TASK INSTRUCTIONS

Go to:

https://bit.ly/2YHsAvo

or:

PHASE 1: INDIVIDUAL RATINGS

- Read each of the eight issues carefully and rate your individual opinion.

- Write your opinion ratings for each issue into Table 1 (p.22) and your data sheet.

- When you have finished, fold your data sheet over to hide your Phase 1 ratings.

PHASE 2: GROUP DISCUSSION

- Discuss the following issues:
  - Group 1: 1, 2, 3, 4
  - Group 2: 5, 6, 7, 8
  - Group 3: 1, 3, 5, 7
  - Group 4: 2 ,4, 6, 8
  - Group 5: 1, 2, 5, 6
  - Group 6: 3, 4, 7, 8
  - Group 7: 1, 4, 5, 8
  - Group 8: 2, 3, 6, 7

- For each discussed issue, calculate a mean group rating.

- (Mean = add up all individual ratings, then divide by the number of people in the group)

- Enter these into Table 2 (p. 23) and on your data sheet.

PHASE 3: INDIVIDUAL RATINGS

- Re-read all eight issues.

- Rate your opinions in private.

- Record your own ratings in Table 3 (p. 24) and on your data sheet.

- Finally, enter Phase 1 (individual ratings), Phase 2 (mean group ratings), and Phase 3 (individual ratings) on the computer network.

SOCIAL INFLUENCE ON OPINIONS

WHAT IS SOCIAL INFLUENCE?

- When a person's behaviour, thoughts, or feelings are influenced by others (Stangor, 2004)

- Conformity is a change in an individual's opinion or behaviour as a result of social influence.

WHAT IS SOCIAL INFLUENCE?

- Examples:

  - Have you ever laughed at a joke you didn't understand, just because everyone else was laughing?

  - Have you ever found yourself taking a more or less extreme position on a topic of conversation because of the views of another person?

- Early research demonstrated social influence on judgments.

SHERIF (1935)

- Sherif (1935) studied social influence on judgments using the autokinetic effect (the apparent movement of a stationary light in a dark room).

- In one individual session, participants were asked to judge how far the light had moved (100 trials).

  - Individual judgments varied.

SHERIF'S (1935) AUTOKINETIC EFFECT

- Over three group sessions, participants were asked to judge how far the light had moved in the presence of others (100 trials per session).

  - With each group session, the judgments of the individuals moved closer together.
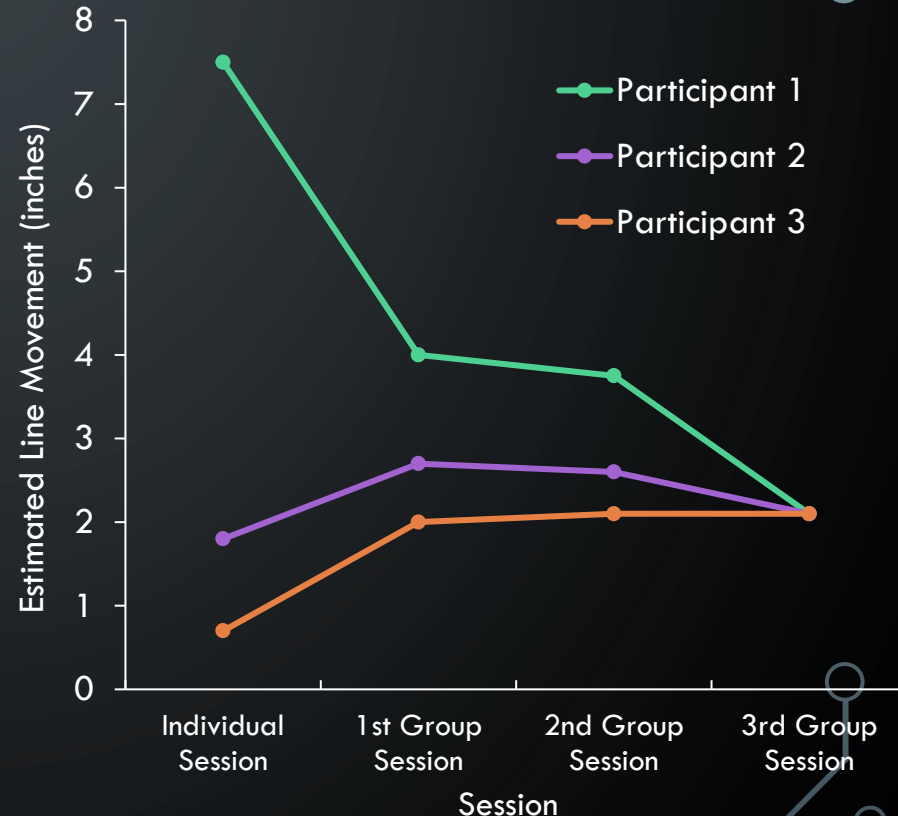
Figure 1. Mean judgments of three participants in one individual session and three group sessions (figure adapted from Sherif, 1935, p. 33).

