**Tests and Measurements Lab**

PSYC320-202 Thursday 02:30 p.m. - 04:20 p.m. IN 327

PSYC320-203 Wednesday 10:30 a.m. - 12:20 a.m. IN 205

2018 Fall

Instructor: Linden T Hughes

E-mail: lhughe@gmu.edu

Office: 3041 David King Hall

Office Hours: Wednesdays 12:30 p.m. – 1:30 p.m. and Thursdays 1:30 p.m. – 2:30 p.m. or by appointment

**Textbook** (optional; same as in lecture)

Cohen, R.J., & Swerdlik, M.E. (2017). *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (9th ed.). New York, NY: McGraw-Hill Education.

**Course Description**This lab is designed to apply the principles learned in the lecture portion of the course. The various assignments will help you learn how to apply what was learned in lecture. You will work on projects assigned in lecture and gain research skills through lab. As a technical writing course, this lab is designed to assist you in the development of strong writing skills for the field of psychology.

**Semester Goals**

* Create a self-report questionnaire measure to ethically and effectively measure a construct.
* Write a 10-12 page APA-style paper including (1) a title, (2) an abstract, (3) the introduction, (4) method of measure creation and data collection, and (5) the results and discussion. Reference doesn’t count for page numbers.
* Give about 10-12 minute presentation about your measure in the class.

**Turning in Assignments**All lab mini assignments must be submitted on Blackboard by 11:59pm on which they are assigned (i.e., if work is assigned in lab on Wednesday, it is due by 11:59pm that same night). Ideally, you will finish and turn in these assignments by the end of that day’s class. *Late assignment will not be accepted*.

**Grading**

The lab is worth **40%** of your overall course grade for PSYC 320 (500 total points). Your lab grade is based on attendance, participation, lab mini assignments, your final project, and end-of-the-semester group evaluations. Below is a breakdown of the grading:

***Attendance:*** Attendance is worth **10 total points** of your total lab grade. Please arrive to lab on time and ready to participate. Attendance will be taken at the beginning of every class. If you are unable to attend lab, please let me know via email as soon as possible. In the event that you miss a lab meeting, you are responsible for contacting me regarding missed material and getting notes from your fellow students—lab mini assignments will still be due on time.

***Participation***: Lab participation is worth **10 points** of your total lab grade. Active participation includes asking questions and engaging in all lab activities, which includes working on lab mini assignments and the term paper. You must be in class in order to receive credit for these activities. You cannot make up participation points. Participation on the first day will not be counted.

***Lab mini assignments*:** Lab mini assignments are worth **30 points** of your total lab grade, 10 points each. As mentioned above, these will be due on Blackboard at 11:59pm on the day they were assigned. The lowest score will be dropped.

***Presentation Evaluations:*** Group evaluations are worth **30 points** of your total lab grade. At the end of the semester, you will complete an evaluation of each member of your group regarding cooperation and participation.

1. The student’s evaluations of other teams’ presentations (5 points).

2. Peer evaluations (5 points-see #9 in the grading rubric).

3. Instructor’s evaluation (20 points).

**Grade Breakdown**

|  |  |
| --- | --- |
| *Attendance* | *15 points*  |
| *Participation* | ***15 points***  |
| *Milestone submissions*  | ***30 points***  |
|  Submit Measure topic: by 9/19 |  4 points |
|  Submit the project proposal (3-5 pages): by 10/11 |  10 points |
|  Submit first draft of Intro and Method: by 10/29 |  8 points  |
|  Submit first draft of Result and Discussion: by 11/12 |  8 points |
| *Final Measure paper (by 12/5)* | ***100 points***  |
|  | ***160 points*** |
|  |  ***+*** |
| *Group Presentation* | ***40 points***  |
| *Total* | ***200 points total*** |

**Psychological Services**

Life is stressful and we all need a little support sometimes. Students are encouraged to contact Counseling & Psychological Services ([caps.gmu.edu](http://www.google.com/url?q=http%25253a%25252f%25252fcaps.gmu.edu&sa=d&sntz=1&usg=afqjcng8hzd8gngrdj5qoletmi4fz7v_wa)) for assistance with any kind of psychological/life problem or crisis situation. I can help with referrals for students with particular counseling needs, so please feel free to talk with me for help with anything.

