

Psychology 208
Principles of Experimental Design
Fall 2007
Tue/Thu 1:10-2:25
Wilson Hall 126

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Course Information:	Available on OAK/Blackboard at oak.vanderbilt.edu		
Office Hours:	Wed 2-3pm or by appointment		
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Course Overview. Knowledge acquired through scientific research is bounded by the conditions under which the research is carried out. Consequently, informed consumers of information must understand how scientific research is carried out in order to decide what is true and what is not. This course provides an introduction to scientific research methods in psychological science, experimental design, and data interpretation. Students will develop an appreciation for the methods involved in carrying out research on issues in psychology and, hopefully, will become critical – but not cynical – consumers of scientific results, learning to distinguish sound conclusions from those based on faulty reasoning or flawed studies. Students in this course will gain real experience by working in a small group to design and conduct an experiment of their own, present their results as a group, and write up the results individually in an APA-style research paper.

Course Information on the Internet. We will be use the OAK/Blackboard classroom management system in this course. The system is accessed from oak.vanderbilt.edu. If you are unfamiliar with OAK/Blackboard, we expect you to read the Online Student Manual accessible from <http://www.vanderbilt.edu/oak/quickstart.htm>. Click on LOGIN and then enter your VUNET ID and password. After you log in, you will see links to all of the courses you are enrolled in that use the OAK/Blackboard system. All course information for P208 will be posted on OAK/Blackboard. You will find menu entries for class *Announcements*, a link to an electronic PDF version of the *Syllabus*, *Instructor* and TA contact information, detailed day-by-day *Course Information* that includes links to powerpoint files and other relevant class resources, links to electronic PDF versions of all *Assignments*, information on *Extra Credit*, a *Group Area* for resources for your group research project, *E-Reserves* that link to online versions of some of the class reading assignments, links to the online *Grade* roster, and some *Communication* options and other *Tools*.

Adobe Acrobat Reader. Copies of the syllabus, handouts, and homework assignments will be stored on OAK/Blackboard in PDF format. Reading PDF files requires the use of a free Adobe Acrobat reader, which can be obtained from: <http://www.adobe.com/products/acrobat/readstep.html>

Personal Response System. We will be using an in-class personal response system from a company called Turning Point (<http://www.turningtechnologies.com/>). A personal response system permits each student to make a response to a question posed in class using a small hand-held infrared device. This instructional technology will allow me to ask multiple choice questions during a lecture and then permit me to immediately share a summary of everyone's responses. This works much like the *Ask-the-Audience Lifeline* on the old game show Who Wants to Be a Millionaire. More information on the system is provided at the end of the syllabus. But I want to note two things here: (1) This is largely a new system for Vanderbilt. E-instruction and H-ITT, which have been used before on campus, are no longer supported. If you have one of these transmitters, there will be an opportunity to sell them to Turning Point. More information will be provided later. (2) There are two Turning Point transmitters that may be available in the bookstore. We will be using the one with the one with the small calculator-like screen on it. If anyone already has the smaller credit-card-sized Turning Point transmitter, please let us know. There is a way that we can configure things so that you can use that in class.

Course Readings

Required: *Doing Psychology Experiments* 7th Edition (DPE), D. Martin

Required: *How to Think Straight About Psychology* 8th Edition (HTTSAP), K.E. Stanovich

Optional: *Publication Manual of the APA* 5th Edition (APA)

Required: Selected articles available in the e-reserve area of our OAK/Blackboard course site:

Shermer, M. (2002). Next on Oprah. Prologue to *Why People Believe Weird Things*. New York, NY: Henry Holt and Company.

Platt, J.R. (1964). Strong Inference. *Science*, **146**, 347-353.

Mook, D.G. (1983). In defense of external invalidity. *American Psychologist*, **38**, 379-387.

Kruger, J., Savitsky, K., & Gilovich, T. (1999). Superstition and the regression effect. *The Skeptical Inquirer*, **23**(2), 24-30.

Rowan, Barnard & Kaufman, Botting & Morrison, Mukerjee (1997). Articles on the Ethics of Animal Research from *Scientific American*.

