

1: CBSE 11th Class Psychology Syllabus

Methods Of Enquiry In Psychology - CBSE Notes for Class 11 Psychology. CBSE Notes CBSE Notes Psychology NCERT Solutions Psychology A Psychological research is conducted for the purpose of description, prediction, explanation, control of behaviour and application of knowledge generated in an objective manner.

History[edit] Inquiry-based learning is primarily a pedagogical method, developed during the discovery learning movement of the s as a response to traditional forms of instruction where people were required to memorize information from instructional materials, [4] such as direct instruction and rote learning. The philosophy of inquiry based learning finds its antecedents in constructivist learning theories, such as the work of Piaget , Dewey , Vygotsky , and Freire among others, [5] [6] [7] and can be considered a constructivist philosophy. Generating information and making meaning of it based on personal or societal experience is referred to as constructivism. Vygotsky approached constructivism as learning from an experience that is influenced by society and the facilitator. The meaning constructed from an experience can be concluded as an individual or within a group. There is a spectrum of inquiry-based teaching methods available. Confirmation Inquiry The teacher has taught a particular science theme or topic. The teacher then develops questions and a procedure that guides students through an activity where the results are already known. This method is great to reinforce concepts taught and to introduce students into learning to follow procedures, collect and record data correctly and to confirm and deepen understandings. Structured Inquiry The teacher provides the initial question and an outline of the procedure. Students are to formulate explanations of their findings through evaluating and analyzing the data that they collect. Guided Inquiry The teacher provides only the research question for the students. The students are responsible for designing and following their own procedures to test that question and then communicate their results and findings. This type of inquiry is often seen in science fair contexts where students drive their own investigative questions. Open inquiry activities are only successful if students are motivated by intrinsic interests and if they are equipped with the skills to conduct their own research study. There is an emphasis on the individual manipulating information and creating meaning from a set of given materials or circumstances. Open learning has many benefits. In open learning there are no wrong results, and students have to evaluate the strengths and weaknesses of the results they collect themselves and decide their value. Open learning has been developed by a number of science educators including the American John Dewey and the German Martin Wagenschein. He emphasized that students should not be taught bald facts, but should understand and explain what they are learning. His most famous example of this was when he asked physics students to tell him what the speed of a falling object was. Nearly all students would produce an equation, but no students could explain what this equation meant. It was not until the Enlightenment, or the Age of Reason, during the late 17th and 18th century that the subject of Science was considered a respectable academic body of knowledge. John Dewey, a well-known philosopher of education at the beginning of the 20th century, was the first to criticize the fact that science education was not taught in a way to develop young scientific thinkers. Dewey proposed that science should be taught as a process and way of thinking not as a subject with facts to be memorized. Joseph Schwab was an educator who proposed that science did not need to be a process for identifying stable truths about the world that we live in, but rather science could be a flexible and multi-directional inquiry driven process of thinking and learning. Schwab believed that science in the classroom should more closely reflect the work of practicing scientists. Schwab developed three levels of open inquiry that align with the breakdown of inquiry processes that we see today. This historical scientific breakthrough caused a great deal of concern around the science and technology education the American students were receiving. In the U. Students should be able to recognize that science is more than memorizing and knowing facts. Students should have the opportunity to develop new knowledge that builds on their prior knowledge and scientific ideas. Students will develop new knowledge by restructuring their previous understandings of scientific concepts and adding new information learned. Students will take control of their learning. The extent to which students are able to learn with deep understanding will influence how transferable their new knowledge is to real life contexts. In history , for

example, Robert Bain in his article in *How Students Learn*, describes how to "problematize" history. Next, people studying the curriculum are given a question and primary sources such as eye witness historical accounts, and the task for inquiry is to create an interpretation of history that will answer the central question. It is held that through the inquiry people will develop skills and factual knowledge that supports their answers to a question. They will form an hypothesis, collect and consider information and revisit their hypothesis as they evaluate their data. The curriculum document [34] outlines the philosophy, definitions, process and core learning concepts for the program. As research shows, children learn best through play, whether it is independently or in a group. Three forms of play are noted in the curriculum document, pretend or "pretense" play, socio-dramatic play and constructive play. A chart on page 15 clearly outlines the process of inquiry for young children, including initial engagement, exploration, investigation, and communication. For further details, please see the curriculum document. One government research report was released with the initial groups of children in the new kindergarten program.

