

ATKINSON AND SHIFFRIN (1968)

- **Sensory Memory:** Refers to the information encoded by the senses. It is retained for a brief period of time (0.5–5 seconds) and has an unlimited storage capacity. Information needs to be attended to in order to transfer to the short term memory.
- **Short Term Memory:** Information can only be held to a capacity of 7–9 chunks. With rehearsal, information remains in the short term memory for up to 30 seconds and can be transferred to long term memory.
- **Long Term Memory:** Has an unlimited capacity and a permanent storage of information. This information can be retrieved throughout life.
- Forgetting can occur at any stage.

BADDELEY AND HITCH (1974)

- Consists of two slave systems for the short term maintenance of information, and one central executive responsible for organising information and coordinating the slave systems.
- **The central executive:** Directs attention to relevant information and suppresses irrelevant information.
- **Phonological Loop:** Processes the sounds of language and rehearses it silently.
- **Visuo-Spatial Sketchpad:** Stores visual and spatial information, constructs and manipulates visual images (details of shape and colour) and represents mental maps.

HARLOW (1959)

- **Aim:** To find out whether provision of food or contact comfort is more important in the formation of an infant–mother attachment.
- **Participants:** 8 newborn Rhesus Monkeys separated from their mothers immediately after birth.
- **Procedure:** 4 monkeys were isolated in cages where a cloth, surrogate mother provided food, and a wire surrogate mother did not. In another group, 4 monkey were isolated in cages where a wire, surrogate mother provided food and a cloth surrogate mother did not.
- **Results:** All monkeys, within both groups spent more time (17 hours a day) on the cloth mother, than the wire mother (1 hour), regardless of who provided food.
- **Conclusion:** Contact comfort is more important in the formation of infant–mother attachment in rhesus monkeys. Contact comfort therefore is likely to be a crucial factor in human infant–parent attachment.

BOWLBY 44 THIEVES (1953)

- **Aim:** To determine the long term effects of maternal deprivation on delinquents.
- **Participants:** 44 Juvenile thieves who had commit crimes associated with robbery and 44 juveniles with emotion problems but no record of crime.
- **Procedure:** Each participant had their IQ tested by a psychologist, and Bowlby observed their emotional reaction to administering the test. A social worker then interviewed the child's parents, recording details of the child's early life and periods of separation. The social worker and psychologist constructed separate reports. Bowlby then, as a psychiatrist, interviewed each child with their parents to diagnose affectionless psychopathy.
- **Results:** More than half of the 44 thieves had been separated from their mothers for longer than six months during their first five years of development. Only two juveniles in the control group had similar circumstances. 32% of the thieves were diagnosed with affectionless psychopathy, compared to the 0 that were diagnosed within the control group. 86% of those labelled 'affectionless psychopaths' had experienced a long period of maternal separation within their first five years.
- **Conclusion:** Bowlby concluded that maternal separation in the child's early life caused permanent emotional damage. He diagnosed this as a condition and called it Affectionless Psychopathy. According to Bowlby, this condition involves a lack of emotional development, characterised by a lack of concern for others, lack of guilt and inability to form meaningful and lasting relationships.

BOWLBY GENERAL CONTRIBUTIONS

- A child has an innate need to attach to one main attachment figure (i.e. **monotropy**). A failure to do so will cause negative consequences.
- **Critical period**: child should receive the continuous care of this single most important attachment figure for approximately the first two years of life.
- **Maternal deprivation**: the separation or loss of the mother as well as failure to develop an attachment. Long term effects include delinquency, reduced intelligence, increased aggression, depression, affectionless psychopathy.
- The child's attachment relationship with their primary caregiver leads to the development of an **internal working model**; a cognitive framework comprising mental representations for understanding the world, self and others. Others as being trustworthy, self as valuable, self as effective when interacting with others.
- **Characteristics of attachment**
 - Proximity maintenance: the child aims to explore the world but still remain close to his caregiver.
 - Safe haven: child can rely on caregiver for comfort at times when he feels threatened.
 - Secure base: The caregiver gives a good and reliable foundation to the child as he goes on learning and sorting things out by himself.
 - Separation anxiety/distress: the child becomes unhappy and sorrowful when separated from his caregiver.

