

Group Size and Donation

Alissa Fahrrenz and Mandy Feeks

Overview

In our experiment, we tested how the presence of other people affected how much a person was willing to donate. There were no significant differences between the three groups.

We also tested the subject's preference of donating to an individual or to a group. People preferred to donate to an individual.

Method

Subjects were randomly assigned to one of three conditions:

1. Group Known
2. Group Anonymous
3. Individual

They had an option to donate to two different charities:

1. An individual (Sam)
2. A group (Children's Hospital)

We then analyzed how much they donated.

Hypotheses

Group known will donate the most, followed by group anonymous. Individuals will donate the least. Groups will donate more to group charities. Individuals will donate more to individual charities.

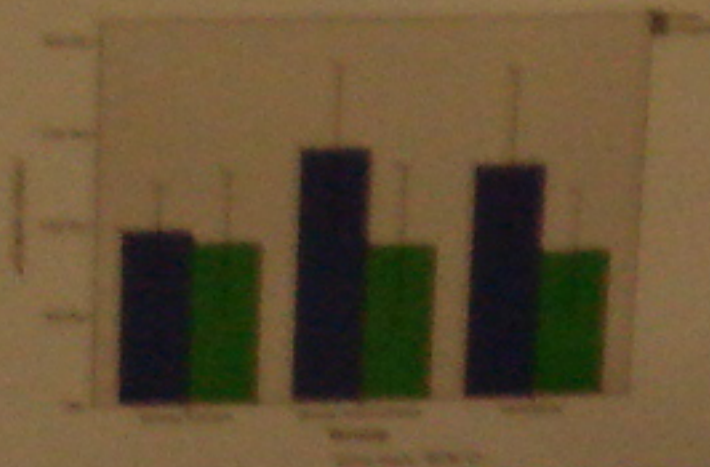


Figure 1. Comparison of donations to Sam and the children's hospital between groups.

Results

Donations to Sam:
 $M=122.534$, $SD=107.096$
Donations to Hospital:
 $M=85.617$, $SD=97.898$

There was a significant main effect for which charity they donated to. They donated more to Sam.
 $F(2, 78) = 6.301$, $p = .014$

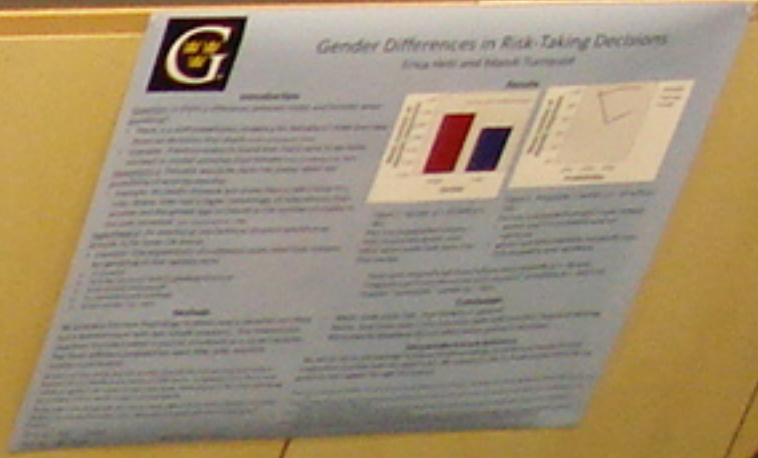
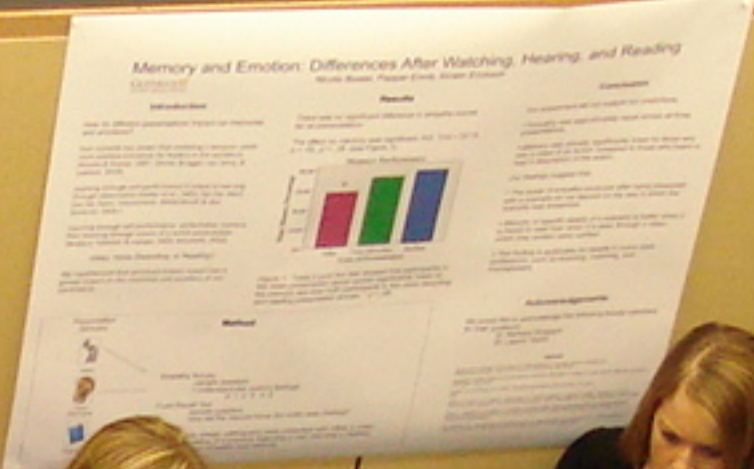
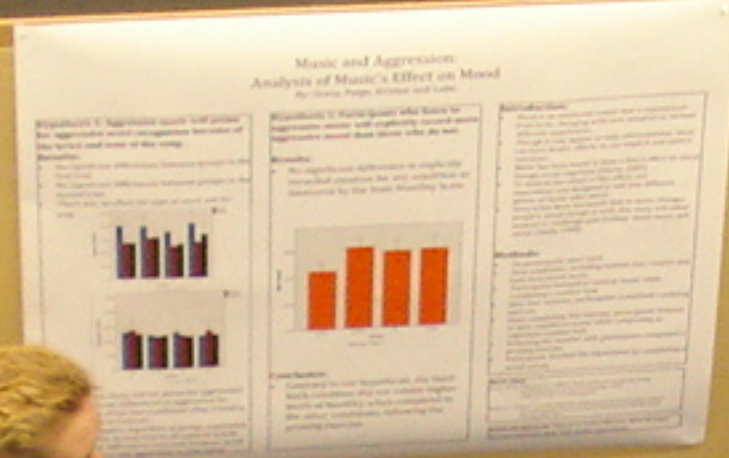
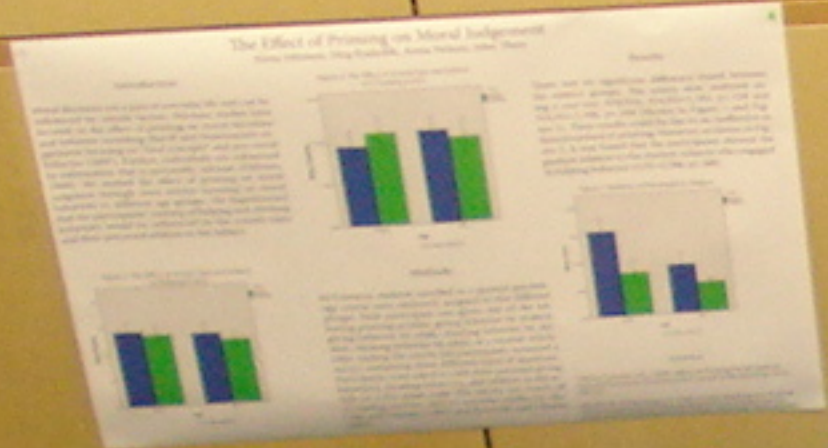
There was not a significant main effect for groups.
 $F(2, 78) = 1.40956$, $p = .615$

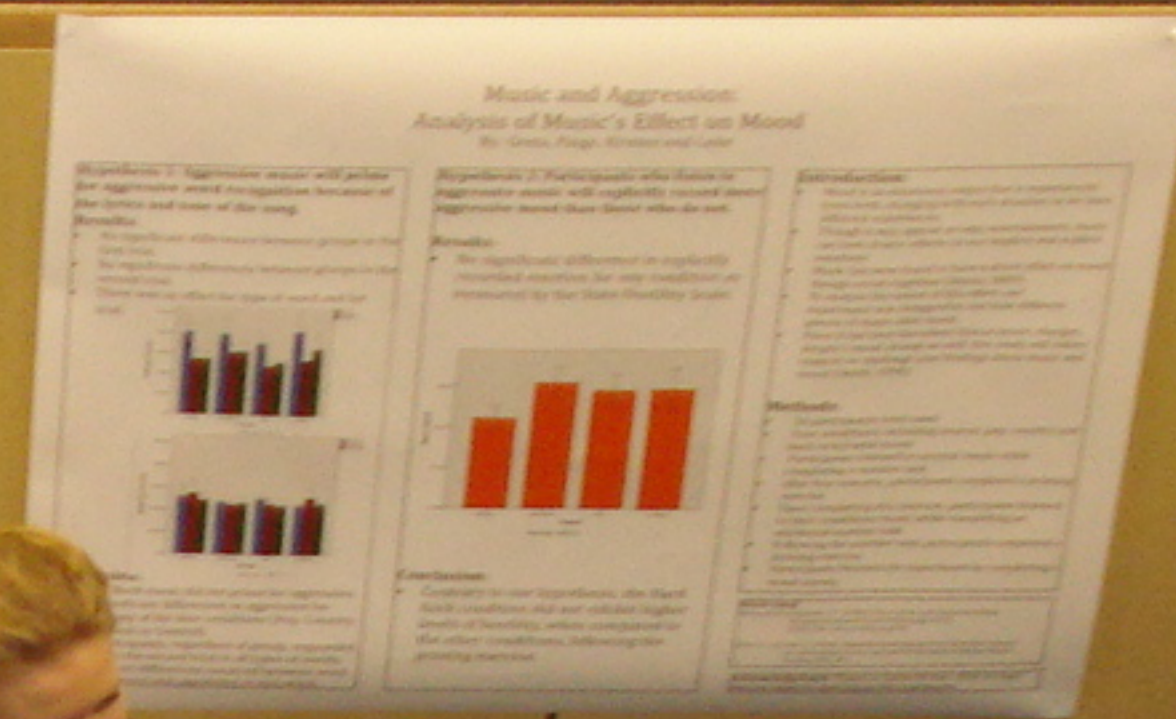
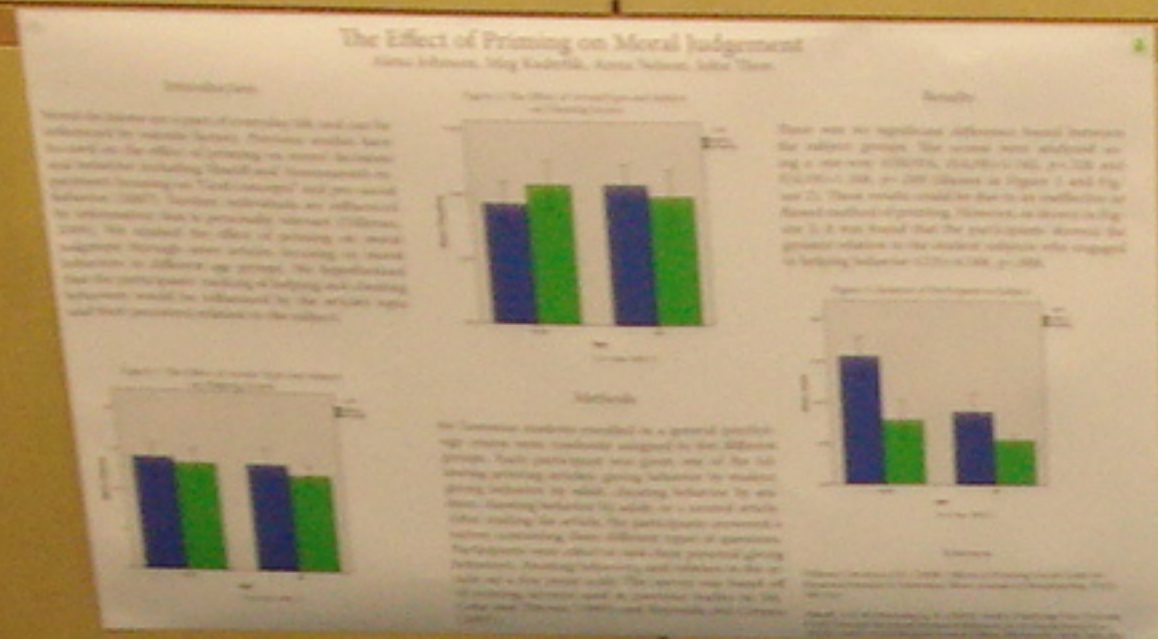
There was not a significant interaction between donations and groups.
 $F(2, 78) = 1.025$, $p = .364$

