General Linear Model, Psychology 610

Lab Week 9 – Interactions

Friday, November 3rd, 2017

Collaborative Learning in Young Children, Based on Young, Alibali, & Kalish (2013)

These (made up) data are from a study on children’s collaborative learning about a simple causal system. A graduate student, Andrew, wanted to examine children’s ability to learn from active collaboration with another person. Often, teachers believe that working actively in a group is better than observing another person. However, Andrew believes that there’s a developmental trend in children’s ability to learn from collaboration. Although all preschoolers have the ability to learn about simple causal systems, older preschoolers should be better able to learn from collaboration than younger preschoolers.

To test his hypothesis, Andrew had children learn about a simple causal system (a blicket detector) with an adult experimenter. In the Observation condition, the child watched the adult experimenter demonstrate causal properties of the system. In the Collaboration condition, the child and adult acted on the simple causal system together to learn about its causal properties. Andrew measured children’s learning with a measure of the number of correct causal inferences each child made at posttest.

The researchers also suspect creativity may play a role: specifically, they expect creativity to improve causal inferences, but that creativity will be more “helpful” for older children than younger children.

**Codebook for the Collaboration dataset (“Lab10\_Data.dat”)**

|  |  |  |  |
| --- | --- | --- | --- |
| Column | Variable | Description | Values |
| 1 | SubID | Subject ID | 1 - 80 |
| 2 | Age | Age in months | 36 - 65 months  (3 years to 5.5 years) |
| 3 | Condition | Observation and Collaboration Conditions | 0 = Observe  1 = Collaboration |
| 4 | Inferences | Number of correct causal inferences | 0 – 100 |
| 5 | Creativity | Child’s creativity, as assessed by teacher | 1 – 7, very low to very high creativity |