



# OCR Psychology - Core Studies

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Loftus & Palmer Aim	To investigate the effects of leading questions
Loftus & Palmer Sample (Exp. 1)	5 groups of 9 students (45)
Loftus & Palmer Sample (Exp. 2)	3 groups of 50 students (150)
Loftus & Palmer Method	Two lab experiments, both with independent measures
Loftus & Palmer Procedure (Exp. 1)	Participants shown seven film-clips of traffic accidents then asked to recount what they've just seen then made to answer questions about the clips
Loftus & Palmer Five Verbs	Contacted, hit, bumped, collided, smashed
Loftus & Palmer Results (Exp. 1)	Stronger verbs resulted in higher speed estimates
Loftus & Palmer Procedure (Exp. 2)	Participants watched a one minutes video with a car crash then were questioned using either "hit" or "smashed" then, a week later, were asked if they'd seen any broken glass
Loftus & Palmer Results (Exp. 2)	More participants had "seen" glass when the verb "smashed" was used
Loftus & Palmer Conclusions	False memories are constructed because the semantics become integrated with memory
Grant et al. Aim	Whether context cues help remember information and whether a matching environment helps recall information
Grant et al. Sample	39 students from Iowa aged 17-56 gathered by a snowball sample (8 researchers found 5 participants)
Grant et al. Method	A lab experiment with independent measures
Grant et al. Two Tests	10 multiple-choice questions (recognition) 16 short-answer questions (retrieval)
Grant et al. Procedure	Participants were given an article to read and told they were going to be tested. Their reading times were recorded an they were given two minutes before being tested. They were given short answer then the multiple choice. They were debriefed after the tests on the nature of the experiment
Grant et al. Conditions	Silent-silent Silent-noisy Noisy-silent Noisy-noisy
Grant et al. Controls	Headphones were used for both conditions, same article read, 2 minutes between reading and testing
Grant et al. Results	Scores were better in the matched conditions with scores being slightly better in the S-S condition
Grant et al. Conclusions	Context cues are important when retrieving memory and silent study is better
Moray's Aim	Whether 'non-attended' messages can be remembered in a dichotic listening task
Moray's Sample	Male and female undergrads and researchers, 12 participants in experiment 2 and 2x14 participants in experiment 3
Moray's Method	3 lab experiments with the first one having a repeated measures design and the two others having an independent measures design
Moray's Exp. 1	35 simple words were listed in the unattended ear while the participant shadowed a piece of prose. Participants then had to select the words they heard from a list containing words from both texts and some extra, unheard words. Mean words recalled: Shadowed message- 4.9; Rejected message- 1.9; Similar words from either - 2.6

# Ocr Pyschology Core Studies May 2014

**Molly Marshall**



## Ocr Psychology Core Studies May 2014:

**OCR AS Psychology Student Unit Guide New Edition: Unit G542 Core Studies** David Clarke, 2012-07-20 Written by a senior examiner David Clarke this OCR AS Psychology Student Unit Guide is the essential study companion for Unit G542 Core Studies This full colour book includes all you need to know to prepare for your unit exam clear guidance on the content of the unit with topic summaries knowledge check questions and a quick reference index examiner s advice throughout so you will know what to expect in the exam and will be able to demonstrate the skills required exam style questions with graded student responses so you can see clearly what is required to get a better grade Handbook of Student Engagement Interventions Jennifer A. Fredricks, Amy L. Reschly, Sandra L. Christenson, 2019-05-04 Handbook of Student Engagement Interventions Working with Disengaged Students provides an understanding of the factors that contribute to student disengagement methods for identifying students at risk and intervention strategies to increase student engagement With a focus on translating research into best practice the book pulls together the current research on engagement in schools and empowers readers to craft and implement interventions Users will find reviews on evidence based academic behavioral social mental health and community based interventions that will help increase all types of engagement The book looks at ways of reducing suspensions through alternative disciplinary practices the role resiliency can play in student engagement strategies for community and school collaborations in addressing barriers to engagement and what can be learned from students who struggled in school but succeeded later in life It is a hands on resource for educators school psychologists researchers and students looking to gain insight into the research on this topic and the strategies that can be deployed to promote student engagement Presents practical strategies for engagement intervention and assessment Covers early warning signs of disengagement and how to use these signs to promote engagement Reviews contextual factors families peers teachers related to engagement Focuses on increasing engagement and school completion for all students Emphasizes multidimensional approaches to disengagement **Educational Administration** Frederick C. Lunenburg, Allan Ornstein, 2021-01-12 Now with SAGE Publishing The bestselling Educational Administration Concepts and Practices has been considered the standard for all educational administration textbooks for three decades A thorough and comprehensive revision the Seventh Edition continues to balance theory and research with practical application for prospective and practicing school administrators While maintaining the book s hallmark features a friendly and approachable writing style cutting edge content and compelling pedagogy authors Frederick C Lunenburg and Allan Ornstein present research based practices while discussing topical issues facing school administrators today Included with this title The password protected Instructor Resource Site formally known as SAGE Edge offers access to all text specific resources including a test bank and editable chapter specific PowerPoint slides **Advancing Empathy and Equity in Early Childhood Education** Christine Mason, Randy Ross, Orinthia Harris, Jillayne Flanders, 2024-11-05 Antiracism and cultural competence when incorporated into

