
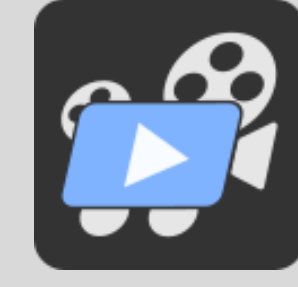


To play with demos used here  
Click SYMBOL to DOWNLOAD

Android      iOS

SEARCH TERM : \*  
PASSWORD : FoTL  
SUBJECT ID : 000

**NO DATA WILL BE RECORDED**

Got stuck?  
<https://www.youtube.com/watch?v=5BXBCOQuT6Y>

**BACKGROUND**

Within Science, the reliability of empirical findings determines the future health of, and confidence in, specific disciplines (*replication crisis*; Nosek et al., 2015).

To meet the challenge of experiential learning in the context of remote teaching, 8 'Flex Labs' were set up in a Cognitive Psychology course. Each lab attempted to replicate an historic or contemporary finding (1971 – 2016) related to course content.

Labs were delivered via Presentation Mobile. Participation was possible any time across the week (1% per lab; ethics protocol Pro00103400).

For the following week, data were analysed and integrated into the delivery of the relevant topic.

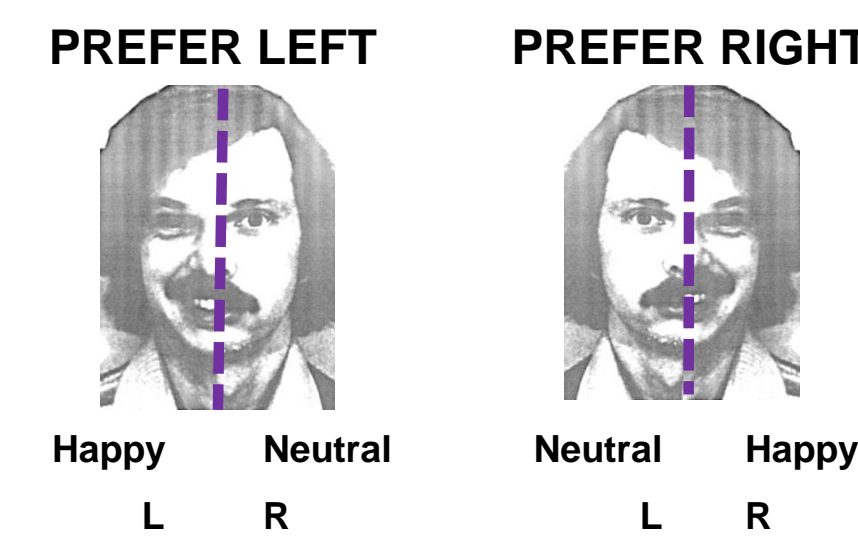
Students then selected one of these Labs to write up as their Written Assignment (26%).

Lab	Syllabus Topic
FACES	COGNITIVE NEUROSCIENCE
SEARCH	PERCEPTION
DOODLE	ATTENTION
OBJECT	LONG-TERM MEMORY
HOUSE	EVERYDAY MEMORY
TRIVIA	SEMANTIC MEMORY
ROTATE	VISUAL IMAGERY
RPS	DECISION MAKING

