



## Lesson 25: Research methods 7.8 Role of the researcher

<b>Learning objective</b>	To gain knowledge and understanding of aims and design decisions in research
<b>Lesson objectives</b>	By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> <li>• Define the aim of research</li> <li>• Explain design decisions</li> <li>• Describe the use of stooges/confederates in research</li> </ul>
<b>Vocabulary</b>	<b>Aim:</b> the purpose of the research <b>Stooge / confederate:</b> a person in the experiment who is playing a role in the research, without the participants' knowledge
<b>Previous learning</b>	Learners have studied the different types of research methods, sampling, validity and reliability and ethics. They may have studied one or more named studies, but this is not required for the lesson.

### Plan

Activities	Resources
<b>Beginning (5 mins)</b>	
Learners complete the think-pair-share starter activity 'what is the point of research?'	
<b>Middle (50 mins)</b>	
	<ul style="list-style-type: none"> <li>• Ask for whole class feedback on the starter activity. Provide the definition of an aim and explain its purpose in research in relation to findings/conclusions. Ask learners to add the definition to their glossaries / notes.</li> <li>• Explain the types of design decisions psychologists must make when planning and conducting research. Address any misunderstandings or questions learners may have.</li> <li>• Explain what is meant by a 'stooge' and give learners the definition for this glossaries / notes. Discuss any example learners may know about.</li> <li>• Model a response to the task in which learners must write an aim and describe how and why to use a stooge in the scenarios. Learners can complete the remaining scenario individually or in pairs.</li> </ul>

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**End (5 mins)**

Learners can complete the traffic light reflection and share one outstanding question they have.

### Reflection and evaluation

**Reflection:**

**Summary evaluation:**

What two things went really well? (Consider both teaching and learning.)

- 1.
- 2.

What two things would have improved the lesson? (Consider both teaching and learning.)

- 1.
- 2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

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