The Development of Psychology

In Psychology, there have been many approaches towards investigating human behaviour. In the early days, when Psychology was emerging from developments in science and philosophical thought, Freud founded the **psychodynamic perspective**. This perspective focused on the unconscious mind, which was explored through techniques like dream interpretation, and hypnosis; Freud developed the talking cure as a therapy to resolve these unconscious conflicts. In reaction to Freud's techniques, which lacked much scientific support, **behaviourists** like Watson, Skinner, Pavlov, and later Bandura, changed the focus of Psychology to look at only observable behaviour. They believed thought processes could not be scientifically tested because they required people to report them, and people lie. The behaviourist approach, however, was too restrictive for some Psychologists, who were interested in exploring how we think. With the advent of computers, **cognitive** psychologists (Loftus; Baddeley & Hitch; Festinger; Beck; Bartlett; Ellis) started to explore whether the mind worked like a computer program, with pathways and weightings. With technological developments, more scientific ways of looking at the mind appeared, and the **Physiological** psychologists (Sacks; Sperry; Dement; Raine; Gazzaniga) started to explore how the structure of the brain, its activity, and our genes, all influence our behaviour. Other approaches explored the differences between an individual's behaviour rather than studying in groups. This included the **individual differences** (Adorno; Eysenck; Rogers; Rosenhan) approach, which was interested more specifically in normal and abnormal behaviour, like Personality Disorders. Another approach looked at human development, from birth to death; it explored how we learnt and what influence the environment has on us. An important question for **developmental** psychologists (Piaget; Ainsworth; Vygotsky; Kohlberg; Hodges & Tizard; Bowlby; Lorenz) was 'How much do our childhood experiences influence what type of person we grow up to be?' Finally, there is the **social approach** (Asch; Sherif; Darley & Latane; Hofling, Tajfel) which influenced much of Derren Brown's The Experiments (though he is not a Psychologist); the social approach looks at behaviours like discrimination, rioting, obedience, and conformity. It is interested in the effect our social environment has on us; for example, whether groups influence our behaviour, or situational factors like uniforms.

Activity 1: Read the information above on the approaches to psychology. **Your task** is to create a poster on one of the key figures in Psychology.

1. You are to purchase a piece of card, size **A3** or come to psychology and collect a piece of A3 paper.
2. ***You are to decide on one psychological researcher from the text on the Development of Psychology, or you can find one of your own.***
3. You are to use the websites provided as **starting points**, and your own research using library books or web searches, to gather information about your psychologist and some of their research.
4. You are to create a poster which contains:
5. **A mini biography:** their background
6. **A description of their key research, and an explanation of the main findings they made**
7. **An explanation of which approach they took and why they made a significant contribution to this approach**
8. You will be judged on how well-presented the poster is, and some of them will be used for the class displays, so use **colour, pictures, graphs, and diagrams** where appropriate.

Bring your completed poster to your first psychology lesson, and this will be assessed. 😊

Starting points:

http://www.simplypsychology.org/psychologists.html
http://www.bps.org.uk/
http://www.psychology.org/
http://scholar.google.com/

ACTIVITY 2 – Conducting research:

In Psychology, it is also important to be able to conduct, record and analyse your own research.

TASK: - We would like you to conduct and write a **1-2 A4 pg. report (typed or hand-written)** on an observation of ***either***:

1. Territorial markers on a bus (how people protect their personal space)

	Sits on window seat with no items/body parts on aisle seat (no territorial markers)	Sits on aisle seat leaving window seat empty		
Tally				

2. People's mimicking behaviour when talking to another person i.e. in a coffee shop

	BOTH fold arms	BOTH lift glass		
Tally				

3. People's behaviour when passing another person in a corridor

	Smile	Avoid eye contact		
Tally				

4. Male and Female stereotypical behaviour in children's TV adverts

	High pitched voice	Action like running, jumping, fighting		
Tally for boys				
Tally for girls				

To be ethical, you must conduct your observation in public place and it must be done in a manner that respects the individuals that you are observing, all participants observed should be over 16.

You must:

Describe the Sample:

- How did you select your participants? I.e. all passengers available on the Route 13 bus at 3pm on a sunny weekday in June OR selected adverts played between the hours of 9.00 and 10.00 on weekend days on Nikelodeon
- Who were they? I.e. There were 3 males and 10 females, 8 appeared Caucasian, 3 Asian and 2 Afro-Caribbean, 4 adolescents, 2 young children, 4 OAPs and 3 middle-aged adults OR There were 4 food adverts, 3 toy adverts and 6 childcare adverts. 10 showed only one gender using the product and 3 showed both genders.

