

## External Validity Types

Of the four types of validity (Measurement, External, Internal & Statistical Conclusion), we will be most concerned with External Validity and Internal validity.

Each of these has different types or components with which you must be familiar

### External Validity

- population
- setting
- task/stimulus
- temporal/social

## Components of External Validity

Whether we are testing attributive, associative, or causal research hypotheses, we should be concerned about the generalizability of the research results

### Population

- Will the results generalize to other persons or animals ?
  - Will a study of college students generalize to your target population of “consumers” ?
  - Will a study of chronically depressed patients transfer to a those who are acutely depressed ?
  - Will a study of captive bred turtles generalize to wild-caught turtles ?

### Setting

- Will the findings apply to other settings, situations or locations ?
  - Will a laboratory study generalize to the classroom ?
  - Will a study in a psychiatric hospital generalize to an out-patient clinic?
  - Will a laboratory study generalize to retail stores?

## Components of External Validity, CONT.

### Task/Stimuli

- Usually the participant is “doing something” that directly or indirectly generates the behavior that is being measured
- Will the results generalize to other tasks or stimuli ?
  - Will a “lever pressing” task tell us anything about “compliment seeking” ?
  - What do I learn about “consumer decision making” from a study that asks participants to select the best “wigit” ?
  - Will research using visual illusions inform us about the perception of everyday objects ?

### Societal/Temporal changes

- Will the findings continue to apply “as society changes over the years”
  - Will a study conducted in 1965 generalize to today ?
  - Will a study conducted today still be useful 10 years from now ? ... 15 years from now ?

## Identify the type of external validity involved (answers on the next page)

1. I'm not sure that getting ratings of these photographs will really tell us about how people react to the products when they see and handle them.
2. How is research conducted with lawyers going to help us understand how to best present a defense to those on a jury ?
3. Tell me again why you think that the study conducted 20 years ago will help us understand how to compose the best possible resume.
4. I'm not convinced that how animals react to an unfamiliar member of their species placed into their home cage really tells us about intra-species aggression in the wild.

1. I'm not sure that using these photographs will really tell us about how people react to the products when they see and handle them.

Will data using photographs generalize to the real products -- Task/stimulus

2. How is research conducted with lawyers going to help us understand how to best present a defense to those on a jury?

Does data from lawyers generalize to the behavior of jurors -- Population

3. Tell me again why you think that the study conducted 20 years ago will help us understand how to compose the best possible resume.

Has what's "a good resume" changed in the last 20 years -- Social/temporal

4. I'm not convinced that how animals react to an unfamiliar member of their species placed into their home cage really tells us about intra-species aggression in the wild.

Does behavior in laboratory cages tell us about behavior in the wild -- Setting

Again, please ... (answers on the next page)

1. Theories of international politics based on data from the "Cold War" period aren't very useful for predicting international relationships today.

2. Will what we learn about confrontational behavior from watching college classroom discussions tell us about barroom brawls get started? (Please note: There are two (2) kinds involved here!)

3. Studies requiring participants to memorize lists of words don't really tell us how much we remember about complex ideas when reading text.

4. Studies conducted on "adult consumers" probably don't tell us very much about how college students decide to spend their money

1. Theories of international politics based on data from the "Cold War" period aren't very useful for predicting international relationships today.

Has international politics changed since the cold war -- Societal/temporal

2. Will what we learn about confrontational behavior from watching college classroom discussions tell us about barroom brawls get started?

This is a "double" --

Does what happens in the classroom generalize to the barroom -- setting

Does the behavior of college students generalize to "everybody" -- population

3. Studies requiring participants to memorize lists of words don't really tell us how much we remember about complex ideas when reading text.

Does memorizing word lists generalize to remembering complex ideas while reading -- task/stimulus

4. Studies conducted on "adult consumers" probably don't tell us very much about how college students decide to spend their money

Does the spending behavior of "adults" generalize to that of college students -  
- population