

Memory

Eyewitness Testimony – Post-Event Discussion



tutor2u Full Lesson PowerPoint

Jenness (1932)

- Jenness (1932) was one of the first psychologists to study conformity. His experiment used an **ambiguous situation** involving a glass bottle filled with beans. He asked participants individually to estimate how many beans the bottle contained.
- Jenness then put the group in a room with the bottle, and asked them to provide a group estimate through discussion.
- **Question:** What do you think Jenness (1932) found?
- **Task:** Answer questions 1 and 2 on handout provided.



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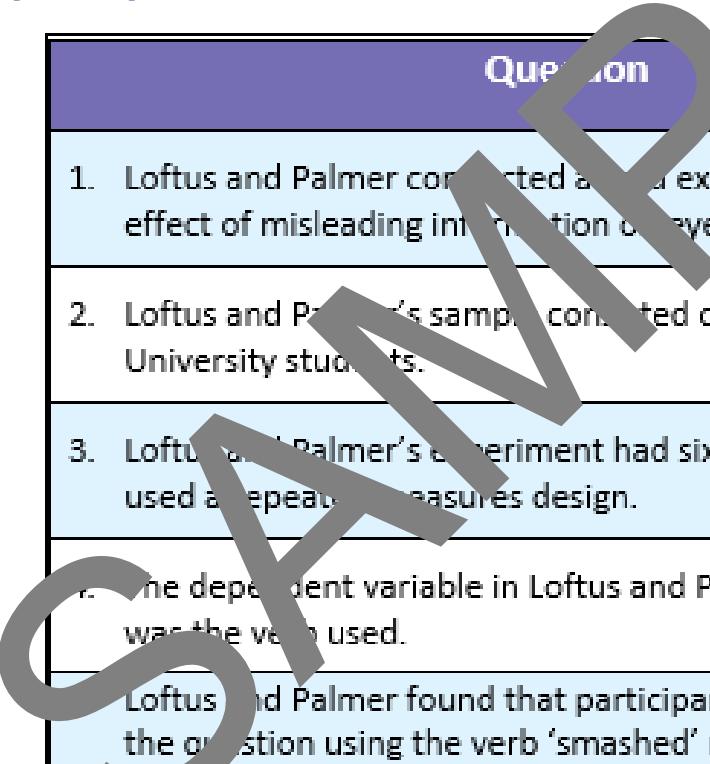
Full Lesson PowerPoint Key

- **Green** = Key Word or Researcher
- **Blue** = Question / Discussion
- **Purple** = Task / Activity

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Eyewitness Testimony

- Task: Answer the following true or false questions. If the answer is false, justify why.



Question	True/False
1. Loftus and Palmer conducted a real experiment to test the effect of misleading information on eyewitness testimony.	
2. Loftus and Palmer's sample consisted of 45 American University students.	
3. Loftus and Palmer's experiment had six conditions, and they used a repeated measures design.	
4. The dependent variable in Loftus and Palmer's experiment was the verb used.	
5. Loftus and Palmer found that participants who were asked the question using the verb 'smashed' reported an average speed of 41.5mph.	

Eyewitness Testimony

Question	True/False
▪ Loftus and Palmer conducted a field experiment to test the effect of misleading information on the accuracy of eyewitness testimony.	<i>False – It was a laboratory study.</i>
▪ Loftus and Palmer's sample consisted of 45 American University students.	<i>True</i>
▪ Loftus and Palmer's experiment had six conditions and they used a repeated measures design.	<i>False – It had 5 conditions and used an independent groups design.</i>
▪ The dependent variable in Loftus and Palmer's experiment was the verb used.	<i>False – The independent variable was the verb used.</i>
▪ Loftus and Palmer found that participants who were asked the question using the verb 'smashed' reported an average speed of 41.5 mph.	<i>False – It was 40.5 mph.</i>

Eyewitness Testimony

- You have now examined two factors that affect the accuracy of EWT.
 - **Anxiety (Weapon Focus Effect)**
 - **Loftus (1979)**
 - Yuille & Cutshall (1986)
 - Riniolo et al. (2003)
 - **Misleading Information**
 - **Loftus & Palmer (1974)**
 - Coxon & Valentine (1987) [Extension]



Eyewitness Testimony

- Today we will examine our third and final factor:
- **Post-Event Discussion**
 - **Gabbert et al. (2003)**



Gabbert et al. (2003)

You are going to take part in an **independent groups** experiment, examining the effect of sound on recall.

