**Class Activities**

Chapter Nine: Testing Hypotheses

Activity #1 (Group or individual)

Many colleges and universities keep detailed records about their respective student populations such as entrance statistics, majors and minors, etc. Ask students to locate this type of information for your university. Ask students to focus on obtaining information by group (e.g., sex, race/ethnicity, class rank, etc.). For instance, the University of Wisconsin-Madison’s Office of the Registrar keeps detailed enrollment records on various student groups of interest (http://www.registrar.wisc.edu/students/). Once students have located the data for your university, ask them to import the data into SPSS. Ask each group to describe these data using measures of central tendency and variability.

Activity #2 (Group or individual)

Using data from Class Activity #1, have students conduct a *t*-test using SPSS to determine whether or not there is a significant difference between two groups of interest on a dependent variable of interest (e.g., SAT scores). Make sure students organize the data in such a way that they use two variables in their SPSS spreadsheet. The first variable will be the dependent variable (e.g., SAT scores). The second variable should be an indicator which captures the group respondents fall in. For example, students may code males with “0” and females with a “1.” This will allow SPSS to run the analysis. Have students identify the relevant statistics in the output as they were discussed in Chapter 9. Ask students to discuss whether or not the results make intuitive sense. Why or why not?

Activity #3 (Group)

Have students attempt to replicate their results from Class Activity #2 by hand. Each small group member should be responsible for completing one section of conducting a *t* test. Once each group member has completed their work, have them come together and assemble the pieces. Do their results line up with the SPSS output? Ask students to locate any mistakes in their work and retry.

Activity #4 (Group)

Have each group of students develop their own research study topic. Allow each group 5 minutes to select a topic. Ask the group to formulate the null hypothesis and research hypothesis for their study.

Activity #5 (Group)

Select several empirical articles and assign the topics of these articles only to small groups. Ask each group to formulate the null hypothesis and research hypothesis based on their topic. Groups can share their hypotheses with the class. Provide copies of the original empirical articles to the class and have the class compare the original hypotheses with the small groups’ hypotheses.