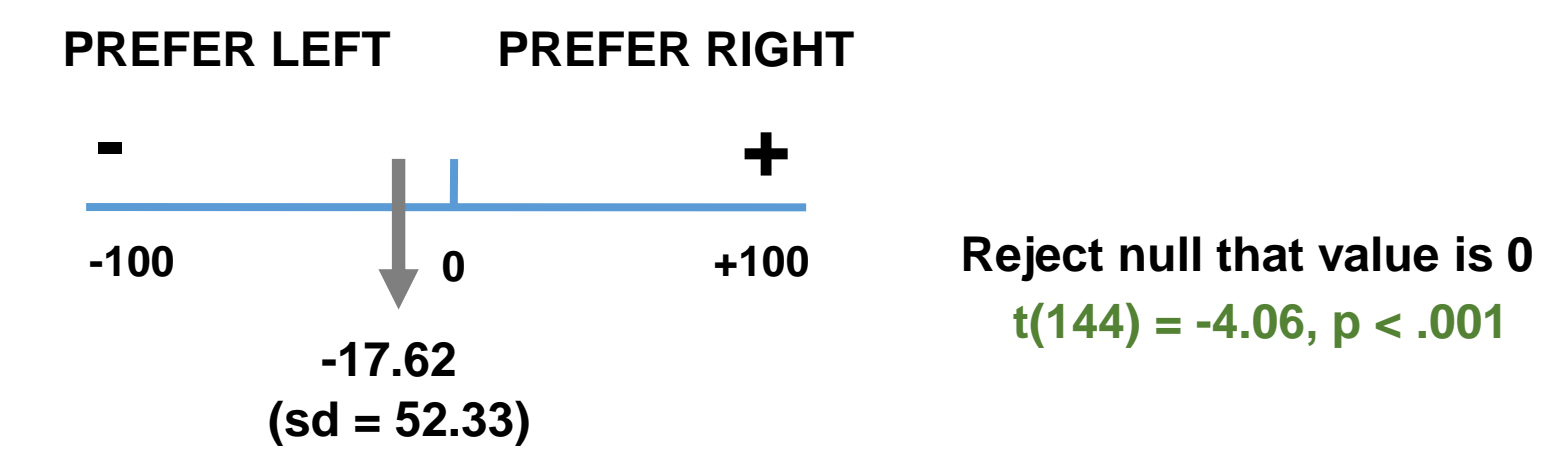
**\* FACES**  
Rueckert & Naybar (2008)

Using pairs of chimeric faces, do individuals prefer the left side of the face for the expression of emotion?

**METHOD**



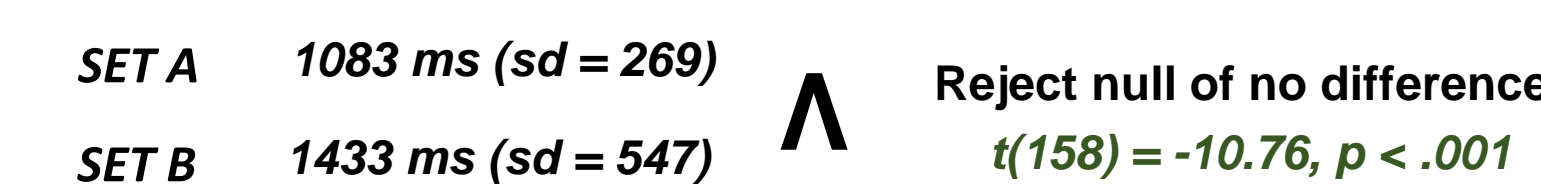
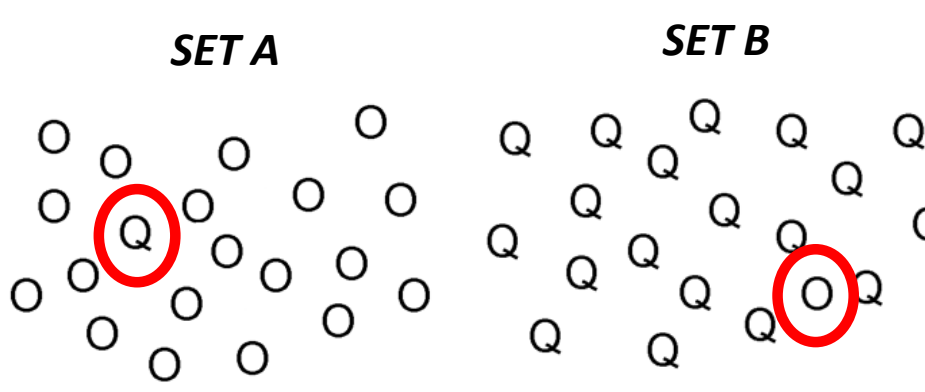
**RESULTS**



**REPLICATES** the left-side bias of Rueckert & Naybar (2008), implicating the right hemisphere in the processing of emotion