In pairs, decide who will be participant A and who will be participant B, and hold your A/B cards up.



Both participants will watch the same video clip, however one clip has sound, whereas the other clip does not.

- ‘A’ Participants, you will go first
- ‘B’ Participants, you need to close your eyes and cover your ears.

SA
MPLE



‘A’ Participants – Are you ready!



No Sound



- 'B' Participants, will now watch the same clip, with sound.
- 'A' Participants, you need to close your eyes and cover your ears.

SAMPLE



‘B’ Participants – Are you ready?



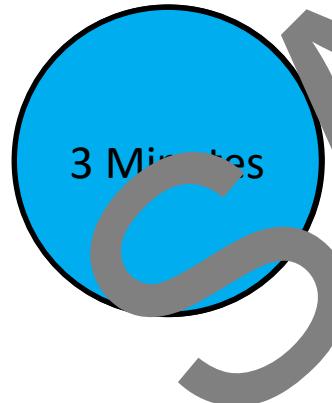
Sound



Gabbert et al. (2003)

Task: You now have three minutes to discuss what you saw in the video and produce a flow chart detailing the 10 key steps.

1. Girl knocks on the door...



Gabbert et al. (2003)

Task: Now answer the following questions:

QUESTIONS	ANSWER
1. Describe the clothes the girl was wearing.	
2. Describe any jewellery she was wearing.	
3. Was she left or right handed?	
4. What colour was her bag?	
5. How many drawers did she open?	

Gabbert et al. (2003)

6. Please select the person you witnessed in the video.



Gabbert et al. (2003)

QUESTIONS	ANSWERS
7. The girl was accused of stealing money. Would you say that she was guilty or not guilty of this crime?	
8. How confident are you with this answer you have provided? <i>Not very confident</i> 1 2 3 4 5 <i>Very confident</i>	

SAMPLE

Gabbert et al. (2003)

QUESTIONS	ANSWERS
7. The girl was accused of stealing money. Would you say that she was guilty or not guilty of this crime?	

1) Everyone stand up.



2) Hold up 'A' for guilty.

SAMPLE

3) Take a seat if you said 'NOT guilty'.

4) Take a seat if you watched the clip WITHOUT SOUND.



2) Hold up 'B' for NOT guilty.

DANGER DANGER DANGER DANGER DANGER DANGER DANGER DANGER DANGER DANGER

**Everyone who is still standing has just convicted a person of theft,
when you never saw her take any money!**



WARNING WARNING WARNING WARNING WARNING WARNING WARNING WARNING WARNING

Sounds vs. No Sound?



Gabbert et al. (2003)

