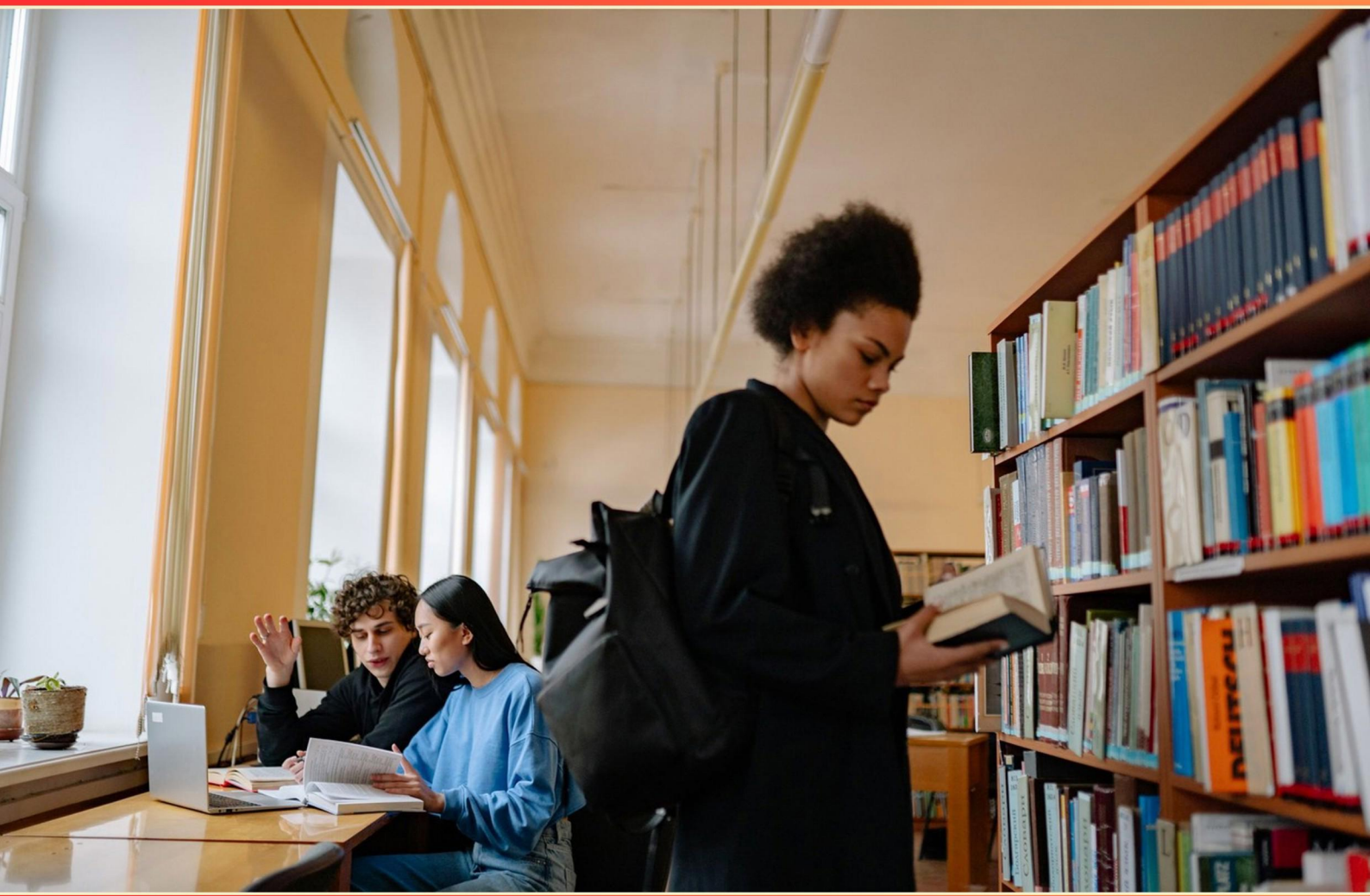
ARIZONA STATE UNIVERSITY (ASU) PSY290 RESEARCH METHODS EXAM 1 PRACTICE (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR THE FULL VERSION STUDY GUIDE

https://asu-psy290exam1.examzify.com

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

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How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

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Questions

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1. What cognitive bias is Carolyn experiencing when she only notices her success in making free throws after tapping the ball?

A. Confirmation bias

B. Present/present bias

C. Hindsight bias

D. Availability heuristic

2. In Professor Nakum's memory experiment, what is the independent variable?

A. The number of words recalled

B. The performance of math problems

C. The type of word list

D. The duration of study time

3. What is a hypothesis?

A. A general idea about human behavior

B. A theory that cannot be tested

C. A specific, testable prediction about study outcomes

D. A method of data collection

4. How is reliability defined in the context of research?

A. The degree to which a study is valid

B. The number of participants in a study

C. The consistency of a measure

D. The outcome of a study's hypotheses

5. Which of the following represents an operational definition of memory?

A. The number of items remembered

B. The accuracy of retelling a story based on correct details

C. The time taken to recall information

D. The ability to recognize learned information

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6. What is a case study?