Discussion

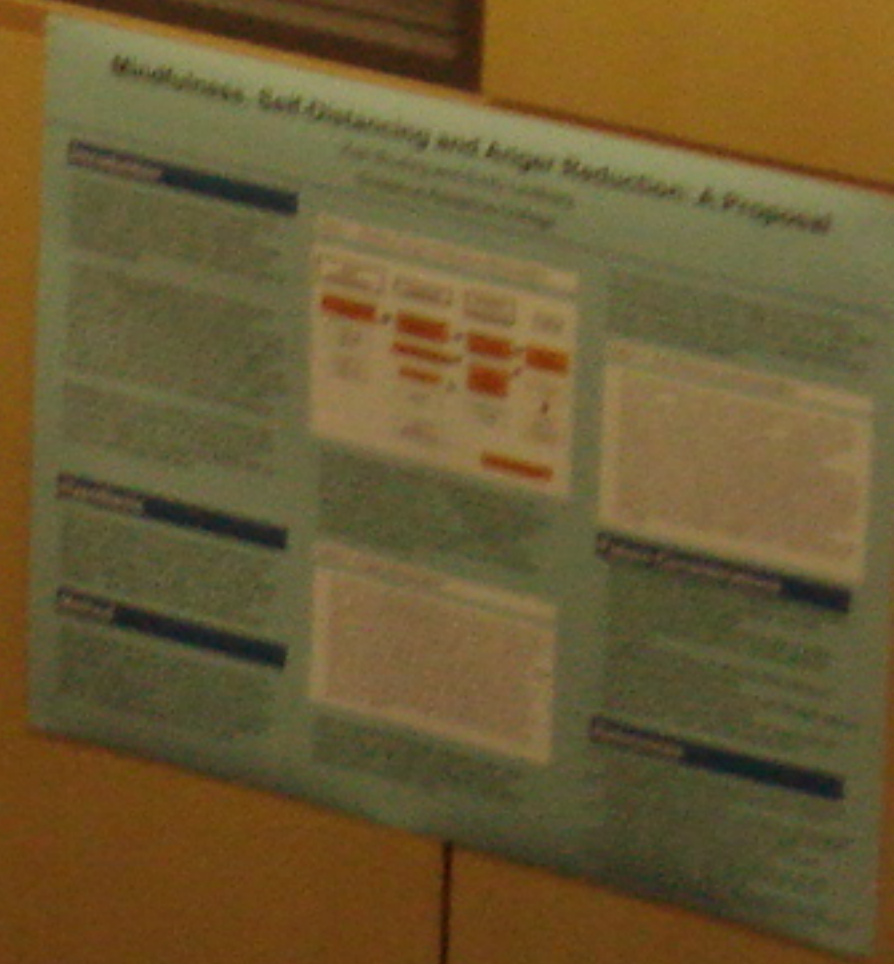
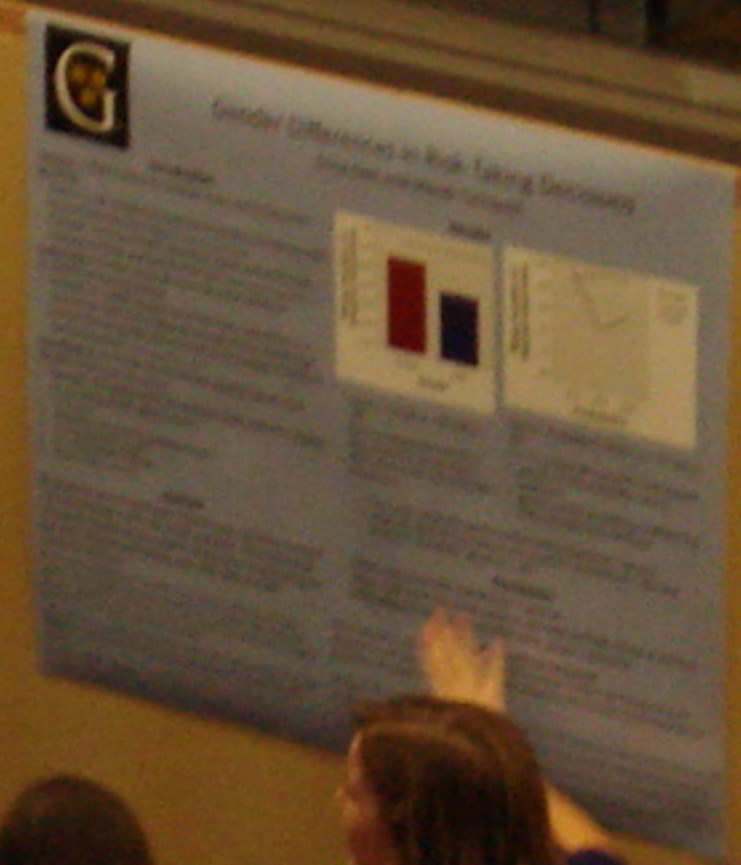
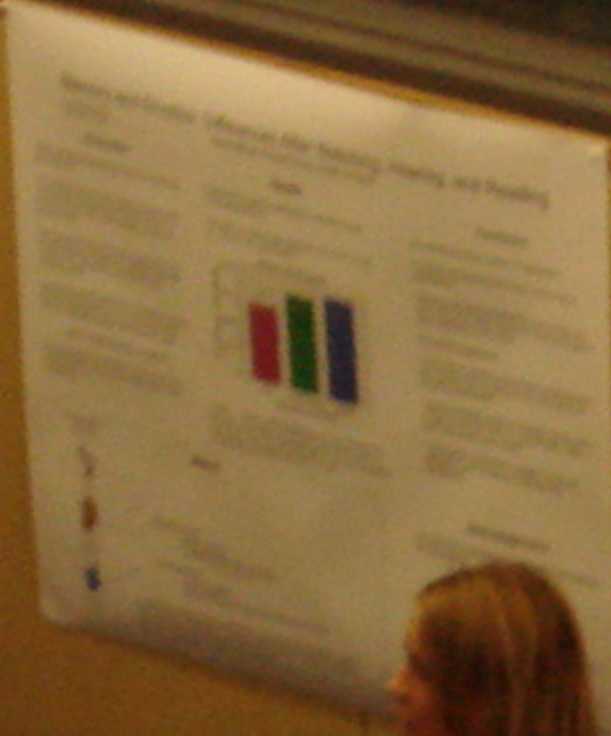
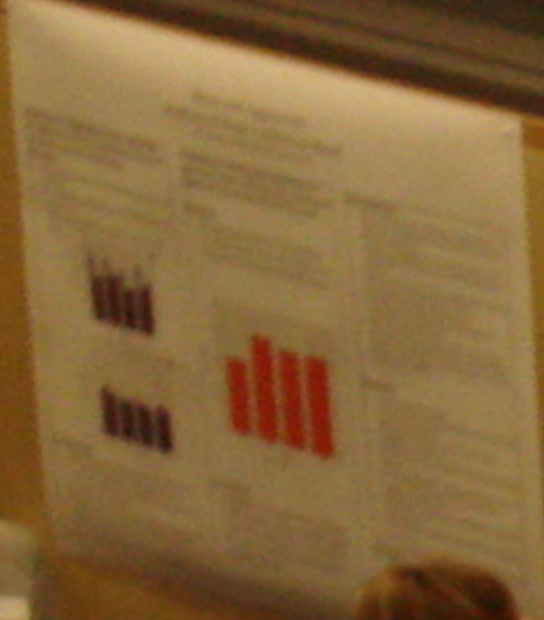
The presence of others did not seem to have an effect on how much the subjects chose to donate to charities. However, Sam must have seemed more appealing to donate to in general.