Activity 4: Data collection and analysis

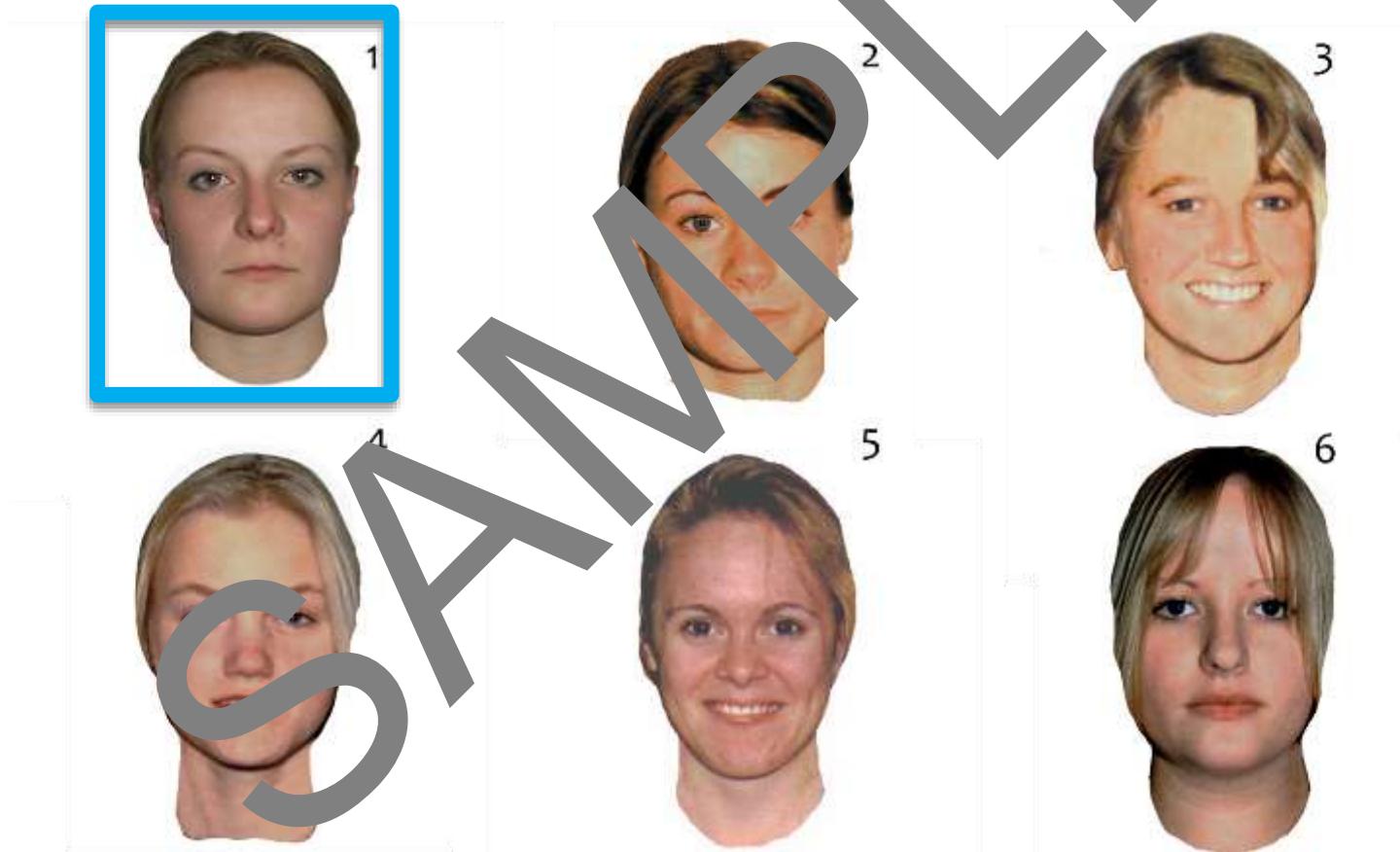
Table 1

	Video 1	Video 2
Guilty Verdict	33	15
NOT Guilty Verdict	11	26
	No Sound – Witnessed Theft	Sound – Did NOT Witness Theft

SA
MP

Gabbert et al. (2003)

6. Please select the person you witnessed in the video.



Gabbert et al. (2003)

You have just completed a partial-replication of **Gabbert et al. (2003)** who investigated the effect of post-event discussion on eye witness testimony.

There was one key difference between our replication and Gabbert's original experiment.



Gabbert et al. (2003)

Activity 4: Data collection and analysis

Table 1

	Discussion	No Discussion
Guilty Verdict	60.67	6.67%
NOT Guilty Verdict	39.33	93.33

The results from Gabbert et al. (2003)

Gabbert et al. (2003)

Task: Now complete page 4 of your handout by drawing a graph and answering the two questions.

SAMPLE

Sketch a bar chart to represent the data in either Table 1 or Table 2.

