Field studies

Observing behavior

• Not (quite) the same thing as __________
• _______ is required
  – Where to _______?
  – What kinds of _______ are likely to occur?
    • What _______ to represent in coding _______?
• Can precede _______, suggesting ________
one could do
• Can follow __________, seeing if experimental
results ________ to more natural settings

Naturalistic observation

• Looking at behaviors __________
• Try not to let ________ know they’re ________
  – Somewhat harder if ppts are a different ________, or a
different ________
• If observing ________ (participants are ________):  
  – ________: slowly get participants accustomed to ________
    moving closer and closer
  – Habituation: show up frequently in the participants’ ________,
    and they will slowly ________ your presence
  – ________ used both to observe chimpanzees
• But it’s always possible the ________, being there ________
  participants’ behavior
Participant observation

- The researcher ________ in the situation
- ________ participant studies: participants know the researcher is observing
- ________ participant studies: participants don’t know
  - Rosenhan (1973): researchers feigned schizophrenia
    - Stopped showing symptoms
    - Average discharge _______ days later (schizophrenia in remission)
    - _______ of the researchers were detected by hospital staff
  - (Not clear if ________ know they are being observed)
- Big concern in participant observation is ________—own
  - Pre-plan what _______ of information to record
- Also concern is effect of ________

Field experiments

- Doing an experiment in a ________ setting (“in the ________”)
  - Actually ________ a variable
- ________ study where you manipulate whether participant changes age or not
- “________” experiments for primates
  - How do they respond to different types of ________?
- All the ________ and ________ in designing lab experiments still apply
  - ________ bias (in selecting ________, in judging ________)

Things to watch out for

- Most observational studies are correlational (exception: field experiments)
- Try to eliminate as many confounds as possible

- Effect of being observed: Hawthorne effect
  - All kinds of changes made at a factory
  - Productivity increased
    - Because workers were being observed, not because changes had an effect
  - Try to reduce/eliminate effects of observation

Things to watch out for

- ________: changes in behavior due to ________
  - Can only really be sure it’s eliminated with ________ observation

- ________: researcher will consciously or unconsciously ________ a situation to be more in line with their own ________
  - Train ________ carefully
  - Keep observers ________ your hypothesis or ________
  - _______ ________ the situation
    - But there can still be ________ information in recording—prone to bias
    - ________ observers get more information (more ________, broader visual field, etc.)
What kind of observational design?

• Pros of more ________ designs:
• Greater ________ validity
  – ___ expts. < ___ expts. < ________ observation
• Consider time, expense, ________

Data collection

• Get a good ________ measure
  – Careful ________ scheme
• Calculate ________ of observations
  – Two trained observers
  – Two ________ coders
• # agreements / # ____________ X 100
  – 19 agreements / 20 ________ = 95% agreement
• What is “good” ________ depends on particular measure, but _____ or higher is usually good

Data collection

• ________ records
  – Write notes
    • As ________ as possible (less ________ contamination)
  – Record (A, V, AV)
  – Typically very, very ________
    • This can be a lot of ________!
  – Do ________________ (recode)

Data collection

• Narrative records: __________
  – Dominant male attacks subordinate male
  – Female attacks competitor female
  – Subordinate male attacks competitor male
  – Jenny toy
  – Daddy car
  – Adam eat
  – Jenny go
  – Mommy push
    \{ ________ combination
• Different ________ for different ________
• Can even go back to the same data set (_______, videotape)
Data collection

- Checklists
  - __________ checklist
  - Stuff that stays __________ throughout observation
  - Participant gender, age: __________
  - __________ checklist
  - Looking for specific behaviors that happen __________
  - Each action has own __________ definition

- Less information than __________, but data are pre-__________

Types of data collected

- __________ of certain types of behaviors
- __________ of certain behaviors occur
- __________ of degree of behavior or characteristic
  - 1 = excellent behavior, 5 = __________
  - 1 = __________ interaction, 2 = moderate, 3 = long
  - May be more __________ than just coding presence/absence, but can also contain __________

How to sample

- Problem: you can’t see everything, all the time
- Solution: ______ a subset of events

- ________ sampling
- ________ sampling

How to sample

- ________ sampling
  - ________ sampling: what is behavior at time point X
    - ________ (every 30 minutes)
    - Random (randomly select time points/time intervals)
      - Works well if behaviors occur continuously
  - ________ sampling
    - Sample set of events where behavior occurs
    - Can select __________ or randomly
      - Every 5th person who __________
      - Persons 1, 3, 11, 16... ____________
How to sample

• _________ sampling
  – Look at a variety of settings where behavior of interest occurs

• Examples
  – Play behavior at multiple _________
  – Parent-child language interactions in various ____ homes
  – Kindergarten _________ techniques

• More _________