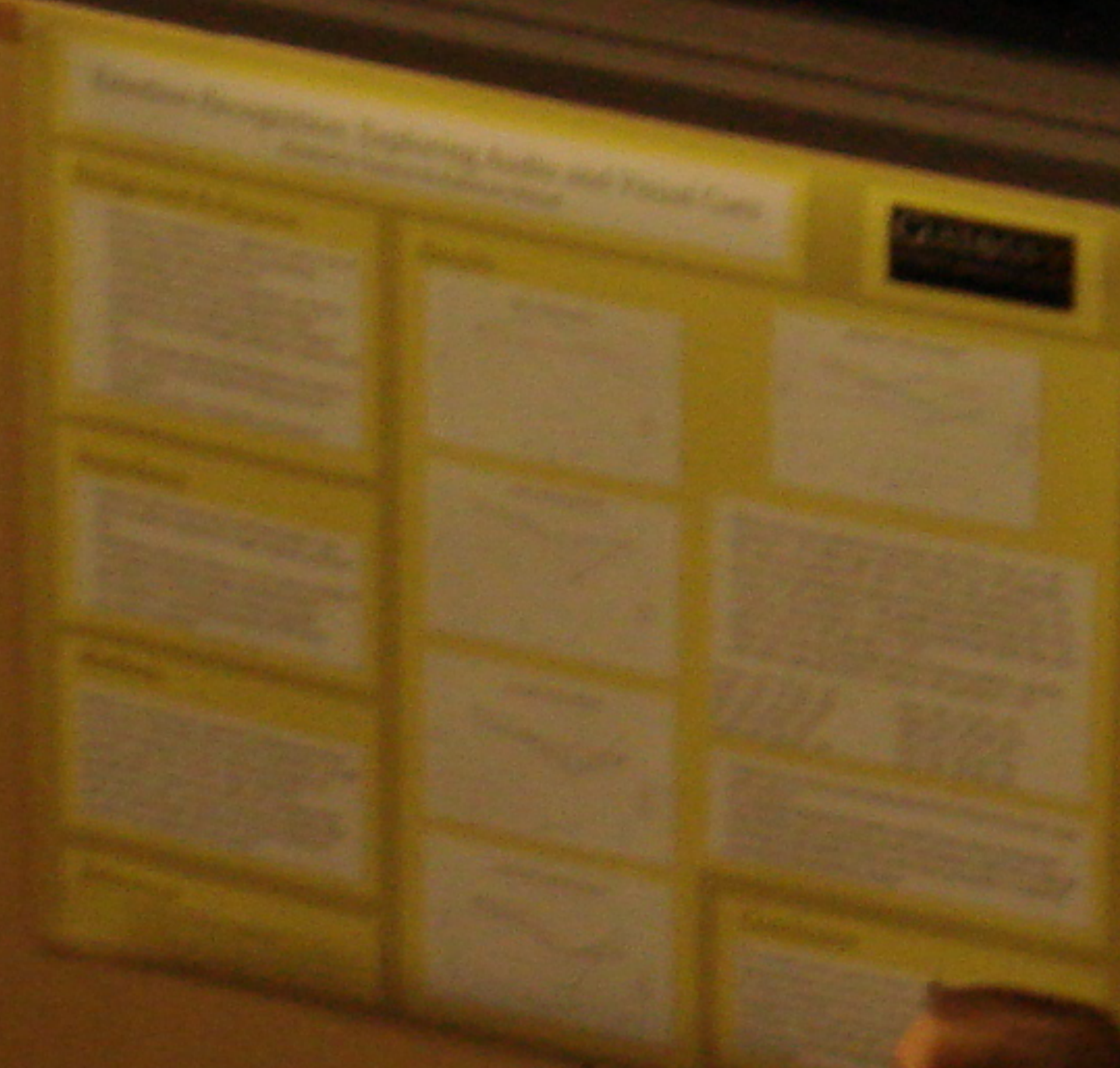
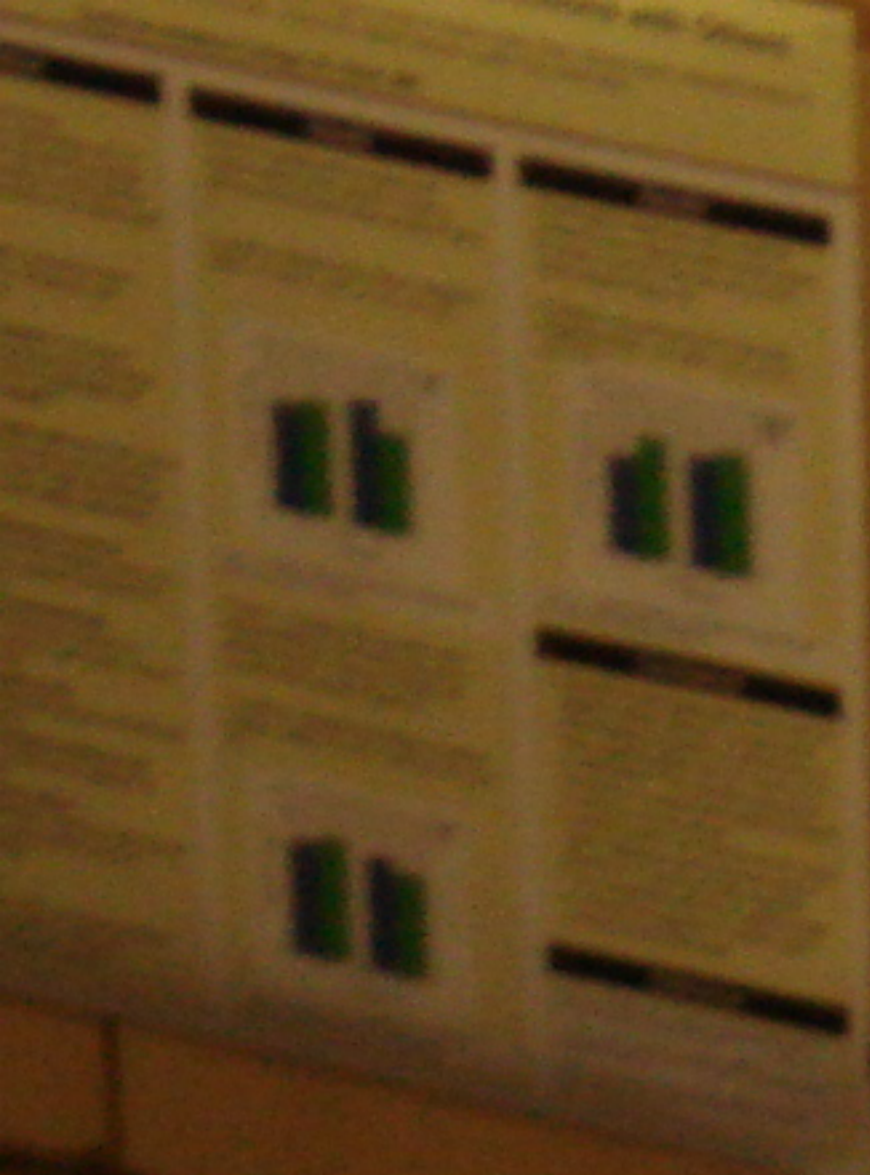












A poster on the right wall has a white background with black text. It features a title at the top, followed by several sections of text. The sections are clearly delineated, suggesting a structured document like a research paper or a project report. The text is legible and neatly formatted.



Lie Detection

... Cole Peterson
... Adolphus College



... of the population are good

... together and

... together and

Effect of Mood on Helping Behaviors

Brooke A. Mayer and Daniela F. Amato
Grandview Adolphus College Department of Psychology

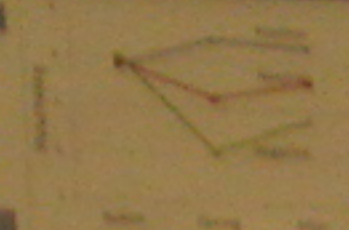
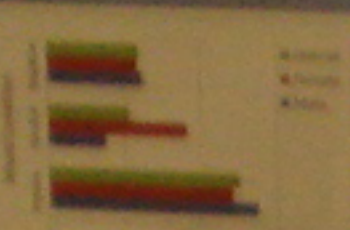
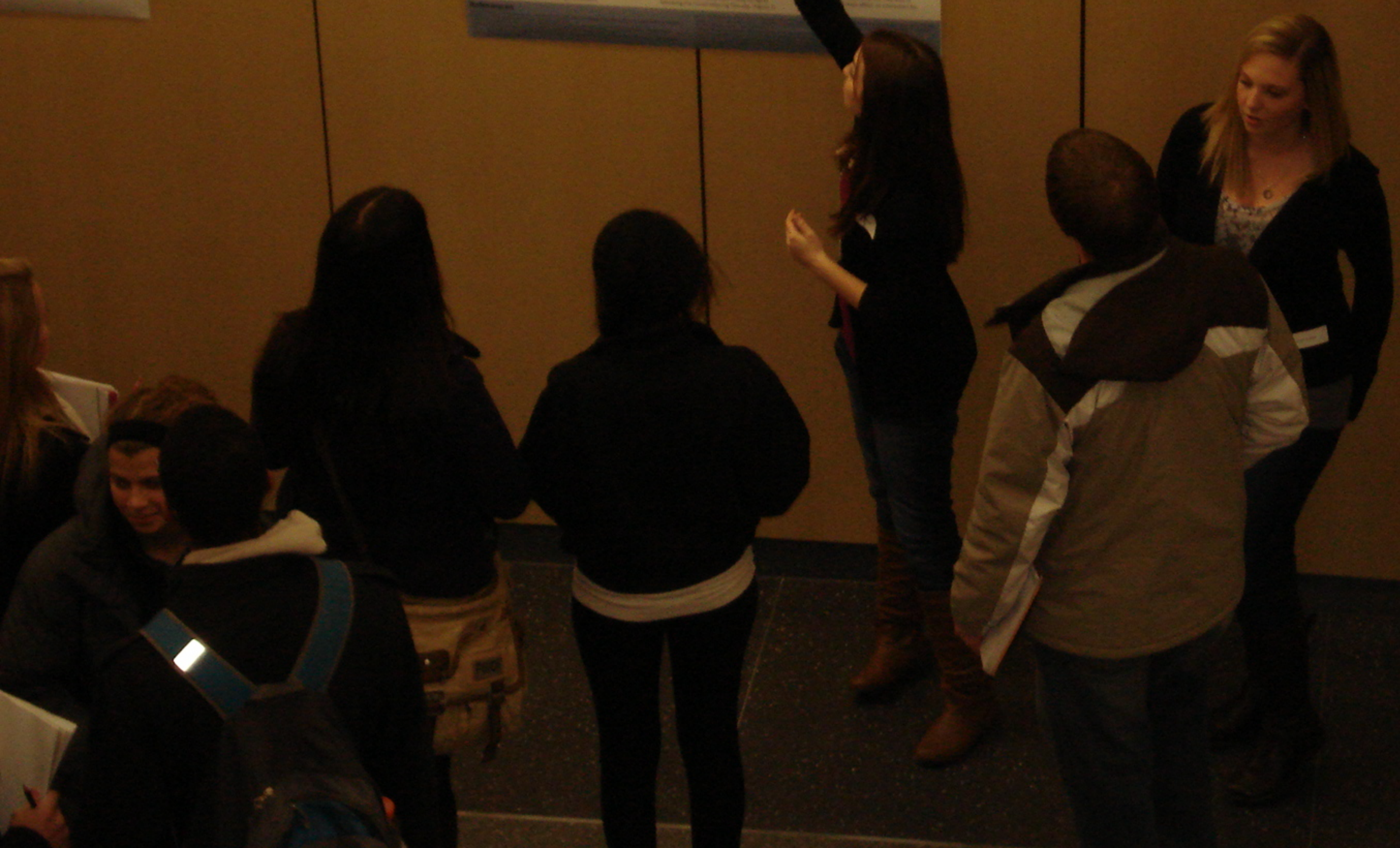
Abstract
... helping behaviors ... mood ...

Introduction
... mood ... helping behaviors ...

Method
... mood ... helping behaviors ...

Results
... mood ... helping behaviors ...

Discussion
... mood ... helping behaviors ...

Introduction

- This study explored how romantic relationships and relational self-construal affect participants' self-esteem and emotions after being prompted to recall self-defining memories involving themselves alone or with other people.
- Previous research has indicated that romantic relationships affect a person's self-concept and self-esteem. After a romantic break-up, individuals alter their self-content, view the self as less subjectively clear, and feel the self is significantly smaller (Slotter, Gardner & Finkel, 2010).
- Previous research has also shown that people high in relational self-construal value relationships and have strong schemas for relationships compared to people low in relational self-construal (Cross et al., 2002).

Hypotheses

Therefore, we predicted that those who were high in relational self-construal or were in a romantic relationship would show higher state self-esteem and positive affect after describing a memory that involved one or more other person(s).

On the other hand, people who were low in relational self-construal or were not in a committed relationship, when asked to think about a memory that did not involve other people, would show higher state self-esteem and positive affect than those high in relational self-construal.

3. The conditions of the experiment mirror these findings regarding the presence of...

Method

Participants

- 21 males and 83 females
- 41 in an intimate relationships; 63 not
- Participants from General Psychology received extra credit or juniors/seniors participated voluntarily or for extra credit

Materials

Memory prompt. Participants were asked to relate an influential, self-defining memory.

- Condition 1: (Alone)** In the space below, please describe one influential, self-defining memory *that does not involve other people*.
- Condition 2: (With Others)** In the space below, please describe one influential, self-defining memory *that involves at least one or more other person(s)*.

Texas Social Behavior Inventory

- Trait measure of self-esteem used as a covariate in the analysis (Helmeich & Stapp, 1974).

Relation Self-Construal Scale

- Measures importance of others in individual's sense of self (Cross, Bacon & Morris, 2000)

State Self-Esteem Scale

- Measures state self-esteem (Heatherton & Polivy, 1991)

Positive and Negative Affect Scale

- Measures current mood (Watson & Clark, 1994)

Positive Memory Affect

- Affect coded from memory. High scores represent positive affect and low, negative affect

Procedure

- Participants filled out questionnaires and responded to a randomly assigned memory prompt.