Course Schedule

The detailed course schedule below provides a description of the material to be covered in class each day, the **Readings** that should be done **before** class and notes on when **Homework** assignments are handed out and are due to be turned in. In addition, the steps for the group research **Project** are outlined. As you see, the project will start on the first day of class and end with the final paper at the end of class.

Week 1

Aug 30 Introduction to the course. Overview of the group research project.

Homework:

Read the syllabus

Take-home items announced in class

Project:

Selecting a Research Topic

Week 2

Sep 4 Why do we believe the things we do? Probability and the role of chance. What is the power of coincidence? Why is "debunking" false claims so important? Critical skepticism versus cynicism. What is the nature of scientific beliefs?

Readings:

Chapter 11, *The Role of Chance in Psychology*, HTTSAP

Chapter 3, *How to Get an Experimental Idea*, DPE

Shermer, M. (2002). Next on Oprah. Prologue to *Why People Believe Weird Things*. New York, NY: Henry Holt and Company. (on e-reserve)

Project:

First Meeting of Research Group

Sep 6	What makes something a “science”? What is the difference between science and pseudoscience? Is there a “scientific method”? Interplay between theory and observation. What are scientific theories and how are they tested? Readings: Chapter 1, <i>Psychology is Alive and Well</i> , HTTSAP Project: Formulating a Specific Research Question
Week 3	
Sep 11	Finding published papers that address your research question. Using PsychINFO, Web of Science, Google Scholar, and other library databases. Some of the dangers of searching the web. Guest lecture by library representative (Ramona Romero). Investigating the <i>Secrets of the Psychics</i> . Readings: Chapter 6, <i>How to Find Out What Has Been Done</i> , DPE Chapter 13, pp. 268-283, <i>How to Report Experimental Results</i> , DPE Chapter 1, pp. 1-30, APA Homework: Homework #1 handed out, <i>Library Research</i>
Sep 13	Elements of a scientific report. Power of positive and negative evidence. Falsifiability. "Normal science" versus "scientific revolutions." Science advances when ideas compete; does science advance when scientists compete? Readings: Chapter 2, <i>Falsifiability</i> , HTTSAP Platt, J.R. (1964). Strong Inference. <i>Science</i> , 146 , 347-353. (on e-reserve) Chapter 8, <i>Avoiding the Einstein Syndrome</i> , HTTSAP Project: Working on Homework #1 individually
Week 4	
Sep 18	Operational definitions: linking psychological concepts to observable events. Manipulation of independent variables and measurement of dependent variables. Readings: Chapter 1, <i>How to Make Orderly Observations</i> , DPE Chapter 2, pp. 25-32, <i>How to Do Experiments</i> , DPE Chapter 3, <i>Operationism and Essentialism</i> , HTTSAP Homework: Homework #1 Due, <i>Library Research</i> (8 pts) Project: Sharing library research from Homework #1
Sep 20	Methods of measurement in psychology: self-report, unobtrusive measures, direct measures, indirect measures, physiological measures. Construction of psychological inventories, rating scales, unidimensional and multidimensional scales. Reliability and validity. Readings: Chapter 7, <i>How to Decide Which Variables to Manipulate and Measure</i> , DPE Chapter 4, pp. 215-231, APA Homework: Homework #2 handed out, <i>Operationalizing Experimental Variables</i> Project: Operationalizing your Research Question

Week 5**Sep 25**

Primer on descriptive statistics. Central tendency. Variance. Correlation and causation.

Readings:Chapter 5, *Correlation and Causation*, HTTSAPChapter 12, pp. 240-253, *How to Interpret Experimental Results*, DPEAppendix A, pp. 309-315, *How to Interpret Experimental Results*, DPE**Project:**

Operationalizing for Homework #2 individually

Sep 27

Populations and samples. Population distributions and sampling distributions. Variance: the focus of interest and the source of confusion. Logic of true experiments.

