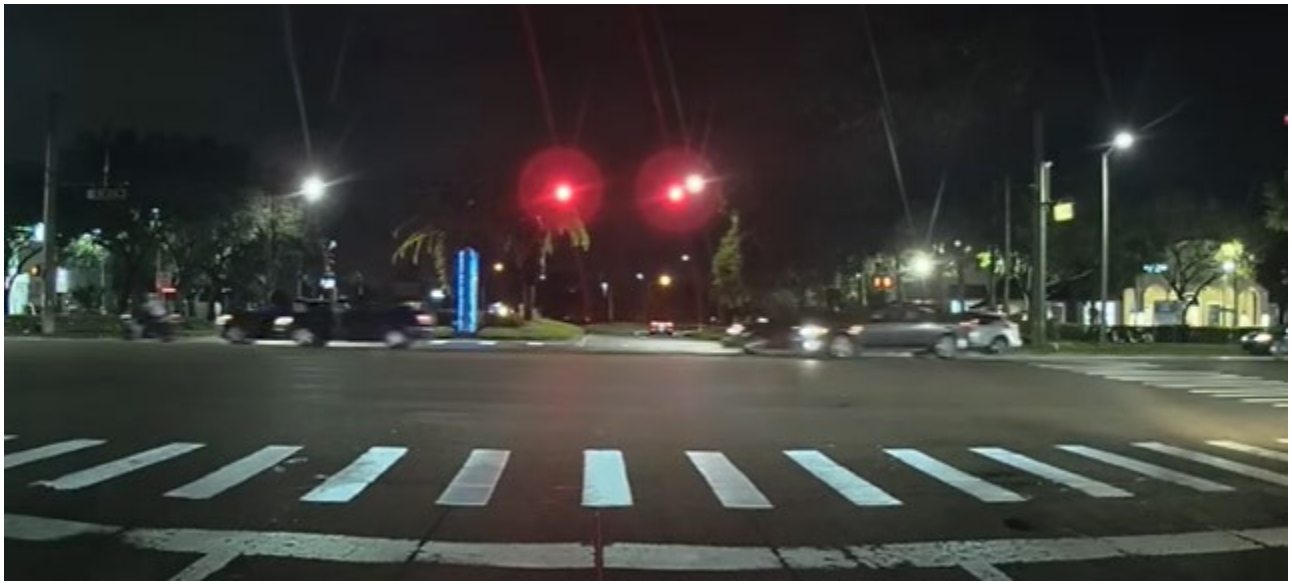
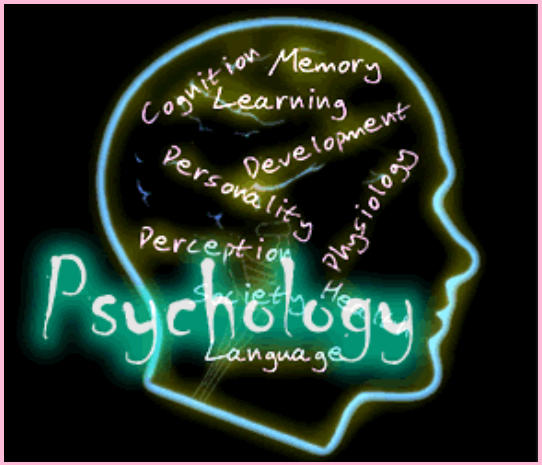
TASK: Watch the video. Answer the questions

https://www.youtube.com/watch?v=wee-rfTSdhY



BTEC Level 3 National Extended Certificate in APPLIED Psychology

Equivalent in size to <u>ONE</u> A level



THE VICTORY ACADEMY

WHAT DOES THE COURSE INVOLVE?

4 units:

- 3 mandatory: units 1, 2 and 3
- 1 optional units which is internally set and externally verified.

MANDATORY UNITS: Content & Assessment

1 Psychological Approaches and Applications

Learners will develop knowledge, understanding and skills in the scientific process and in psychological research methodology through their own psychological research project.

1.5 hours written exam

2 Conducting Psychological Research

Learners develop knowledge, understanding and skills in the scientific process and in psychological research methodology through their own psychological research project.

Externally assessed

3 Health Psychology

Learners explore psychological approaches, theories and studies related to lifestyle choices, unhealthy behaviours and behavioural change, linking them to their specific contexts.

2 hours written exam

6 Introduction to Psychopathology

Learners develop knowledge of psychopathology, types and characteristics of mental disorders and approaches to treatment, and the role of professionals in supporting and promoting mental health.

Externally assessed

CAREERS

Manager

Coach

Psychiatrist

Clinical psychologist

Teacher

Criminologist

Social Worker

Forensic psychologist

Police Officer

Child psychologist

Youth Worker

Psychotherapist

Sport psychologist

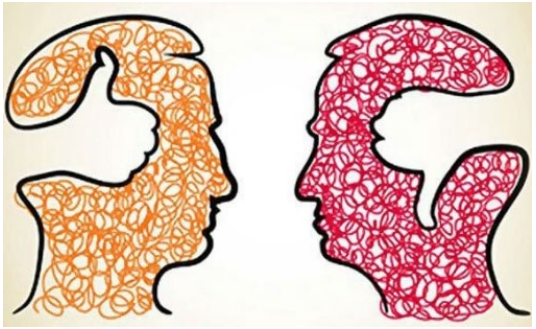
…and many more!