ASCH (1955)

- Asch (1955) also studied social influence on judgments.

- In groups, people were asked to judge which line matched the sample line.

Sample   A   B   C

ASCH (1955)

- If participants did this task individually, they were very accurate.

- If they gave their answers verbally in a group, however, participants would conform to the other group members even if the other members were giving the wrong answer on purpose. (The other group members were actually experimental confederates.)

WHY ARE WE INFLUENCED BY OTHERS?

- **We want to be right (informational influence)**
  - If we are uncertain how to respond, we might look to others for cues.
  - We might change our beliefs or opinions based on information presented to us by others.

WHY ARE WE INFLUENCED BY OTHERS?

- **We want to fit in and be liked (normative influence)**
  - We might go along with others to avoid embarrassment and ostracism.
  - We might conform to group norms to gain acceptance.

NOT SURE IF I REALLY LIKE CAT VIDEOS

OR IF IT'S JUST NORMATIVE SOCIAL INFLUENCE THAT'S MAKING ME CONFORM

AIM OF TODAY'S EXPERIMENT

- To demonstrate social influence on opinions

TODAY'S EXPERIMENT

- ## Eight issues

1. Employers and drug testing
3. Psych experiments & deception
5. Legalisation of marijuana
7. Death penalty

2. Euthanasia
4. Sugar tax
6. Repressed memory evidence
8. Continued existence of zoos

- ## Procedure

- **Phase 1:** Opinions on each issue were rated privately.

- **Phase 2:** Topics were discussed (or not), individuals voiced an opinion rating to their group, and mean group ratings were calculated.

- **Phase 3:** Opinions on each issue were again rated privately.

TODAY'S EXPERIMENT

- Results

  - <u>Shift scores</u> were calculated for each issue. They are the difference between Phase 1 and Phase 3 ratings.

    - <u>For non-discussed issues</u>, this involved a simple subtraction (Phase 3 rating - Phase 1 rating)

    - <u>For discussed issues</u>, Phase 2 ratings were taken into account.