**\* SEARCH**  
Wolfe (2001)

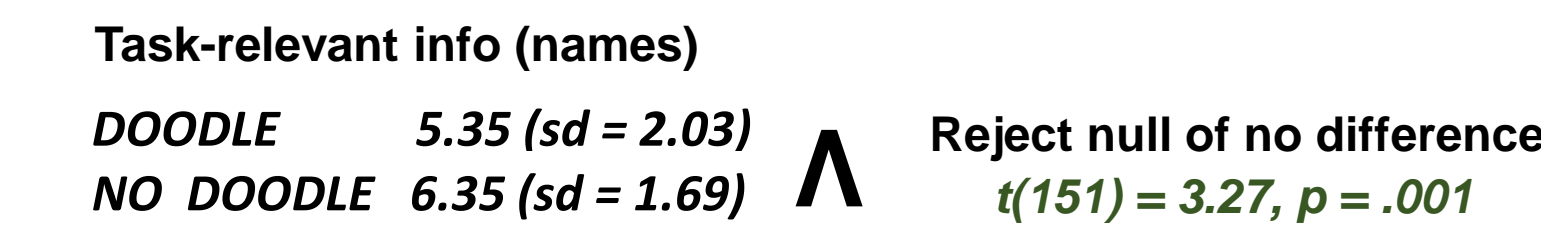
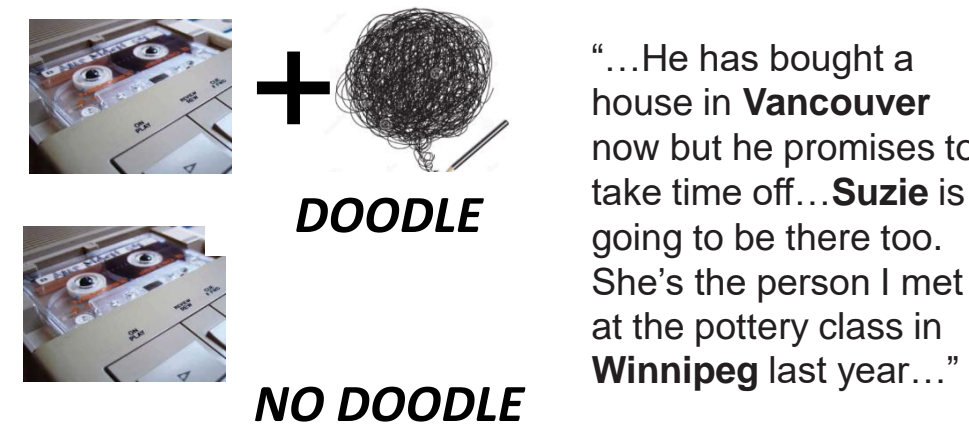
Using odd-one-out displays, are individuals quicker to detect the presence relative to the absence of features?



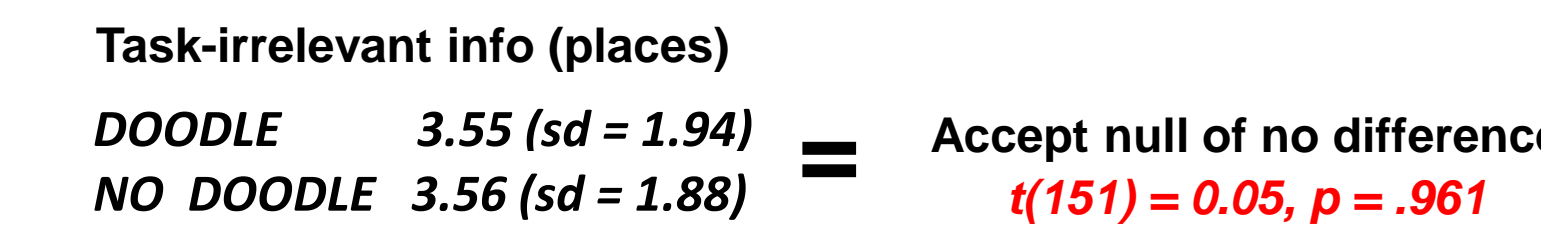
**REPLICATES** faster detection of feature-present targets (Wolfe, 2001), implying feature map architecture

**DOODLE**  
Andrade (2010)

Listening to a phone message, does doodling at the same time help to retain information about the message?

