Validity Paper

[Name of the Writer]

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**Article 1**

**Stansbury and Munro’s (2013) Purpose, IV, DV, Results**

Two of the Researchers, Jessica A. Stansbury and Geoffrey D. Munro (2013) aim to test the efficiency of video game used in the research methods course for instructing about the factorial designs. Research methods course plays an essential role in the subject of Psychology. Therefore, students of Psychology are kept engaged in this course by using some successful methods. Instructors have adopted video games in research methods course as an effective technique to motivate the students because there is a lack of interest among these students.

The independent variable used in the research is the Video game. Therefore, the video game cannot get affected in the search. However, it is believed that variation in the independent variable can influence the dependent variables, used in the study. At the same time, the score from the video game is considered as a dependent variable for the study. The dependent variable of research is measured during the study. However, the dependent variable is determined by an independent variable of the study.

The results of the experiment were based on pre-test and post-test responses from the students. As a result, it is found that the incorporation of video games into research methods subject in the field of psychology can positively influence the attention, motivation, and capability of the students to learn factorial designs. The technique was favored by the students. At the same time, it also enhanced the command over the course material. Video games in research methods can overcome the challenges related to student engagement in the class. At the same time, it also helps in exploring, socializing and resourcefulness among the students. It provides assistance to the teachers of research methods.

**Assessment of 1st validity-Construct Validity**

Construct Validity helps to find out the strength of testing of the variables (Bagozzi, Yi & Phillips, 1991). In this paper, the video game is used to find out the variation in the interest of psychology students in research method class. Video games are created by merging the two units taught by the teacher, another was lecture-only control condition and the third is no-content control. All the conditions are thoughtful and can help to give efficient results.

**Evidence for the assessment of Construct Validity**

It is an empirical study and the empirical data is used to measure the impact of video gaming. However, the content knowledge of students in video gaming and control lectures are also pretested. The scores from pretest and posttest are evaluated. The mixed analysis of variance (ANOVA) is used to measure the impact of video gaming on the dependent variable. With the help of ANOVA, the dependent variable (the scores) are measured based on pretest and posttest (Stansbury and Munro, 2013). With the help of ANOVA test, the difference between means of pretest and posttest for each section is calculated for the study.

**Assessment of 2nd validity- External Validity**

The class size for each category is optimum. However, for no-control content, the class size is kept smaller. Overall the results can be generalized to different settings and populations. However, it does not assures the gender selection of the population. The discussions show that students do not feel uncomfortable because they are unaware of it. No audience approval is taken. The results cannot apply to people with a physical disability.

**Evidence for the assessment of External validity**

The class size for each category varies from 16 to 25. However, two of the categories of Video gaming and lecture controlled class have a number of female students in comparison to male. The inequality in gender may influence the validity of the results. At the same time, students are unaware that they are being observed in the experiment. In other settings, if students are aware then it may show variation in results.

**Article 2**

**Ciarocco et al.’s (2013) purpose, IV, DV, results**

The purpose of this study to test the multifaceted approach to teaching five designs of experiments in the research methodology course. It will test the multifaceted approach whether it enhances the students' perception of research methodology or not. Students of psychology need to enhance their research skills through a research methodology course. However, many of the previous researches show that students have a lack of interest in these courses. Students are unable to apply the concepts learned through these courses.

The independent variable of this study is a multifaceted teaching approach, traditional instruction for control experiment and Modified scaffolding for experimental. However, the dependent variables of the study are APA style efficacy, Research attitudes, Research Skills/abilities, Research perceived utility, Statistics attitude, Statistics skills and Statistics perceived utility (Ciarocco et al., 2013).

After the series of analysis during the two different semesters, no significant differences are identified for both semesters in terms of age, schools years or in a research lab. However, a significant difference was identified regarding gender distribution. However, the overall results from the study show that the multifaceted approach brings more benefits for students in terms of APA style efficacy and other related dependent variables. Exceptions were observed in terms of research attitudes and research skills because of low significance.

**Assessment of 1st validity-Construct Validity**

The difference between two of the conditions is notable and it will help to easily compare the results for each of the samples. At the same time, the independent variables are also helpful i.e. Traditional and Scaffolding approach. Moreover, the study is also able to give favorable results but not for each variable.

**Evidence for the assessment of Construct Validity**

Two samples are taken in order to check the teaching approaches from two different semesters. However, the course sections are the same for each semester. Both of the samples are observed through a research study during the semester. The data collection method is also favorable for the study. At the same time, the 7-point scale for the questionnaire is also reliable and can give valid results for measuring the dependent variables. However, not of all dependent variables are significant. It has helped to calculate a valid APA efficacy.

**Assessment of 2nd validity- External Validity**

The study has used to find out the impacts by using a multifaceted approach. However, it has not told which aspect is more effective in comparison to others. Therefore, using the whole approach and by combining all the factors, it can be influential. However, the variation in age of the students can influence the results. At the same time, all the students are not on an equal level of education, so it can influence the validity of the experiment. At the same time, the change in sample size for each experiment can influence the results.

**Evidence for the assessment of External validity**

Teachers involved in the study are competent enough. However, the participants are from different semesters like juniors, sophomores, and seniors. Also, the age range varies for the students. There is a huge gender gap in both categories of research.

**Conclusion**

In conclusion, research by Stansbury and Munro (2013) gives more valid results in comparison to the research conducted by Ciarocco et al. (2013). On the basis of construct validity and external validity check, the results of game video gaming are more effective and the results can be applied generally. Article 1 is more valid as compared to article 2 because the dependent variable is successfully found. At the same time, external validity also gives positive results. On the other side, the second article shows less validity for both construct and external validity test.

References

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