

Social psychology

Supported GRE teaching and original transfer practice

Identify the evidence

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Analyse attribution, attitudes and social influence

Read SO.1 and SO.2 for attribution, influence and group mechanisms.

Concepts 1

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Attribution concerns explanations for behaviour. Situational and dispositional causes should be distinguished.

Conformity concerns group pressure; obedience concerns an authority's instruction. Both require a clear social context.

Concepts 2

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Attitude and behaviour links depend on measurement and situation. A stated intention is not identical to observed action.

Group research must consider social norms, selection and ethical constraints before generalising its findings.

Reason through the worked case

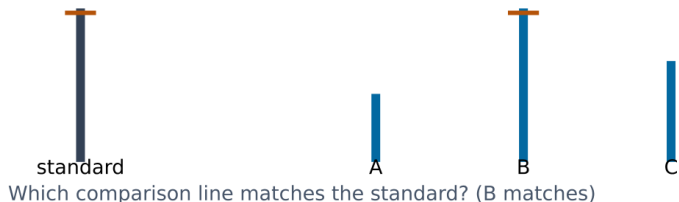
Reason through the worked case

A pupil publicly agrees with peers but privately gives the correct answer. An adult did not issue an instruction. Which influence fits best, and what remains uncertain?

The public/private difference fits normative influence: agreement may avoid rejection while private belief stays different. It is not enough to call the response obedience because no authority instruction is described. Fear of rejection is still an inferred mechanism; an approved private account or changed anonymity condition could strengthen it.

Read the reviewed representation

Asch-style judgement: an unambiguous match (schematic)



Original schematic for Social cognition, attribution and social influence. Illustrative relationships and numbers are not research results.

Attempt an unfamiliar case

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A club's members help more than non-members. Explain why this does not show that joining the club causes generosity, then improve the evidence.

Pause and write the explanation before continuing.

Check the transfer argument

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People who already help may choose the club; opportunities or prior relationships may differ. Measure baseline helping and follow comparable groups over time, or randomly offer a suitable voluntary programme. Measure a specified helping action and retain participation differences; a group mean never establishes a trait in every individual.

Accept a different explanation when its evidence and limits are justified.

Limit the conclusion

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Do not infer a person's stable trait from a single constrained action.

Original classroom cases are not official questions or personal clinical advice.

Check yourself

Independent retrieval

A group becomes more extreme after discussion. What evidence would separate polarization from simple conformity?

Write your reasoning before comparing it with the methods and limits taught in this lesson.