Readings:Chapter 10, *The Achilles' Heel of Human Cognition*, HTTSAP**Homework:**Homework #2 Due, *Operationalizing Experimental Variables* (8 pts)**Week 6****Oct 2**

Experimental and control groups. Random sampling and random assignment.

Independent variables, confounding variables, control variables, random variables.

Primer on inferential statistics: the logic of statistical decision making. Type I and Type II errors.

Readings:Chapter 6, *Getting Things under Control*, HTTSAPChapter 4, pp. 75-87, *How to Be Fair With Participants*, DPE**Project:**

Beginning the Experimental Design Process

Oct 4The controversy over Facilitated Communication (*Prisoners of Silence*).**Readings:**Chapter 12, pp. 257-260, *How to Interpret Experimental Results*, DPE**Project:**

Experimental Design

Week 7**Oct 9**

Beginning discussion of complexities of experimental design.

Readings:

None

Homework:

Homework #3 handed out, Designing the Experiment

Oct 11**EXAM 1 (40 pts)****Week 8****Oct 16**

Issues in Experimental Design: Number of levels of the IV; Floor and ceiling effects; Within- vs. between-subjects designs; Randomization and counterbalancing.

Readings:Chapter 8, *How to Decide on a Between-versus Within-Subject Design*, DPEChapter 9, pp. 171-178, *How to Plan Single-Variable, Multiple-Variable, and Converging-Series Experiments*, DPE**Project:**

Refining the Experimental Design

Oct 18	Continued discussion of experimental design. Factorial designs. Readings: Chapter 9, <i>The Misguided Search for the "Magic Bullet"</i> , HTTSAP Chapter 9, pp. 179-192, <i>How to Plan Single-Variable, Multiple-Variable, and Converging-Series Experiments</i> , DPE Chapter 12, pp. 253-257, <i>How to Interpret Experimental Results</i> , DPE Homework: Homework #3 Due, <i>Designing the Experiment</i> (8 pts) Project: Designing the Experiment
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Fall Break

Week 9	
Oct 25	Real experiments versus Quasi-experiments. Readings: Chapter 2, pp. 32-40, <i>How to Do Experiments</i> , DPE Chapter 10, pp. 193-204, <i>How to Design Nontraditional Research</i> , DPE Project: Implementing the Experiment
Week 10	
Oct 30	More on Quasi-Experimental Designs. Internal vs. external validity. Readings: Chapter 7, <i>But It's Not Real Life</i> , HTTSAP Mook, D.G. (1983). In defense of external invalidity. <i>American Psychologist</i> , 38 , 379-387. (on e-reserve) Kruger, J., Savitsky, K., & Gilovich, T. (1999). Superstition and the regression effect. <i>The Skeptical Inquirer</i> , 23 (2), 24-30. (on e-reserve) Project: Implementing the Experiment
Nov 1	Pilot Data Day Readings: Chapter 11, <i>How to Tell When You are Ready to Begin</i> , DPE Project: Your group will collect pilot data during class time today.
Week 11	
Nov 6	Testimonials and Case Studies. Readings: Chapter 4, <i>Testimonial and Case Study Evidence</i> , HTTSAP Project: Modifying the experiment based on the pilot data.
Nov 8	Ethical issues in scientific research. Fraud and deceit in the halls of science. The ethics of testing human subjects. Deception in research. Readings: Chapter 5, <i>How to be Fair with Science</i> , DPE Chapter 4, pp. 70-76, 86-89, <i>How to be Fair with Participants</i> , DPE Project: Collecting Data

Week 12

- Nov 13** Continued discussion of ethical issues.
Project:
 Collecting Data / Begin Analyzing Data
- Nov 15** The Tuskegee Institute Syphilis Study (*Deadly Deception*).
Readings:
 Chapter 3, pp. 147-160, 176-201, APA
 Chapter 13, pp. 284-310, *How to Report Experimental Results*, DPE
Project:
 Data Due