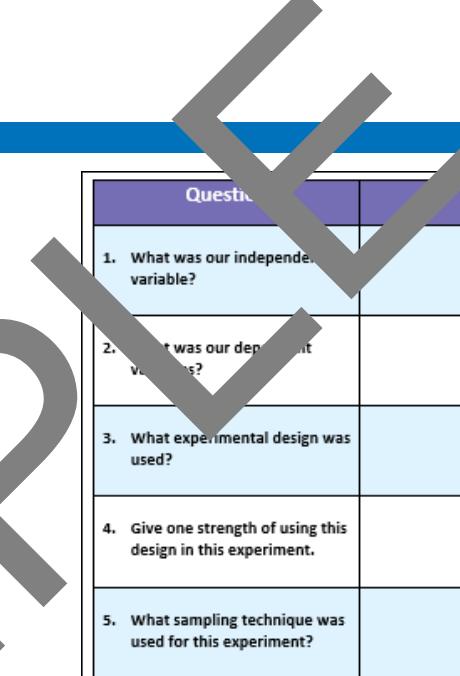
What conclusions can be drawn from the findings of this experiment?



Gabbert et al. (2003)

Task: Answer the following questions in relation to our replication of Gabbert et al's (2003) study.

SAMPLE



Question	Answer
1. What was our independent variable?	
2. What was our dependent variable?	
3. What experimental design was used?	
4. Give one strength of using this design in this experiment.	
5. What sampling technique was used for this experiment?	
6. Give one limitation of using this sampling technique in this experiment.	
7. Give one limitation of using this design in this experiment	
8. What controls do you think were used in the experiment today?	
9. What further controls do you think were needed and why?	
10. How were ethical issues dealt with in this experiment?	

Gabbert et al. (2003)

What is the independent variable?

In our experiment: video perspective (saw theft vs. didn't see theft)

In Gabbert's experiment: discussion vs. no discussion.

What are the dependent variables?

The number of participants who said that the person in the video was guilty of stealing. [In the discussions vs. no discussion conditions].

SALE

Gabbert et al. (2003)

What experimental design was used?

*In our experiment: Independent groups
In Gabbert's experiment: Independent groups*

Give one strength of using this design in this experiment

*Reduces/eliminates order effects
Reduces demand characteristics*

Give one limitation of using this design in this experiment

*The researcher is unable to control participant variables. **Question: Why is this a problem?***

SAMPLE

Gabbert et al. (2003)

What sampling technique was used for this experiment?

Give one limitation of using this sampling technique in this experiment

What controls do you think were used in the experiment today?

*In our experiment: Opportunity
In Gabbert's experiment: Volunteer*

Biased. Opportunity samples are biased as participants are drawn from a small part of the population. Volunteer samples are 'biased' because the participants are likely to be highly motivated.

*Location of experiment – classroom
Age of model uses
Photo line up
Any others?*

Gabbert et al. (2003)

What further controls
do you think were
needed and why?

How were ethical
issues dealt with in
this experiment

In reality...everything.

*Not only did we lie (deceive you). We haven't even had
the courtesy to debrief you yet.*

SAMPLE

Debriefing information

Your final task for this section is to write a suitable debriefing. You will read out to participants taking part in this experiment.

Exam Hints:

1. You must include an explanation of the aim.
2. If an independent groups design is used, you must include details of both conditions!
3. If the question says 'to be read', your answer must be written in **verbatim** form.
4. You should mention specific ethical issues, e.g. a right to withdraw, check of welfare, etc.

Debriefing information

Your final task for this section is to write a suitable debriefing to read out to participants taking part in this experiment.

Thank you for taking part in my study. The aim of my study was to examine the effect of post-event discussion on the accuracy of eyewitness testimony.

I used an independent groups design and you took part in the condition who saw the theft. There was another condition who didn't see the theft.

This deception was necessary in order to examine whether discussion affects the accuracy of your memory. All of your data will remain confidential and you have the right to withdraw until the publication of the results. To withdraw contact me directly: name@email.com

Gabbert et al. (2003)

- Homework: You have practiced writing burger (Point, Evidence, Explain) paragraphs over the last two lessons.
- Read the outline of Gabbert and write three evaluation burger paragraphs for Gabbert's study. Imagine that you're answering the following question.
- Outline and evaluate research examining the effect of Post-Event discussion on the accuracy of eye witness testimony. (12 marks)

Homework: You have practised writing burger (Point, Evidence, Explain) paragraphs over the last two lessons.