Write a Procedure:

- Time and duration of your observation, i.e. I recorded the behaviour of all participants seated in the bottom floor of the bus between 7.35-8.00.
- How you did it: What did you record on and where did you record from? I.e. I observed from the rear corner seat of the bottom floor of the bus, recording on my phone to avoid participants becoming suspicious.
- Your coding system/tally chart of behaviours (see examples above)
- Why you selected those behaviours to observe for, i.e. I observed for high pitched tone because it is considered stereotypical of females and gives the impression of less power/authority

Display Results:

- Describe your results, i.e. what did the majority of participants do OR what did males do compared to females?

- Create a bar graph displaying your results: see the image on this link to help you https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=90853&section=3.1

Draw Conclusions:

- Why do you think this pattern of results emerged?
- What might have affected your results? i.e. the characteristics of the participants, when you did the observation, what happened during your observation

You will be marked against the following success criteria:

Success criteria	Satisfactory [1]	Good [2]	Outstanding [3]
Sample	Basic response like people on a bus	Referred to how briefly AND who (one characteristic at least)	A detailed description of how AND who (characteristics)
Procedure	Reference to one detail like when, where or duration	A detailed outline but lacks replicability	Clearly replicable outline that states when, where and duration
Coding system	A tally chart is presented with at least two behaviours listed which may not be clearly defined	A tally chart is presented with more than two behaviours listed (some must be clearly defined, i.e. not open to interpretation) and some attempt to explain why those behaviours were selected	A tally chart is presented with at least four behaviours listed (all must be clearly defined, i.e. not open to interpretation) and good reasons given for selecting those behaviours
Results	A bar graph is attempted where frequency is plotted on one axis and categories on the other (no marks for a bar graph with participant numbers/names plotted on the axis). No labels. OR described results without bar graph.	A bar graph is presented and fully labelled (x axis and y axis and overall title- operationalising not required). Attempt to describe results- may not use comparative terms.	A bar graph is presented and fully labelled (gaps between bars and detailed titles- use of units for frequency) AND results are described using comparative terms.
Conclusion	Re-iterates results AND gives some attempt at identifying an evaluative point OR just a limited attempt at an explanation of results OR evaluation.	Gives a full explanation of results OR a detailed evaluation (2 points) OR does both but explanation is more limited.	Reason why is fully explained AND at least TWO well explained evaluation points.

Activity 3: Research methods in Psychology – Data analysis. Psychology is a scientific discipline and it is important that you are able to manipulate numbers and analyse data. Complete the questions below, write your answers on a separate piece of paper and number them clearly. INCLUDE CONTEXT FROM THE SCENARIOS in your answers.

Question 1

An educational psychologist conducted research investigating if there was any correlation between performance in two different but related subjects studied by GCSE students. If a student is good at one, are they also good at the other, and if they perform poorly in one does that mean that they will also struggle to do well in the other one? Data from a small sample is presented in the table below.

Table showing test results from two different subjects studied by a group of participants.

Participant	**Maths test score (/30)**	**Physics test score (/30)**
A	20	23
B	15	17
C	6	24
D	28	30
E	8	12
F	11	14
G	22	24
H	4	7

a) Calculate the range for each test taken. Show your working. [3]
b) Calculate the mean value for the physics test score and the mean value for the Maths test score. Show your working. [2]
c) Explain how you would calculate the median values for each test. [2]
d) Sketch and label a scatter graph displaying the results of this study. [4]

Question 2

Curious findings. Curiosity can be regarded as simply 'a desire to know things' – having an inquisitive mind. However, some people may be more curious than others. To investigate this a psychologist secretly observed students who were left alone in a room waiting to be interviewed about their experiences at university shortly before they graduated. In the room was a box with a sign in front of it that clearly said 'do not open the box'.

Type of student	DID open the box	Did NOT open the box
Science	39	21
Arts	15	45
Humanities	8	22

a) Calculate the percentage of science students who 'did' and 'did not' open the box. Show your workings. [4]
b) What was the ratio of arts students who did not open the box to those who did? [2]

Question 3

A psychologist conducted an observation study to investigate how people react when walking towards each other along a corridor in a building where lots of different office staff work. To do this, she asked for permission to set up hidden cameras for a day to record people's encounters along one of the main corridors connecting one part of the building to another. The results from the study are shown in the table below.

Table: Different behaviours observed as two people approach each other in a corridor

Avoids eye contact	Smiles	Says hello	Makes eye contact	Nods	Total
80	48	40	24	8	200

a) What is the ratio of the number of times people smiled to the number of times people nodded when passing in a corridor. [2]
b) What is the mode for the type of behaviour observed by people as they approach each other in the corridor? [1]
c) What fraction of behaviours were 'says hello'? Show your working. [2]
d) In a follow-up study conducted a month later that recorded 310 behaviours in total, the researchers noted that people avoided eye contact 125 times. Write this as a percentage to two significant figures. Show your working. [3]