AINSWORTH STRANGE SITUATION

1. The observer introduces the parent and infant to an experimental room in which there are toys, and proceeds to leave the room.
 2. The mother sits in the room, while the infant explores the room and plays.
 3. A stranger comes into the room, speaking to the mother and approaching the infant.
 4. Separation: The mother then leaves. The stranger is left with the child and gears her behaviour to that of the infant.
 5. Reunion: The mother returns, greets and comforts the infant and tries to re-engage the infant in play. The stranger leaves.
 6. Separation: The mother leaves, leaving the infant alone.
 7. The stranger returns and gears behaviour to that of the infant.
 8. Reunion: Mother returns, greets infant and picks it up. The stranger leaves quietly.
- Ainsworth believed that by observing the infant's reaction during separation and reunion, they could be classified into one of three attachment categories.

AINSWORTH ATTACHMENT CATEGORIES

- **Type 'A' - Anxious Avoidant**: They show insecurity by ignoring mothers, failing to look at her and not trying to be close to her. They show no interest in exploring, and no reaction or distress in separation.
- **Type 'B' - Secure Attachment**: They use their mother as a secure base in which they can use to explore the room.
- **Type 'C' - Anxious Resistant**: As caregiver returns, child initially seeks her, however, this is followed by a resistance such as pushing or kicking them away. When with the caregiver, child will cling and not venture to play, as they do not view parent as a secure base.

BERSTEIN (1971)

- Looked at the relationship between language and social class. He considered that working people's conversation relied on preserving traditional roles and ways of interacting, using 'restricted code,' while middle classes wanted to develop ideas in relation to their personal experiences, using 'elaborated code.'

- **Restricted Code:** Short and simple sentences with a large focus on non-verbal communication. Meaning only makes sense if context is known (he put it over there.) Few descriptive words, commands are used to gain compliance and there is a stress of 'here and now.'
- **Elaborated Code:** Complex, precise sentences. Meaning is clear from the sentence alone (he put the spade in the shed.) More use of descriptive words and abstract concepts.

LABOV (1970)

- Criticised the work of Bernstein.
- Based theory on work with African-American children from New York who spoke Black English Vernacular.
- Labov considered that BEV was just as complex and rule governed as standard English, and that it should be considered to be different, rather than a deficit.
- No more complexity in 'he doesn't know anything' than in 'he don't know nothing,' arguing that many European countries use double negatives in the same way as BEV.

TANNEN 1990

- Looked at differences in conversation between men and women and how these might contribute to a breakdown in communication.
- **REPORT TALK (MEN)** : The type of language used in public speaking, when telling jokes or stories and imparting information. Reflects a comfort in holding centre stage. They talk as a way of gaining and holding attention of their audience and to negotiate and maintain status.
- **RAPPORT TALK (WOMEN)** : This style of interaction is based on establishing relationships, developing understanding and negotiating differences. Tannen considered that women enjoyed private conversation more than men, and this requires sharing experiences.
- Friction between men and women can occur due to a lack of understanding in the differences between communication styles. Tannen considers that if men and women simply understand the differences in each other's reasons for talking, a lot of anguish can be avoided.

CHOMSKY (1968)

- **Language Acquisition Device (LAD)**
- Assumed that children have innate knowledge of language. Learners know in advance what a universal language is, and can therefore acquire language quickly.
- Children do not need other people to talk to them, as all linguistic knowledge is in built. Evidence of this theory was based on studies that showed that even when parents do not correct a child's grammatical errors, they still learn to talk in grammatical sentences.
- Assumes that all languages share similarity in sentence construction. Such principles are universal and are inbuilt within the child prior to the task of learning language.
- This theory paid little attention to the social environment in which the child was developing.

BRUNER (1983)

- **Language Acquisition Support System (LASS)**
- Adults assist children to learn language.
- Described how parents guided and supported their children emerging language through interaction. Children do not only learn to talk, but they learn the language of the particular social group in which they are raised.
- LASS required LAD. There is a child component, containing the innate propensity to learn language, and there is an adult component, providing the necessary social and instructional frameworks to encourage talk and to facilitate the learning of language.
- The parent provided suitable interactional frameworks to allow language to develop (scaffolding)

- Use of familiar and comfortable routines and activities can push children's capabilities to talk more, use new words and learn new meanings. Named 'formats' by Bruner. Included activities such as meal time and joint book reading.