SHIFT SCORES FOR DISCUSSED QUESTIONS

More in favour   *More against*

Phase 1: 1_____2_____3_____4_____ **5** _____6

Phase 2: 1_____ **2** _____3_____4_____5_____6

Phase 3: 1_____2_____ **3** _____4_____5_____6
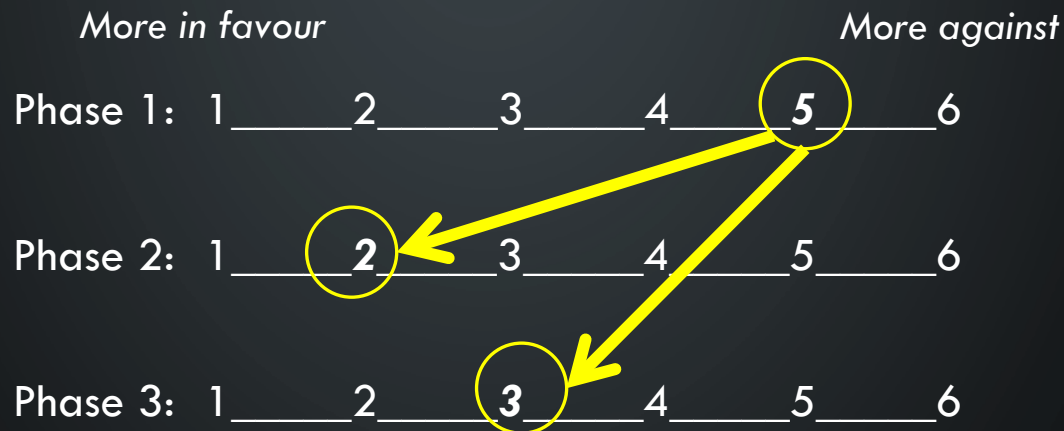
Shift score = +2

- The student gave a rating of **5** in Phase 1 but after group discussion, a mean group rating of **2** was calculated in Phase 2. In Phase 3, the student gave a rating of **3**. This results in a **shift score of +2**.

- Since the shift from Phase 1 to Phase 3 was in the **same direction** as the shift from Phase 1 to Phase 2, the shift between Phase 1 and Phase 3 is **positive** (it is consistent with the group rating).

SHIFT SCORES FOR DISCUSSED QUESTIONS

More in favour   *More against*

Phase 1: 1_____2_____3_____4_____***5***_____6

Phase 2: 1_____***2***_____3_____4_____5_____6

Phase 3: 1_____2_____***3***_____4_____5_____6
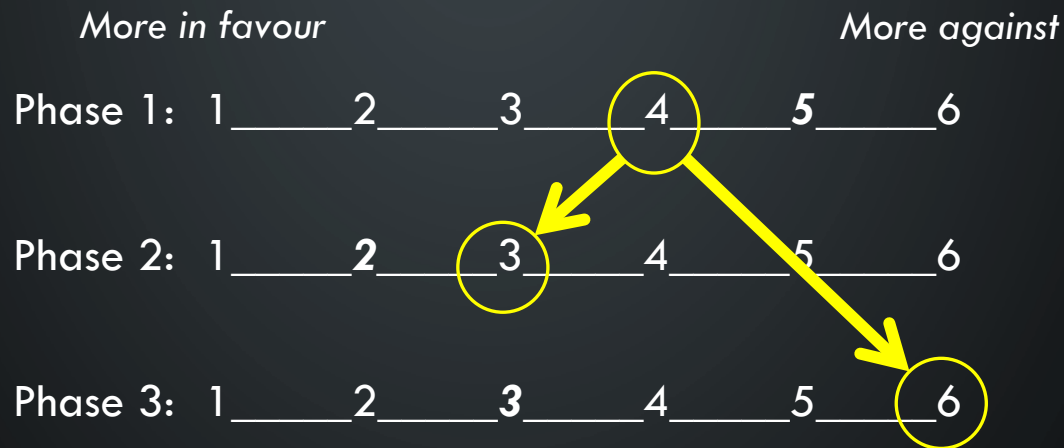
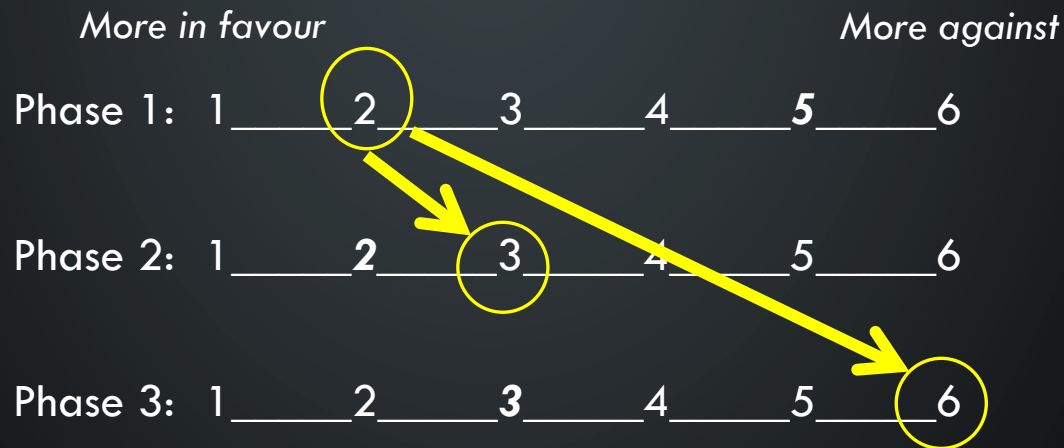**Shift score = -2**

