Natural observation.** Studying the spontaneous behavior of participants in natural surroundings.
How involved in the group is the researcher.	**Participant observation:** The observer acts as part of the group being watched.	**Non-participant observation:** The experimenter does not become part of the group being observed.
Do the participants know they are being observed?	**Covert** Participants can be unaware they are being studied	**Overt** Participants can be aware they are being studied
Are they recording some things or everything?	**Structured** Start with a predetermined list of behaviours recorded when they happen	**Unstructured** Describes what is happening in rich detail.
How often will you record data.	**Event sampling.** Recording the frequency of an event or behaviour. Do not record anything other than the target.	**Time sampling.** Identify a time period when observations will happen and record the behaviour during that time

Activity 12: Plan an observation at home.
AIM: *To find out what times during the day people go to get food/snacks the most throughout the day.*
Variables *- operationalise your variables. What will your time periods be? What will you count as getting a snack? Do they have to actually eat something or just go and see what is in the kitchen?*

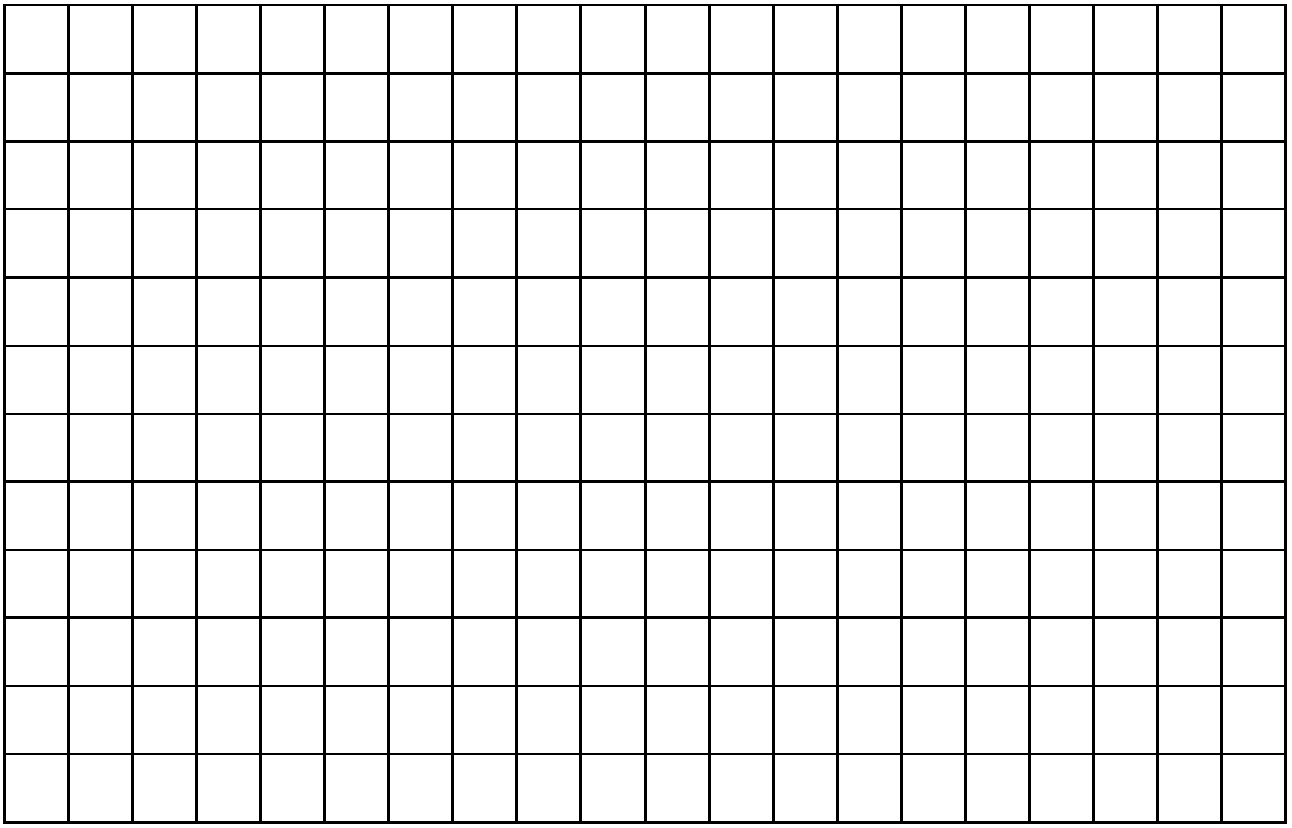
TIME =	
get food/ snacks =	
***METHOD**.* *What type of methods will you choose & why?*	
Participant or non participant	
Natural vs controlled	
Covert vs overt	
Unstructured vs structured	
Timed Vs event sample	
***Sample**: Whose behaviour are you recording.* *1 person or multiple people? Describe your sample below*	
***Record your data below** - note you may not have 4 people to watch, use as many as you can.*	