Misconceptions about inquiry[edit] There are several common misconceptions regarding inquiry-based science, the first being that inquiry science is simply instruction that teaches students to follow the scientific method. Many teachers had the opportunity to work within the constraints of the scientific method as students themselves and figure inquiry learning must be the same. Inquiry science is not just about solving problems in six simple steps but much more broadly focused on the intellectual problem-solving skills developed throughout a scientific process. Some educators believe that there is only one true method of inquiry, which would be described as the level four: While open inquiry may be the most authentic form of inquiry, there are many skills and a level of conceptual understanding that the students must have developed before they can be successful at this high level of inquiry. A multifaceted approach to science keeps students engaged and learning. Not every student is going to learn the same amount from an inquiry lesson; students must be invested in the topic of study to authentically reach the set learning goals. Teachers must be prepared to ask students questions to probe their thinking processes in order to assess accurately. Inquiry-science requires a lot of time, effort, and expertise, however, the benefits outweigh the cost when true authentic learning can take place[citation needed].

Neuroscience complexity[edit] The literature states that inquiry requires multiple cognitive processes and variables, such as causality and co-occurrence that enrich with age and experience. By completing an inquiry-based task at the end of the study, the participants demonstrated enhanced mental models by applying different inquiry strategies. Results demonstrated that children benefitted from the scaffolding because they outperformed the grade seven control group on an inquiry task.

Notes for educators[edit] Inquiry-based learning is fundamental for the development of higher order thinking skills. The higher order thinking skills that students have the opportunity to develop during inquiry activities will assist in the critical thinking skills that they will be able to transfer to other subjects. As shown in the section above on the neuroscience of inquiry learning, it is significant to scaffold students to teach them how to inquire and inquire through the four levels. It cannot be assumed that they know how to inquire without foundational skills. Scaffolding the students at a younger age will result in enriched inquiring learning later.

2: Inquiry-based learning - Wikipedia

UNIT 2. WHAT IS STATISTICS? Researchers deal with a large amount of data and have to draw dependable conclusions on the basis of data collected for the purpose.

The History and Methods of Psychology "Psychology has a long past but a short history. Though it is relatively new as a formal academic subject, the questions it seeks to answer have been around since the beginning of man. In this unit, we will review the history of psychology as a discipline, by learning about both its ancient philosophical "prescientific" roots and its more recent reincarnation as a "scientific" field of study. Completing this unit should take you approximately 6 hours. Neuroscience What makes you "you"? This question gets to the heart of one of the longest-running debates in psychology: While it is unlikely that we will ever conclusively answer this question, research has provided us with some important insights that will assist you in understanding arguments on both sides of the debate. This unit will then explore our neurological system especially the structure and functions of neurons as well as parts of the brain. Early psychologists considered the brain a "black box" that controlled certain processes, though they did not know how to identify these processes or how the brain controlled them. This is no longer the case; nowadays, scientists insist that the psychological mind and physiological body are fully integrated with one another. Today, knowledge of the biological origins of our psychological states is integral to the study of psychology. The unit then explores the role and function of sleep as well as the use of substances in examining various states of consciousness. Completing this unit should take you approximately 10 hours. Sensation and Perception As human beings, we perceive our world through our senses. This means that we are constantly performing a complex set of processes by which we take in sensory information, convert it into a form usable by the brain, and have the brain send signals to a relevant part of the body in order to tell it how to respond - all in a matter of milliseconds. In this unit, we will highlight the vision and hearing sensory systems and gain a deeper understanding of how we perceive the world around us. Completing this unit should take you approximately 3 hours. Learning and Memory Psychologists are concerned with how people learn and create memories of their experiences. For example, early psychologists such as Ivan Pavlov and B. Skinner performed experiments that explained human action by measuring changes in behavior. These experiments informed our understanding of the process of learning and marked the beginning of the field of behaviorism. In this chapter, we will draw from behaviorism, cognitive psychology, and neuropsychology to learn the basic principles of learning and memory. Development The physical, mental, and emotional changes that an individual undergoes over the course of his or her lifetime raise a number of questions about who we are and how we develop as human beings. One such question is whether our traits are stable or changeable throughout our lifetime; another is whether development is a continuous, gradual process or a set of discrete stages. Though these questions remain unresolved, this unit will provide you with ways to think critically about these issues. It will also provide you with an overview of human development, from infancy to old age. Completing this unit should take you approximately 7 hours. Social Psychology Human beings are social beings. This is called social psychology - the focus of this unit. We will discuss the social behavior of individuals, groups, and entire societies as well as the influences that our relationships to these entities have on us as individuals. The readings conclude with a discussion of the theories related to human motivation and emotion. Completing this unit should take you approximately 8 hours. Psychopathology Today, we commonly think of psychology as a means of treating mental disorders. However, the branch of psychology that addresses these disorders is known as psychopathology, a field of study made famous by Sigmund Freud. Clinical psychologists have since refined the field, developing more sophisticated methods for diagnosis and treatment so that clients can maintain a normal lifestyle. Millions of people live with various types of mental illness and mental health problems, such as social anxiety, obsessive compulsive disorder, drug addiction, and personality disorders. Treatment options include medication and psychotherapy. In this unit, we will aim at understanding different perspectives on psychological disorders, learning to identify characteristic symptoms of each. As you review this final unit, think about all the factors that may contribute and alleviate the major mental disorders