Results

Those in a relationship showed less negative affect when asked to recall a memory that included other people (Figure 1).

Condition x Relationship Status: Negative Affect, $F(1,99) = 4.81, p = .03, \eta_p^2 = .05$

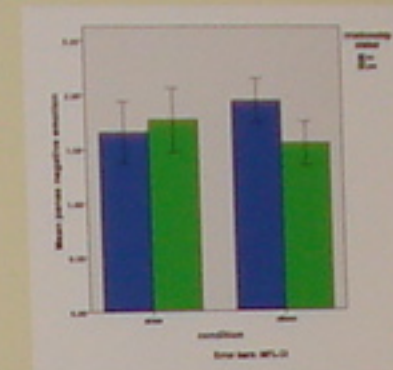


Figure 1. Negative affect as a function of relationship status and memory condition

Those in a relationship showed more positive affect in their memories when asked to recall a memory that did not involve other people (Figure 2).

Condition x Relationship Status: Positive Memory Affect, $F(1,87) = 3.09, p = .08, \eta_p^2 = .04$

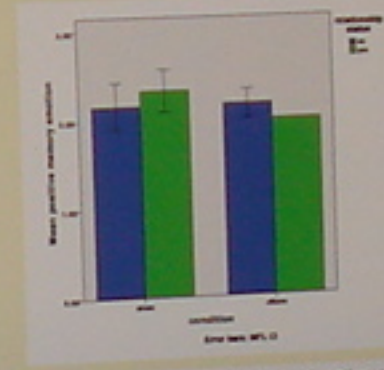


Figure 2. Positive memory affect as a function of relationship status and memory condition

Results

Those high in relational self-construal showed more negative affect when asked to recall a memory that did not involve other people (Figure 3).

Condition x Relational Self-Construal: Negative Affect, $F(1,99) = 3.34, p = .07, \eta_p^2 = .033$

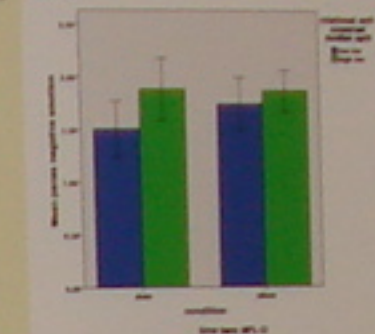


Figure 3. Negative affect as a function of relational self-construal and memory condition

Conclusions

- Support for the hypothesis was found for negative affect. Being in a relationship and recalling a memory of others lead to less negative affect than for those not in a relationship. The opposite was found for those in a relationship asked to recall a memory of being alone.
- A similar pattern was also found for those high in relational self-construal versus those low in relational self-construal.
- The unexpected effects for affect coded in memories suggests an affect repair function in memory recall

References

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Cross, S. E., Bacon, P. L., & Morris, M. L. (2002). The relational interdependent self-construal and relationships. *Journal of Personality and Social Psychology*, 78(4), 791-808.

Slotter, E. B., Gardner, W. L., & Finkel, E. J. (2010). Who am I without you? The influence of romantic breakups on the self-concept. *Personality and Social Psychology Bulletin*, 36(2), 147-160.





Gender Differences in Risk-Taking Decisions

Erica Hett and Mandi Turnquist

Introduction

Question: Is there a difference between males and females when gambling?

- There is a well-established tendency for females to make less risky financial decisions than males (Eriksson & Simpson, 2010).
- Example: Previous research found that males tend to be more involved in market activities than females (Fellner & Maciejovsky, 2007).

Hypothesis 1: Females would be more risk averse when the probability of winning was low.

- Example: As credits increase you move from a safe choice to a risky choice. Men had a higher percentage of risky choices than women and the gender gap increased as the number of credits in the task increased. (Van Leijenhorst et al., 2008)

Hypothesis 2: An emotional motivational situation would cause females to be more risk averse.

- Example: The respondents of a previous study rated their reasons for gambling on five opinion items:

1. To socialize
2. Personal pursuit of staff (Drugs, money, etc.)
3. The excitement of the game
4. To challenge yourself and challenge others
5. To have fun

(Eriksson & Simpson, 2010)

(Fellner & Maciejovsky, 2007)

(Van Leijenhorst et al., 2008)

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Results

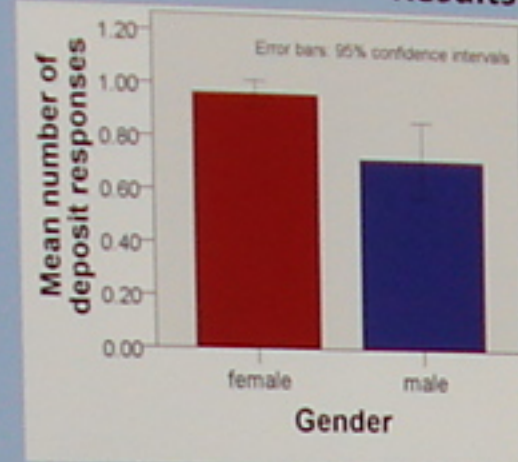


Figure 1. Gender: $p < .05$ with $p = .001$
Post hoc independent samples t-tests showed the gender main effect where males took more risks than females.

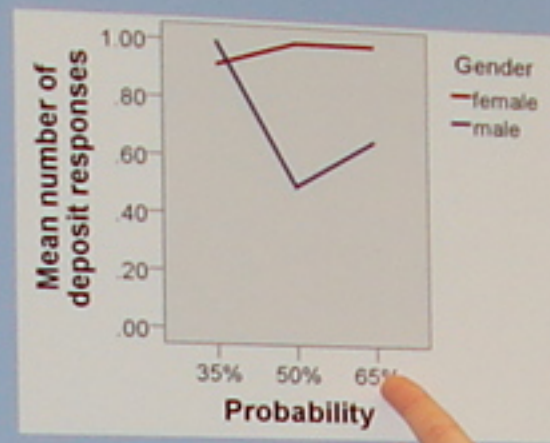


Figure 2. Probability * Gender interaction with $p = .005$
Post hoc independent samples t-tests showed:
• gender and 35% probability were significant.
• gender and 50% probability and 65% probability were significant.

There were marginally significant effects with probability ($p = .06$) and marginally significant interactions with situation * probability ($p = .083$) situation * probability * gender ($p = .097$)

Conclusion

- Males took more risks than females in general.
- Males took more risks in the scenarios with 50% and 65% chance of winning.
- Motivational situations did not affect either gender's decisions.

Acknowledgement and References

We would like to acknowledge Gustavus Adolphus College Students and Faculty cooperation and help with our experiment. We would also like to thank Lauren for her guidance and support through this process.

Eriksson, K., & Simpson, B. (2010). Emotional reactions to losing explain gender differences in entering a risky lottery. *Judgment and Decision Making*, 5(2), 163-173. doi: 10.1016/j.jdm.2010.01.006

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Van Leijenhorst, L., Westenberg, P. M., Crone, E. A. (2008). A developmental study of risky decisions on the cake gambling task: Age and gender analyses of probability estimation and reward evaluation. *Developmental Neuropsychology*, 33(2), 179-196. doi: 10.1080/8756460701484287

Circle one: Male Female
Circle one: Take the risk Deposit/Keep the money



Mindfulness, Self-Distancing

Karl Bruner
Gustavus Adolphus College

Introduction

Our purpose in the present study is to compare the techniques of self-distancing and mindfulness meditation in reducing angry affect. Both techniques have been used to reduce negative affect, but we expect mindfulness to be a better, short-term agent of emotional change.

Anger reduction is expected to work in mindfulness meditation through the mechanism of attention regulation, whereas self-distancing has been shown to lead to change in self-perspective (Holzei et al., 2011). Research has shown that self-distancing without a painful past event is more effective than mindfulness (Trope & Liberman, 2010).

Table 1. Model of

Anger Manipulation	Outcome
Anger	Anger
Self-Distancing	Reduced Anger
Mindfulness	Reduced Anger
Anger + Self-Distancing	Reduced Anger
Anger + Mindfulness	Reduced Anger

The mindfulness meditation will be asked to complete a self-distancing condition will be a problem for 10m

Table 2. Anger M

No matter how well we are times when the dice, get into tight major decisions. Take when you experience a time when... Although it may be hard to resist, really recent... Take your time as you... thoughts and feelings... (Trope & Liberman, 2010)

After completion of experimental group... (Trope & Liberman, 2010)

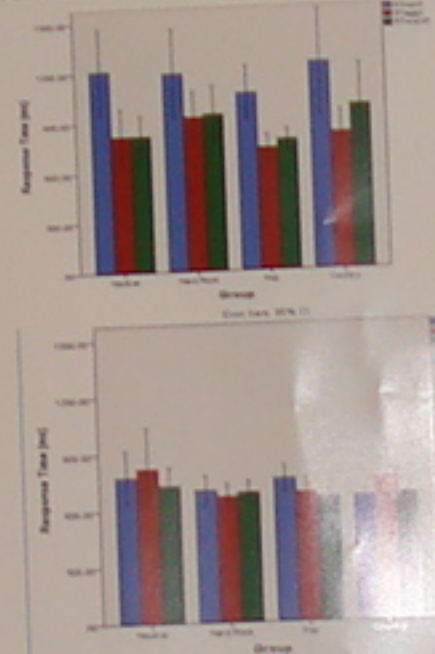
Music and Aggression: Analysis of Music's Effect on Mood

By: Greta, Paige, Kristee and Luke

Hypothesis 1: Aggressive music will prime for aggressive word recognition because of the lyrics and tone of the song.

Results:

- No significant differences between groups in the first trial.
- No significant differences between groups in the second trial.
- There was an effect for type of word and for trial.



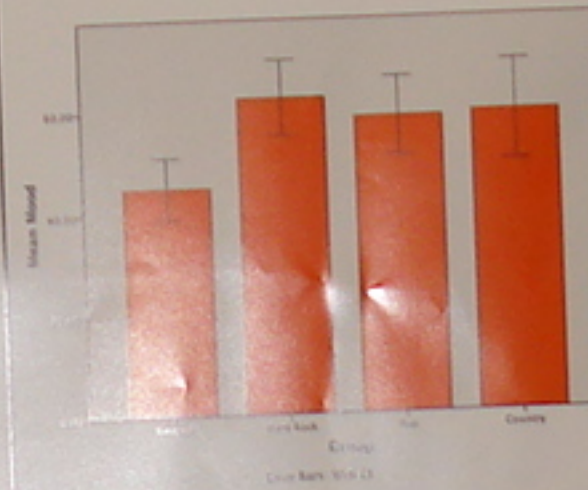
Conclusion:

- Hard Rock music did not prime for aggression.
- No significant differences in aggression between any of the four conditions (Pop, Country, Hard Rock or Control)
- All participants, regardless of group, responded faster in the second trial to all types of words.
- Significant differences occurred between word vs. non-word and aggressive vs non-word.

Hypothesis 2: Participants who listen to aggressive music will explicitly record more aggressive mood than those who do not.

Results:

- No significant difference in explicitly recorded emotion for any condition as measured by the State Hostility Scale.