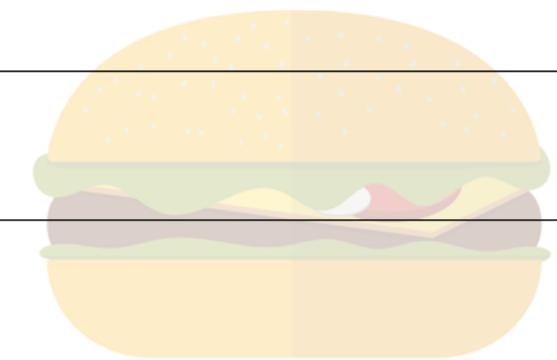
Read the outline of Gabbert et al. (2003) below and write three evaluation burger paragraphs. Imagine that you're answering the following question:

Outline and evaluate research examining the effect of post-event discussion on the accuracy of eyewitness testimony. (12 marks)

Gabbert et al. (2003) investigated the effect of post-event discussion on the accuracy of eyewitness testimony. Her sample consisted of 60 students from the University of Aberdeen and 60 other adults recruited from a local community.

Participants watched a video of a girl stealing money from a wallet. The participants were either tested individually (control group) or in pairs (co-witness group). The participants in the co-witness group were told that they had watched the same video. However, they had in fact seen different perspectives of the same crime and only one person had witnessed the girl stealing. Participants in the co-witness group discussed the crime together. All of the participants then completed a questionnaire, testing their memory of the event.

Gabbert et al. found that 71% of the witnesses in the co-witness group recalled information they had not seen and 60% said that the girl was guilty, despite the fact they had not seen her commit a crime. These results highlight the issue of post-even discussion and the powerful effect this can have on the accuracy of eyewitness testimony.

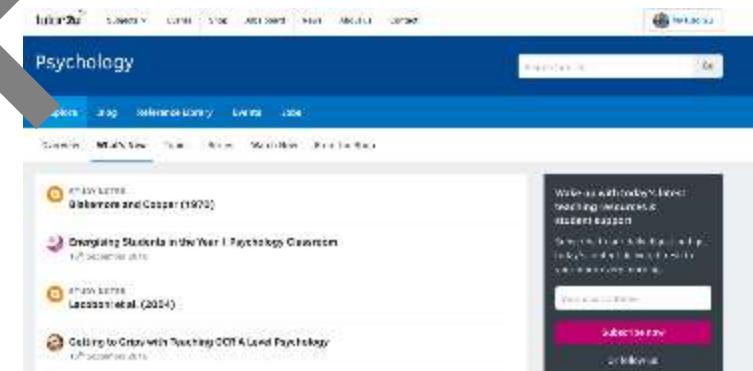
Point	
Evidence/ Example	
Explain	

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Eyewitness Testimony – Post-Event Discussion

Task: Answer the following true or false questions. If the answer is false, justify why.

Question	True/False
1. Loftus and Palmer conducted a field experiment to test the effect of misleading information on the accuracy of eyewitness testimony.	
2. Loftus and Palmer's sample consisted of 45 American University students.	
3. Loftus and Palmer's experiment had six conditions, and they used a repeated measures design.	
4. The dependent variable in Loftus and Palmer's experiment was the verb used.	
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Replicating Gabbert et al. (2003)