early childhood education can powerfully impact young children's social and emotional development Authors Christine Mason Randy Ross Orinthia Harris and Jillayne Flanders guide leaders in cultivating compassion and equity in their school communities Explore reflective practices with questions and activities based on fifteen principles to address inequities affecting students staff and families This book will help preK 3 leaders and childcare center directors Cultivate antiracism and cultural competence with visioning action planning targeted professional development and curricula that support equity and justice Address implicit bias even in the midst of dissension among staff and families Develop an antiracist culturally competent school climate Deepen their own knowledge and understanding of chapter content using reflection questions and activities Reduce inequities leading to the preschool to prison pipeline Contents Foreword Introduction Kind Minds and Big Hearts Part 1 Foundations Chapter 1 Bold Leadership Necessary for Heart Centered Antiracist Education Chapter 2 Historical Threads of Bias Acknowledgment of What Must Change Chapter 3 Support for All Students A Continuum From Multicultural to Antiracist Movements Chapter 4 My Heart to Yours A Heart Centered Lens Chapter 5 One C to Another The Five Cs of Heart Centered Learning Chapter 6 A Deep Dive The HEART of the Matter Part 2 Practical Steps Leaders Can Take Chapter 7 HEART A Focus on Action Chapter 8 So Many Wrongs to Right Antibias Education Chapter 9 Circles of Love School Culture and Restorative Practices Chapter 10 A Mountain of Courage Visioning and Action Planning Part 3 Antiracist Curriculum and Staff Support Chapter 11 A Light to Shine Together Professional Development and Supports Chapter 12 Curricula for Young Children The Building Blocks for Equity in Early Childhood Chapter 13 A Bar to Be Raised Equity in Early Childhood Educator Standards Chapter 14 Early Childhood Staff Support Equitable Professional Pathways Chapter 15 A Look at the Future Leadership to Embrace Change Epilogue Toward a More Just and Inclusive World Appendix A Equity Activities for Early Childhood Leaders Appendix B Discussion and Challenge Questions for Each Chapter References and Resources Index

**Detection and Prevention of Identity-Based Bullying** Britney G Brinkman, 2015-10-05 Bullying in schools has become the focus of a growing body of literature however much of that work diminishes the role of social context social identities and prejudices despite extensive research evidence suggesting that many victims of bullying are targeted because of an aspect of their social identity This book demonstrates how the prevention and intervention of this phenomenon termed identity based bullying is a social justice issue Expanding beyond bullying prevention that focuses on individual perpetrators the book examines identity based bullying in schools as a microcosm of larger systemic tensions and conflicts The author utilizes a social constructivist perspective to understand the experiences of children as active agents in their own lives She also provides an international framework to describe the impact of culture social structures and politics from the US and the UK Challenges and barriers to addressing identity based bullying are explored and recommendations are made for best practices for teachers administrators and mental health professionals to prevent and respond to identity based bullying

**Disproportionality and Social Justice in Education** Nicholas Gage, Luke J. Rapa, Denise K. Whitford, Antonis

Katsiyannis,2022-10-25 This book examines disproportionality in education focusing on issues of social justice for diverse and marginalized students It addresses disproportionality as an indicator of biased practices and uses social justice as the frame for conceptualizing disproportionality historically and as a means to improve educational practice Chapters explore the historical issue of disproportionality in education outcomes experienced by racially and ethnically diverse students and students with disabilities including discipline bullying and academic achievement and ways in which social justice can inform policy and practice to make a positive impact reducing disproportionality in education Key areas of coverage include Methodological and statistical concerns in disproportionality research in education Reviews research and data on disproportionality in education e g disciplinary exclusion bullying seclusion and restraint corporal punishment school based arrests and academic achievement Social justice as a theoretical and legal driver for change in policy and practice Educational assessment and intervention practices designed to address disproportionality in education Disproportionality and Social Justice in Education is a must have resource for researchers professors and graduate students as well as clinicians practitioners and policymakers across such disciplines as clinical child and school psychology educational psychology and teaching and teacher education social work and counselling pediatrics and school nursing educational policy and politics public health and all interrelated disciplines