Conclusion:

- Contrary to our hypothesis, the Hard Rock condition did not exhibit higher levels of hostility, when compared to the other conditions, following the priming exercise.

Introduction:

- Mood is an emotional output that is experienced from birth, changing with each situation as we have different experiences.
- Though it may appear as only entertainment, music can have drastic effects on our implicit and explicit emotions.
- Music has been found to have a direct effect on mood through social cognition (Shiota, 2009)
- To analyze the extent of this effect, our experiment was designed to test how different genres of music alter mood.
- Since it has been documented that as music changes, people's mood change as well, this study will either support or challenge past findings about music and mood (Smith, 1998).

Methods:

- 56 participants were used
- Four conditions, including neutral, pop, country and hard rock/metal music
- Participants listened to neutral music while completing a number task
- After four minutes, participants completed a priming exercise.
- Upon completing this exercise, participants listened to their conditions music while completing an additional number task
- Following the number task, participants completed a priming exercise
- Participants finished the experiment by completing a mood survey.

Work Cited

Shiota, M. N., & Kernick, D. T. (2009). Music, lyrics, and dangerous things. *European Journal Of Social Psychology, 39*(7), 1250-1254. doi:10.1002/ejsp.691

Smith, J. L., & Nason, J. (1998). Objective measurement of mood change induced by contemporary music. *Journal Of Psychiatric & Mental Health Nursing, 5*(3), 403.

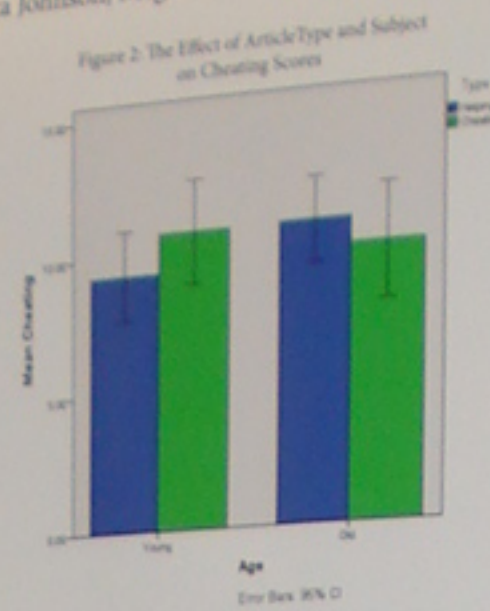
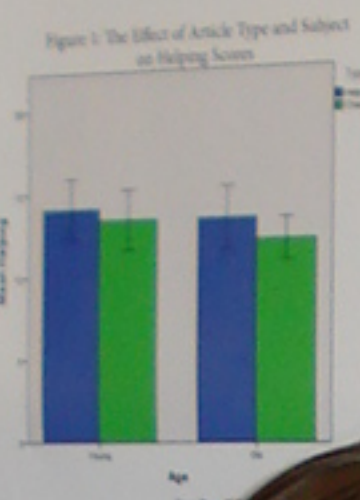
Acknowledgement: Thanks to Janine Wotton, Mark Krueger and Lee Sande for their help in this experiment.

The Effect of Priming on Moral Judgement

Alexa Johnson, Meg Kaderlik, Anna Nelson, John Thon

Introduction

Moral decisions are a part of everyday life and can be influenced by outside factors. Previous studies have focused on the effect of priming on moral decisions and behavior including Shariff and Norenzayan's experiment focusing on "God concepts" and pro-social behavior (2007). Further, individuals are influenced by information that is personally relevant (Dillman, 2009). We studied the effect of priming on moral judgment through news articles focusing on moral behaviors in different age groups. We hypothesized that the participants' ranking of helping and cheating behaviors would be influenced by the article's topic and their perceived relation to the subject.

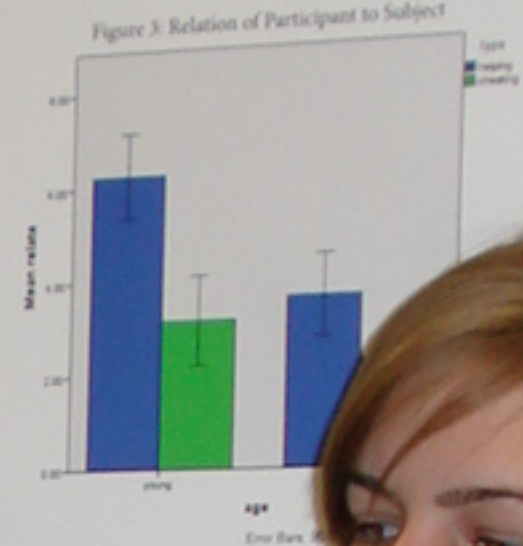


Methods

64 Gustavus students enrolled in a general psychology course were randomly assigned to five different groups. Each participant was given one of the following priming articles: giving behavior by student, giving behavior by adult, cheating behavior by student, cheating behavior by adult, or a neutral article. After reading the article, the participants answered a survey containing three different types of questions. Participants were asked to rank their personal giving behaviors, cheating behaviors, and relation to the article on a five point scale. The survey was based off of surveys used in previous studies by McCreary (1993) and Reynolds and Ceranic

Results

There was no significant difference found between the subject groups. The scores were analyzed using a one-way ANOVA, $F(4,59)=1.182, p=.328$ and $F(4,59)=1.388, p=.249$ (Shown in Figure 1 and Figure 2). These results could be due to an ineffective or flawed method of priming. However, as shown in Figure 3, it was found that the participants showed the greatest relation to the student subjects who engaged in helping behavior ($t(23)=4.588, p<.000$).



References

Dillman Carentier, F.R., (2009). Effects of Personal Interest in Television News. *Journal of Mass Communication Studies*, 10(3), 300-316.

Shariff, A.F., & Norenzayan, A. (2007). God Concepts Increases Prosocial Behavior in a Dictator Game. *Psychological Science* (Wiley-Blackwell)



Memory and Emotion: Differences After Watching, Hearing, and Reading

GUSTAVUS
UNIVERSITY

Nicole Bowar, Pepper Ennis, Kirstin Erickson

Introduction

How do different presentations impact our memories and emotions?

Past research has shown that modeling a behavior yields more positive outcomes for leaders in the workforce (Kouzes & Posner, 1987; Tanner, Brügger, van Schie, & Leberer, 2010).

Learning through self-performance is linked to learning through observation (Stefan et al., 2005; Van Der Werf, Van Der Helm, Schoonheim, Ridderikhoff, & Van Someren, 2009).

Learning through self-performance yields better memory than learning through means of a verbal presentation (Brodour, Pelletier, & Lepagne, 2009; Kanahiki, 2000).

Video, Voice

We hypothesized that participants in the video presentation group would score significantly lower on the memory test than both participants in the voice recording and reading presentation groups. * $p < .05$

Results

There was no significant difference in empathy scores for all presentations.

The effect on memory was significant, $F(2, 113) = 22.12$, $p < .05$, $\eta^2 = .28$ (see Figure 1).



Figure 1. Tukey's post hoc test showed that participants in the video presentation group scored significantly lower on the memory test than both participants in the voice recording and reading presentation groups. * $p < .05$

Conclusion

Our experiment did not support our predictions.

- Empathy was approximately equal across all three presentations.
- Memory was actually significantly lower for those who saw a video of an action compared to those who heard or read a description of the action.

Our findings suggest that:

- The levels of empathy produced after being presented with a scenario do not depend on the way in which the scenario was presented.
- Memory of specific details of a scenario is better when it is heard or read than when it is seen through a video, which may contain extra context.
- This finding is applicable for people in many work professions, such as teaching, coaching, and management.

Acknowledgements

We would like to acknowledge the following faculty members for their guidance:
Dr. Barbara Simpson
Dr. Lauren Hecht

References

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Question:
How did the rescuer know the victim's feelings?
0 1 2 3 4 5

sample question:
How did the rescuer know the victim was choking?

subjects design, participants were presented with either a video, voice recording, or reading of a scenario depicting a man rescuing a choking person. Participants were then tested on empathy and memory.



Gustavus General...
There is a well-known decision...
Example: Procter...
involved in market...
probability of success...
Example: An...
video choice...
women and the...
the task...
Example: An...
Example: The...
for getting...
1. To...
2. Personal...
3. To...
4. To...
5. To...
Gustavus General...
out a questionnaire...
The three different...
Example: Social...
A work...
results...
friends...
Do you...
Click on...
Click on...

Background

The University of Northern Iowa reported that between 2001 and 2008, 218,851 children were injured on playgrounds. These injuries ranged in severity from splinters and scrapes to broken bones and even death. In order to prevent these injuries, several steps were taken to ensure the safety of children on Imagination Playground. The ground covering is made of state-of-the-art rubber. All edges are rounded and rubber capped. On each platform, railings are high enough to prevent children from climbing or falling. Frequent inspections by a certified playground safety inspector would allow the equipment to be maintained properly.

When designing Imagination Playground, St. Peter parents and children were interviewed and observed at Tremendous Playground. Children at South Elementary School were also observed and interviewed. Their comments and perspectives were taken into consideration when designing this playground. Playground provider websites also offered some insight into current playground trends and problems.

Imagination Playground would be located in an easily accessible area so that it can be enjoyed by a wide variety of families. Each platform is targeted at a different age group so that all children can have a positive experience. In order to promote a sense of community at the playground, a grand opening picnic and ribbon cutting ceremony would launch the playground's beginnings.

IMAGINATION PLAYGROUND

Castle

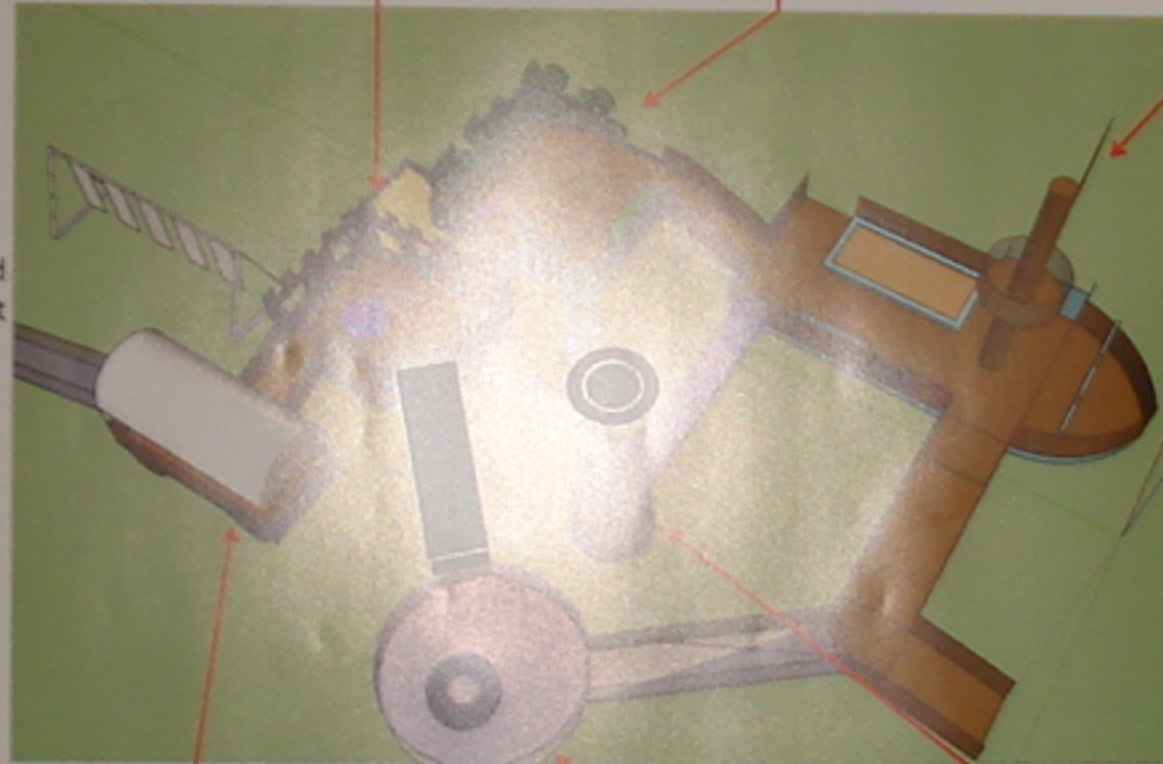
- Large windows allow for optimum supervision
- Merry-Go-Round
- Bench for adults
- Look out tower with flag
- Zipline to UFO Platform
- Transparent tube to Lighthouse

