

PSYC 430 Spring 2007
Term Project Article Discussion

PART I. Peer Review of article summaries (30-35 minutes)

In groups of 3 to 4 people, pass your article summaries to the person to the left of you. Next review those summaries and write your comments to the author on them. Please be constructive. Below are some suggestions for what to think about while reviewing. Once you have finished one set, pass to the left and review the next set, and so on, until you receive your own set back.

1. How well do you understand the research questions, method and results of the study? Is anything about the summary confusing to you?
2. Is there anything you want to know more about? Or is too much detail provided?
3. Are there things that are done especially well in this summary?
4. Can you think of any ways to make this summary better?

Part II. Article Discussions (30-35 minutes)

During the second half of class, you will remain in your groups and collectively discuss the conclusions that can be drawn from your articles. The discussion can be organized into two parts:

A. Individual study analysis. For each study discuss the following:

1. What major conclusions can you draw from this study?
2. What are the implications of this study for the reader question?
3. Are there any limitations of the study, or issues that warrant criticism (e.g, alternative explanations for findings)?

B. Across study comparisons/synthesis. Once you've discussed the individual studies, think about how to relate them to one another.

1. How are the findings of the different studies similar or different from each other?
2. If the results of the same studies contradict each other, why might the studies differ (e.g., methodological differences, different interpretations of same results)? Is there any reason to place more weight on the findings of some studies than others?
3. If the results don't necessarily contradict each other but do differ, do they build on each other in particular ways? For example, one study might find that variable X has a positive effect on word learning in toddlers and a second study might find that variable X has no effect in preschool aged children, and putting these studies together might suggest that it would be important to expose toddlers to variable X but less important to expose preschoolers to variable X.
4. Taken together, what are the implications of these studies for the reader's questions?