PIAGET STAGES OF DEVELOPMENT

- **Sensori-motor stage:** The period of time between birth and two years, during which an infant's knowledge of the world is limited to his or her sensory perceptions and motor activities. Behaviours are limited to simple motor responses caused by sensory stimuli. OBJECT PERMANENCE
- **Pre-Operational:** The period between two and six years of age, during which a child learns language. During this stage, children do not yet understand concrete logic, cannot mentally manipulate information and are unable to take the point of view of other people. EGOCENTRIC
- **Concrete Operational:** Period between 7-11, during which children develop a better understanding of mental operations. Children begin to think logically about concrete events but have difficulty understanding abstract or hypothetical concepts. CONSERVATION
- **Formal Operational:** From 12 to adulthood, when people develop the ability to think about abstract concepts. Skills such as logical thought, deductive reasoning and systematic planning emerge at this stage. ABSTRACT THOUGHT

PIAGET THEORY OF COGNITIVE DEVELOPMENT

Schema: An idea about what something is and how to deal with it. By adulthood, we have a vast number of schemes, ranging from those for chairs and tables to concepts of love and democracy.

Assimilation: Interpret new experiences and information based on our current understandings (schema).

Accomodation: Adjustment of a schema that is too broad to fit the particulars of new information.

PIAGET PENDULUM PROBLEM

- An experiment used by Piaget to test whether children had reached the level of formal operational thinking.
- Pendulums varied in weight and the length of string in which the weights were hung. The weights could be dropped from different heights and pushed with different amounts of force.
- Piaget asked children to work out which of these factors or combinations of factors affected the rate at which the pendulum swung.
- Children at concrete operational thinking changed one or more of the factors (weight, height, length of string or force they pushed) in a haphazard way to try work out what affected the rate of the swing. Rarely reached the right answer.
- Children who had reached the formal operational stage systematically tested the factors to enable them to conclude that it was the length of the string that determined how quickly the pendulum swung.

CRITICISM OF PIAGET

- Underestimated young minds, failed to distinguish between competence and performance, gave insufficient attention to the social influences on performance.
- Children in Piaget's studies may have failed tasks because of a lack of familiarity with the situation, rather than because they lacked the cognitive skill required.
- **Martin Hughes (Donaldson, 1978)** found that children aged between 3.5-5 years could take another person's perspective and no longer appeared egocentric when asked to carry out a task that involved hiding a boy 'so that the policeman can't see him.' Even when Hughes produced a second policeman, making the task more complex, 90% could correctly hide the boy.
- Donaldson argued that young children pass Hughes' policeman task and fail the three mountains task because they are familiar with hiding. The policeman task makes sense to them.

KOLBERG

STAGE	MORAL FOCUS	CONTENT/CHARACTERISTICS
PRECONVENTIONAL		
STAGE 1	Punishment and Obedience. Egocentric	Does not recognise different points of view. Confuses perspective of authority with one's own.
STAGE 2	Individual, instrumental and concrete.	Aware of different interests and that these may conflict. Instrumental exchange of services, goodwill and fairness.
CONVENTIONAL		
STAGE 3	Mutual interpersonal expectations, conformity and relationships.	Following rules, living up to the expectations of others and maintaining trust, gratitude, respect and loyalty.
STAGE 4	Social system and maintenance of one's conscience.	Doing one's duty, taking the view of the system, obeying laws and upholding social order.
POSTCONVENTIONAL		
STAGE 5	Rights and social contact	Asserting and integrating basic rights, values and legal contacts. Laws as social contracts.
STAGE 6	Universal ethical principles and moral point of view	Commitment to universal principles of justice. Respect for others.

MORAL DILEMA EXAMPLE

Woman was near death with cancer. There is a drug that might save her. The drug costs \$4000 per dose. The sick woman's husband, Heinz, went to everyone he knew to borrow the money and tried every legal means, but he could only save \$2000. Should Heinz break into the lab and steal the drug for his wife?