TIME	Participant 1	Participant 2	Participant 3	Participant 4

Graph your data.

Make sure you give the graph a title and label your axis

Title:



Write a conclusion based on your data.

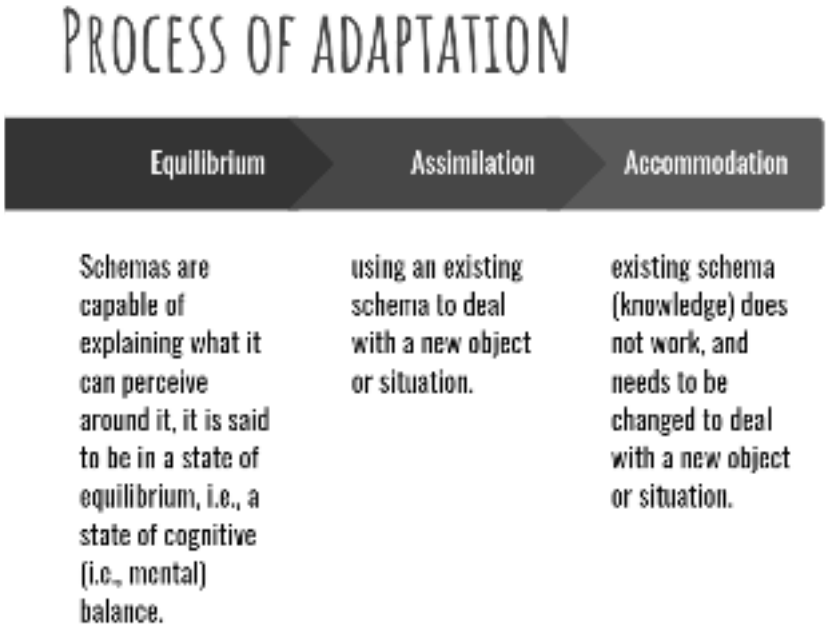
Was this an appropriate way to study this topic? Why/why not? *You may reference:* *Validity: Internal, Population, Ecological, Temporal.* *Reliability: did you clearly and appropriately operationalise your variables?* *Did you measure often enough? Did you miss some of the data?*

Activity 13: Brainstorm advantages and disadvantages of using these different forms of observation.

	Advantage	Disadvantage
Controlled Obs		
Natural obs		
Participant obs		
Non- participant obs		

Covert		
Overt		
Structured		
Unstructured		
Event sampling		
Time sampling		

Piaget (1936) theory of cognitive development



Jean Piaget (Pi-AH-JEY) was interested in the cognitive development of children. This means he was curious about transitions in patterns of thinking, reasoning and remembering and problem solving. He believed that children think differently to adults and that they go through **stages of development**. Young children think and make decisions based on their five senses. Whereas older children and adults are able to use more abstract reasoning. Piaget believed that going through this process was a biological, innate process.

Piaget believes that we learn through a process of taking in new information and adjusting the framework called a **Schema** that we use to understand and engage with the world around us. This process of adapting our schema happens through a process of Assimilation, and accommodation. **Assimilation** means taking in new experiences and incorporating them into our existing ideas. **Accommodation** means altering one's ideas as a result of new information or experiences as shown in the image below.