Jungle

- "Trees" with Plexiglas between "trunks"
- Monkey bars
- Climbing wall to ground
- Bench for adults
- Translucent tube to Lighthouse

Pirate Ship

- Sandbox
- Three heights of horizontal bars
- Crow's nest with flag and telescope
- Helm/Wheel
- Tic-Tac-Toe
- Bench for adults
- Rope climbing net
- Translucent tube to Lighthouse



Wagon

- Modeled after covered wagons typical of the 1800s
- Transparent slide that goes underground at end

UFO

- Zipline from castle
- Tire swing in center
- Transparent slide to exit/entrance ramp

Lighthouse

- Spiral ramp leads to top
- Look out area with telescopes at top
- Transparent tubes to other platforms
- Highest point of the playground

Playground Specifics

Imagination Playground was designed with the "customers"- parents and children- in mind. Their input allowed for improvements to be made on traditional playground designs. The entire playground is made of environmentally friendly recycled materials. Every platform is handicap accessible, the only exception being the UFO. Swings and an additional sandbox are located near the structure. Ample space is allocated for sports and other recreational activities. The height of each platform corresponds to that platform's age group.

Supervision was mentioned by several teachers. In order to ensure supervision and safety, platforms are placed within the structure of the playground, as opposed to the traditional design with benches on the side. Large windows and no climb spaces allow for constant supervision by adults.

The bright, whimsical colors are inviting and exciting for children. Each platform has a different theme that sparks the imagination of children. These easily recognizable themes promote mental and social growth. Its larger than average size is also exciting and intriguing for children. A large range of activities means that no two visits to Imagination Playground will be the same!

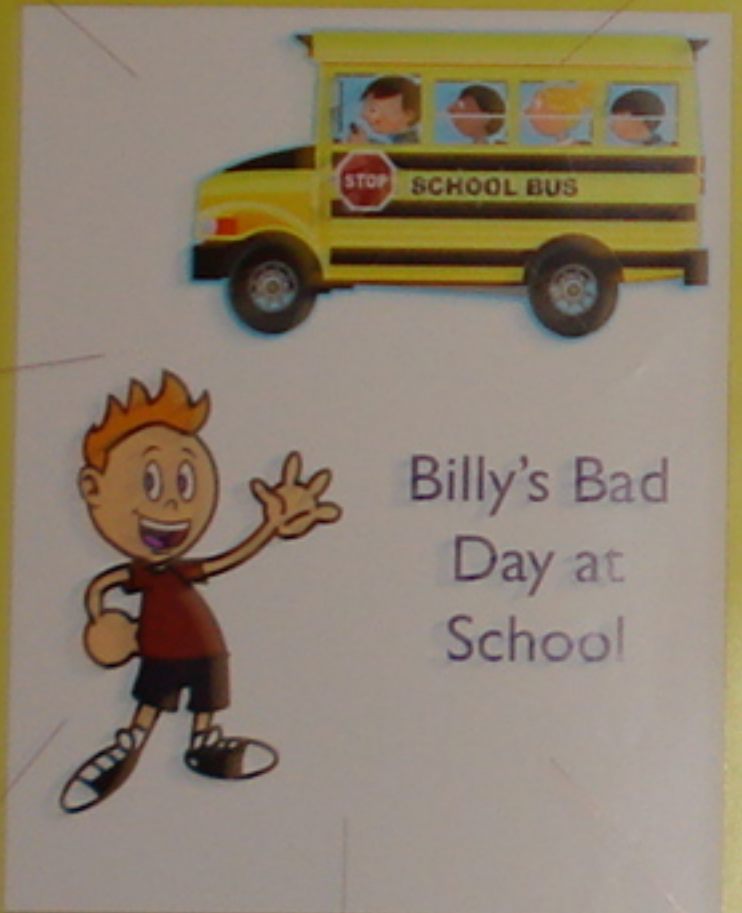
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<http://www.internationalplaygroundsafermolecule.com/certification.html>.



Created by Yishen Cui, Callyn Woodley and Taylor Offerman

Children's Book Billy's Bad Day at School



The colorful illustrations of our book add to the story

The moral of our story is that things don't always work out the way you expect them to.

Our story is both funny and sad. We didn't laugh if things didn't happen to them.

More entertaining or educational?

What's the format? electronic or paper-

Events that happen in the story are things that children can relate to. All children have to go to school, and everyone can remember a bad day they had where everything seemed to go wrong.

Guidelines:

In order for a children's book to be considered a success it must fit a number of guidelines. Children's books must follow these guidelines:

1. Avoid stereotypes, such as the stay-at-home mom or the dumb blonde.
2. Have colorful illustrations to capture the attention of the child as well as help the child better learn to read by associating pictures to words.
3. Have a moral to the story, or a lesson to be learned.
4. The story should have some humor.
5. The characters should be well-developed and relatable.
6. The story should be easy to read and understand.
7. The story should be age-appropriate.
8. The story should be fun and entertaining.



A Friend For a Friend

Claire D.

Introduction

Books are important for child language development at a very young age. According to the Child Development Institute, parents should read to their children at certain ages, children go through different stages of language. Children aged 7 or 8 can understand more complex sentences and can appreciate the complexity of the story.

- A friend for a friend
- K...

es'kwisen ten'ēal
a 150th anniversary commemoration



Three Crowns Playground

Nikki Sondergaard, Jack Walsh, Yishen Cui, Nicholas Gersch



Close-up of center of structure

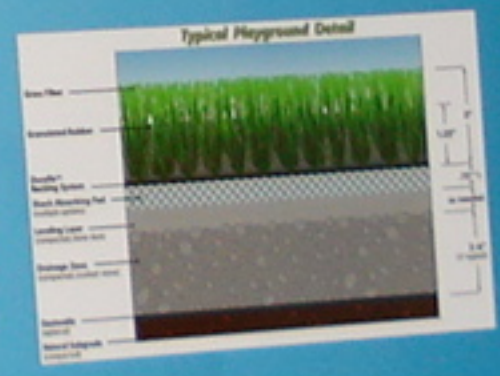


Close-up of bouncy bridge



Close-up of underground slide

- Our Playground**
- Low maintenance ground cover material
 - Fun for all ages—even parents!
 - Variety of structures
 - Sitting area for parents in central location



- Resources:**
- Jane Timmerman, Director of Recreation and Leisure for Saint Peter
 - syntheticgrasswarehouse.com
 - observation of children at "Treemendous" playground in Saint Peter
 - <http://www.cdc.gov/healthyyouth/obesity/facts.htm>



The TBD CAR

Introduction

Importance of Play

- Gets children active
- Fundamental to children's survival, well-being, health and development

Benefits of Play

- Allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength.

What makes a good children's toy?

- One that kids can relate to
- Cheap/inexpensive
- Children can be creative and use imagination
- Big pieces that can't be swallowed



Objectives

- Create a toy that is safe, but at the same time versatile
- Use simple materials, that aren't too expensive
- Incorporate a variety of toy ideas into the design
- Design the best toy possible

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Chinese Characters

龍 vs. 龙

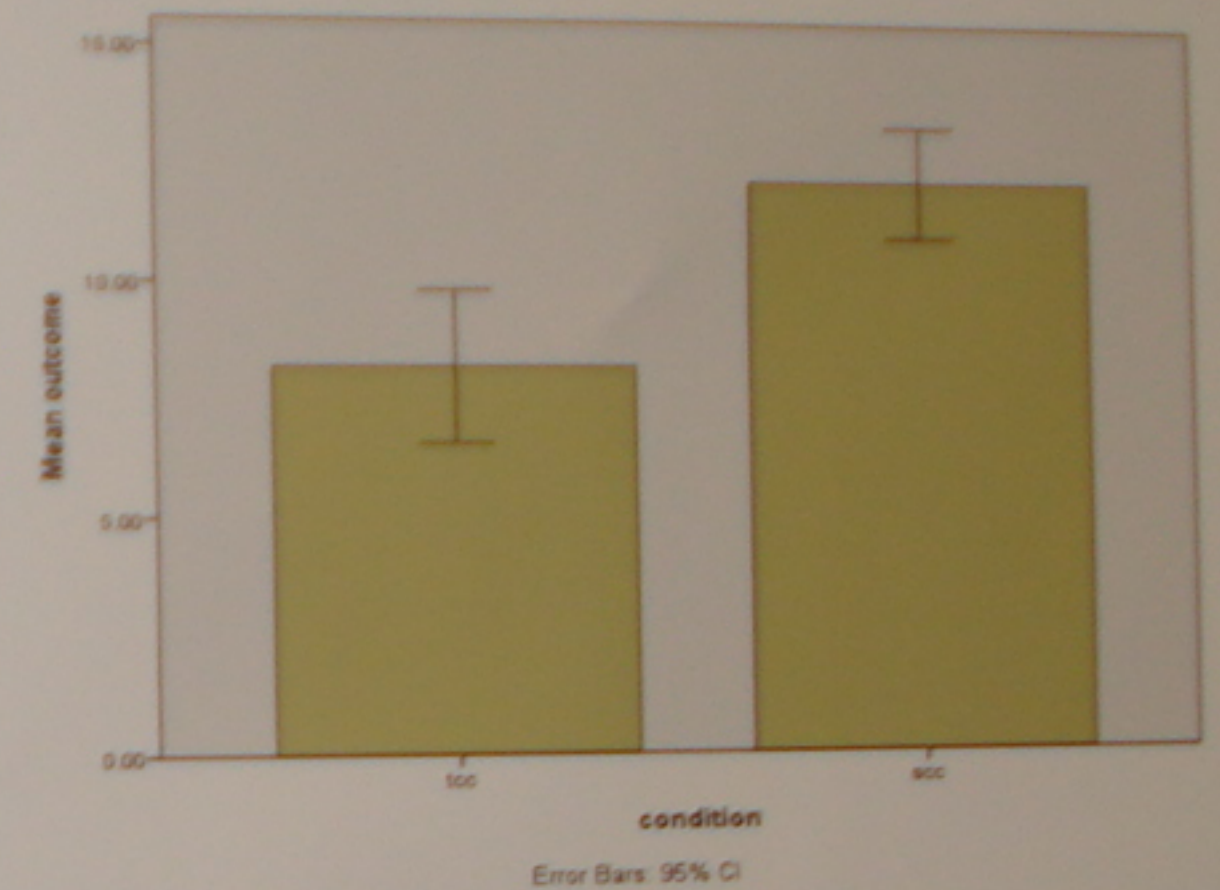
Gengshi Zheng

Introduction

This study has tried to figure out which kind of Chinese characters is easier for people to memorize: Traditional Chinese Characters or Simplified Chinese Characters. So many people assume Simplified Chinese Characters are easier than Traditional Chinese Characters to memorize because they think Simplified Chinese Characters are easier to draw.