discussed. What is the interplay between biology, social support systems, and other environmental factors in how human beings cope? Study Guides and Review Exercises These study guides are intended to help reinforce key concepts in each unit in preparation for the final exam. Each unit study guide aligns with course outcomes and provides a summary of the core competencies and a list of vocabulary terms. The study guides are not meant to replace the texts and videos that make up the course. The vocabulary lists include some terms that might help you answer some of the review items, and some terms you should be familiar with to be successful in completing the final exam for the course.

3: CBSE Revision Notes for CBSE Class 11 Psychology Methods of Enquiry in Psychology

NCERT Textbook - Methods of Enquiry in Psychology, Class 11, Psychology | EduRev. Revision Notes - Methods of Enquiry in Psychology, Class 11, Psychology.

Methods of Enquiry in Psychology 23 Prediction: The second goal of scientific enquiry is prediction of behaviour. If you are able to understand and describe the behaviour accurately, you come to know the relationship of a particular behaviour with other types of behaviours, events, or phenomena. You can then forecast that under certain conditions this particular behaviour may occur within a certain margin of error. For example, on the basis of study, a researcher is able to establish a positive relationship between the amount of study time and achievement in different subjects. Later, if you come to know that a particular child devotes more time for study, you can predict that the child is likely to get good marks in the examination. Prediction becomes more accurate with the increase in the number of persons observed. The third goal of psychological enquiry is to know the causal factors or determinants of behaviour. Psychologists are primarily interested in knowing the factors that make behaviour occur. Also, what are the conditions under which a particular behaviour does not occur. For example, what makes some children more attentive in the class? Let us try to understand the meaning of these terms. In a psychological study, we attempt to describe a behaviour or a phenomenon as accurately as possible. This helps in distinguishing a particular behaviour from other behaviours. For example, the researcher may be interested in observing study habits among students. Study habits may consist of diverse range of behaviours, such as attending all your classes regularly, submitting assignments on time, planning your study schedule, studying according to the set schedule, revising your work on a daily basis etc. Within a particular category there may be further minute descriptions. The description requires recording of a particular behaviour which helps in its proper understanding. You have read in the first chapter that psychology is the study of experiences, behaviours, and mental processes. You may now be curious to know how psychologists study these phenomena. In other words, what methods are used to study behaviour and mental processes? Like all scientists, psychologists seek to describe, predict, explain and control what they study. For this, psychologists rely on formal, systematic observations to address their questions. It is the methodology that makes psychology a scientific endeavour. Psychologists use a variety of research methods because questions about human behaviour are numerous and all of them cannot be studied by a single method. Methods such as observation, experimental, correlational research, survey, psychological testing and case study are more frequently used to study the problems of psychology. This chapter will familiarise you with the goals of psychological enquiry, the nature of information or data that we collect in psychological studies, the diverse range of methodological devices available for the study of psychology, and some important issues related to psychological studies. Thus, this goal is concerned with identifying the determinants or antecedent conditions i. If you are able to explain why a particular behaviour occurs, you can control that behaviour by making changes in its antecedent conditions. Control refers to three things: For example, you can allow the number of hours devoted to study to be the same, or you can reduce them or there may be an increase in the study hours. The change brought about in behaviour by psychological treatment in terms of therapy in persons, is a good example of control. The final goal of the scientific enquiry is to bring out positive changes in the lives of people. Psychological research is conducted to solve problems in various settings. Because of these efforts the quality of life of people is a major concern of psychologists. For example, applications of yoga and meditation help to reduce stress and increase efficiency. Scientific enquiry is also conducted to develop new theories or constructs, which leads to further research. Steps in Conducting Scientific Research Science is not so defined by what it investigates as by how it investigates. The scientific method attempts to study a particular event or phenomenon in an objective, systematic, and testable manner. The objectivity refers to the fact that if two or more persons independently study a particular event, both of them, to a great extent, should arrive at the same conclusion. For instance, if you and your friend measure the length of a table using the same measuring device, it is likely that both of you would arrive at the same conclusion about its length. The second characteristic of scientific research is that it follows systematic