Thanksgiving Break

Week 13

- Nov 27** Research using animals. The animal rights movement.
Readings:
 Chapter 4, pp. 89-95, *How to be Fair with Participants*, DPE
 Rowan, Barnard & Kaufman, Botting & Morrison, Mukerjee (1997). Articles on the Ethics of Animal Research from *Scientific American*. (on e-reserve)
Project:
 Analyzing and Interpreting Data
- Nov 29** **EXAM 2 (40 pts)**

Week 14

- Dec 4** How to write a paper and give a presentation. Brief overview of APA format.
Readings:
 Chapter 2, pp. 31-76, APA
Project:
 Planning the Presentation
- Dec 6** **PROJECT PRESENTATIONS (10 pts)**
Attendance is expected
Readings:
 Chapter 5, pp. 283-320, APA
Project:
 Final Papers Due Monday December 17th at 9:00 AM (45 pts)

Week 15

- Dec 11** **PROJECT PRESENTATIONS (10 pts)**
Attendance is expected
Project:
 Final Papers Due Monday December 17th at 9:00 AM (45 pts)
- Dec 13** **PROJECT PRESENTATIONS (10 pts)**
Attendance is expected
Project:
 Final Papers Due Monday December 17th at 9:00 AM (45 pts)

FINAL PAPERS ARE DUE MONDAY DECEMBER 17th AT 9:00 AM (45 pts)

Although deviations from the schedule are not expected, any changes are at the discretion of the instructor and will be announced in class or via email.

Vanderbilt's Honor Code Governs All Work in this Course

***Enrollment represents your acknowledgment and acceptance of the
following non-negotiable grading policies***

Assignment of Grades. Your final grade will be based on the total points accumulated on the *examinations*, *homework assignments*, *group work*, and the *final paper*:

Exam 1	40 pts
Exam 2	40 pts
Homework 1	8 pts
Homework 2	8 pts
Homework 3	8 pts
Project Presentation	10 pts
Group Advisor Evaluation	8 pts
Group Peer Evaluations	8 pts
Final Paper	45 pts
PRS Participation	2 pts
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Total Points	177 pts

Final grades are based on a percentage of total points accumulated throughout the semester according to the distribution shown below:

A	92.5 – 100%
A-	90.0 – 92.5%
B+	87.5 – 90.0%
B	82.5 – 87.5%
B-	80.0 – 82.5%
C+	77.5 – 80.0%
C	72.5 – 77.5%
C-	70.0 – 72.5%
D+	67.5 – 70.0%
D	62.5 – 67.5%
D-	60.0 – 62.5%
F	0.0 – 60.0%

Examinations. All examinations will cover material from lectures, demonstrations, videos, and the required readings. Please note that the lectures are designed to complement, not repeat, material in the readings; just because something is not mentioned in class does not mean that it is unimportant. The exams will consist of multiple choice items, phrases/concepts requiring brief definitions, and short essays. Expect that some of the exam questions may require you to integrate material from the lectures and the readings.

Make-up Exams. Make-up exams will only be given in *documented* cases involving family or medical emergencies. Any undocumented absence will count as a zero in determining the final grade.

Homework Assignments. All homework assignments must be typed. Homework is due during class. Although many aspects of the research project are conducted in groups, *all homework assignments must be completed individually*. Homework assignments are governed by the Vanderbilt Honor Code.

Late Assignment Policy. Late assignments will be penalized 10% for every day late. Late assignments will *not* be accepted once they have been handed back in class. Documented excuses involving family or medical emergencies should be discussed with the instructor.

Information for Students with Physical or Learning Disabilities. If you need special accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with Professor Palmeri as soon as possible. Also, you should contact the Opportunity Development Center, Suite 108, Baker Building. The ODC typically handles making arrangements for students with physical or learning disabilities to take examinations under appropriate conditions.

Extra Credit. You can earn a *maximum of five extra credit points*. There are two options for earning extra credit: participating as a subject in a psychology experiment or attending a research talk on campus. Each option can earn a *maximum of three extra credit points*. Therefore, to earn the maximum five points you will need to participate in experiments and attend talks, in some combination (3 of one option, 2 of the other option).