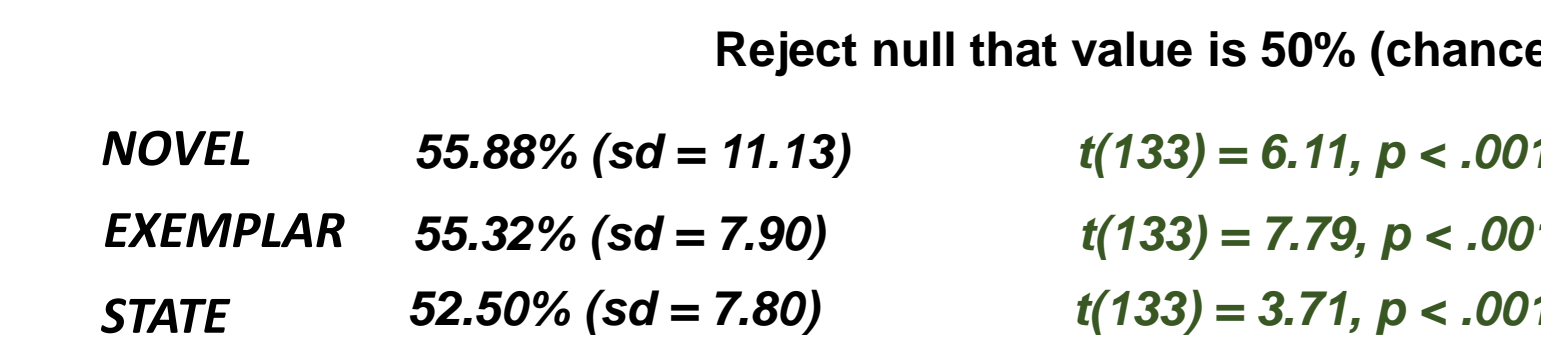
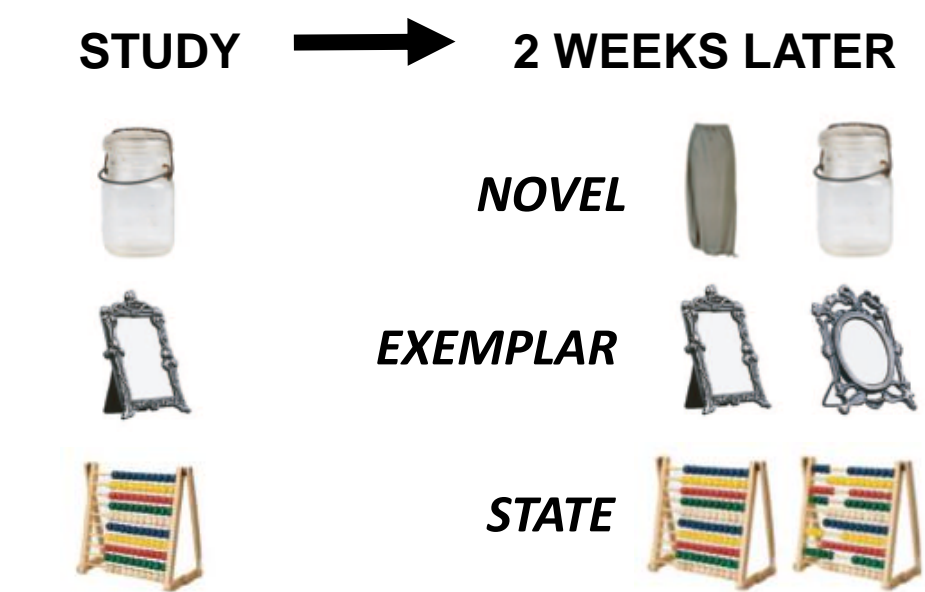