procedure or steps of investigation. It includes the following steps: Let us discuss these steps in some detail. The process of scientific research begins when a researcher Fig. Methods of Enquiry in Psychology 25 selects a theme or topic for study. This is done on the basis of review of past research, observations, and personal experiences. For example, earlier you read that a researcher was interested in observing the study habits of students. In psychology we study a diverse range of problems related to behaviour and experiences. These problems may be related to a understanding our own behaviour for example, how do I feel and behave when I am in a state of joy or grief? How do we reflect on our own experiences and behaviour? Why do we forget? Why is someone always not able to complete her or his work on time? Can the habit of smoking be controlled? Why do some people suffering from chronic illness not take medicines? How can an employer increase the motivation of employees? The list is long and you will learn about these various facets in subsequent chapters. If you are inquisitive, you can write down a number of problems which you may like to probe. After identification of the problem, the researcher proceeds by developing a tentative answer of the problem, which is called hypothesis. In your research, you shall now try to prove whether the statement is true or false. The second step in scientific research is to collect data. Data collection requires developing a research design or a blueprint of the entire study. It requires taking decisions about the following four aspects: Depending upon the nature of the study, the researcher has to decide who would be the participants or informants in the study. The second decision is related to the use of methods of data collection, such as observation method, experimental method, correlational method, case study, etc. The researcher needs to decide about appropriate tools for example, interview schedule, observation schedule, questionnaire, etc. The researcher also decides about how the tools need to be administered to collect data i. This is followed by actual collection of data. The next step is to analyse data so collected through the use of statistical procedures to understand what the data mean. This can be achieved through graphical representations such as preparation of pie-chart, bar-diagram, cumulative frequencies, etc. The purpose of analysis is to verify a hypothesis and draw conclusions accordingly. The researcher may have begun the study with a hypothesis that there exists a relationship between viewing violence on television and aggression among children. Both scientific and interpretive traditions are concerned with studying behaviour and experiences of others. What about our own personal experiences and behaviour? As a student of psychology, you may ask yourself the question: Many times you take a pledge that you will control your diet or devote more time to studies. But when it actually comes to eating or studying you forget this. Should psychology not help you in analysing your own experiences, thought processes, and behaviour? Psychologists collect a variety of information from different sources employing diverse methods. Data form an important input in psychological enquiry. They in fact approximate the reality to some extent and provide an opportunity to verify or falsify our ideas, hunches, notions, etc. It should be understood that data are not independent entities. They are located in a context, and are tied to the method and theory that govern the process of data collection. In other words, data are not independent of the physical or social context, the persons involved, and the time when the behaviour occurs. We behave differently when alone than in a group, or at home and in office. Thus, research is a continuous process. Alternative Paradigms of Research Psychologists suggest that human behaviour can and should be studied following the methods adopted by sciences like physics, chemistry, and biology. The key assumption of this view is that human behaviour is predictable, caused by internal and external forces, and can be observed, measured, and controlled. In order to achieve these goals, the discipline of psychology, for larger part of the twentieth century, restricted itself to the study of overt behaviour, i. It did not focus on personal feelings, experiences, meanings, etc. In recent years, a different method known as interpretive has emerged. It emphasises understanding over explanation and prediction. It takes the stand that, in view of complex and variable nature of human behaviour and experience, its method of investigation should be different from the method of investigation of the physical world. This viewpoint emphasises the importance of how human beings give meaning to events and actions and interpret them as they occur in a particular context. Let us take the experiences that may occur in some unique contexts, such as persons experiencing suffering due to external factors for example, people affected by tsunami, earthquake, cyclone or internal factors for instance, prolonged illness, etc. In such types of situations, objective measurement is neither possible nor desirable.

Therefore, we need to understand the subjective interpretation of the reality.

4: Revision Notes - Methods of Enquiry in Psychology, Class 11, Psychology | EduRev Notes

Methods of Enquiry in Psychology The Bases of Human Behaviour Human Development Sensory, Attentional And Perceptual Processes Learning Human Memory Thinking Motivation And Emotion RD Sharma XII RD Sharma XI.