- **Stage 1:** Heinz should not steal the drug because he will go to prison.
- **Stage 2:** Heinz should steal the medicine, because he will be happier if he saves his wife, even if he goes to prison.
- **Stage 3:** Heinz should steal because his wife expects it.
- **Stage 4:** Heinz should not steal because law prohibits stealing.
- **Stage 5:** Heinz should steal the medicine because everyone has a right to live, regardless of law. Heinz should not steal the drug because the doctor has a right to fair compensation.
- **Stage 6:** Heinz should steal the drug because saving human life is more fundamental than the property rights of another person. Heinz should not steal the medicine, as it violates the rule of honesty and respect.

ERIKSON

- In establishing the distinct nature of the self, each child develops what is termed a unique **sense of identity**, which is the enduring personality characteristics of each and everyone of us.
- Considered the development of identity to be a series of continual challenges that have to be met by the individual to successfully move to the next stage of life.

Stage	Crisis	Description and Outcome
Infancy 0-1	Trust vs Mistrust	Infants are dependent on others for food, warmth and love and must trust others to provide these. If the infant's needs are met consistently and responsively, then infants will develop a secure attachment to their parent or caregiver and learn to trust others. A failure to bond with a caregiver can lead to mistrust of the world around them.
Toddler 1-3	Autonomy vs Shame and Doubt	Toddlers learn to walk, to talk, to feed themselves and to use toilets, so become autonomous and less dependent on others. Success at becoming independent leads to self-confidence and self control and mistakes are easily fixed or corrected. Over protection by or disapproval from parents can lead to shame and doubt on the toddler's ability to be independent.
Early Childhood 3-6	Initiative vs Guilt	Children's social and motor skills become highly developed during early childhood. Dilemma is to balance the wish to achieve more and take more responsibility while accepting parental control and discipline without guilt.
Middle Childhood 6-12	Industry vs Inferiority	Industry can be regarded as competence and this is achieved through learning at school. Meanwhile, relationships with friends and peers increase. Children who are rewarded for their industry and achieve success at school will develop a feeling of competence and mastery. Those who fail may develop a feeling of inferiority.
Adolescence 12-18	Identity vs Role Confusion	To answer the question of 'who am I?' successfully, an adolescent must integrate all the resolutions to earlier crisis and achieve a sense of identity, incorporating all the elements of self. This is the major crisis to be resolved for successful transition to adulthood. Failure to resolve the identity conflict can result in role confusion, indecision and avoidance of commitment.
Early Adulthood 18-40	Intimacy vs Isolation	During early adulthood, the achievement of intimacy with another person is important. A failure to develop a sense of identity can mean that a young adult is incapable of forming an intimate relationship and thus sinks into isolation.
Middle Adulthood 40-65	Generativity vs Stagnation	In middle adulthood, the main focus is on work and the maintenance of family relationships. Success in both these areas leads to a sense of accomplishment and leaving a legacy for the future. Failure to resolve this crisis can lead to self-centredness and stagnation.
Late Adulthood 65-death	Integrity vs Despair	Towards the end of one's life, there is time to reflect on one's contribution and to view it as positive and satisfactory or as disappointing and unsatisfactory. If life is regarded as fulfilled, an older person can view death with a sense of integrity. If not, death will be dreaded and even feared.

BANDURA SOCIAL LEARNING THEORY

- Considered that children watch other people and copy their behaviour. In this way, children can learn complex social behaviours, ranging from aggression and altruism to sex roles.
- In his original theory, Bandura proposed that children passively took in information from watching the behaviour of others and simply copying it.
- **Bobo doll task**
 - Doll was repeatedly knocked over by a female student. She also bashed it, shouting aggressive words and phrases. This was taped and shown to groups of young children. The children were later allowed to play with the doll, behaving in a similar manner as the female student. This demonstrated that children changed their behaviour without reinforcement or punishment.
- In later versions of his theory, Bandura (1986) found that learners play an active roll in the modelling process, choosing which models they attend to and deciding whether the behaviour they are observing is consistent with their beliefs and values, producing wanted outcomes.

