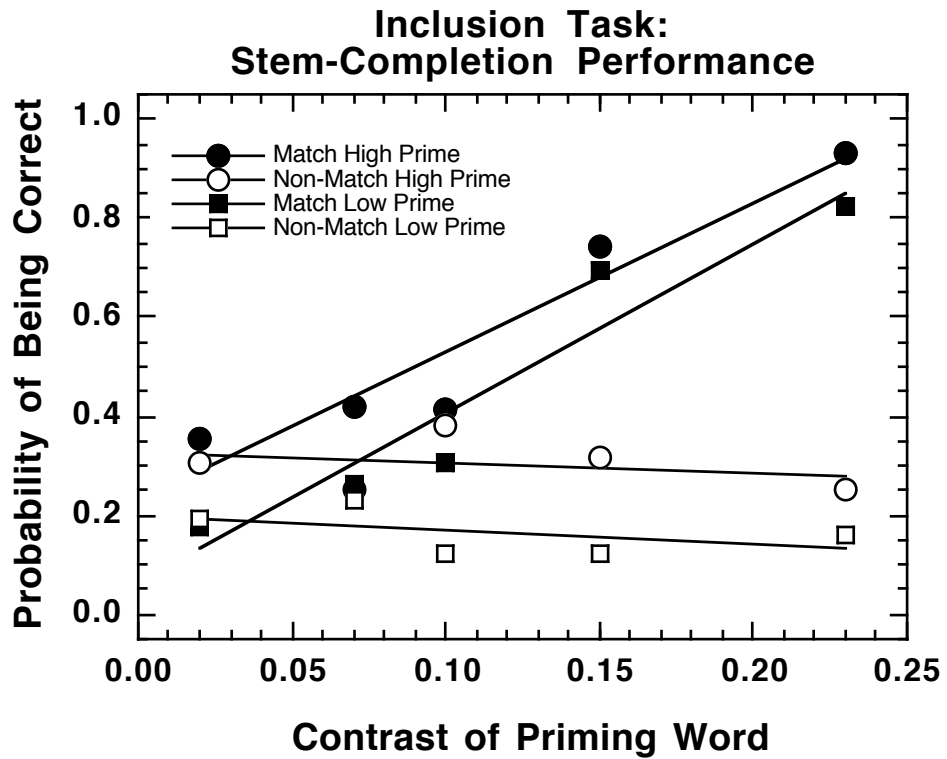


Psychology of Perception
Psychology 4165, Summer 2010
Laboratory 4
Group Project



Psychology of Perception
Psychology 4165
Section 100
Summer 2010

Lewis O. Harvey, Jr.–Instructor
Miranda M. Rieter–Assistant
Clare E. Sims –Assistant
MUEN D156, 09:15–10:50 M–F

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Introduction

With this laboratory you will learn how to go through the various stages of scientific experimentation: from getting ideas for research to completing a finished experiment. You will work in groups to brainstorm about what questions to ask, then to search the recent experimental literature, then to design an appropriate experiment and finally to carry out the experiment and write up the results. You will proceed in six steps:

1. The class will be divided into four or five groups. Each group should choose a group leader to keep track of the group discussion by taking notes and then to summarize it to the rest of the class.
2. Each group will then discuss for 10 minutes what questions about perception they would want to answer. The group should make a list of the three most interesting questions.
3. Each group leader will make a three-minute (maximum) presentation of their group's questions. We will keep track of these ideas by writing them down on the blackboard. At the end of the presentations there will be at least 10 questions. There will then be a class discussion about these ideas. Each person should write down the three questions that most interest him/her.
4. The groups will now reconvene and pick one question from the lists of questions compiled by the group members. Each group member should go to the library and locate two papers published within the last ten years related to the question. The papers should be published in one of the journals listed below. Each group member should make copies of these articles for themselves and for of the other group members.
5. The group members should read all the articles gathered by their group and discuss these papers among themselves. The purpose of these discussions is to identify a question that can be answered by a relatively simple experiment.
6. The group should now design an experiment that will answer the question your group has chosen. Before the experiment is carried out you need to have it approved by the instructor or the TA and you need to have completed your CITI training.