Participate as a Subject in an Experiment. You can earn extra credit by participating in an experiment. We use a web-based experiment system to schedule subjects in experiments. You can get information on signing up for experiments and get access to the research sign-up system (Sona Systems):

http://www.vanderbilt.edu/psychological_sciences/ResearchParticipation

You will need to create an account and fill out a simple screening for inclusion/exclusion in certain experiments. Note that the Sona system gives 1 unit of credit for every half hour in an experiment. In this course, you will earn **I point** of extra credit for every experiment you participate in, regardless of how many Sona credits it earns. So a one hour experiment earning 2 units of credit or a 90 minute experiment earning 3 units of credit would both earn one extra credit point in this class. *In addition to participating in the experiment, you must turn in a brief 1-2 page summary of what you were required to do as a participant in the experiment and what the purpose of the experiment was. You must turn in the written summary within one week of participating in the experiment. We will expect your written summary to reflect what you have learned about experimental design so far in the semester – that is, we will expect more from you late in the semester than early in the semester. You must include the COVER SHEET for this option (see below).*

Attend a Research Talk. Throughout the semester, there will be a number of research talks around campus on some aspect of psychology. To earn one point of extra credit, you must attend a talk and then write up a brief one page summary of what you learned. Upcoming talks will be announced on the course web page and some talks of particular interest may be announced in class as well. Some of the talks may be quite technical and the research topic may be a bit esoteric, so I do not necessarily expect that you will get most of the details right. In writing your summary, you should indicate the title of the talk, the name of the speaker, and the time and date of the talk. Write a brief summary (1-2 pages) of the main issues the research was addressing, try to briefly summarize the experiments and results, describe the conclusions of the research, and then feel free to comment on any aspects of the talk that you found confusing or perhaps even downright incomprehensible. Do not provide a critique of the presentation style of the speaker. Keep in mind that the intended audiences for many of these talks are professors, postdoctoral fellows, and graduate students, not undergraduates. We will not be grading you on how accurately you portrayed the content of the talk, but on how well you are able to articulate what you learned by attending the talk. Again, you earn one point of extra credit for each talk attended and summarized. *This extra credit assignment must be turned in within one week of the research talk. We will expect your written summary to reflect what you have learned about experimental design so far in the semester – that is, we will expect more from you late in the semester than early in the semester. You must include the COVER SHEET for this option (see below)*

A number of classes offer one or both of these options for extra credit. You cannot double-count experiment participation or attending a research talk in more than one class. Also, you cannot receive extra credit for an experiment where you received money for your participation.

IMPORTANT NOTE: In the area on OAK/Blackboard for our course, there is a link to *Extra Credit*. From this menu item, there will be links to COVER SHEETS for both the Participation and Research Talk extra credit options. The COVER SHEET includes a place to list some identifying information about the talk or the

experiment. In addition, the COVER SHEET includes information about what you should include in your write-up. To reiterate, earning extra credit will demand more course-related detail as we move through the semester.

PROJECTS AND GROUP WORK

Overview. A major component of this course will require you to work with a small group of your fellow students to plan, implement, and carry out a psychological experiment of your own design. Several homework assignments during the semester will require you to individually plan several elements of the experiment on your own. Group meetings will then be held to work out differences between members of the group and to actually implement your experimental design. At the end of the semester, each individual student will turn in their own final paper on the group project, written according to APA manuscript guidelines. Each group will also give a short presentation of their project to the class during the last three days of the semester.

Research Topic. Your research project will attempt to experimentally test a proverb or saying that has some psychological component. You can either test whether the proverb is true or test whether people abide by the proverb through their behavior. Here are examples:

Time flies while you're having fun.

Too many cooks spoil the broth.

Familiarity breeds contempt.

Limitations. There are certain kinds of experimental manipulations that would require obtaining approval from the Institutional Review Board for the Protection of Human Subjects, thereby making such experiments off limits. These include experiments that test children, the elderly, or any patient populations, manipulations that involve the consumption of any illegal or dangerous substance, such as drugs or alcohol, or manipulations that involve any serious deception, such as videotaping without consent or lying to subjects in any potentially harmful way. In addition, your research project must test human subjects, not animals.