**Schedule**

Below is a tentative lab schedule for the semester corresponding with weekly lecture topics. The instructor reserves the right to change the syllabus and its content. Any changes will be announced in class and via email.



**Grading Rubric**

**Measure Development Paper**

The paper should be coherent as well as clearly and professionally written. Poor writing will result in a lower grade. For information on APA Style, you can visit this page: <https://owl.english.purdue.edu/owl/resource/560/01/>. For help with writing your paper, you can make appointments at George Mason’s Writing Center (<http://writingcenter.gmu.edu/>).

The following list summarizes the content required in each section of the paper along with maximum points possible for each section.

1. **Title—5 points**
	1. Create a 15-word (or shorter) title that articulates what your paper is about.
2. **Abstract—10 points (extra credit)**
	1. Write a 100-word (or less) abstract that summarizes the construct, variables that you measured, the findings, and the implications.
3. **Introduction—20 points (5 points each)**
	1. Start with a broad manner and clearly explain the importance of the topic from which the construct is stemming.
	2. Provide the conceptual and operational definitions of the construct—both prior definitions and, if you are proposing a new definition, your definition.
	3. Review the view existing measures of the construct. Explain why there is a need for a new measure.
	4. Define the nomological network of your construct—these will be the constructs that fall under the same topic but represent different concepts. Explain how your construct is similar to or different than the other constructs.
4. **Method—30 points (5 points each sub-bullet)**
	1. Item Development and Screening
		1. Describe the process in which the items were developed.
			1. Here, you start by saying that you wrote 10 items that directly tapped your construct. You will state that you interviewed two psychology doctoral students to understand how to write items that directly tap a construct (I am referring to the the in-class meetings you had with me and Jason) before finalizing the items.
			2. You will also write what measurement scale you chose and why.
		2. Describe the participants and/or subject matter experts who provided feedback—how many people provided feedback on the items? What were the characteristics of those people?
			1. The subject matter experts would be me and Jason, and other people who gave you feedback on the quality of your items (if any).
			2. You will describe the process in which you received feedback. For example, Jason gave you verbal feedback and I gave you written feedback.
		3. Describe how the items were improved.
			1. Here, you need to write how you used the feedback from me and Jason.
	2. Measure Validation
		1. Describe the participants—how many people answered the questionnaire, what were the characteristics of those people?
			1. Your participants were your classmates, Jason, and me. You will describe the characteristics based on everyone's answers to the demographics questions. For example, you will write the average age, level of education, gender distribution, nationalities. You will also describe the English fluency levels of the participants.
		2. Describe the procedure—how was the questionnaire administered?
			1. This is the Qualtrics survey.
		3. Describe the measures—which measures were included, what were the specifications of those measures?
			1. You will describe the validation measure and the demographic questions.
5. **Results—10 points (5 points each)**
	1. Reliability analyses—describe the analyses that were run and interpret the results.
	2. Validity analyses—describe the analyses that were run and interpret the results.
6. **Discussion—10 points (2.5 points each)**
	1. Remind the readers the purpose of your paper.
	2. Explain your findings in relation to the purpose of the paper—think back to your introduction and the literature you discussed. How does the end result of your measure connect or differentiate with the literature? Did the measure you developed effectively and ethically measure the construct you chose?
	3. Discuss limitations of the measure.
	4. Discuss future directions of research—what should researchers do in the future to improve this measure? How could/should researchers use this construct?
7. **Reference —**

a. Add journal articles’ citations.

1. **Appendix—5 points**
	1. Provide a copy of your measure and administration/scoring instructions.
2. **Peer evaluations- 5 points (1 points each)**
	1. Evaluate each team member, including yourself on these 5 behaviors (specific scale points will be provided):
		1. Worked cooperatively with other team members
		2. Made quality contributions to team discussions
		3. Worked sufficiently on his/her own assigned tasks
		4. Fulfilled responsibilities to the team on time
		5. Overall, contributed his/her fair share to the project.

**Class Presentation**

Should be about 10-12 minutes. Share with the class your construct, how you defined the construct, how you

created the items, how you analyzed your data, and validate the measure. Each team will be evaluated by

Instructor and the other students in the class for the content and presentation skills. Specific instructions for the

evaluations will be provided.