BANDURA SOCIAL COGNITIVE THEORY

- Bandura explained human behaviour as being the result of the interaction between behaviours, cognitive factors and environmental factors, which he called reciprocal determinism. Each factor influences and is influenced by the other factors.
- We not only watch the actions of others, we watch the consequences of those actions, the rules and standards that apply to behaviour in specific situations and the ways in which people regulate their own behaviour.
- Environmental influences are important, but so are conscious, self-generated goals and standards that influence our thoughts, feelings and actions.
- Self efficacy is the degree to which you are sure of your own ability and capability to manage and to be effective in meeting the demands of particular situations. Our self system, comprised of our cognitive skills and abilities, guides how we perceive, evaluate and control our behaviour. We can acquire a strong sense of self efficacy by watering new skills and meeting challenges in situations.

MCCRAE AND COSTA (1999)

- **OPENNESS TO EXPERIENCE:** The depth and complexity of an individual's mental life and experiences. Those who score highly are likely someone who has a love of learning, enjoys the arts, engages in a creative career or hobby, and likes meeting new people. In contrast, those who rank lowly prefer to stick to a pattern of routine, filling their lives with activities and people they are comfortable and familiar with.
- **CONSCIENTIOUSNESS:** The tendency to control impulses and act in socially acceptable ways, behaviours that facilitate goal-directed behaviour. Someone who is high in conscientiousness is likely to be successful in school and in their career, to excel in leadership positions, and to pursue their goals with determination and forethought. On the contrary, someone low in conscientiousness is likely to be impulsive, inconsistent and rarely execute and ambition.
- **EXTRAVERSION:** Thus, extraversion refers to an individual's need to draw energy from social interaction. Thus, those who score highly in this factor of personality are typically comfortable with others, gregarious, and prone to action rather than contemplation. In contrast, someone who scores lowly, or 'introverts' are relatively quiet, reserved and responsible.
- **AGREEABLENESS:** Agreeableness revolves around the manner in which people behave around and interact with others. Those high in agreeableness tend to be well-liked, respected, and sensitive to the needs of others. Those low in agreeableness tend to work better independently, thus often appearing as unwilling to compromise within group situations.
- **NEUROTICISM:** Neuroticism encompasses the idea of emotional stability and the ability to control one's temper. Traits of an individual high in this factor include being pessimistic, anxious, un-stable and overly

emotional. Comparatively, those who score lowly in neuroticism more likely to feel confident, sure of themselves, and adventurous.

TRAIT THEORY STRENGTHS

- Relies on self report data, and thus there can be no experimenters bias.
- Ease and use of understanding: Allows us to compare people and determine traits that suit courses, relationships and specific careers.

TRAIT THEORY LIMITATIONS

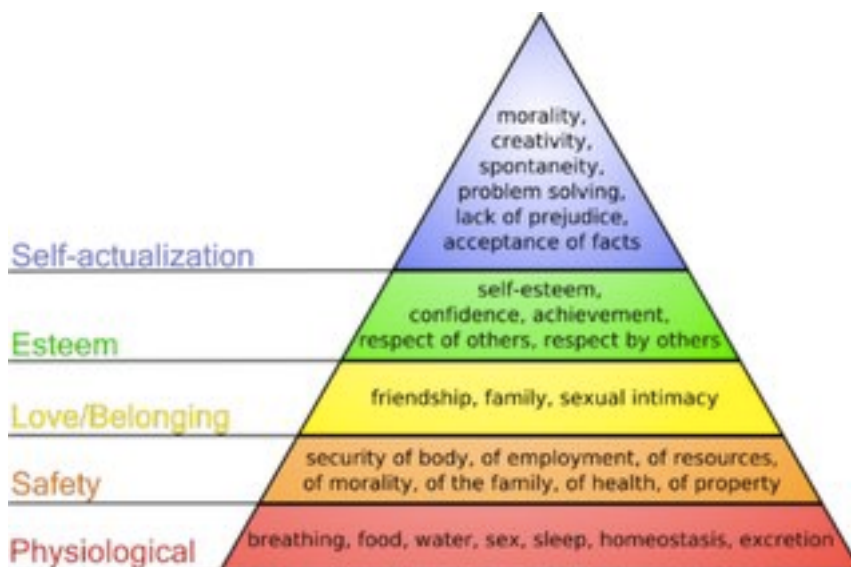
- Poor prediction of future behaviour, fails to address a person's state.
- Trait theory leads to oversimplified classifications and descriptions of personality. Personality is too complex to be described by simple labels.
- **Mischel (1984)** Found that conscientiousness in college students could only be predicted with a moderate degree of success. Those conscientious in one way (showing up to class on time) weren't in others (handing in assignments on time.) Every situation has a multitude of influencing factors, and thus, scores on personality tests can only mildly explain behaviour.