Ocr Psychology Philip Banyard,Cara Flanagan,2006-06-29 Endorsed by OCR for use with the OCR AS GCE Psychology specification OCR Psychology AS Core Studies prepares students for all elements of the OCR AS exam All of the twenty core research papers are covered and explanations of why and how the studies were carried out are included The text also explores the conclusions that can be drawn and looks at what happened next Students are encouraged to make links from the historical studies to everyday issues and contemporary events and to raise questions that challenge our understanding of people in the modern world The book mirrors the design of the course both in its exploration of research studies and in its sections on key issues and debates in psychology which can be used for evaluation Material is provided for all three AS papers including the practical component of the course Specifically it covers The core studies an abstract of each plus ample details of aims method results and conclusions Guidance is given on how each study can be evaluated and short answer questions practical activities discussion ideas multiple choice questions and past exam questions are provided The background to each core study information about related research and biographical details of the researcher s provide a context that makes the studies more understandable Key issues 20 issues and debates are discussed in detail to prepare students for the long answer questions A research methods chapter guides students in conducting and reporting the four activities for their practical investigations folder It also provides suggestions for the activities and practice exam questions Exam guidance each chapter ends with a selection of short and long answer exam questions with answers by students and examiner s comments The whole book is presented in magazine style spreads to aid the learning process It is written in a style accessible to all students whilst also providing some challenging material for the more confident student

Key features of the book include Starters and Afters to place the study in context Questions and Activities and Debates related to each core study to offer students the opportunity to really engage with the material Evaluation suggestions for each core study Multiple choice questions A bank of past exam questions Key issues covered in depth to promote greater understanding Summaries of core studies in the form of mini mind maps to provide helpful revision cues to candidates Student answers to exam questions with examiner's comments This book will be an invaluable resource for all students and teachers following the OCR AS course OCR Psychology AS Core Studies is accompanied by a free website of supplementary resource material It contains suggested answers to all exam questions study questions evaluation points and core study questions in the book as well as extra exam and study questions and answers These resources are under development and will be available at the beginning of September 2006

**OCR Psychology** Philip Banyard, Cara Flanagan, 2013-09-05 OCR Psychology Third Edition is endorsed by OCR for use with the OCR AS Psychology specification This book prepares students for all elements of the OCR Psychology AS exam It covers both research methods and core studies giving the who what where and even the why of each study It also looks at some of the work that followed the studies Key features of the book include Psychological Investigations the first chapter of the book helps students to understand research methods in psychology useful support for the Psychological Investigations exam and for understanding the core studies themselves Core Studies each study is described first In a Nutshell followed by a detailed account of the aims method results and conclusions Guidance is given on how each study can be evaluated and a wealth of extra materials is provided for each study questions to assess understanding practical activities multiple choice and exam style questions further reading and video links Background to each core study is included in the Starters and Afters features information about related research before and after the study and biographical details of the researcher's Approaches perspectives issues and methods are considered in a brand new chapter to cover the themes of the course and prepare students for the long answer questions on the Core Studies exam Exam guidance each chapter ends with short and long answer exam style questions answered by students with teacher feedback The book is presented in colourful and well structured magazine style spreads to aid the learning process This 3rd edition has been completely revised and is now accompanied by a companion website featuring an extensive range of online resources for both teachers and students including answers to the questions posed in the book glossary flash cards and multiple choice test banks

OCR Psychology for A Level Louise Ellerby-Jones, 2015 Ensure your students master the core studies and research methods for OCR Psychology with a clear organised approach activities research practicals and practice questions develop the skills required at A level Exam Board OCR Level A level Subject Psychology First Teaching September 2015 First Exam June 2016 OCR Publishing Partner Helps your students build their knowledge of the core studies and applied topics for OCR Psychology with a clear organised approach activities practice questions and extension suggestions develop the skills required at A Level Supports you and your students through the new OCR A Level specification with an author team

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Student Guide 2: Component 2: Psychological themes through core studies Molly Marshall, 2015-11-06 Exam Board OCR Level AS A level Subject Psychology First Teaching September 2015 First Exam June 2016 Written by experienced teacher Molly Marshall this student guide for OCR Psychology Helps you identify what you need to know with a concise summary of the topics examined in the AS and A level specifications Consolidates understanding with exam tips and knowledge check questions Provides opportunities to improve exam technique with sample answers to exam style questions Develops independent learning and research skills Provides the content for generating individual revision notes **OCR Psychology:**

**AS Revision Guide** Cara Flanagan, 2013-10-08 This is a comprehensive student revision guide for those taking the OCR AS Psychology exam It summarises the specification material clearly and attractively so that information can be easily digested and retained Packed full of revision tips and techniques the book includes a number of unique and helpful features Overviews of the OCR specification content Coverage of all the core studies A separate chapter dedicated to research methods and preparing for the exam A large number of exam style questions and answers annotated with teacher comments Separate sections for each unit exam on how to answer questions successfully A comprehensive glossary of important terms and their definitions to aid understanding of the material OCR Psychology AS Revision Guide provides the detailed information which will aid students in their preparation for the exam Although a companion to OCR Psychology AS Core Studies and Psychological Investigations Third Edition by Philip Banyard and Cara Flanagan this revision guide can be used alongside any OCR AS Level Psychology textbook **OCR Psychology Student Guide 2** Molly Marshall, 2015-09-25 Reinforce students

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