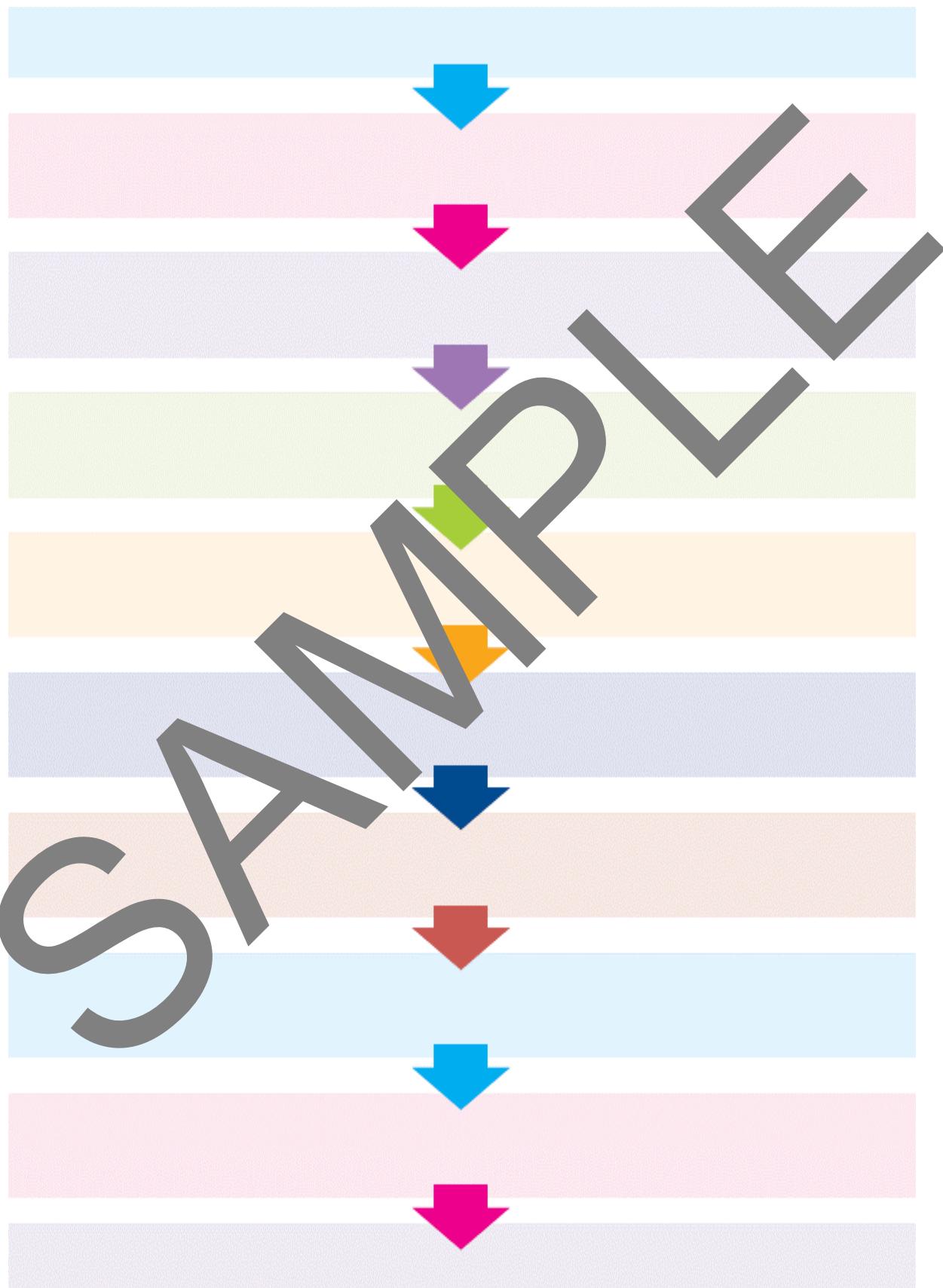
Part 1

You are now going to have the opportunity to be participants in an experiment. It is not possible to give you full information before you take part as this would influence the results. However, you will be given full information afterwards, and we can assure you that it will not cause any psychological harm. If anyone does not consent to take part then, we are happy for you to leave the room now. It is very important that you follow the instructions given by your teacher.

[Group 1 – Watch Video 1](#)

[Group 2 – Watch Video 2](#)

Task: Now you have 3 minutes to discuss what you saw on the video with the person sitting next to you and produce a flow chart showing what happened in the video in 10 key steps, starting with the lady entering the room and finishing with the lady leaving the room.



Replicating Gabbert et al. (2003)

Part 2

Task: Please answer the questions that are shown to you on the screen:

1

2

3

4

5

6

7

8

SAMPLE

Replicating Gabbert et al. (2003)

Task: Draw a bar graph showing the data collect in class and answer the two questions below.