Stage theory

Stage	Characterised by.
Sensori-motor 0-2 years.	During the sensorimotor stage a child makes decisions based on reflex and sensory information. They learn through experience and are starting to build schema that connect their senses to their actions. For example, learning that when you shake a rattle it will make noise. The child is also learning that things continue to exist when there is no sensory evidence of the object.
Pre-operational (2-7 years)	Pre-operational children are able to represent things in their mind. We see this especially in imaginary play. This stage is characterised by centration (focusing on one aspect of an object or group at a time) and egocentrism (focusing on their own perspective and not fully able to take on another perspective). Play is very important at this time as that's how they are developing their schema.
Concrete Operational (7-11 years)	Children in the concrete operational stage are able to take on the perspective of others. They are able to think logically about events and hold concrete information in their mind, considering multiple aspects at once. They perform better on conservation and perspective taking tasks. They can represent objects using languages and images.
Formal operational (11 upwards)	Children are able to think abstractly and theorise about the world. They can think beyond their senses into future and hypothetical situations.

Piaget's observations.

Piaget used observations to develop his theories around how children develop. This began with observing his children and how they completed different tasks at their relative ages. He

developed tasks that he could ask children to do and observed how they performed on these tasks at different points in their development. The tests required certain cognitive abilities that Paiget had observed seemed to develop over time.

Object Permanence

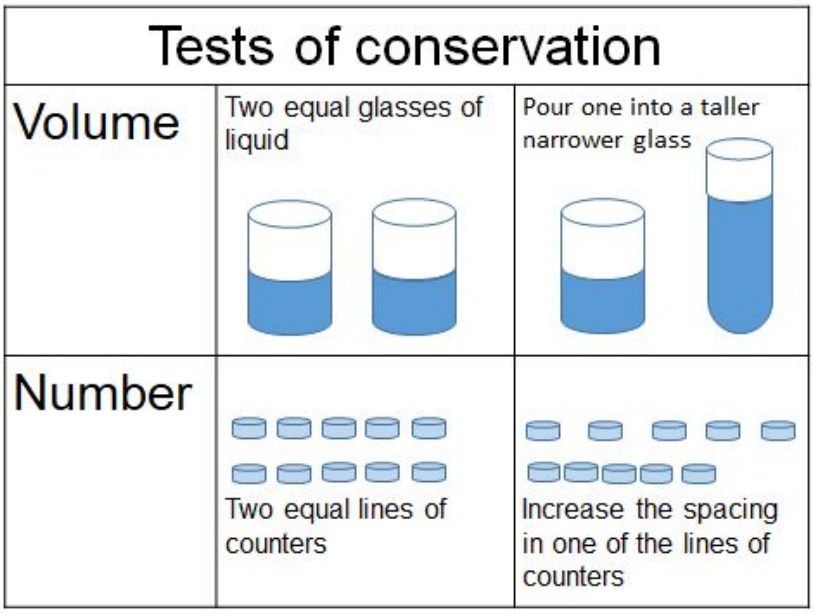
Object Permanence means that people understand that even though something is gone from sight it still exists in the world. Children in the sensorimotor stage are developing this schema.

Blanket and Ball Study

One way that Piaget would test to see if a child had learnt this concept was to hide a toy that a child wanted under a blanket . A child who had not yet developed this shema would stop reaching for the object as if it no longer existed and searching for it was pointless. A child who understood object permanence would still look for the object. He observed that children started looking for the ball from the age of 8 months.

Activity 14: Draw a cartoon:
1. Showing a child without object permanence
2. Showing a child with object permanence.

Piaget was interested in how children develop. Why would an observation be a better way than an interview to investigate object permanence in infants?



Conservation tasks.

Piaget used many conservation tasks to test if children were able to take multiple aspects into consideration.

Activity 15: Conservation tasks.

For each of the tasks in the image below. Predict how a child in pre-operational and concrete operational would answer the question. Are these the same or different?

	Pre-operational	Operational
Volume		
Number		

Egocentrism

Children are described as egocentric. This means that they often fail to take on another person's point of view.

The Three Mountains Task

Piaget and Inhelder (1956) conducted a study where they would show children of different ages a model with three mountains. Hidden by the mountains were little toys that could only be seen from some perspectives. They would then ask the children to try and take the perspective of a toy and identify a picture that the toy would be able to see. Children below the age of 7 were unable to select a picture that showed that the toy would see something different to what they would.