ROGERS

- Believed that people are born good and with the potential for enormous growth. Important people in our lives help us to grow by providing genuineness, acceptance and empathy; necessary conditions for growth.
- **Genuine:** Honest and open with us, does not put on a front.
- **Accepting:** Prepared to take us as we are. We do not have to improve to be valued or accepted. (unconditional positive regard)
- **Empathy:** Try and see the world from our perspective and understand how we feel.
- Central to Roger's theory was the concept of self or self identity. If we are to have a well-adjusted personality, there needs to be a good match between our **ideal self** (the person we would like to be), **our self image** (the person we think we are) and our **true self** (the person we really are.) The greater the gap between the factors, the more likely we feel anxious or stressed.

MASLOW

- Maslow considered that we all have a hierarchy of needs. We must first have our most basic needs for food, water, sex and shelter met before we attempt to reach higher level needs. Gratification of each need is required before moving upwards. The very top of the hierarchy is self actualisation, the drive towards growth, self-expression, creativity and the achievement of one's highest unique potential.



HUMANISTIC THEORY CRITICISMS

MASLOW

- Used a qualitative measure called biological analysis to formulate characteristics of self actualised individuals. Looked at biographies and writings of 18 people he identified as self actualised, thus, a subjective measure such as this uses personal opinion, prone to bias and thus reduce validity of data.
- Sample limited to highly educated, white males (Eg. Lincoln, Einstein) and small number of females (Roosevelt and Mother Teresa) and thus it is culturally and gender biased.
- Individuals living in poverty (not meeting physiological needs) can still feel love and belonging.

ROGERS

- Too vague to be tested empirically.
- Fails to acknowledge human capacity for evil: unrealistic.

ASCH (1955) LINE STUDY

- **Aim:** To examine the extent to which an individual would change an answer in response to group pressure.
- **Participants:** 50 male students organised into groups of 8-10, in which the other 'participants' were confederates within the study.
- **Method:** Participants around a table were shown two cards; one with three lines and one with a single 'target' line. One by one, participants were asked which of the three lines was the same length as the single line. On 12/18 trials, the confederates gave a wrong answer, sometimes extremely obviously so.
- **Results:** 75% of participants agreed with the confederates on at least one trial. 50% agreed on 6 or more trials. Only 25% stayed true to their answer.
- **Conclusions:** Group size has an effect on conformity (conformity increases with group size up to 4). Degree of Unanimity (when others unanimously agree, it is difficult to stand out. Asch found that if only one confederate disagreed with others, conformity reduced by 80%.

MILGRIM (1963) SHOCK STUDY

- Aimed to determine whether a person will commit atrocities if required to do so by an authority figure.
- Participants paired with a confederate to determine who would be 'learner' and 'teacher,' however, experiment was fixed and participants always labelled as 'teacher.'
- Participants instructed to read a series of lines the learner had to remember and to administer an electric shock when an incorrect answer was given, increasing the voltage each time.
- If participant was hesitant, they were encouraged to continue with a sequence of standardised 'prods'
- All participants shocked up to 300 volts, and 65% shocked to the full capacity of 450 volts.
- Conclusion: The factors influencing obedience
 - Belief in legitimate authority
 - Commitment to successful achievement of the experiment.
 - Lack of disobedient role models. Conducting the experiment in social isolation meant that social norms and expected behaviours were not met.
 - Lack of personal responsibility: Milgrim, as the experimenter, assured the teachers that they were not personally responsible for the distress of the learner.