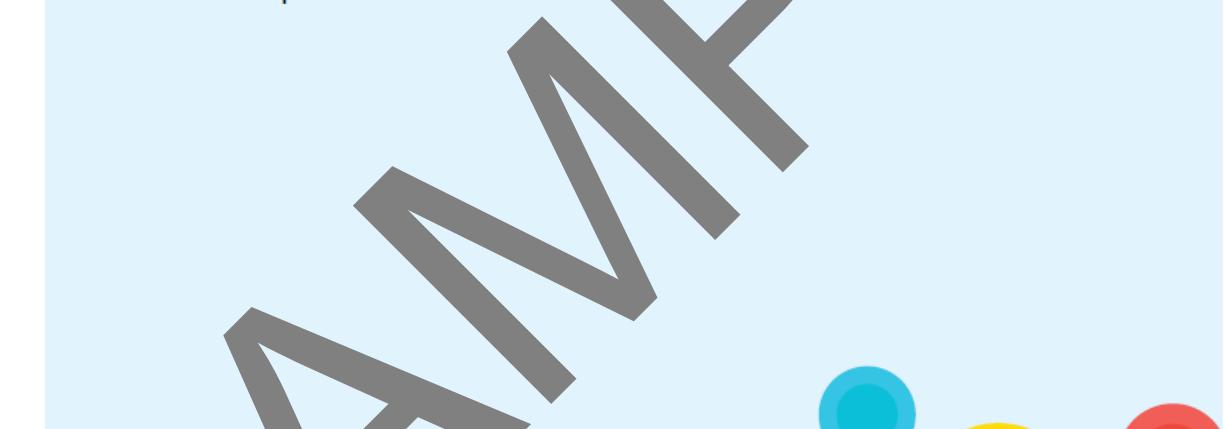


Data collection and analysis

Table 1

	Video 1	Video 2

Sketch a bar chart to represent the data in either Table 1 or Table 2.



What conclusions can be drawn from the findings of this experiment?



Task: Answer the following questions in relation to our replication of Gabbert et al.'s (2003) study.

Question	Answer
1. What was our independent variable?	
2. What was our dependent variables?	
3. What experimental design was used?	
4. Give one strength of using this design in this experiment.	
5. What sampling technique was used for this experiment?	
6. Give one limitation of using this sampling technique in this experiment.	
7. Give one limitation of using this design in this experiment.	
8. What controls do you think were used in the experiment to control for extraneous variables?	
9. What further controls do you think were needed and why?	
10. How were ethical issues dealt with in this experiment?	

Debriefing information

Your final task for this section is to write a suitable debrief to be read out to participants taking part in this experiment.

SAMPLE

Homework: You have practised writing burger (Point, Evidence, Explain) paragraphs over the last two lessons.