Method

There were 38 participants. The participants were randomly equally assigned into two groups. One would be in the Simplified Chinese Characters group, the other one would be in the Traditional Chinese Characters group. The participants would not know which group they got in before they see the Power-point. We have two Power-point and two test forms. The information of two Power-point and test are the same: same numbers of slides, and same meanings, same translations, same size of fonts (size 72 for Power-point, size 20 for the test), for each slide and each test, same sequences of all the slides and of the characters on the test, and same showing time 10 sec per slide and test time. First, we show the participants a Power-point of 16 slides. Each slide only has one Chinese character with its English translation. Only the first slide is a blank page. When the participants finished watching Power-point, I would hand out a match test. The participants only need to finish the test and hand in.



Conclusion

An independent-samples test was used to analyze 38 participants' data. In this data, there was a significant difference between Traditional Chinese Characters (TCC) ($M=8.2$, $SD=3.38$) and Simplified Chinese Characters (SCC) ($M=12.2$, $SD=2.48$), $t(36)=4.11$, $p<.001$. In the hypothesis, Simplified Chinese Characters were easier for people to memorize than Traditional Chinese Characters.

...ND COUNTING...

ictures Truly Worth 1000 Words?

Jessica Weber and Claire Perry

- RING
- PENCIL
- FORK
- TABLE
- VASE
- FINGER
- BOAT
- SHO
- CEC

Results

After analyzing the data using a 3 x 3 repeated measures ANOVA:

- The position effects were not significant ($F(2, 80) = 0.07$ (ns)).
- The object effects were not significant ($F(2, 80) = 0.07$ (ns)).

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Liars and Lie Detection

Ben Miller, Andrea Morgan, Cole Peterson
Department of Psychology, Gustavus Adolphus College

Introduction

Lying is more difficult than telling the truth, and the more stress a liar is under, the more difficult it becomes, and the more pronounced become the clues to their deception. This has been termed Cognitive Load Theory by Aldert Vrij. Overall, lie detection is unsuccessful, with the base rate of lie detectors, even "professionals" no higher than mere chance, although the success rate increases with the presentation of Cognitive Load on the liar, and our study aimed to examine this effect. We also aimed to study what other factors might contribute to successful lie detection, namely successful lying.

Hypotheses

- H1: the base rate for all of our detectors would be significantly higher than chance because of the inclusion of a cognitive load question.
- H2: good liars would be better at detection than bad liars.

Method

- **Phase One:** Participants viewed videos of students talking about their weekends, half truthful, half deceptive. The participants were asked to detect the lies, and their responses were scored. They were then lying about their weekends. Following their stories, a cognitive load question was asked.
- **Phase Two:** Phase two participants watched the videos of the Phase one participants mixed in with some truthful stock footage, and were asked to judge the truthfulness of each video. This was to categorize the Phase one Participants into good and bad liars.

Results

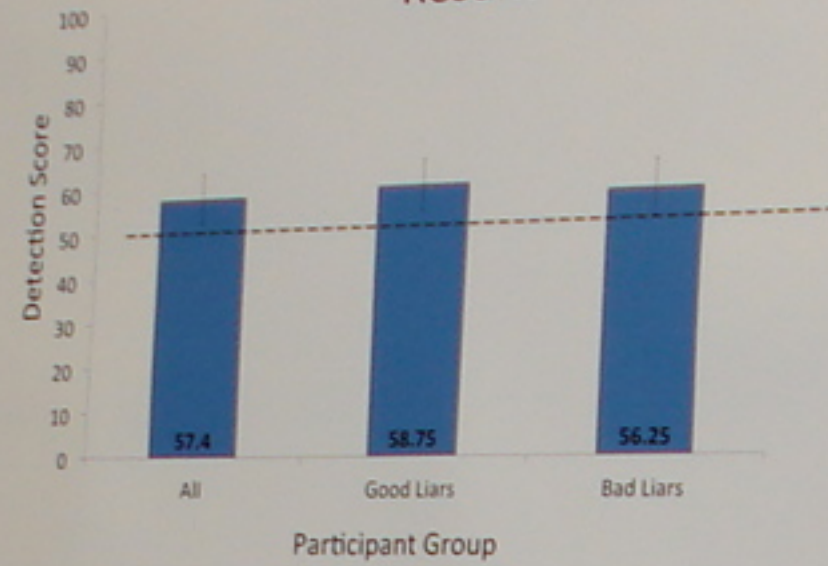


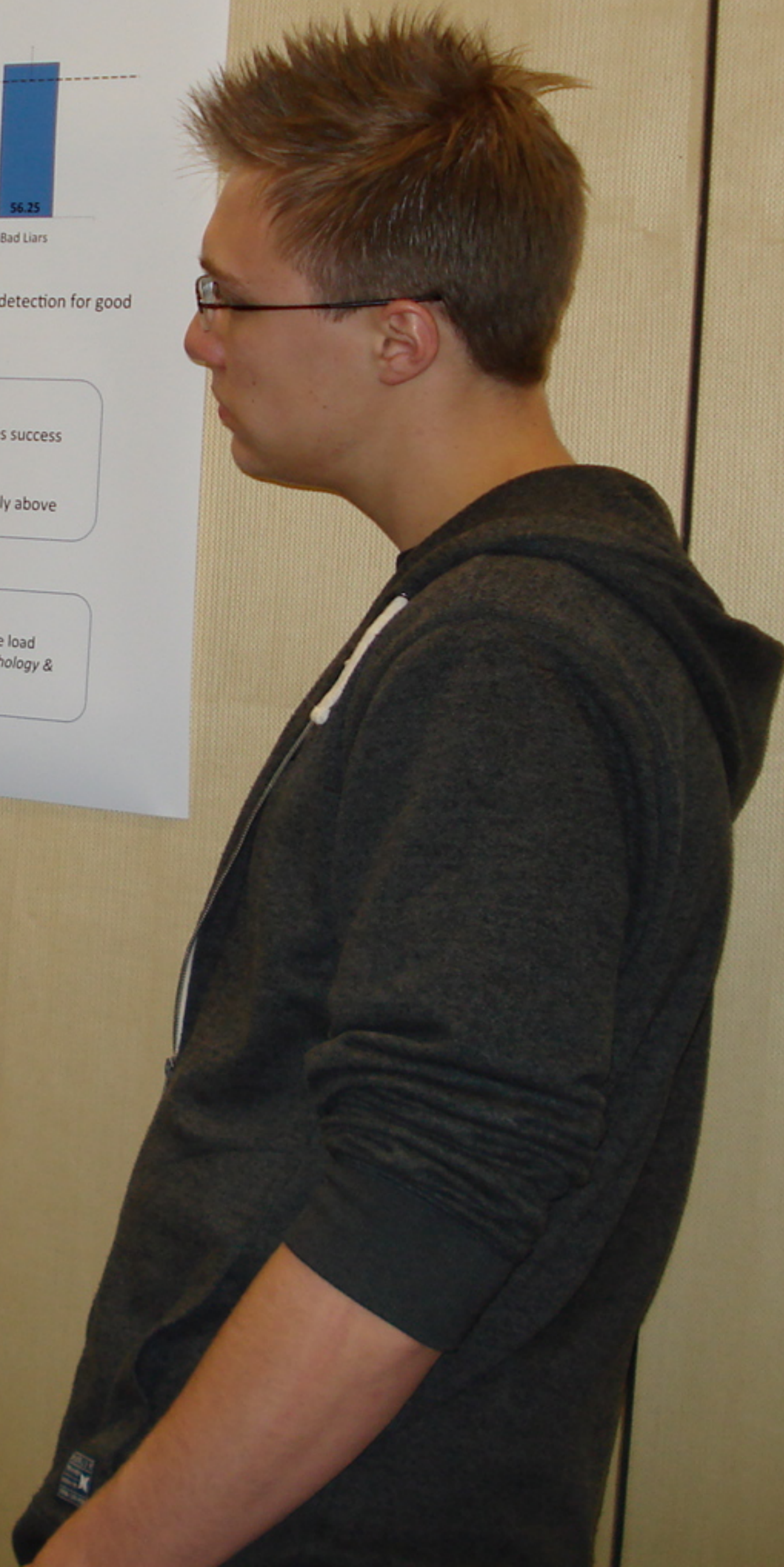
Figure 1. Bar graph depicting averages of lie detection for good liars, bad liars, and all participants

Conclusions

- The use of cognitive load significantly increases success rate in lie detection.
- Good liars' success rates were more significantly above chance than those of bad liars.

References

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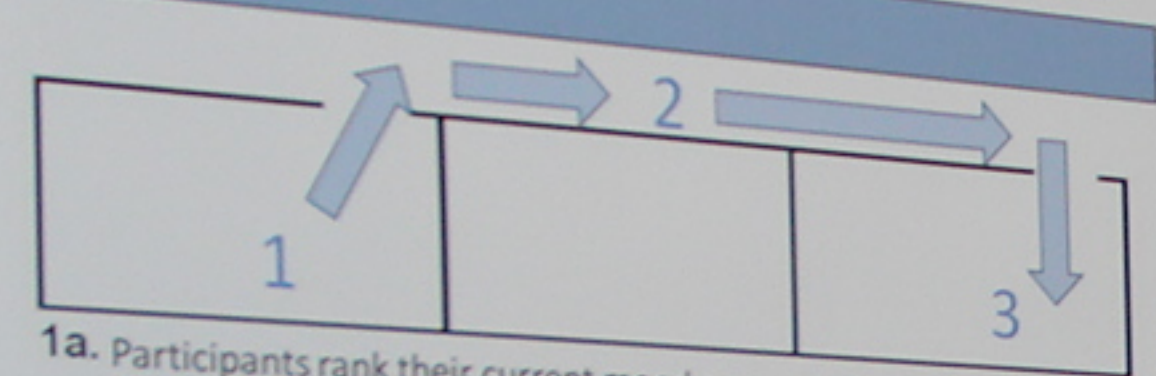


Helping Behaviors

Adolphus College Department of Psychology

Introduction

- Does inducing a mood affect participants' willingness to help?
- Hypotheses:**
 - *Participants induced into a positive mood will be more willing to help than those participants induced into a negative mood.
 - *Overall, female participants will be more willing to help than male participants
- Previous Research:** Our interests came from previous studies that used various methods to induce people into positive and negative moods and evaluated their helping behaviors in a variety of ways.



