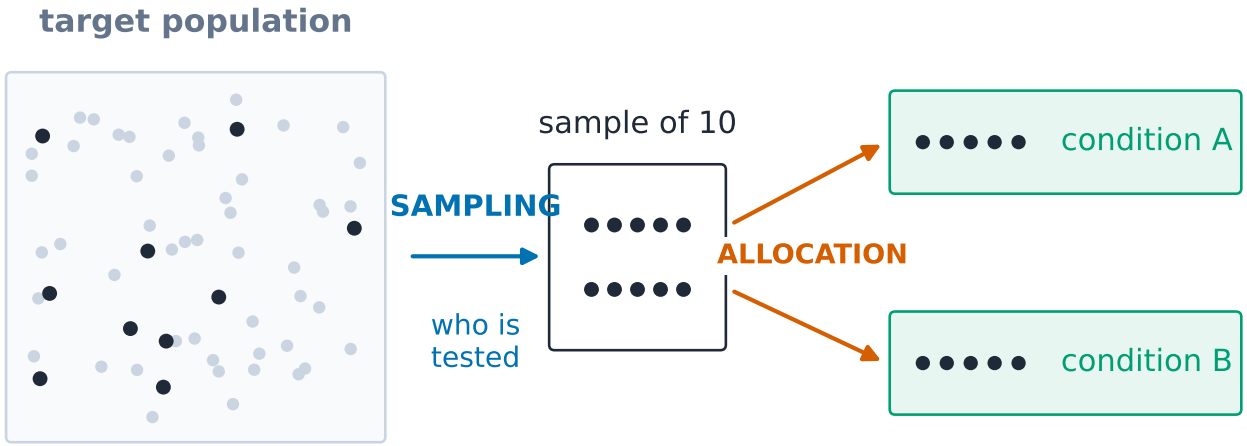
Exercise walk-through

3.2
Sampling, other methods, quality and ethics

International Baccalaureate · IB Diploma · Psychology · SL

Figure: Experiments



Random sampling makes the sample representative; random allocation makes the groups comparable.

- A target population with ten people chosen into a sample, then split by random allocation into condition A and condition B
- Match each part of the diagram to the text.

Paper 2

- **Section A** asks four questions about one class practical: describe what you did (4 marks), explain a concept in relation to it (4 marks), compare it with another method (6 marks) and design a study with a different method on the same topic (6 marks).
- **Worked example.** *Describe how you used an **interview** or **focus group** in your class practical.* (4 marks)
- > Our aim was to find out how IB students experience stress before mock > exams.
- We used **purposive sampling** to choose four DP2 students who had > just taken mocks.

Sources for this lesson

- International Baccalaureate, *Psychology guide* (first assessment 2027), Paper 2 and the **internal assessment**.
- Open Science Collaboration, "Estimating the reproducibility of psychological science", *Science* 349 (2015).
- British Psychological Society, *Code of Human Research Ethics* (2021).
- H. Coolican, *Research Methods and Statistics in Psychology* (7th edition, 2019).

Exercises 2.1·2.2

2.1 Identify the sampling technique: (a) a researcher puts up a poster asking for volunteers; (b) every student's name is put into a computer that picks 50. [2]

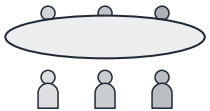


(a)



(b)

2.2 Explain **one** strength and **one** limitation of using a **focus group** to study how students feel about online lessons. [4]



Exercises 2.1·2.2

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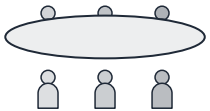


(a) (b)

2.1

(a) self-selected sampling; (b) random sampling

2.2 Explain **one** strength and **one** limitation of using a **focus group** to study how students feel about online lessons. [4]



2.2

strength: students' answers spark each other's ideas, giving rich detail about feelings; limitation: a confident student may lead the group, so quieter students may hide different views / answers are hard to compare

Exercises 2.3·2.4

2.3 Explain **social desirability bias** in a questionnaire about cheating, and **one** way to reduce it. [2]

Have you ever copied homework?