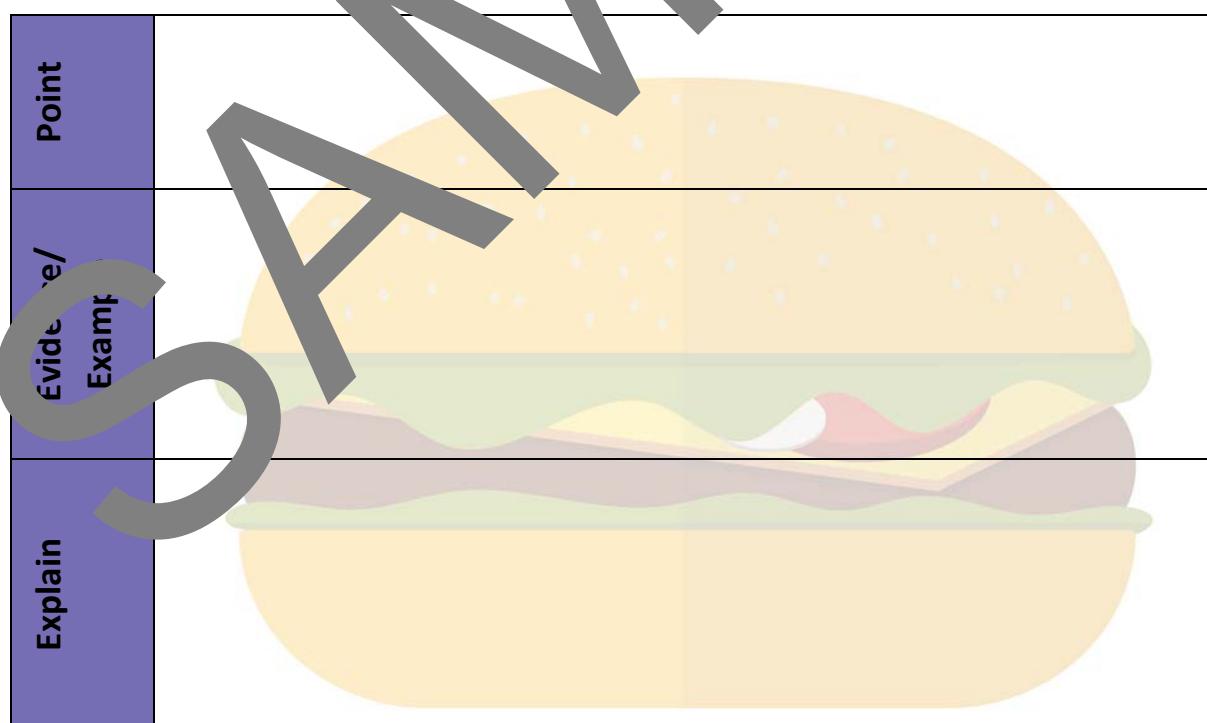
Read the outline of Gabbert's study below and write three evaluation burger paragraphs. Imagine that you're answering the following question:

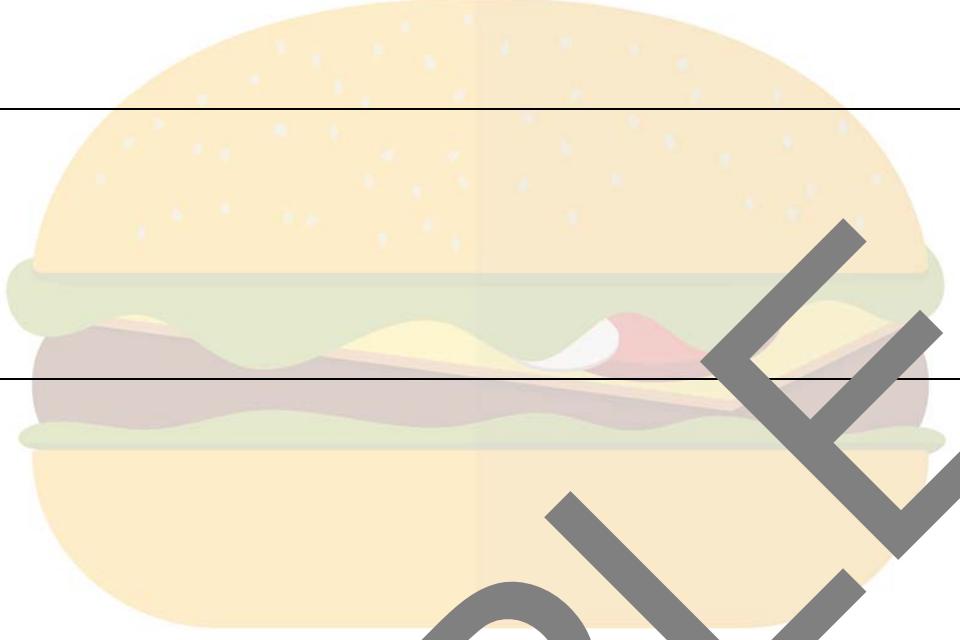
Outline and evaluate research examining the effect of post-event discussion on the accuracy of eyewitness testimony. (12 marks)

Gabbert et al. (2003) investigated the effect of post-event discussion on the accuracy of eyewitness testimony. Her sample consisted of 60 students from the University of Aberdeen and 60 older adults recruited from a local community.

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Point	
Evidence/ Example	
Explain	
Expl.	