Laboratory Report

The first draft of your lab report should contain **four** of the standard six parts: **Cover Sheet, Introduction, Methods, Results, Discussion and References**. In the introduction explain what the question is that you propose to answer. You should refer to the relevant literature, including the papers that your group has assembled. The **introduction** typically starts out broadly and concludes with the specific question you intend to answer. In the **methods** section describe what you propose to do. Make this section as concrete as possible at this stage. Include a description of the equipment you need and the specific procedure you will follow. Be explicit about what independent variable(s) you will manipulate and what values they will have. Be explicit about the dependent variable(s) you will collect and how you will analyze the data. Include a **reference** list of all the papers you have cited. Use the standard format of the American Psychological Association for citations and references.

Conciseness and clarity are extremely important characteristics of good scientific writing. Strive for them. We will give you feedback on your first draft before you actually start to carry out your experiment. Remember: keep these reports short, clean, and clear.

Suggested Journals

Journal of Experimental Psychology: Human Perception and Performance

Perception and Psychophysics

Vision Research

Perception

Schedule

1. **9 and 10 June 2010**
Form research teams
2. **14 and 15 June 2010**
Draft of proposal due for approval (Cover Page, Introduction, Methods, Anticipated Results and Analyses, References)
3. **16 and 17 June 2010**
Data Collection and analysis
4. **21 and 22 June 2010**
Data Collection and analysis
5. **23 and 24 June 2010**
Data Analysis and Presentation Preparation
6. **28 and 29 June 2010**
Finish Posters and Presentations
7. **30 June 2010 (Wednesday)**
All Group Project Presentations at 13:00
8. **30 June 2010 (Wednesday)**
Final Group Project Report due: One report per group with individual discussion sections by each group member
9. **1 July 2010**
No Lab Meeting

Hints for Making Posters

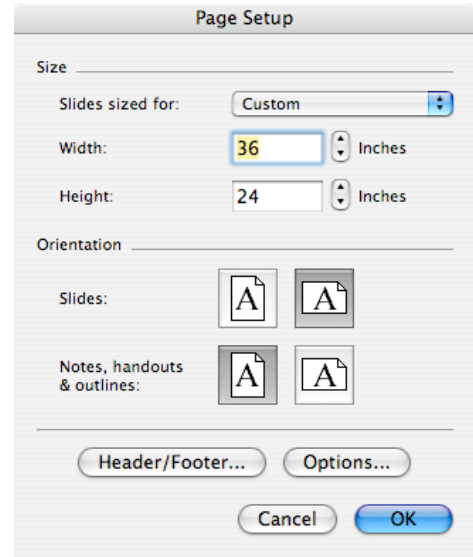
Posters are more formal than verbal presentations, but you still don't want to have too much material that will clutter the poster and distract the reader from understanding the main points you want to make. It is easy to prepare your posters using PowerPoint. Start up PowerPoint and make a new slide show with a single slide. You will make your poster on this single slide. Go to the File menu and select Page Setup... Choose Custom paper size and set it to 36 inches wide and 24 inches high. The dialog box should look like this:

Below is a sample poster: When making the layout keep the following points in mind:

- The font size of the title should be around 80 points and should fit on one line
- The font for the authors names and affiliation should be around 60 points
- About 1/3 of the area of the poster should be blank
- Use attention-grabbing graphics (a picture is worth a thousand words). The goal is to attract and focus attention on the important parts of your poster.
- Don't make your poster cluttered, put only essentials on it. You want to make it easy for the reader to grasp the main conclusion.

We will print the posters for you here in the department.

So you should concentrate on getting the layout right. Here are two examples of posters from previous classes.

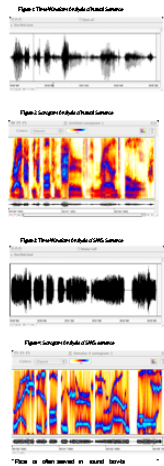


Speech Perception: The Effect of Priming on the Perception of Sine Wave Synthesized Speech
 Estelle Carlton, Jim Laudin, Kristen Toll & Thu Yen Tran

Sponsored by: Lewis O. Harvey, Jr. & Benjamin L. Jacobson
 PSYC 4165, Department of Psychology

The purpose of this experiment was to examine the effect of priming on the perception of sine wave synthesized speech. Seven Vowel Synthesized (SVS) speech is a computer generated speech signal, selected to only those seven vowels that have been used in natural speech. 20 students from the University of Colorado, Boulder participated in this experiment. Participants were asked to repeat the sentence after hearing the SVS of the phonetic components, compare a video read sentence to the SVS, and then compare the SVS to the video read sentence. The sentence was read aloud by the number of phonetic components that were correctly identified in each trial. The use of a video read sentence comparison was used to control for the effect of the video read sentence on the SVS.

