

How Do You Think about Psychology Now? (Post-Test)

Appendix

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Introduction

You're welcome to use Copernican Revolution activities and essays for your thesis and studies. Having information about scholarly aspects like psychometric data, activity design details, and norm calculations may help. The primary focus of my essays is connecting educated laypersons with psychology. To help people like you, with advanced academic interests, I add an appendix like this one with each activity. Just to be sure it will work for your purposes, please complete each activity yourself before using it with your students or in your classes.

When citing, please reference the activity essay:

<https://copernicanrevolution.org/cognitive-psychology/memory>

A preferred citation in APA style is:

Grobman, K. H. (2015). Essay/Activity Title. CopernicanRevolution.org

Fodder

Psychology teachers and professors, like me, like to understand how our students' thinking about Psychology changes as they go through our classes. Since Psychology is a science, we're drawn to quantify what's happening. That is, make the qualitative things we see - like your puzzled looks and ah ha moments - and turn them into numbers. The reason we use numbers is we know how easy it is to see what we want to see instead of what actually is. Many Psychology studies demonstrate this! Quantifying is a way to reduce our biased inclinations.

You completed a post-test. "Post" means after and we're getting a sense of where you are after our class. At the beginning of the course, you may have done a pre-test - to see how you're thinking changes.

There really was no correct or incorrect way to respond. It's just seeing how you think about Psychology.

The *Engagement and Impact Index* is basically a sum of how often you engaged with class material and reported it impacted your life. It's what professors like me most hope for! There's no "correct" amount of impact/engagement. Instead, your number is useful for your teacher to compare from semester to semester. As we make changes in our class, do we see changes in impact/engagement.

The *Folk to Scientific Psychology Knowledge* score measures how much you answer psychology questions with folk psychology - intuitive ideas about how people work - and scientific psychology - what research finds. Oftentimes scientific and folk psychology are the same, but this measure is about when they're opposites. A score of 0 means you're very drawn to folk psychology and a score of 100 means you're very drawn to scientific psychology

The *Effect Size Estimate Complexity* is a score of how you weigh many different factors that might matter for success versus failure. How to weigh all these variables "correctly" is debatable primarily because there's a fuzzy boundary between them and they're correlated with each other. Nevertheless, with statistics we can calculate an "effect size" to measure how much a variable matters. Your score estimates how close your estimates are to what effect sizes I found reviewing Psychology studies - 0 is a complete mismatch and 100 is a perfect match. If you think everything matters equally, you'd score about 50. If you're a strong believer in either far right-wing or far left-wing ideology, your score would be about 25. That's because there's certainly an element of truth (as understood through science) in what people with strong political orientations believe, but they tend to very much over-estimate the impact of variables they focus on and very much under-estimate the variables the opposite "side" focuses on. In case you wondered why the demographics included your political identity this time, it's because I'm trying to understand how much political "lenses" nudge people's thinking. What do you think? How did your thinking change through your experience in a Psychology class?

Additional Information about Activity for Researchers:

The first half of this activity is based on prior research, though this version is substantially different. The second half of this activity is an entirely original design by me, and a work in progress. It comes out of a conversation I had with colleagues. I said the real point of Psychology classes is not students knowing dozens of concepts. It's really about deepening the way in which we understand the social world. I was asked, "how can you measure that?" Good question! This is my effort to try.