

Historical perspectives and psychometric interpretation

Supported GRE teaching and original transfer practice

Identify the evidence

Identify the evidence

Distinguish major psychological perspectives

Use MM.1 for standard scores and EP.1 for conditional screening measures.

Concepts 1

Concepts 1

Structuralism analysed conscious experience; functionalism asked how mental activity serves adaptation. Behaviourism emphasised observable learning; Gestalt psychology stressed organised perception. These are historical emphases, not interchangeable labels.

Psychoanalytic accounts emphasise unconscious conflict, humanistic accounts agency and growth, and cognitive accounts information processing. Compare the explanatory mechanism rather than matching every theory to a single familiar name.

Concepts 2

Concepts 2

Reliability concerns consistency across measurements. Validity concerns evidence for a proposed interpretation and use. A high reliability coefficient cannot prove that a test measures the intended construct fairly.

Standardisation supplies consistent administration and a relevant reference sample. Norm-referenced standing differs from criterion-referenced mastery. Predictive value depends on base rates as well as sensitivity and specificity.

Reason through the worked case

Reason through the worked case

A learner is at the 80th percentile on a normed test and answers 60% correctly. Is this contradictory?

No. Percent correct compares correct responses with all items. Percentile compares the learner's score with scores in a reference group. A difficult test can produce both figures. State the norm population and the particular comparison rather than replacing one measure with the other.

Read the reviewed representation

Signal detection: four outcomes separate sensitivity from bias

	Signal present	Signal absent
Respond yes	Hit	False alarm
Respond no	Miss	Correct rejection

Original schematic for Sensation, perception and psychophysics. Illustrative relationships and numbers are not research results.

Attempt an unfamiliar case

Attempt an unfamiliar case

In 2,000 fictional cases, 20 meet a target definition. A screen flags 18 of these and 198 of the others. Compute the fraction of positive screens that meet the definition.

Pause and write the explanation before continuing.

Check the transfer argument

Check the transfer argument

True positives=18; false positives=198; all positives=216. Positive predictive value=true positives/all positives= $18/216=0.0833$, or 8.3%. Sensitivity= $18/20=90\%$, which answers a different conditional question. Low base rate explains the contrast.

This arithmetic is not a diagnostic recommendation.

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

Limit the conclusion

Limit the conclusion

Do not equate sensitivity with the probability that a positive result is correct, and do not use a classroom score to diagnose a disorder.

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

Check yourself

Independent retrieval

A historical theory predicts behavior but its proposed mental process is unmeasured. Distinguish prediction from explanation.

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