- 1a. Participants rank their current mood on a scale from 1 (not at all positive) to 5 (very positive) then rank their positivity while watching the film clip, and their current positivity
- 1b. Participants are shown a three-minute positive (*The Mighty Ducks*, 1992), negative (*The Champ*, 1979), or neutral (*From RNA to Protein Synthesis*, 2007) film clip
- 1c. Participants answer the questions "What was your mood while watching the film clip" and "What is your current mood", then are asked to go to a nearby room for the memory portion of the experiment
2. A confederate carrying a large stack of books drops some of the books. The number of books picked up by the participant is recorded for later analysis.
- 3a. Participants are given a sheet of paper and asked to summarize the film clip in 2-4 sentences.
- 3b. Participants who watched the negative film are asked to watch the positive film clip to reverse any negative effects.

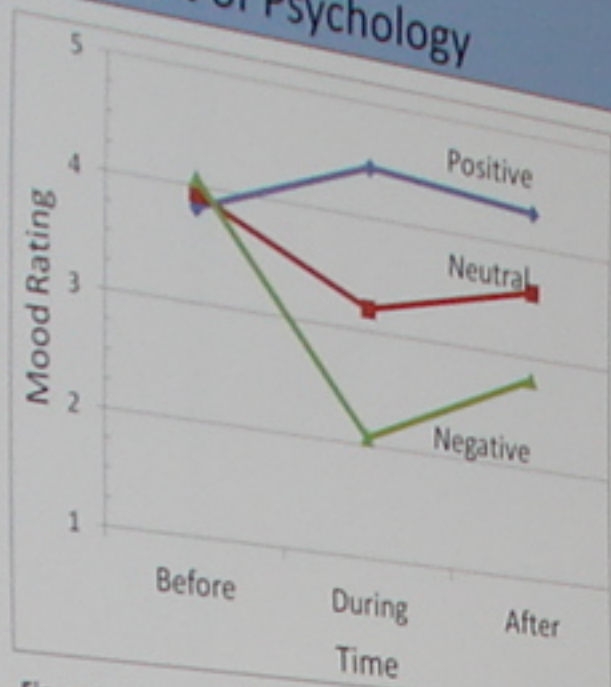


Figure 1. Average participant mood self-assessment score from 1 (not at all positive) to 5 (very positive). Statistically significant positive and negative moods were induced via the corresponding three minute film clip, and the neutral film produced a slightly less positive mood in participants.

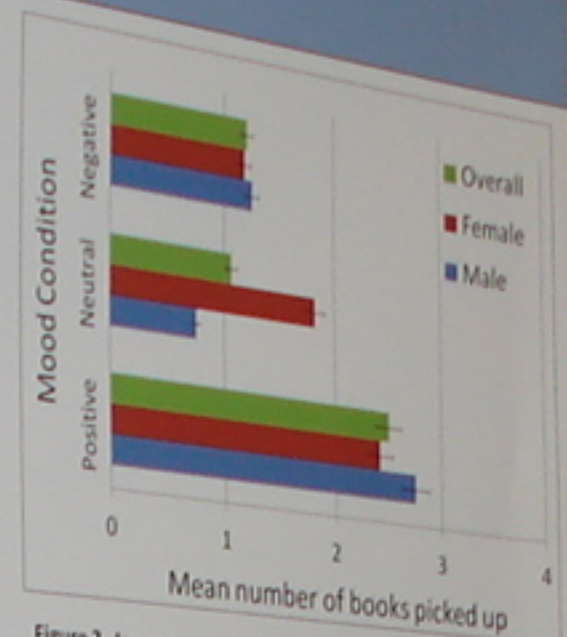


Figure 2. Average number of books picked up for males, females, and both for each mood condition. Participants in the positive mood condition picked up significantly more books than participants in the negative and neutral film conditions. *Error bars show 5% error

Results

Results from analyzing the Mood X Gender ANOVA showed that participants in the positive film condition gave significantly more help (by picking up more books) than those in the negative and neutral film conditions (Figure 2).

- We found significant main effects for time, mood, and a significant interaction when evaluating their mood condition by their mood ratings.
- The interaction showed that all participants started out the study rating their mood as about the same rate, but those in the negative film condition rated their mood as significantly worst during and following the film, while those in the positive condition rated their mood as higher following the mood inducing film clip. (Figure 1)

Discussion

While our method may have been different from past studies, our results reinforced past findings that mood influences people's willingness to help. One possible explanation for our significant results is that the participants may have rated their moods as they expected the experimenter desired. Future research may attempt to find a video clip that is truly neutral, and participants rate their mood before and after as the same.

An idea for future research may be to conduct the study at a larger state university where helping behaviors are not an innate part of the campus culture. It may also be beneficial to have a more even sampling of genders, and this may lead to finding a significant main effect or interaction for gender.

References

Ayner, J., Kerner, J. (Producer), Herek, S. (Director). October 2, 1992. *The Mighty Ducks* [Motion Picture]. United States: Avnet/Kerner Productions, Touchwood Pacific Partners, Walt Disney Pictures.

Vidor, K. (Producer), Zeffirelli, F. (Director). April 4, 1979. *The Champ* [Motion Picture]. United States: Metro-Goldwyn-Mayer.

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Introduction

- This study explored how romantic relationships and relational self-construal affect participants' self-esteem and emotions after being prompted to recall self-defining memories involving themselves alone or with other people.
- Previous research has indicated that romantic relationships affect a person's self-concept and self-esteem. After a romantic break-up, individuals alter their self-content, view the self as less subjectively clear, and feel the self is significantly smaller (Slotter, Gardner & Finkel, 2010).
- Previous research has also shown that people high in relational self-construal value relationships and have strong schemas for relationships compared to people low in relational self-construal (Cross et al., 2002).

Hypotheses

- Therefore, we predicted that those who were high in relational self-construal or were in a romantic relationship would show higher state self-esteem and positive affect after describing a memory that involved one or more other person(s).
- On the other hand, people who were low in relational self-construal or not in a committed relationship were asked to think about a memory that did not involve other people. They would show higher state self-esteem and positive affect after describing a memory that involved one or more other person(s).
- The narrative of the memories was hypothesized to be positive.

Method

Participants

- 21 males and 83 females
- 41 in an intimate relationship; 63 not
- Participants from General Psychology received extra credit or juniors/seniors participated voluntarily or for extra credit

Materials

Memory prompt. Participants were asked to relate an influential, self-defining memory.

- Condition 1: (Alone)** In the space below, please describe one influential, self-defining memory *that does not involve other people*.
- Condition 2: (With Others)** In the space below, please describe one influential, self-defining memory *that involves at least one or more other person(s)*.

Texas Social Behavior Inventory

- Trait measure of self-esteem used as a covariate in the analysis (Helmeich & Stapp, 1974).

Relation Self-Construal Scale

- Measures importance of others in individual's sense of self (Cross, Bacon & Morris, 2000)

State Self-Esteem Scale

- Measures state self-esteem (Heatherton & Polivy, 1991)

Positive and Negative Affect Scale

- Measures current mood (Watson & Clark, 1994)

Positive Memory Affect

- Scored from memory. High scores indicate high positive affect and low, negative affect

Procedure

- Participants filled out questionnaires
- Assigned to a randomly assigned memory prompt.

Results

Those in a relationship showed less negative affect when asked to recall a memory that included other people (Figure 1).

Condition x Relationship Status: Negative Affect, $F(1,99) = 4.81, p = .03, \eta_p^2 = .05$

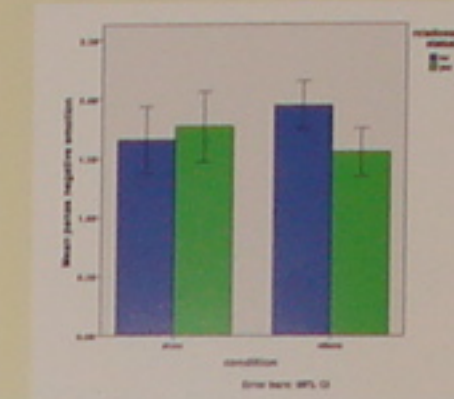


Figure 1. Negative affect as a function of relationship status and memory condition

Those in a relationship showed more positive affect in their memories when asked to recall a memory that did not involve other people (Figure 2).

Condition x Relationship Status: Positive Memory Affect, $F(1,87) = 2.50, p = .12, \eta_p^2 = .03$

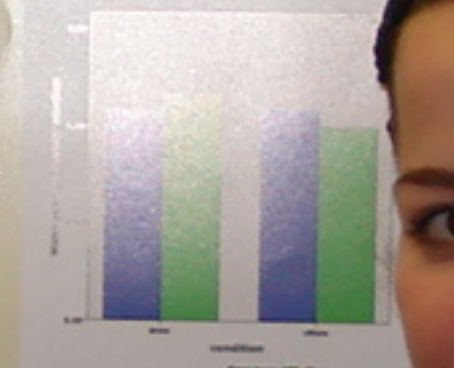


Figure 2. Positive memory affect as a function of relationship status and memory condition

Results

Those high in relational self-construal showed more negative affect when asked to recall a memory that did not involve other people (Figure 3).

Condition x Relational Self-Construal: Negative Affect, $F(1,99) = 3.34, p = .07, \eta_p^2 = .033$

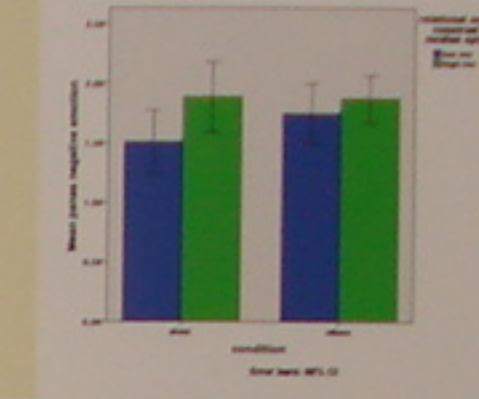


Figure 3. Negative affect as a function of relational self-construal and memory condition

Conclusions

- Support for the hypothesis was found for negative affect. Being in a relationship and recalling a memory of others lead to less negative affect than for those not in a relationship. The opposite was found for positive affect. Being in a relationship asked to recall a memory that did not involve other people also found for those high in relational self-construal versus low in relational self-construal. This was also found for affect coded as an affect repair strategy recall.

References

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A woman with long, wavy brown hair, wearing a black coat over a blue top and black pants, is sitting on the left side of the sofa. She is holding a white rectangular object, possibly a phone or a small tablet, and looking towards the man.

A man with short brown hair, wearing a grey sweater over a white shirt, blue jeans, and black sneakers with white laces, is sitting on the right side of the sofa. He is holding a small black device in his right hand and looking at it.

A red and black backpack is placed on the floor next to the left end of the sofa.

A dark, heavy jacket is draped over the back of the sofa.

A clear plastic bag containing a white object is placed on the sofa.

Several dark jackets are piled on the sofa, including one with a fur-lined hood.

A light blue jacket is placed on the floor next to the left end of the sofa.

A red and white patterned bag is placed on the floor next to the left end of the sofa.

A red and black backpack is placed on the floor next to the left end of the sofa.

A dark jacket is draped over the back of the sofa.

A red and black backpack is placed on the floor next to the right end of the sofa.

A blue and white jacket is placed on the floor next to the right end of the sofa.

A rectangular yellow table is positioned on the right side of the room.