What are the goals of scientific enquiry? Answer The goals of scientific enquiry are: It is important in scientific enquiry to describe a behaviour or a phenomenon as accurately as possible which helps in its proper understanding. The second goal of scientific enquiry is understanding of a particular behaviour in relationship to other behaviours, events or phenomena. It tries to predict their occurrences under certain conditions with a margin of error. Prediction becomes more accurate with the increase in the number of persons observed. The third goal of psychological enquiry is to know the causal factors or determinants of behaviour and the conditions where the behaviour does not occur. If a person able to explain why a particular behaviour occurs, person can control that behaviour by making changes in its antecedent conditions. Control refers to three things: The final goal of the scientific enquiry is to bring out positive changes in the lives of people through application of a particular behaviour. Describe the various steps involved in conducting a scientific enquiry. Answer The various steps involved in conducting a scientific enquiry are: The researcher have to select a theme or topic for study. Then narrows down the focus and develops specific research questions or problems for the study. This is done on the basis of review of past research, observations, and personal experiences. The second step in scientific research is to collect data. Data collection requires developing a research design or a blueprint of the entire study. It requires taking decisions about the following four aspects: The next step is to analyse data so collected through the use of statistical procedures to understand what the data mean. This can be achieved through graphical representations such as preparation of pie-chart, bar-diagram, etc. It helps to verify the hypothesis and draw conclusions by putting them into an appropriate context. The existing hypothesis is finally confirmed on the basis of revision of data else, a new hypothesis is stated and tested by new data. The research may also be revised by other researchers, hence making it a continuous process. Explain the nature of psychological data. Answer The nature of psychological data are: How do experimental and control groups differ? Explain with the help of an example. Answer Experimental groups differ from control groups as independent variable manipulation occurs in an experimental group whereas it is absent in a control group. For example, in the study by Latane and Darley, there were two experimental groups and one control group. The participants in the study were sent to three types of rooms. In one room no one was present control group. In the other two rooms, two persons were already seated experimental groups. The independent variable, in this study, was the absence or presence of other persons sitting in the room. The remaining factors in the experiment were the same for both kinds of groups. In experimental groups, two persons were present with the real participant while in the control group, participant was alone. Therefore, it can be said that the manipulated variable is absent in control group. Therefore, the hypothesis is correct. Discuss the strengths and weaknesses of experimental method as a method of enquiry. Answer The strengths of experimental method as a method of enquiry are: Which method of research is involved? Explain the process and discuss its merits and demerits. Answer Non-participant observation method is involved in research of Dr. The researcher study people and their behaviour in a naturalistic situation, as it occurs. Our observation is influenced by our values and beliefs about the person or the event. Give two examples of the situations where survey method can be used. What are the limitations of this method? Answer Two Examples of the situations where survey method can be used are: The limitations of this method are: Differentiate between an interview and a questionnaire.

5: NCERT Solution of Class 11 Psychology - TET Success Key

The independent variable, in this study, was the absence or presence of other persons sitting in the room. The remaining factors in the experiment were the same for both kinds of groups.

