



Examples

When a 2-year-old child listens to a message spoken by his or her mother and is asked to repeat it, the child typically repeats only part of the message (R. Brown, 1965).



Examples

On the average, frequently used words tend to be shorter than infrequently used words; this statement is called *Zipf's law* (G. A. Miller & Newman, 1958; Zipf, 1935, 1949).



Examples

When interfering background noise is present, a speaker tends to use more words and fewer abbreviations than when there is no interfering background noise (Heise & Miller, 1951).



Examples

In rumor chat groups on the Internet, the participants tend to adopt changing roles, described as the skeptical disbeliever, the positivist, the apprehensive believer, the curious, the anxious, the prudent initiator, and the investigator (Bordia & Rosnow, 1998). In network studies of rumors in organizations, it has been found that there are usually a few well-connected opinion leaders or liaisons who spread rumors (Hellweg, 1987).



Examples

Children 3–5 years old who overheard a rumor were as likely to report that they had experienced the rumored, but not experienced, event as were children who actually experienced it (Principe, Kanaya, Ceci, & Singh, 2006).



Examples

In some circumstances, rumors forecasting unpleasant consequences are passed to others with greater frequency than rumors forecasting pleasant consequences (Rosnow, Esposito, & Gibney, 1987; C. J. Walker & Blaine, 1991).

Examples

People who volunteer to participate in behavioral and social research are usually higher than nonvolunteers in education, social class, intelligence, and the need for social approval (Rosenthal & Rosnow, 1975b; Rosnow & Rosenthal, 1997).

Examples

It has been estimated that perhaps 80% of psychological research on normal adults has used college and university students as research participants (Higbee & Wells, 1972; J. Jung, 1969; McNemar, 1946; Schultz, 1969; Sears, 1986; Sieber & Saks, 1989; Smart, 1966).

Examples

Research participants made to experience a conflict between "looking good" and cooperating with the experimenter are likely to try to look good, whereas participants not made to experience such a conflict are likely to help the experimenter (Rosnow, Goodstadt, Suls, & Gitter, 1973; Sigall, Aronson, & Van Hoose, 1970).


Science and Pseudoscience

- Scientific research is our most trustworthy source of knowledge, but people sometimes have trouble distinguishing science from pseudoscience.
- Pseudoscience** – claims of evidence that masquerade as science but violate the basic criteria of scientific investigation

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"Smart" consumer of research

- Well-grounded scientific conclusions vs. dubious claims



Resim Yapan At: Justin

- <http://video.milliyet.com.tr/video-izle/ABD-de-resim-yapan-at-Justin-nLcnO5eKmFaJ.html>

Understanding the Limitations

- Scientific research is not always conducted responsibly



Characteristics of Pseudoscience

- Nonsystematic and Nonempirical Evidence
 - Evidence based on myths, untested beliefs, anecdotes, opinions, or poorly designed studies that do not measure up to scientific standards
- No Public Verification
- Unsolvable Questions and Irrefutable Hypotheses

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Three Criteria for Scientific Research

- Systematic Empiricism** -- rely on systematically-obtained observations to draw conclusions about the world
- Public Verification** -- findings must be observed, replicated, and verified by other researchers
- Solvable Problems** -- must study questions that are potentially answerable through systematic empiricism

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Question

- Why previous examples were classified as pseudo-science?

Characteristics of Good Researchers

- Enthusiasm
- Open-mindedness
- Common sense
- Role-taking ability
- Creativity and inventiveness
- Confidence in one's own judgment
- Ability to communicate
- Care about details
- Integrity and honest scholarship

Rosnow/Rosenthal, *Beginning Behavioral Research*, 6/e. Copyright (c) 2008 by Prentice Hall.

Enthusiasm

- Self-motivated
- Doing research should be fun
- şevk

Open-mindedness

- Reasonable rather than dogmatic
- Learning from mistakes
- Açık fikirli olmak

Common sense

- Ability to decide with reasoning
- Sağ duyu

Role-taking ability

- To see things from other's viewpoints
- Başkalarının gözünden bakabilme

Creativity and inventiveness

- Yaratıcılık ve İcat yeteneği / becerisi

Confidence in one's own judgment

- Kendi kararlarına güven

Ability to communicate

Care about details

Integrity and honest scholarship

- Dürüstlük ve hilesizlik

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- Yaratıcılık ve icat yeteneği
- Kendi kararlarına güven
- İletişim kurabilme
- Ayrıntılara önem
- Dürüstlük ve hilesizlik