- The student gave a rating of **4** in Phase 1 but after group discussion, a mean group rating of **3** was calculated in Phase 2. In Phase 3, the student gave a rating of **6**. This results in a **shift score of -2**.

- Since the shift from Phase 1 to Phase 3 was in the opposite direction to the shift from Phase 1 to Phase 2, the shift between Phase 1 and Phase 3 is negative (it is not consistent with the group rating).

SHIFT SCORES FOR DISCUSSED QUESTIONS

More in favour   *More against*

Phase 1: 1_____2_____3_____4_____**5**_____6

Phase 2: 1_____**2**_____3_____4_____5_____6

Phase 3: 1_____2_____**3**_____4_____5_____6

Shift score = ?

- The student gave a rating of **2** in Phase 1 but after group discussion, a mean group rating of **3** was calculated in Phase 2. In Phase 3, the student gave a rating of **6**. This results in a **shift score of +4**.

- Since the shift from Phase 1 to Phase 3 was in the **same direction** as the shift from Phase 1 to Phase 2, the shift between Phase 1 and Phase 3 is **positive** (it is consistent with the group rating).

TODAY'S EXPERIMENT

Manipulated variable
- Whether the issue was discussed (2 levels):
  - Discussed
  - Not discussed

Design
- Within subjects

Measured variable
- Shift scores

TODAY'S EXPERIMENT

Hypotheses

- For discussed issues, participants' private opinions would shift towards the mean group opinion.

- For non-discussed issues, there would be little or no change in participants' private opinions.

RESULTS FROM PREVIOUS LABS

CLASS DISCUSSION QUESTIONS

- A number of years ago this experiment was conducted differently. Participants discussed all the questions and the mean shift scores were compared to zero (the amount ratings were expected to shift if no discussion had occurred). Why did we change the design of this experiment?

- Shift scores can be compared for individual items. Were some issues more conducive to social influence of opinions? Why might this be?

- Would you expect the group influence to last over time?

ASSESSMENT (15%)

- You will be writing a full lab report for this assignment.

- Submit your lab report on Blackboard by **Thursday 22 September at 4pm.**

- This assignment is a TERMS REQUIREMENT.

GROUP BRAINSTORM

Introduction

- Introduce broad topic *(key terms & theories)*
- Review relevant literature
- Details of present study *(aim, brief description, hypotheses)*

pp. 28, 43-45, 51

Method

- Participants
- Materials
- Procedure
  - *Start with manipulated variable and design. Describe step-by-step how the study was conducted.*

pp. 29, 45-46, 51

Results

- State measured variables and how they were summarised
- Present data tables or figures
- Write description of findings and trends

pp. 30-31, 46-47, 51

Discussion

- Restate findings
- Hypotheses supported?
- Consistent with past research? Explain results with theory
- Limitations
- Future research
- Implications & Applications
- Conclusion

pp. 32, 47-49, 52