Constructing a frequency distribution “ Before drawing a frequency polygon, we have to first translate a set of raw scores into a frequency distribution. The procedure of preparing a frequency distribution is given below: Find the lowest and the highest scores in the set of scores. In the set of scores presented above, the lowest and the highest scores are and respectively. We generally create between 10 to 20 class intervals, and the number of class-intervals will depend upon the interval width i we choose. Interval width, for practical reasons is kept an odd number so that the mid point representing the class-interval is a whole number. Next, we must determine the starting point of the bottom class-interval. The lowest score is , thus the lowest interval could be or We can select because is a multiple of our interval width of 5. This gives us the set of class-intervals shown in table 1. Next, tally the raw scores one by one against the class-intervals. Then convert the tables into frequencies f as shown in the last column of table 1. Confirm that total of f is equal to n if the distribution is considered sub-sample; or N if it is total sample or total observations. Frequency Polygon is a line figure used to represent data from a frequency distribution. The frequency polygon Greek word meaning many angles is a series of connected points above the midpoint of each class interval. Each point is at a height equal to the frequency f of scores in that interval. The steps involved in constructing a frequency polygon are: Decide on a suitable scale for X-axis and Y-axis as explained earlier. Label the midpoints of class interval along the X-axis. Place a point above the midpoint of each class interval at a height equal to the frequency value of the scores in that interval. Connect the points with a straight line. After joining the points bring the polygon down to the horizontal axis x-axis at both ends. One point before the midpoint in the beginning and one point after the last midpoint. The data together with frequency distribution is presented in Table 1 and frequency polygon is shown in Fig. Both polygon and histogram are prepared when data are either on interval or ratio scale. Both depict the same distribution and you can superimpose one upon the other. On the same set of data see Figure 3 and both tell the same story. However, a polygon is preferred for grouped frequency distribution and histogram in case of ungrouped frequency distribution of a discrete variable or with data treated as discrete variable. In the frequency polygon all the scores within a given interval are represented by the mid-point of that interval, whereas, in a histogram the scores are assumed to be spread uniformly over the entire interval. Within each interval of a histogram the frequency is shown by a rectangle, the base being the length of the class interval and the height having frequency within that interval. Histogram differs from the bar diagram on two counts. One, histogram is prepared from a data set that is on a continuous series. Two, the data are obtained on either interval or ratio scale. The first interval in the histogram actually begins at However, we start the first interval of and second at , third at , and so on. The frequency of 1 on is represented by a rectangle, the base of which is the length of the interval and height of which is one unit up on the Y-axis. Similarly, the frequency of 2 on the next interval is represented by a rectangle one interval long and 2 Y units high. The heights of the other rectangles will vary with the frequencies of the intervals. Each interval in a histogram is represented by a separate rectangle. The rise and fall of the rectangles increases or decreases depending on the number of scores for various intervals. Note, the bars or rectangles are joined together, whereas in the bar diagram they are not. As in a frequency polygon, the total frequency N is represented by the area of the histogram. The frequency polygon can be constructed on the same graph by joining the midpoints of each rectangle, as shown in Fig. It may be noted that frequency polygon is less precise than the histogram. However, if we have to compare two or more distributions, frequency polygons on the same axis are more revealing as compared to histograms. Recapitulation After collecting data, the next step is to organize the data to get a quick overview of the entire data. Graphical representation helps in achieving this objective. To this end three different kinds of graphs are frequently used: Bar Diagram, Frequency Polygon, and Histogram. Bar diagram is very similar to a histogram in shape. However, the bar diagram is used when there is discontinuity between the various categories and space is kept in between the rectangles because the variables represented

on the x-axis is discrete. On the other hand histogram is constructed from data that are on an interval or ratio scales and only when the data are on a continuous series. Frequency polygon can be constructed on the histogram, by joining the midpoints of each rectangle of the histogram. She would like to compare the psychology result of the two schools. The average scores of the two schools can be compared for the purpose. Measures of this kind are called measures of central tendency. The purpose is to provide a single summary figure that best describes the central location of the observations or data. The central tendency of a distribution is the score value near the centre of the distribution. It represents the basic or central trend in the data. A measure of central tendency helps simplify comparison of two or more groups. For example, we have two groups created randomly from a specific population, one group is randomly assigned to treatment condition Experimental group and the second is not given any treatment Control group. Both the groups are observed on dependent variable after the treatment. In order to study the effect of treatment the average performance of the two groups needs to be compared. Later, in this chapter you will discover that we need to know more about the dispersion of scores in the group than just comparing them on some group average. There are three commonly used measures of central tendency: Arithmetic Mean, Median, and Mode. Let us learn about each of these indices and their computation. The arithmetic mean or for brevity mean, is the sum of all the scores in a distribution divided by the total number of scores. This is also sometimes called average. We generally do not use the term average because the term is also used for other measures of central tendency. We call the mean as arithmetic mean because in statistics we also use geometric and harmonic means. Let us get acquainted with some symbols that we use in calculating central tendencies.

6: Class XI Psychology - Methods of Enquiry in Psychology | DiPS Updater

Download CBSE Revision Notes for CBSE Class 11 Psychology Methods of Enquiry in Psychology in PDF format. These cbse revision notes are arranged subject-wise and topic-wise.