☐ yes ☐ no

2.4 Two observers coded the same 20 time intervals of children's play. They agreed on 17 intervals. Calculate the percentage agreement and explain what it shows. [3]

A 

B 

Exercises 2.3·2.4

2.3 Explain **social desirability bias** in a questionnaire about cheating, and **one** way to reduce it. [2]

Have you ever copied homework?
☐ yes ☐ no

2.3

students may give the answer that sounds good, e.g. under-report cheating; make the questionnaire anonymous / use indirect questions

2.4 Two observers coded the same 20 time intervals of children's play. They agreed on 17 intervals. Calculate the percentage agreement and explain what it shows. [3]



2.4

$17 \div 20 \times 100 = \mathbf{85}$ %; high agreement shows good inter-rater reliability: the checklist categories are clear and the coding does not depend on one observer

Exercise 2.5

2.5 Outline **two** ethical issues in interviewing 15-year-old students about loneliness, and how to deal with each. [4]

- ☐ consent
- ☐ withdraw
- ☐ harm
- ☐ confidential

Exercise 2.5

2.5 Outline **two** ethical issues in interviewing 15-year-old students about loneliness, and how to deal with each. [4]

- ☐ consent
- ☐ withdraw
- ☐ harm
- ☐ confidential

2.5

any two, outlined with a fix: informed consent: students and parents agree in writing, as students are under 16; protection from harm: the topic may upset them, so give information about counselling and stop if distressed; confidentiality: no names in the report, recordings kept securely; right to withdraw at any time, including their data

Exercise 3.1 (a)

3.1 *(Paper 2 Section A style.)* A class wants to study **how first-year IB students experience homework stress**.

(a) Design a study that uses **semi-structured interviews** to investigate this topic. [6]



Exercise 3.1 (a)

3.1 *(Paper 2 Section A style.)* A class wants to study **how first-year IB students experience homework stress**.

(a) Design a study that uses **semi-structured interviews** to investigate this topic. [6]



(a) award up to [6]: aim stated; purposive sampling of, e.g., six first-year IB students with a range of subjects, through the IB coordinator; informed consent from students and parents, right to withdraw, confidentiality; an interview guide of open questions, e.g. "Tell me about an evening when homework felt too much", with follow-up questions; about 20 minutes each, recorded and transcribed; thematic analysis to find themes, e.g. time pressure, comparison with friends

Exercise 3.1 (b)

3.1 *(Paper 2 Section A style.)* A class wants to study **how first-year IB students experience homework stress**.

(b) Compare semi-structured interviews with questionnaires for this topic. [6]

Exercise 3.1 (b)

3.1 *(Paper 2 Section A style.)* A class wants to study **how first-year IB students experience homework stress**.

(b) Compare semi-structured interviews with questionnaires for this topic. [6]

(b) award up to [6]: interviews give rich, detailed accounts of experience in students' own words; follow-up questions explore unexpected points; but they are slow, so the sample is small and generalization is limited; questionnaires reach many students quickly and give numbers to compare, e.g. stress ratings; but closed questions miss reasons and feelings; both risk social desirability bias; interviews are less anonymous

Exercise 3.1 (c)

3.1 *(Paper 2 Section A style.)* A class wants to study **how first-year IB students experience homework stress**.

(c) Explain how **triangulation** could improve the credibility of the findings. [3]

Exercise 3.1 (c)

3.1 *(Paper 2 Section A style.)* A class wants to study **how first-year IB students experience homework stress**.

(c) Explain how **triangulation** could improve the credibility of the findings. [3]

(c) use more than one method, e.g. interviews plus diaries or a questionnaire, or two researchers coding the transcripts; if the same themes appear from different sources, they are less likely to come from one researcher's bias; so we can trust more that the findings reflect what students meant