



Universiteit Utrecht

Faculty of Social and Behavioural Sciences

Department of Education

Bachelor Programme Educational Sciences

Long-term Assignment

Example of Project description for teachers/supervisors

Educational Psychology

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Example of project description for teachers/supervisors

Below is an example of a short project description for teachers/supervisors for one of the long-term assignment projects. The purpose of the project description is to give teachers/supervisors an idea of what a replication experiment for a particular study might look like. Note that, this is just one possible design for a replication attempt, and not necessarily the only sensible possibility. However, the description can help the teacher point the students in the right direction. Note that, for the long-term assignment, all teachers and supervisors were encouraged to contribute a number of suitable studies for the student replication project, and more than one project description were created for the student projects. The present example was distributed among teachers/supervisors to serve as a model for their own replication project descriptions.

Experiment 1 of Auble, P. M., & Franks, J. J. (1978). The effects of effort toward comprehension on recall. *Memory & Cognition*, 6, 20-25. doi:10.3758/BF03197424

A replication experiment could look like this: During a learning task, participants are presented with a list of generally incomprehensible sentences and their appropriate disambiguating cues (e.g., sentence: The criminal fled because the red bubble flashed, cue: Police car). For half of the sentences, the cue is presented after a 5-second interval. For the other half of the sentences, the cue is presented immediately after sentence presentation. Thus, **the critical manipulation is "5-seconds" v.s. "immediate"**. Afterwards, participants receive a memory test (recalling the sentences). Thus, **the critical dependent variable is recall performance**. In the original experiment, the result of primary interest was that participants remembered sentences better in the 5-second interval condition than in the immediate condition. One simple way students could test this, is by conducting a paired samples t-test.

Remarks: First, the original experiment also included a third condition where the disambiguating cue was presented ahead of the sentence (in stead of after the sentence). This condition was dropped from the replication experiment in this example. Secondly, the materials for the experiment are available, but might be difficult to find for students. You can point them towards: Auble, P. M., Franks, J. J., Soraci, S. A., Soraci, S. A., & Soraci, S. A. (1979). Effort toward comprehension: Elaboration or "aha"? *Memory & Cognition*, 7(6), 426-434. doi:10.3758/BF03198259.