True Experiments. Your research project must be a true experiment (in some cases a quasi-experimental design may be acceptable). We will talk about the important differences between true experiments and other kinds of research designs throughout the course. Observational studies and surveys will not be acceptable.

Research Groups. We have generated a list of proverbs that (we believe) can be turned into a psychology experiment. We will ask you to give us a rank ordering of the proverbs from this that you might like to research. From the rankings, we will form research groups based on common interests. It certainly would be possible to “rig” your rankings to be placed in groups with friends. You might want to think twice before doing this – after all, *familiarity breeds contempt yet a smile for a stranger opens many gates*, and most importantly *it is easier to forgive an enemy than to forgive a friend*. If you have concerns about one or members of your research group, you should talk with the instructor or one of the teaching assistants as soon as possible.

Group Advisor. One of the teaching assistants (Phil Ko or Yetta Wong) will serve as your group’s advisor throughout the semester. They will meet with groups from time-to-time during class as well as during schedule meetings outside of class when needed. I will also meet with groups at various points throughout the semester.

Group Work. Please note that group work makes up 26 points of your final grade as well as serving as the basis for the final research paper. Your group work grade will be divided up into three parts: Group Advisor Evaluation (8 pts), Peer Evaluation (8 pts), and Project Presentation (10 pts).

Group Advisor Evaluation (8 points). Your group advisor (Phil or Yetta) will assign each group a grade based on the quality of interactions during meetings in class and outside of class, the ability to reach goals and meet project deadlines, the ability to maintain professional discourse within the group, and a general evaluation of the quality of the group portion of the research project. This grade will be adjusted on an individual basis according to the positive or negative contributions of each student in the group. Also, while there is no official attendance policy in this course, it is not possible to participate in group discussions if you are not in class or do not attend meetings outside of class. Regularly missing meetings in class and outside of class can adversely affect both your peer evaluations and the grade assigned to you by your group advisor.

Peer Evaluation (8 points). Several times during the semester, we will ask you to anonymously grade the other members of your group on their cooperation, quality of ideas, effort, and reliability. Note that different members of a group may contribute to the project in different ways – some may do a better job at coming up with ideas whereas others may do a better job at actually implementing those ideas. As such, we will ask you to grade the overall contributions of the other members of your group to the project. In addition, we will use these peer evaluations to detect problems early in the semester – if a group member is not contributing to the project, we may ask him or her to complete a project independently. The Project Presentation grade assigned to an individual will be suitably scaled according to the peer evaluations and by the impressions of your group advisor.

Project Presentation (10 points). Your group will be required to give a brief (8-10 minute) presentation of its research project. These presentations should be prepared using PowerPoint or some other presentation software. We will be grading the presentations on clarity, organization, and conciseness, not on the significance of your results. It is okay if your experiment did not work. Although not everyone in the group is required to be part of the oral presentation, all group members must contribute to the presentation. As part of the final peer evaluation, we will specifically ask about contributions to the presentation and distribute grades accordingly. In addition, each group will provide comments and suggest a grade for the presentation by two other groups. We will use these comments and grades in our decisions regarding the grade for the project presentation.

Final Paper. The largest single piece of work you will be responsible for is the final paper describing your group's research project. It is worth 45 points of your final grade. Although the research project was planned and executed as a group endeavor, the final paper must be completed individually. We will expect that the research paper conforms to APA style, which will be described in class and in the Publication Manual of the APA. Although the final paper is not due until exam week, you should be able to finish much of it before then. In fact, some of the homework assignments are geared toward writing sections of the final paper ahead of time.

Personal Response System (“Clickers”). You must purchase a transmitter (we will often call it a *clicker*) for the Turning Point system. Note that there are two versions of the clickers from Turning Point that may be available. We will be using the one that has the small calculator screen, as will most classes on campus. If you have the smaller credit-card-sized Turning Point clicker with no screen, please see me; we understand that some classes may have ordered textbooks that came bundled with the smaller no-screen clicker and we don't want people to have to purchase a second one for this class. There is a way for us to allow the smaller clickers to work in class.