What is psychology?

Date: Wednesday, 19 July 2023

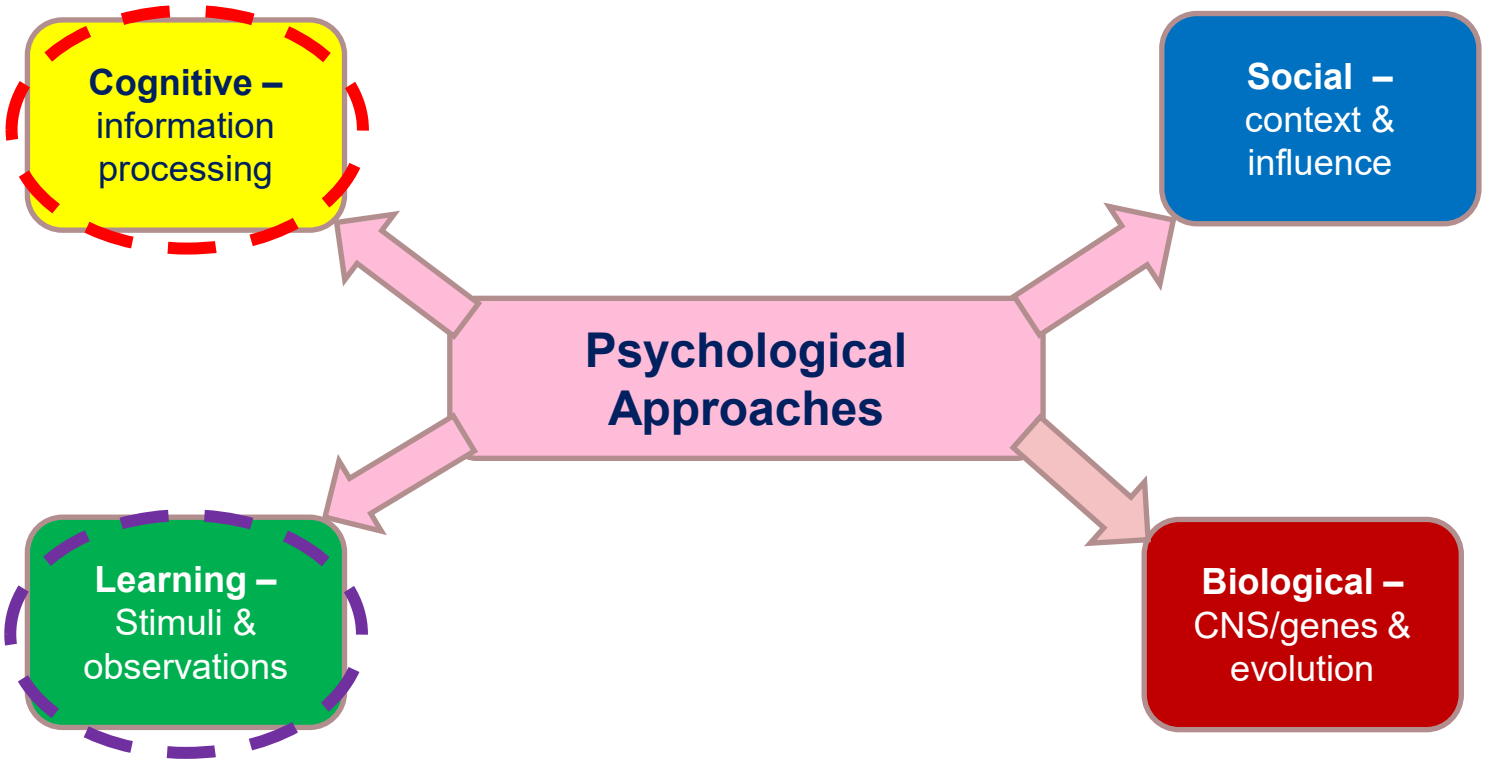
Cognitive Bias

U1 – To understand cognitive bias in the Cognitive Approach



U2 – To understand the research methods of a laboratory study

1 Psychological Approaches and Applications



What is cognitive bias?

The processing of information in the brain like a computer
'the computer analogy'

Processes include language, thought, attention, memory, perception.

TASK: Circle Maps: Create a circle map for Cognitive Bias

U1 Concept

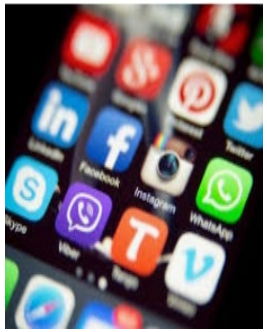
Cognitive Bias

Concept: What are cognitive bias?

These are errors in how we process information. They affect what we pay attention to, what we remember and how we make decisions.

+ Short cuts - simplify social interactions to make decisions quickly.