Activity 16: Egocentrism & Conservation.

Why is it more appropriate to use a task based observation on multiple children more appropriate than a case study or an interview? Do you think these types of observations are ethical?

Experiments.

Experiments are used to identify **cause and effect relationships between variables.** We do this by systematically **manipulating** variables in a controlled way and **measuring** how other variables change. For example we might use a controlled experiment to find out if drinking caffeine improves memory by giving memory tests to people after drinking various amounts of coffee.

Activity 17: Cause and effect

Why can you find evidence of cause and effect relationships from experiments but only correlational relationships from observations?

Sometimes more than one factor might influence the variable we are trying to research. So experimenters keep as many other variables the same (**control)** as they can to make sure that only the **independent variable (IV)** is the one that influences the **Dependent variable (DV).** If we don't control the other variables properly they may become a **confounding variable.** This means it has influenced the dependent variable, making our study less valid.

Activity 18: Define these terms.	
Independent variable (IV)	Dependent variable (DV)
Extraneous variables (EV)	Confounding variables

Activity 19: Confounding Variables

Brainstorm any variables other than caffeine that may affect a person's memory. These are the things a researcher might control.

Groups of participants

Often experiments use experimental and control groups to compare the effect of the IV. They do this by splitting their sample into an experimental group who experiences the manipulated version of the IV and a control group who will be the same or very similar to the other group. The dependent variable is measured in both groups and the results compared. If there is a **significant difference** (not due to chance) in the dependent variable of the two groups then we can say the IV has caused a change.

Activity 20: Why is it important to have a control group and an experimental group?

Types of Experiments.

There are three main types of experiments. The type of experiment relates to where the experiment is carried out. In a **laboratory experiment** the researcher has strict control over variables and uses standardised procedures in a controlled environment. The researcher themself manipulate the independent variable. **Field experiments** take place in the subject's natural environment for example at home or in a shop. This means they have less control. The researcher would still manipulate the independent variable. For example changing the music in store and seeing how much time people spend in that store on average. The final type is a **natural experiment.** This is when the independent variable is naturally varying (the experimenter isn't actually manipulating it). For example measuring stress levels after a natural disaster.

Activity 21: Brainstorm some advantages & disadvantages of using experiments. See if you can reference different types of validity & reliability. What can you use experiments for that other methods can't?	
Advantages	**Disadvantages**

Attachment.

Activity 22: Write down 5 things in your life that you are attached to.

Attachment is a deep and enduring emotional bond that connects one person to another across time and space (Ainsworth, 1973; Bowlby, 1969). Often the relationships between a mother and their children is studied. Children with secure attachment seem to have healthier relationships as adults.

Activity 23: What would cause a strong attachment between a mother and child?

Try to come up with at least 3 ideas

Harry Harlow's Monkey Study.

Harlow used infant rhesus monkeys to test if the attachments formed between a mother and child developed as a result of food or comfort/ affection. To do this he separated eight infant monkeys from their biological mother and placed them in a cage with a fake mother. There were two kinds. Either a cloth mother or a wire mother.

Both were the same size as a mother monkey. The monkeys all had access to both types but they were split into two groups. For one group the soft mother had a milk bottle and the wire mother did not, And for the other group the wire mother had a milk bottle and the soft mother did not. Harlow recorded which of the surrogates

the babies would spend the most time with which was how he measured attachment.

In both groups, the babies spent significantly more of their time with the soft cloth mother rather than the wire. When only the wire mother had food, the babies came to the wire mother to feed and immediately returned to the cloth mother. They would also favour this monkey when they were stressed. Harlow concluded that attachments were based on comfort, security and warmth rather than food alone. This was a contrast to behavioural theories of attachments which predicted that food would be the driver of attachment.

Activity 24: Describe the key parts of Harlow's experiment.	
Aim	Hypothesis
IV	DV
Experimental group	Control groups
Type of experiment	
Method	
Results	

Why would an experiment be a more appropriate way to study attachment than observations or case studies? Are there reasons it could be appropriate to use this method.