**FAILS TO REPLICATE** advantages for task-relevant and -irrelevant information as a result of doodling (Andrade, 2010)



**OBJECT**  
Brady et al (2008)

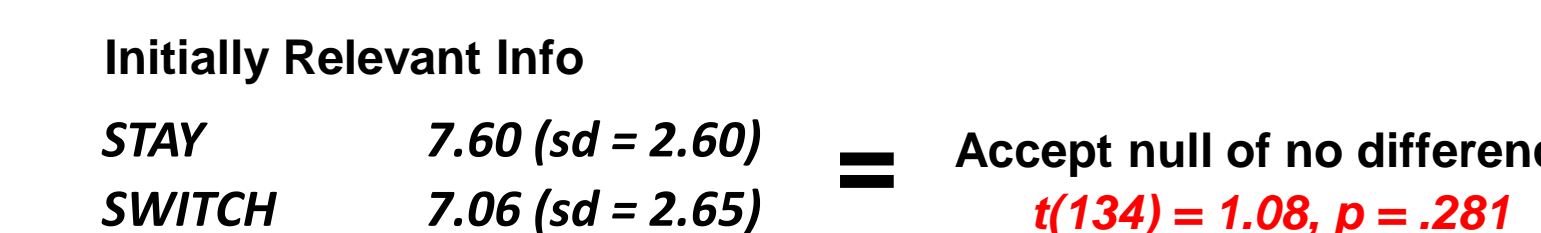
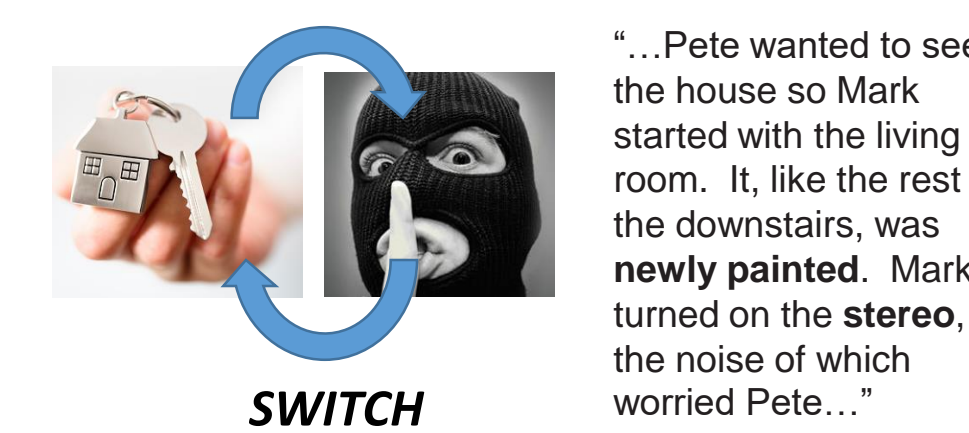
Are individuals able to remember general or specific details about objects they see only once, two weeks apart?



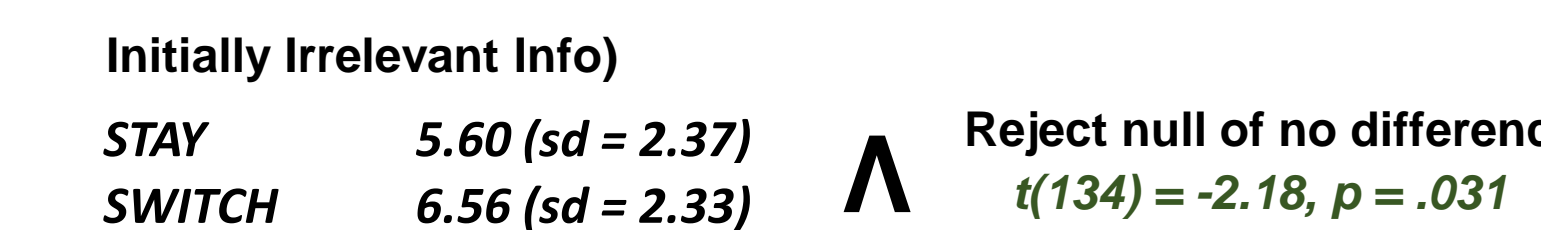
**REPLICATES** above-chance performance for remembering specific details of objects seen once (Brady et al., 2008)

**HOUSE**  
Pichert & Anderson (1976)

Using a narrative describing a house, does switching perspectives to / from a buyer or burglar facilitate memory?