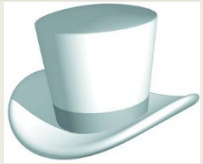
- Risky - they undermine our ability to make rational choices and logical decisions



<u>Social Media Filter Bubble</u>

Algorithms detect your preferences and tailor your newsfeed with similar or matching news.

TASK: Circle Maps: Create a circle map for Cognitive Bias



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U1 Concept

Cognitive Bias

U2: Study

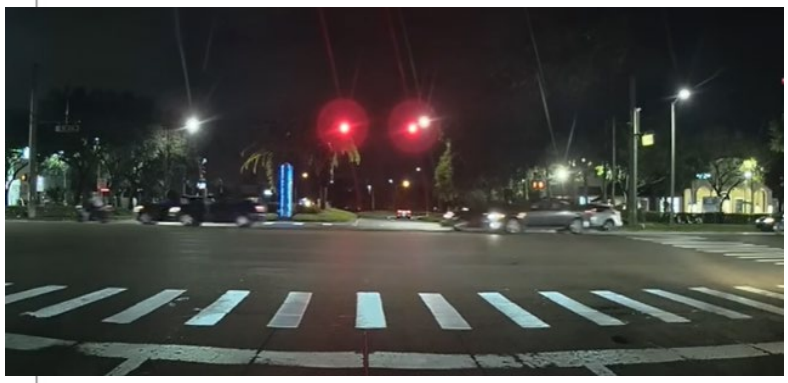
U2 Research Methods - Experiment

Loftus and Palmer (1974) Reconstruction of automobile destruction

Elizabeth Loftus has spent many years studying how memory can be distorted and changed as a result of misinformation. She has applied her expertise to many court cases, helping judges and juries understand issues with witness memory. One of her best-known studies is a test of the effect of misinformation in the form of leading questions.

Aim: To test whether the way a question is worded will affect recall of the circumstances of a car crash.

Procedure: This was a laboratory experiment where 45 student participants were divided into five groups (**conditions**). Each student watched short films of several car crashes. They were then asked to recall what they had seen and were given a **questionnaire** with a critical question: 'how fast were the cars going when they ... each other?'. Each group was given a different verb describing the crash: contacted; hit; bumped; collided or smashed. So, in one of the five conditions the critical question was 'how fast were the cars going when they hit each other?'. The participants had to report their estimate of the speed in miles per hour and their answers were compared across the various conditions.



Findings: Table showing mean estimates of speeds of cars in each condition.

Verb	Speed (MPH)
Smashed	40.8
Collided	39.3
Hit	38.1
Bumped	34
Contacted	31.8

Conclusions: As the intensity of the verb increased, so too did the measure of speed. This may be because the verb activated a schema which affected the recall of the car's speed. For example, 'smash' indicates high speed so the participant remembered the car as travelling faster.

▸ Evaluation of the study

Strengths	Limitations
Employed a lot of **controls** to ensure that the data was reliable. For example, exactly the same film clip was shown in all the conditions suggesting that any change in recall was due to the wording of the question and not changes in the actual crash.	May lack population validity as all the participants were students of a similar age. It may be that students of this age are more likely to pick up cues in the question because they are unlikely to have lots of experience of judging speed.
Has very useful **application** as it shows that the way questions are asked can distort the recall of an event. Police must be careful about using leading questions because they might cause the witness to recall events inaccurately perhaps leading to miscarriages of justice where the wrong person is convicted of a crime.	Might lack ecological validity as it asked the participants to judge the speed of cars on a video clip. This is different from the real world as they are in a controlled situation. In the real world there would be more noise and panic and so their recall might be more accurate in that situation where they were more emotionally aroused.

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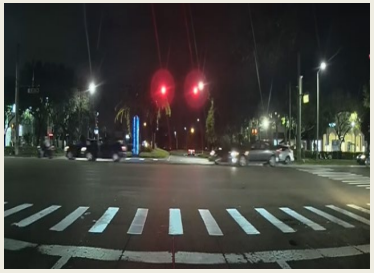
U1 & 2 Application: Real World

U1 Concept: Cognitive Bias

Cognitive Bias

U2: Study



Lab experiment, 45 participants, verbs…….

+ High control & RW application

-All P's same age & Lab and video not natural situation and behaviour

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U1 & U2 – Real World Application

Q) Where might this have an impact in the real world?

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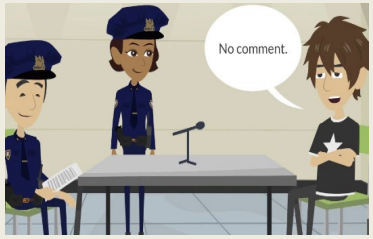
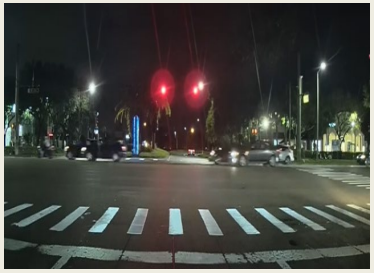
U1 & 2 Application: Real World

U1 Concept: Cognitive Bias

Cognitive Bias



U2: Study



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