Self- Report

Another way to gather data is using self-report. This is where researchers ask participants to share about a range of topics including; their feelings, beliefs, thoughts, and/or details of their personal experiences, etc. These can be written in the form of a **questionnaire/survey** or asked, orally, in an **interview**. These contrast with observations and experiments where the researchers have to infer what the participants were thinking and the reasons for their behaviour.

Self-report is only ever as useful as the questions asked. It can be difficult to write questions that are easy and clear for participants to understand. This may influence how people respond to these questions. This could reduce the **validity** of the information gathered. Over time, psychologists have evaluated and tested some questions to make sure they accurately measure the targeted information. We call questionnaires made up of these questions psychometric tests.

Written surveys and interviews have different advantages. Surveys can be widely distributed quickly and relatively cost effectively. However, due to their written nature the questions are decided before they are sent out. Interviews can be **structured** (predetermined set of questions) or **unstructured** (questions are not predetermined in advance) depending on the purpose. During an unstructured interview, the researcher may change their questions, in response to what the participant tells them. This may allow them to gather more detailed information.

A flaw with self report based research is that participants may not always give accurate information. Many things influence the responses. **Social desirability bias** is when participants may not tell the truth in order to portray themselves in a good light. Participants may make up information in order to answer a question they don't fully remember the answer to. Participants can also be affected by **researcher or investigator effects.** This is when the researcher influences the participants, often unconsciously. For example, body language such as nodding could encourage the participants to answer in a particular way. Social desirability bias and researcher effects will reduce the validity of the answers.

Activity 25: Brainstorm some advantages & disadvantages of self-report.

See if you can reference different types of validity & reliability. What can you use interviews for, that other methods can't?

Advantages	Disadvantages

Bowlby's 44 thieves (1944)

Bowlby (1944) studied 88 children in the child guidance clinic where he worked. Forty four of the children were caught stealing (thieves) and 44 were the control group (non-thieves). The children had their IQ tested and interviews were conducted with their parents to record details of the child's early life. Bowlby also interviewed the children to diagnose mental disorders such as Affectionless Psychopathy which is characterised by lack of; normal signs of affection, feelings of guilt, impulse control, etc.

Some of the thieves group were seen to be 'affectionless psychopaths'. He also found that 86% of the affectionless thieves were more likely to have experienced frequent early separations (maternal deprivation) compared to 17% of other thieves. 4% of the control group experienced early separations, whereas 39% of all the thieves had experienced early deprivation, such as stays in foster homes, or hospitals and were rarely visited by families.

Activity 26: Read through the description of Bowlby's 44 thieves study and answer the following questions

1. Is this a self report? Justify your answer – explain WHY you think it is/isn't a self report

2. What are some of the characteristics of 'affectionless Psychopathy'?

3. What is 'maternal deprivation'?

4. What % of the affectionless thieves had experienced maternal deprivation?

5. What % of the other thieves had experienced maternal deprivation?

6. What % of the control group had experienced maternal deprivation?

7. What conclusion can you draw from these results?

8. What methods/ information/data did Bowlby gather in this study?

9. Was this information beneficial to us? Why/why not? Think about some weaknesses of self -report.

10. Was this an appropriate way to study whether 'maternal deprivation' in the early years was linked to crime, mental abnormalities and affectionless psychopathy later in life?

Final Summary Activity.

Activity 27: Summary task

	Case Study. H.M
Describe the method of research, including examples from research	
Explain why this method was used, justify your answer	
Explain why this method was used over other methods – ie. Why is this method better than others for the topic of research?	

	Observation Piaget & Cognitive Development
Describe the method of research, including examples from research	
Explain why this method was used, justify your answer	
Explain why this method was used over other methods – ie. Why is this method better than others for the topic of research?	

	Experiment Harlow's Monkeys
Describe the method of research, including examples from research	
Explain why this method was used, justify your answer	
Explain why this method was used over other methods – ie. Why is this method better than others for the topic of research?	

	Self-report Bowlby's 44 thieves study
Describe the method of research, including examples from research	
Explain why this method was used, justify your answer	
Explain why this method was used over other methods – ie. Why is this method better than others for the topic of research?	

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