ZIMBARDO (1973)

- Aimed to develop an understanding of the development of norms and the effects of roles, labels and social expectations through the use of a stimulated prison environment.
- 24 men judged to be healthy with no psychological problems chosen from 70 volunteers.
- 1/2 randomly assigned to guard and the other half prisoner.
- Guards issued uniforms and dark glasses and were instructed to enforce rules.
- Prisoners stripped, deloused, issued smocks with numbers on them.

- Guards became increasingly brutal and violent towards prisoners, with 4 prisoners released in the first 4 days and the experiment halted after 6.
- Zimbardo's study led to the realisation that social roles influence behaviour in more complex ways than he realised. The behaviour of guards and prisoners was not simply a function of prisoners being criminals – as in this instance they were not – but the social environment and the roles of the participants influenced the way the guards and prisoners behaved.

TRIPPLET (1898)

- 40 children given a task of winding fishing reel. When placed in pairs, children worked faster than when alone. Presence of others encouraged competition and thus increased motivation, demonstrating social facilitation.

MYERS AND BISHOP

- Placed highly prejudice students together to discuss racial issues and found they become even more prejudicial with the same occurring when those holding racially accepting attitudes were placed together.
- Supported claim that discussion among like minded individuals tends to intensify pre existing attitudes, thereby demonstrating group polarisation.

HEIDER (1958)

- We typically take an individual's behaviour at face value and do not sufficiently consider the surrounding circumstances. Thus, we favour internal attribution. This bias is known as the fundamental attribution error.
- **Internal attribution:** If we infer something about the person– their attitude, personality, is responsible for the behaviour.
- **External attribution:** If we conclude that some external cause, peer pressure or threats, is responsible for behaviour.

KELLY (1967)

- Suggests individuals take on three types of information when making decisions about whether a person's behaviour is due to internal or external influences.
- Covariation Model: perceiver has information from multiple observations, at different times and situations, and can perceive the covariation of an observed effect and it's causes.
- Consensus: the extent to which other people behave in the same way in a similar situation.
- Distinctiveness: the extent to which the person behaves in the same way in similar situations.
- Consistency: the extent to which the person behaves like that every time the situation occurs.
- Internal vs external attribution:

Low consensus, high consistency, low distinctiveness = Internal

High consensus, high consistency, high distinctiveness = External

FESTINGER (1957)

- Festinger (1959) Boring Task Experiment
- Aimed to determine if making people perform a dull task would create discipline through forced compliance.
- 71 male students were asked to perform a series of dull tasks and were paid either \$1 or \$20 to tell another participant that it was exciting.
- When participants were asked at the end of the study to rate the experience of the task, those given \$20 admitted to the task being boring, while those given \$1 reported it as fun and exciting.
- \$1 was not sufficient incentive for lying, thus they were motivated to resolve dissonance by rationalising actions to form a belief that the task was fun.

MCMILLAN AND CHAVIS (1986)

- Sense of community: A feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that member's needs will be met through their commitment to be together.
- **MEMBERSHIP:** Provides a feeling of belonging, of being part of something bigger than yourself. It establishes boundaries that divide those who belong from those who do not. Groups often use dress, rituals and language to indicate a member. Boundaries can be important for communities, providing a sense of safety through separating 'us' from 'them' and indicating who can be trusted. (based on 5 factors: boundaries, emotional safety, a sense of belonging and identification, personal investment and a common symbol system.)
- **INFLUENCE:** While people are more attracted to a community in which they have influence, community cohesiveness requires members to be prepared to conform. People who acknowledge others' opinions and needs are more influential than those who try to dominate others and ignore their wishes.
- **INTEGRATION AND FULFILMENT OF NEEDS:** For any group to stay together, membership must be rewarding. One rewarding aspect of many groups is status, and it has been shown that group success brings members closer together. Members need to know each other's strengths and weaknesses; roles and tasks need to be assigned. Members must ensure that crucial tasks are not left undone and they are not competing for resources or status.
- **SHARED EMOTIONAL CONNECTION:** The feeling that we have of being connected to another person through a common emotional response to a shared activity or event. This history is forged not only from being together for a period of time, but also by the quality and importance of the interaction.