Some of you may have transmitters from other systems used in past semesters from E-Instruction/CPS or H-ITT. Unfortunately, these will not work with the new Turning Point system. There should be an opportunity to sell your old E-Instruction/CPS or H-ITT transmitters to Turning Point. Details will be provided later. One of the

advantages of the Turning Point system is that, unlike E-Instruction, you do not have to purchase a registration code in addition to the clicker. You purchase the clicker once and you can use it in any class at Vanderbilt and you can give it to a friend or sell it back to the bookstore when you graduate.

You will be awarded 2 points for *PRS Participation* if you provide any response with your clicker, whether that response is correct or incorrect, on at least 75% of the questions asked in class. Otherwise, you will get 0 points for this course requirement. While that 2 points may seem small, it translates into more than a full percentage point, and that could mean the difference between getting a B+ or an A- in the course.

Here are some instructions for setting up and using your Turning Point clicker.

Check this web site for some details on clicker (keypad) maintenance:

<http://www.csuchico.edu/classrms/clickers/files/Maintaining%20the%20Clicker.pdf>

1) Enter your user data. With Turning Point, you enter in your name right into your clicker. When we Turning Point in class, you can transmit your user data to my computer and from then on I will know when you have your clicker in class and are answering questions.

EDITING USER DATA:

1. Press MENU
2. Highlight "SETUP" (Use the YES button for down and the NO button for up.)
3. Press ENTER
4. Highlight "User Data" from the sub-menu
5. Press ENTER
6. Select "2" to Edit User Data
7. Press "1" to edit your First Name

Your screen will display the following:

Enter First Name
FGHIJKLMNOPQRSTU
<
32 Left

7. To choose a letter use the 1/A button to scroll left and the 3/C button to scroll right. While the cursor is on the letter you'd like to use press the SEL button.
8. Your choice will appear on the next line in front of the < and the number left will decrease by 1 each time.
9. Press ENTER when you are finished

Your screen will look like this:

First Name
Send Now?
(Y/N)

10. Press the NO button on your ResponseCard
11. Select "2" to edit your Last Name
12. Repeat steps 7 through 9
13. Select "3" to edit your User ID
14. Repeat steps 7 through 9

Check this web site for more details and a diagram:

http://www.csuchico.edu/classrms/clickers/files/set_up_clicker.pdf

2) When in class and the polling is open to receive responses, you can send your user data.

SENDING USER DATA:

1. Press MENU
2. Highlight "SEND USER DATA"
3. Press ENTER
4. The next screen will show you which channel the ResponseCard is programmed to. If this is the correct channel press ENTER. If you need to enter a different channel number use the numeric keys to enter your channel.
5. Press ENTER when the correct channel number is entered.
6. Your screen will show
Channel Changed
Receiver Found
7. After the ResponseCard finds your channel the screen will display:
User Data

Check this web site for more details and a diagram:

http://www.csuchico.edu/classrms/clickers/files/set_up_clicker.pdf

3) Using your clicker in class.

SENDING RESPONSES IN PRESENTATION MODE:

*To be used during a live presentation when the speaker wants immediate feedback from the audience.

1. Press MENU
2. Highlight "Presentation" (Use the YES button for down and the NO button for up.)
3. Press ENTER
4. Your screen will display the following:
Presentation
Mode
Channel Number
5. Press the button on the ResponseCard that corresponds to your answer choice
6. Your answer can be verified on your screen after you make your selection.
Your Answer:
1/A
7. The checkmark will appear on the right-hand side of your screen confirming your answer was received.

*If you receive a message stating:

Not accepting answers!

This means that polling was closed and you may not have answered the question. If you sent a successful answer before polling closed, then TurningPoint will accept the last successfully transmitted answer.

Check this web site for information on changing "channels":

http://www.csuchico.edu/classrms/clickers/files/Changing_Channels.pdf

And this web site for more information on answering questions in class:

http://www.csuchico.edu/classrms/clickers/files/Answering_Questions.pdf