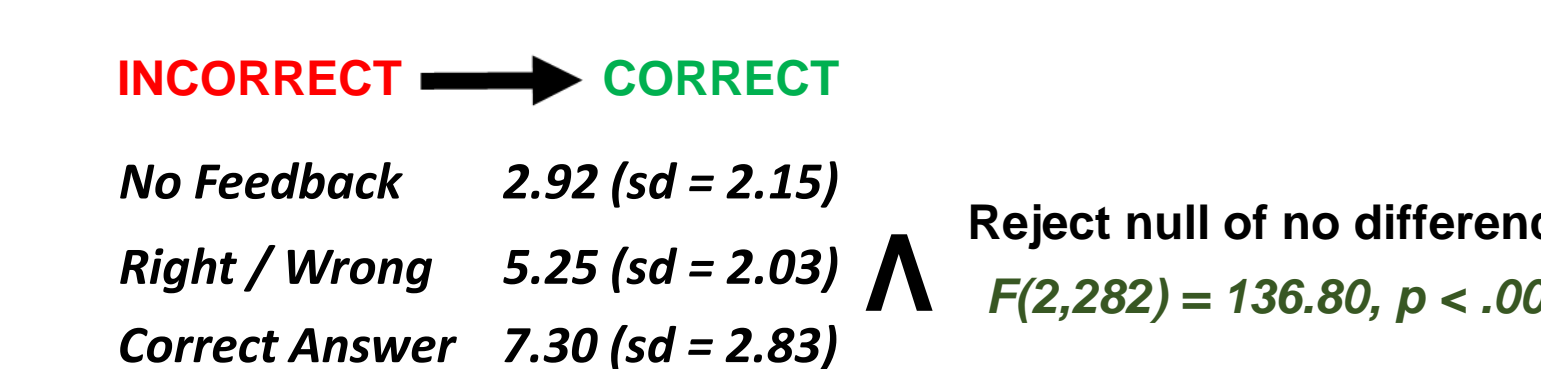
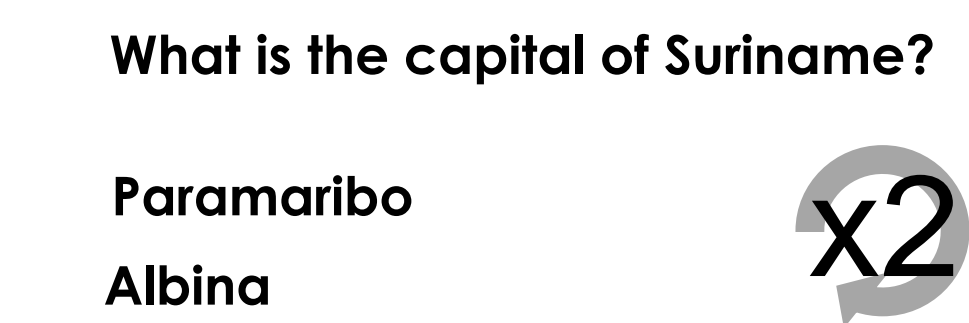