Methods of Enquiry in Psychology Review questions: Solutions of Questions on Page Number: What are the goals of scientific enquiry? The goals of scientific enquiry are as follows: Description - It is very important in a scientific enquiry to describe the behaviour or a phenomenon accurately in order to be able to deal with it. Prediction - Scientific enquiry aims at the understanding of a particular behaviour in relationship to other behaviours or events. It tries to predict their occurrences under certain conditions with a margin of error. Explanation - Scientific enquiry is conducted to know the causal factors or determinants of behaviour and the conditions where the behaviour does not occur. Control - Being able to explain behaviour also leads to the control in behaviour by making changes in its antecedent conditions. The control refers to making a particular behaviour happen, reduce it and enhance it. Application - Application of a particular behaviour aims at bringing about positive changes in the lives of people by solving their problems in various settings. Describe the various steps involved in conducting a scientific enquiry. The various steps involved in conducting a scientific enquiry can be described as follows: It is done by reviewing past research, personal experience and observations. This is further followed by preparing a hypothesis or a tentative solution of the problem. It consists of four aspects namely, identifying the participants in the study, methods of data collection, tools to be used in research and procedure for data collection. It helps to verify the hypothesis and draw conclusions by putting them into an appropriate context. The research may also be revised by other researchers, hence making it a continuous process. Explain the nature of psychological data. The nature of psychological data can be explained through the following points: The psychological data are not independent entities: The physical or social context, the persons involved and the time of the behaviour affects the data. For instance, an individual behaves differently in a group than being alone. The quality and nature of data is affected by the method of data collection: Data are facts without any meaning: This suggests that data do not speak themselves about reality. They only acquire meaning when placed in a context by the researcher. How do experimental and control groups differ? Explain with the help of an example. Experimental groups differ from control groups as independent variable manipulation occurs in an experimental group whereas it is absent in a control group. For example, in a study conducted by Latane and Darley, there were two experimental groups and one control group. The participants in the study were sent to three types of rooms. Room 1 in which the participant was alone formed the control group. Room 2 and 3, in which two persons were present with the participant formed experimental groups. The independent variable, in this study, was the absence or presence of other persons sitting in the room. The remaining factors in the experiment were the same for both kinds of groups. In experimental groups, two persons were present with the real participant while in the control group, participant was alone. Therefore, it can be said that the manipulated variable is absent in control group. A researcher is studying the relationship between speed of cycling and the presence of people. Formulate a relevant hypothesis and identify the independent and dependent variables. Relationship between the speed of cycling and the presence of people Hypothesis - As the speed of cycling increases people tend to move away fast. Field experiment - Two market places A boy is asked to ride a bicycle with different speeds in the market. Market 1 - It is observed that when the boy passes through the market street with high speed on the bicycle, people surrounding him will get away quickly in order to protect themselves from getting hit by the cycle. Market 2 - It is observed that when the boy passes through the market street with normal speed on the bicycle people around him will get away normally and slowly to give him the way as compared to the people of market 1. Conclusion - When the speed of the cycle is high people move away from it quickly and when the speed of cycle is normal people will move away slowly in comparison. Revision of research conclusion - The conclusion has matched the hypothesis. Therefore, the hypothesis is correct. Independent variable - Speed of cycle Dependent variable - Movement of people Q6: Discuss the strengths and weaknesses of experimental method as a method of enquiry. The strengths and weaknesses of experimental method as a method of enquiry

are: Strengths It provides a relatively convincing evidence of a cause-effect relationship between two or more variables. The extraneous variables can be eliminated from the laboratory. It can minimise the sequence effect with the help of counter-balancing technique. It eliminates any potential systematic differences between groups by giving random assignment to groups of participants. This is done to help in framing the conclusion without any assumption. Weaknesses The highly controlled laboratory situation only simulates the conditions of the outer world. The results of the experiments cannot be generally applied to real situations, thus field experiments are required in such situations. It is not always feasible to study a particular problem experimentally. It is difficult to know and control all the relevant variables, particularly in field experiments. Many variables cannot be manipulated in laboratory settings. Which method of research is involved? Explain the process and discuss its merits and demerits. She will sit in the corner of the play school and will observe the behaviour of children, their interaction with other children and teachers, how they play and react to winning and losing. The children will not be aware that they are being observed. Later, she will record her observations in a file. She will analyse and conclude it and then try to match her conclusion with the hypothesis. Merits of non-participant observation method The researcher observes the people and their behaviour in a naturalistic situation as it occurs. The observations are influenced by the personal values and interpretations of the observer. Give two examples of the situations where survey method can be used. What are the limitations of this method? The two examples where a survey method can be used are as follows: The limitations of survey method are as follows: People may give inaccurate information because of memory lapses or they do not want the researcher to know their real opinions about a particular issue. People sometimes respond in a way they think the researcher wants to hear. Differentiate between an interview and a questionnaire. The difference between an interview and a questionnaire are:

7: Book - Introduction to Psychology Class 11 - Notemonk

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Why Are Research Methods Important? Science, at a basic level attempts to answer questions such as "why are we aggressive through careful observation and collection of data. These answers can then at a more complex or higher level be used to further our knowledge of us and our world, as well as help us predict subsequent events and behavior. For example, do you believe in the following studies? There are many aspects of these studies that are necessary before one can evaluate the validity of the results. However, most people do not bother to find out the details which are the keys to understanding the studies but only pay attention to the findings, even if the findings are completely erroneous. They are also practical in the work place: Different Types of Research Methods 1 Basic Research answer fundamental questions about the nature of behavior. Not done for application, but rather to gain knowledge for sake of knowledge. For Example, look at the titles of these publications: A comparison of effects of information overload and relatedness. Emotionality and stress ulcers in rats. Some people erroneously believe that basic research is useless. In reality, basic research is the foundation upon which others can develop applications and solutions. So while basic research may not appear to be helpful in the real world, it can direct us toward practical applications such as, but definitely not limited to: Some examples of publication titles: Today, there is a push to more applied research. This is no small part due to the perspective in the United States where we want solutions and we want them now! BUT, we still need to keep our perspective on the need for basic research. For example - Does capital punishment work? Think of all the issues surrounding this program and how hard it is to examine its effectiveness. The most immediate issue, how do you define the purpose and "effectiveness" of capital punishment? However, if the point of capital punishment is to deter would-be criminals from committing crimes, then it is a completely different story. We all observe our world and make conclusions. HOW do we do this: Is this such a good idea? Are women are more romantic then men? Is cramming for an exam is the best way to study? The scientific method is NOT perfect, but it is the best method available today. To use the scientific method, all topics of study must have the following criteria: Helps us to be systematic and consistent. This stage sets the stage for more formal stages - here we acquire our topic of study and begin to transform it from a general concept or idea into a specific, testable construct. Some books define it as the description of How can you define "life change"? One possibility is the score on the Social Readjustment Rating Scale. How do you define obesity, abnormality, etc. Thus, we may define a hypothesis as a tentative statement about the relationship between two or more variables. For example, one may hypothesize that as alcohol consumption increases driving ability decreases. Then, you must indicate what those differences actually mean We do this through publications in scientific journals, books, presentations, lectures, etc. Ways of Conducting Scientific Research 1 Naturalistic Observation - allow behavior to occur without interference or intervention by the researcher. Attempt to see what events led up to current situation. Like piecing together a puzzle, often there are gaps - relies on memory of the individual, medical records, etc. You can also look in the glossary of terms we have provided for these and other important terms: Independent Variable IV - the variable that is manipulated by the researcher to see how it affects the dependent variable. Dependent Variable DV - the behavior or response outcome that the researcher measures, which is hoped to have been affected by the IV. Extraneous variable - any variable other than the IV that may influence the DV in a specific way. Example - how quickly can rats learn a maze 2 groups. This does not mean that this group is not exposed to anything, though. For example, in a drug study, it is wise to have an experimental group gets the drug , a placebo control group receives a drug exactly like the experimental drug, but without any active ingredients , and a no-placebo control group they get no drug In this case, what is causing the effect on the DV? Example - Vitamin X vs Vitamin Y. Group 1 run in morning, group 2 in afternoon. Do you see a problem with this? I hope so Many things may lead to confounds here are just two examples: This is usually not done on purpose, but just knowing what group a participant is in may be enough to change the way we behave toward our participants. Thus, the participant

may not act in a natural way. Types of Experimental Designs: For example, if I examine the effects of Advil on headaches, I can manipulate the doses given, the strength of each pill, the time given, etc.. But if I want to determine the effect of Advil on headaches in males vs females, can I manipulate gender? Is gender a true IV? Still have one group which gets the IV and one that does not, but subjects are not randomly assigned to groups. There are many types of quasi designs actually, too many to go into detail here. The coefficient ranges from The results from each group are then compared to each other to examine differences, and thus, effective of the IV. For example, in a study examining the effect of Bayer aspirin vs Tylenol on headaches, we can have 2 groups those getting Bayer and those getting Tylenol. T 2 Within-subjects design: For example, in the study presented above Bayer vs Tylenol , each participant would get the Bayer, the effectiveness measured, and then each would get Tylenol, then the effectiveness measured. If yes, then it is valid. Reliability - is the test consistent? If we get same results over and over, then reliable. Thus, if it produces the same or very, very similar results each time it is taken, then it is reliable. However, a test can be reliable without being valid, so we must be careful. For Example - the heavier your head, the smarter you are. If I weighed your head at the same time each day, once a day, for a week, it would be virtually the same weight each day. This means that the test is reliable. But, do you think this test is valid that is indeed measures your level of "smartness"? Probably NOT, and therefore, it is not valid.

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The goals of scientific enquiry are: â†’ Description: It is important in scientific enquiry to describe a behaviour or a phenomenon as accurately as possible which helps in its proper understanding. â†’ Prediction: The second goal of scientific enquiry is understanding of a particular behaviour in.

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