A. An overview of multiple case reports

B. An in-depth examination of an individual or group to gather detailed qualitative data

C. A survey conducted on a large population

D. A statistical analysis of experimental results

7. What does a positive correlation indicate?

A. As one variable increases, the other variable decreases

B. There is no relationship between the two variables

C. As one variable increases, the other variable also increases

D. A decrease in one variable increases the likelihood of an increase in the other

8. Which of the following statements represents an association claim?

A. Particle physics affects climate change.

B. Depression in the elderly may predict dementia.

C. Exercising daily leads to better health.

D. Reading improves attention span.

9. Why should one trust the advice of authorities in psychology?

A. Authorities provide opinions based on experience alone.

B. Authorities systematically and objectively compare different conditions.

C. Authorities always agree with one another.

D. Authorities rely only on intuition.

10. When Jenny asks about the margin of error for a survey estimate, which validity is she addressing?

A. Construct validity

B. Statistical validity

C. Internal validity

D. External validity

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Answers

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1. B
2. C
3. C
4. C
5. B
6. B
7. C
8. B
9. B
10. B

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Explanations

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1. What cognitive bias is Carolyn experiencing when she only notices her success in making free throws after tapping the ball?

A. Confirmation bias

B. Present/present bias

C. Hindsight bias

D. Availability heuristic

Carolyn is demonstrating present/present bias, which occurs when an individual focuses on the instances where a certain condition is present and overlooks the times when it is not. In this scenario, Carolyn only pays attention to her successes after a specific action (tapping the ball), ignoring all other outcomes. This bias can lead someone to erroneously conclude that the action is causally linked to the outcome of making free throws, as they remember the successes occurring with the action but are unaware or dismissive of the failures that also occurred. This cognitive bias emphasizes how people tend to see relationships in a way that confirms their expectations, leading to faulty reasoning. Present/present bias is particularly common in situations where events can have multiple contributing factors, making it important to recognize when we might overlook evidence that contradicts our beliefs or observations.

2. In Professor Nakum's memory experiment, what is the independent variable?

A. The number of words recalled

B. The performance of math problems

C. The type of word list

D. The duration of study time

In experimental research, the independent variable is the factor that researchers manipulate to observe its effect on the dependent variable. In the case of Professor Nakum's memory experiment, the type of word list is the independent variable because it represents the different conditions or categories being tested to see how they influence the participants' ability to recall words. This manipulation allows the researcher to explore whether different types of word lists (for example, emotionally charged words versus neutral words) impact memory recall, which in this context would be measured by the number of words recalled, the dependent variable. By changing the type of word list, the researcher can directly assess its effect on participants' performance in recalling those words.

3. What is a hypothesis?

A. A general idea about human behavior

B. A theory that cannot be tested

C. A specific, testable prediction about study outcomes

D. A method of data collection

A hypothesis is a specific, testable prediction about study outcomes, which makes it a fundamental part of the scientific research process. It provides researchers with a clear statement that can be examined through experimentation or observation. A well-formulated hypothesis typically outlines an expected relationship between variables, indicating what the research aims to establish or demonstrate. By being testable, a hypothesis allows researchers to gather data and analyze results to determine whether the prediction holds true, ultimately contributing to the understanding of the phenomena being studied. This characteristic of being specific and measurable differentiates it from general ideas or theories, which may not be directly applicable or testable in a research context.

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4. How is reliability defined in the context of research?

A. The degree to which a study is valid

B. The number of participants in a study

C. The consistency of a measure

D. The outcome of a study's hypotheses

In the context of research, reliability is defined as the consistency of a measure. This concept refers to the extent to which an assessment tool or instrument yields the same results under consistent conditions. For instance, if a psychological test is administered multiple times to the same group of individuals and produces similar results each time, it is considered reliable. Reliability contributes to the overall quality of research by ensuring that the measurements taken are stable and trustworthy, which allows researchers to have confidence in their findings and conclusions. The other concepts listed do not accurately capture the essence of reliability. Validity pertains to whether a study measures what it intends to measure rather than the consistency of the measure itself. The number of participants in a study, while important for statistical power and generalizability, does not determine how reliable the measures are. Lastly, the outcome of a study's hypotheses relates more to the findings and implications of the research rather than to the reliability of the specific measures employed in the study.

5. Which of the following represents an operational definition of memory?

A. The number of items remembered

B. The accuracy of retelling a story based on correct details

C. The time taken to recall information

D. The ability to recognize learned information

The correct answer highlights an operational definition of memory that provides a clear measure of memory performance. Operational definitions are crucial in research as they translate abstract concepts into measurable variables. In this case, "the accuracy of retelling a story based on correct details" gives a specific focus on how we can measure memory through the quality and correctness of the information recalled. Accuracy indicates not only that something was remembered but that it was retained correctly, thus providing a direct link between the concept of memory and a measurable variable. Other options lack this specific connection to measuring memory. For example, while counting "the number of items remembered" might suggest memory capacity, it doesn't capture the quality or accuracy of recollection, making it less effective as an operational definition. Similarly, "the time taken to recall information" may indicate how quickly information can be retrieved, but time alone does not measure how accurately or completely the information is remembered. Finally, "the ability to recognize learned information" refers to recognition memory, which is just one aspect of memory and does not address the nuanced details of recall, such as retelling a story with accuracy. Overall, the selected answer offers a robust operational definition that directly assesses memory performance.