**REPLICATES** increased recall of previously irrelevant information via perspective shift (Pichert & Anderson, 1976)



**\* TRIVIA**  
Pashler et al (2005)

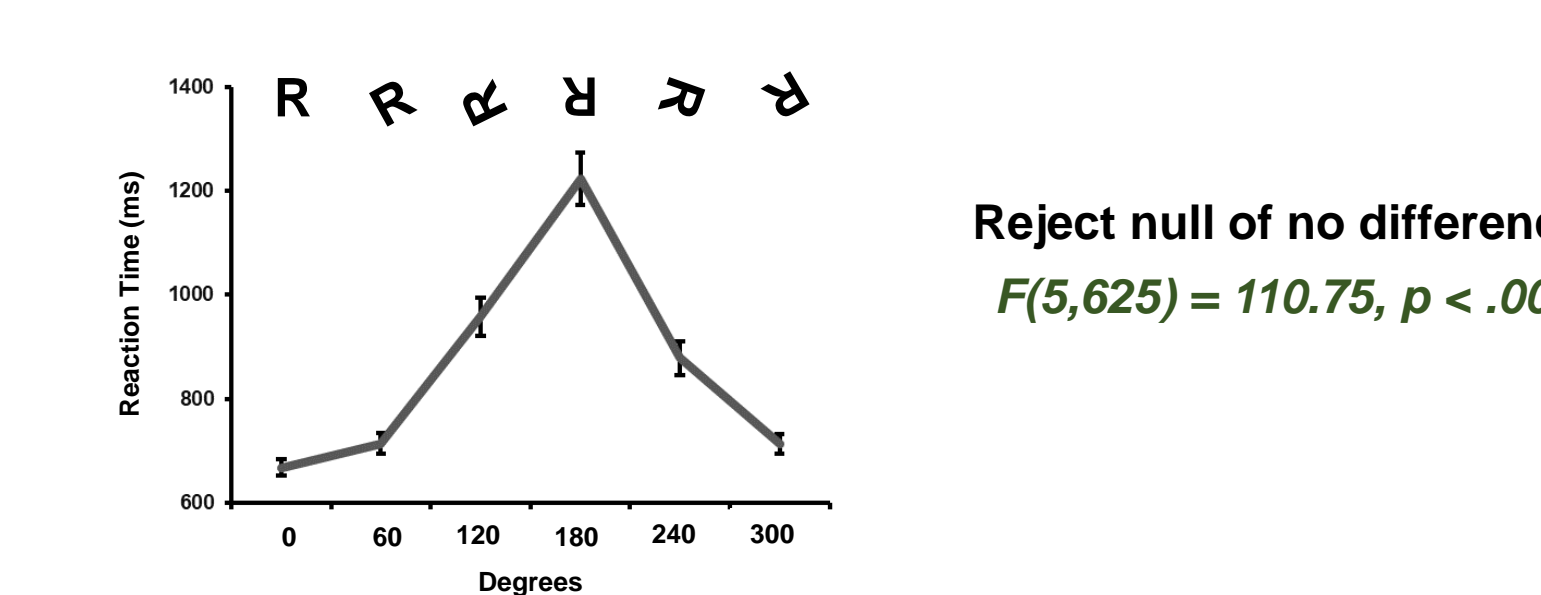
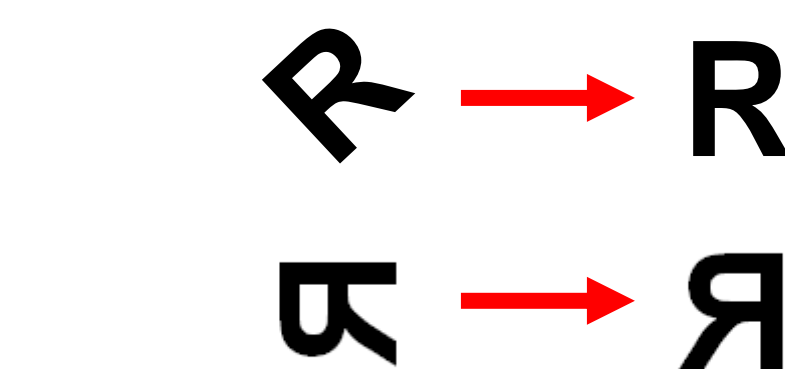
Answering trivia questions twice, is providing the correct answer better than saying right / wrong for facilitating learning?



**REPLICATE** effectiveness of correct answer over right / wrong feedback re: semantic learning (Pashler et al., 2005)

**ROTATE**  
Shepard & Metzler (1971)

Using forwards and backwards rotated Rs, does the degree of mental rotation increase reaction time?



**REPLICATES** increase in RT as a function of mental rotation (Shepard & Metzler, 1971). Pictures in the mind?

**RPS**  
Dyson et al (2016)

Using Rock, Paper, Scissors, do individuals use win-stay and lose-shift strategies more than predicted?



**REPLICATES** absence of win-stay but presence of lose-shift (Dyson et al., 2016), more predictable decisions following loss

**CONCLUSION**

Of the 8 findings, 7 were conceptually replicated. The current pedagogical scheme emphasises the importance of evidence-based, critical-thinking irrespective of the age of the claim.

Relative to other sub-disciplines, the findings of Cognitive Psychology sampled here appear robust across time, cohort and mode of delivery.

The use of Presentation Mobile was flexible in terms of its integration with Android and iOS software, and, also appeared to handle reaction time reasonably well.

Appropriately designed virtual connections can continue to bring students face-to-face with empirical science.

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