The control speech signal is a computer generated speech signal, selected to only those seven vowels that have been used in natural speech. 20 students from the University of Colorado, Boulder participated in this experiment. Participants were asked to repeat the sentence after hearing the SVS of the phonetic components, compare a video read sentence to the SVS, and then compare the SVS to the video read sentence. The sentence was read aloud by the number of phonetic components that were correctly identified in each trial. The use of a video read sentence comparison was used to control for the effect of the video read sentence on the SVS.



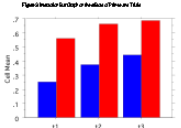
Procedure
 The participants were asked to listen to eight synthesized sine wave speech signals and then to repeat the sentence after hearing the SVS of the phonetic components. The sentence was read aloud by the number of phonetic components that were correctly identified in each trial. The use of a video read sentence comparison was used to control for the effect of the video read sentence on the SVS.

Results

Comparison of the sentence video read and control across the eight sentences. The mean comparison was significantly higher for the video read sentence than for the control sentence. The mean comparison was significantly higher for the video read sentence than for the control sentence.

Discussion

The results confirm the hypothesis that priming improves perception of the SVS. The results confirm the hypothesis that priming improves perception of the SVS. The results confirm the hypothesis that priming improves perception of the SVS.



References

Chu, S. & Downes, J. (2002). Frost nose best: Odors are better cues of autobiographical memory. *Journal of Memory and Cognition*, 30, (4), 511-518.

Method
 Twenty-eight students from the University of Colorado, Boulder participated in this experiment. The average age of the participants was 19.2 years old.

The video read sentence was read aloud by the number of phonetic components that were correctly identified in each trial. The use of a video read sentence comparison was used to control for the effect of the video read sentence on the SVS.

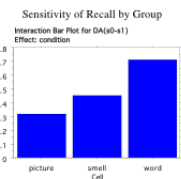


Olfactory Memory and Cognitive Recall
 Caitlin Froehlich, Jessica Graham, Jessica LaBudda, Colleen Micalizzi and Jessica Munday

Psychology of Perception (PSYC 4165)
 Sponsors: Lewis O. Harvey, Jr. and Benjamin L. Jacobson

Odors are not forgotten as quickly as other perceptual events and are able to evoke older memories than other sensory stimuli. Olfactory stimuli access a unique memory in the brain related to the scene which when paired with another sensory cue is stronger than when it is presented alone. Through this experiment, we predict that smell is recalled more often when paired with a cognitive task, specifically writing a word or drawing a picture associated with a smell. The basis for this hypothesis is olfactory memory access because humans have been found to associate verbal representations to the olfactory stimuli. 30 smells were randomly presented to the participants rating on a scale of confidence that the smell had been previously experienced. The results showed that there was a significant difference between one of the groups, thus demonstrating that cognitive processes do not have an impact on olfactory recall.

Method
 The participants in this experiment were 31 college students at the University of Colorado, Boulder enrolled in a psychology class. None of the participants were paid for their time. The participants were both male and female and ranged in age from approximately 18 to 25. All participants were randomly assigned to one of the following groups: control, visual imagery, and word association.



Results

The results to this experiment show no significant difference between the participants ability to recall olfactory stimuli when paired with a word association or picture association. Though there were no significant values the participants in the word association group recalled more smells than that of the picture association group or control group.

Conclusions

Even though the results did not support our hypothesis the word association group did have a higher sensitivity than both the control group and the visual imagery group. Thus, if this experiment was conducted again with more accuracy it is likely that significance would be found to support the hypothesis that pairing olfactory memory with a cognitive cue aids in more efficient recall.

References

Blake, R. & Sokuler, R. (2002). *Perception*. McGraw-Hill, 541-592.

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White T. and Treisman M. 1997. A comparison of the encoding of content and order in olfactory memory and in memory for visually presented verbal material. *British Journal of Psychology* 88:43-459-469.

Whitfield, P., and D. M. Stoddard. 1984. *Hearing, Taste, and Smell: Pathways of Perception*. Torstar Books, Inc., New York, N.Y.

Zacco, G. (2002). Anomalies in Cognition: Olfactory Memory. *European Psychologist*, Vol. 8, No. 2, pp. 77-86.