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6. What is a case study?

A. An overview of multiple case reports

B. An in-depth examination of an individual or group to gather detailed qualitative data

C. A survey conducted on a large population

D. A statistical analysis of experimental results

A case study involves an in-depth examination of an individual, group, or situation to gather detailed qualitative data. This method allows researchers to explore complex issues in great detail and provides a comprehensive understanding of the subject being studied. Case studies can incorporate various data sources, such as interviews, observations, and documents, enabling a holistic view of the phenomena. This approach is particularly valuable in psychology and social sciences, where the nuances of human behavior and experiences can be captured through rich qualitative insights. Case studies are often used when researchers need to explore areas where little prior research exists or when they want to gain a deep understanding of complex issues that cannot easily be quantified.

7. What does a positive correlation indicate?

A. As one variable increases, the other variable decreases

B. There is no relationship between the two variables

C. As one variable increases, the other variable also increases

D. A decrease in one variable increases the likelihood of an increase in the other

A positive correlation indicates that as one variable increases, the other variable also increases. This means there is a direct relationship between the two variables; they move in the same direction. For example, if you were looking at the relationship between study time and test scores, a positive correlation would suggest that more study time is associated with higher test scores. This is a fundamental concept in statistics and research methods, highlighting how two variables can be related positively. Understanding correlations is essential because it helps researchers and practitioners interpret data patterns and make predictions based on these trends. A positive correlation is particularly useful in various fields, including psychology, education, and economics, where understanding the relationship between different factors is vital for assessment and intervention planning.

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8. Which of the following statements represents an association claim?

A. Particle physics affects climate change.

B. Depression in the elderly may predict dementia.

C. Exercising daily leads to better health.

D. Reading improves attention span.

The statement that represents an association claim is grounded in the idea that one variable may be linked to another without implying a direct cause-and-effect relationship. In the chosen statement, "Depression in the elderly may predict dementia," there is a suggestion of a potential relationship between the levels of depression in elderly individuals and the likelihood of developing dementia. This conveys that there could be an association where one condition (depression) is linked to a future outcome (dementia), which is characteristic of an association claim. Association claims typically highlight how two variables might be related in a way that is not necessarily causal; they indicate a correlation rather than asserting that one variable causes changes in the other. The usage of the term "may" also reflects uncertainty about the nature of the relationship, further emphasizing that it is an association rather than a definitive causal link. In contrast, other options convey more definitive causal implications. For instance, the statement about particle physics affecting climate change suggests a direct cause-and-effect relationship, as does the claim that exercising daily leads to better health. Similarly, the idea that reading improves attention span implies that reading directly results in an enhancement of attention, which again indicates a causal framework rather than a mere association.

9. Why should one trust the advice of authorities in psychology?

A. Authorities provide opinions based on experience alone.

B. Authorities systematically and objectively compare different conditions.

C. Authorities always agree with one another.

D. Authorities rely only on intuition.

The reason to trust the advice of authorities in psychology is that they systematically and objectively compare different conditions. This approach is grounded in scientific methods, where authorities employ rigorous research methodologies to gather and analyze data. By using systematic comparisons, they can draw valid conclusions, establish cause-and-effect relationships, and provide evidence-based recommendations. This objective evaluation allows for a more valid understanding of psychological phenomena than relying on personal opinions or intuition alone. In contrast, the other options highlight less reliable sources of authority. An approach based solely on experience may lack the necessary systematic evaluation required for trustworthiness. Agreement among authorities does not guarantee accuracy or reliability; healthy scientific discourse often involves varying opinions that can lead to a deeper understanding of complex issues. Lastly, relying exclusively on intuition is problematic, as intuition can be biased and not necessarily rooted in empirical research. Thus, option B stands out as the most valid reason to trust the advice of authorities in psychology, based on their methodological rigor.

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10. When Jenny asks about the margin of error for a survey estimate, which validity is she addressing?

A. Construct validity

B. Statistical validity

C. Internal validity

D. External validity

When discussing the margin of error for a survey estimate, Jenny is addressing statistical validity. Statistical validity refers to the extent to which a study's conclusions about the data are accurate and reliable, particularly when it comes to estimates derived from sample data. The margin of error is a critical component in determining how much confidence one can have in the sample's estimate of a population parameter. It provides insight into the precision of survey results and indicates the range within which the true population parameter likely falls. In the context of survey research, a smaller margin of error suggests more reliable results, as it indicates that the sample data is more closely aligned with the true population values. Understanding this concept is essential for interpreting survey findings and their implications accurately. An awareness of statistical validity helps researchers and practitioners assess the robustness of the data collected and the conclusions drawn from it.

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Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

https://asu-psy290exam1.examzify.com

We wish you the very best on your exam journey. You've got this!

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