**Unit One Project: Research Proposal**

**Descriptive Research Design:**

(1-1) In today’s society it is an understatement to say that we are glued to our phones. Many people cannot go a day without it and there have been numerous studies suggesting phone addiction. In social settings, phone’s can affect conversation and may be leading to increased social withdrawal— this is especially true for many teens ages 14-17. Recent studies have shown that at least 50% of teens are addicted to their phones and as a result may affect how they interact with their peers in social settings. (1-2) In this research study I will be using a sociocultural perspective because the sociocultural perspective is a theory used in psychology to describe how behaviors are affected by an individual's surroundings such as social and cultural factors. In this study we are observing how phones can affect social settings teens are exposed to. (1-3) I will also be using Naturalistic Observation which refers to observing participants in their natural environments without controlling or manipulating it. We will use Naturalistic Observation to observe teens in their natural social settings and see how their conversations are affected by phone use or if they withdraw from conversation with their phones.

 (1-4) In this research study, we will observe teens in their natural social settings such as a high school school lunchroom. In order to observe the teens and their conversations we would also need to set up cameras and microphones around the lunchroom and make sure the students do not know we are studying them or watching from a camera. In order to do this we would also need the high school's permission to allow us to set up microphones and cameras. We will also send students home with permission slips or consent forms that notify parents that students will be filmed, and will notify parents of the research we gathered once the research is done (debriefing). This is  because we cannot let the students know we are observing them in order avoid the Hawthorne effect or any other biases such as the Participant bias. In case we need the video footage as a source of evidence we will be sure to blur the faces of the students to keep anonymity. While the research is being conducted, we will watch how students make conversation with each other and record anytime a student takes out his/her phone in the middle of conversation. We will also be noting the kids who are sitting alone and if they are using their phones or not. We will have to record any observations we notice about the conversation, like if one student takes out their phone in the middle of conversation and the other students begin to do the same. Or even how the student is withdrawing from conversation by using their phones. We will also be studying at least ten groups of students who seem to be having a conversation and at least ten students who are sitting alone and if they are using cell phones or not.

 (1-5) With the research that we have collected we can make conclusions such as how many time teens will take out their phones in a conversation and how conversation is either halted or enhanced because of phones. We can also reveal what affect phones have in conversation and on people as well. This research can also reveal how people may withdraw from social settings by using their phones and also reveal what age groups use their phones the most. (1-6) We can probably make the generalization based on the findings of the research such as do teens withdraw from social interactions because of phones, while we cannot uncover other things like phone addiction or an increase of  social anxiety in teens because of phones. This would require further and more well detailed research.

**Correlational Research Design:**

 (2-1) Social media is an outlet for people to express themselves and show bits and pieces of their lives to others. Social media can often be a ground to connect to people and make new friends. Social media is also an outlet to post and share funny videos with friends.  However, this is not the only thing that social media helps us discover. There has been recent talk about social media posts and narcissism— especially with taking selfies. There is said to be a correlation with how many selfies a person posts on their pages and narcissism. In order to test this I decided to conduct a Correlational Research study. (2-2) In order to measure things like narcissism and it’s connections to social media, we would need to have a random sample of at least 50-100 people who are frequent social media users. We would take these 50-100 (100 people is the best amount to use because it will allow for a more accurate conclusion) and to measure narcissism we will use personality tests such as the Dark Triad test that reveals personality traits such as narcissism, machiavellianism, and psychopathy. However, we will only focus on narcissism for this research. We will measure how much selfies by either getting access to the participants social media (preferably Instagram because Instagram focuses more on picture-related posts and more people post things like selfies unlike other social media such as Snapchat or Twitter) and seeing how much selfies are posted or how much are posted in a day on the participant’s Instagram. (2-3) Or we can use a survey to see how much selfies people take on their social media. For example, we can get a random sample of 50-100 people who are frequent users and posters of Instagram and on the survey we can ask questions like “I use social media for mainly posting selfies”, “I post more than two selfies a day”, and “My page has more selfies or pictures of myself more than anything else.” The participants will answer these question with either a “Yes” or a “No.” We will then use the data collected and make sure the participant takes the Dark Triad test to truly measure if the amount of selfies taken relates to narcissism.

(2-4) In order to organize the data we collected we can use an excel spreadsheet. On one column of the spreadsheet we will write Participant 1, Participant 2, Participant 3 and so on. On the other column we will write how much selfies the person has on their social media page. For example, “Participant 2 has 10 selfies on their social media page.” On the column next to that we will write the score the Participant got for the Dark Triad test focusing on the narcissistic trait. When the excel spreadsheet is done, it should look something like this:

|  |  |  |
| --- | --- | --- |
| Participant: | Amount of Selfies on  Instagram Page: | Score on Dark Triad for narcissism:  |
| Participant 1  | 10 selfies  | 30/100 for narcissism (30%) |
| Participant 2  | 20 selfies | 70/100 for narcissism (70%) |
| Participant 3 | 30 selfies | 40/100 for narcissism (40%) |

\*Not real data, just an example\*
 (2-5) Based on what we find, we can either find a negative correlation which means that narcissism does not have anything to do with how much selfies a person posts or a positive correlation which means narcissism does have a correlation with how much selfies a person posts on their social media page. Some conclusions we can gather from this project is whether there is a correlation with narcissism and the amount of selfies that are on social media pages or not. We can also make conclusions such the average amount of selfies on a person's social media page. However, we cannot draw conclusions like the more selfies on a person’s page means that they have high self-esteem. (2-6) In order to fully understand if there really is a correlation between narcissism and how much selfies on a person's page we would have to use a scatter plot. Our x-value would be the amount of selfies on a person's social media page and our y-value would be the percent of narcissism the person scored on the Dark Triad test. This is also the key to tell if there really is a correlation between narcissism and the amount of selfies on someone’s social media page.

**Experimental Research Design:**

(3-1) For today’s students, we have more access than ever especially with the amount of internet we are exposed to compared to those of our parents. It is easier for students to get distracted, search up answers, and get a whole book’s worth of information right at our fingertips. However, this can be seen as both a positive and negative change especially for concerned parents who are worried about their child's grades in school and who think that constant phone use will lead to worse grades. My hypothesis is that if the student spends more than two hours on their phones a day then grades will decrease because students can get distracted and spend their time on social media rather than on something educational. (3-2) The independent variable of this experiment is the phone use because it does not depend on any other variable and the dependant variable is the grades of the students. (3-3) For this experiment, one group (experimental group or treatment group) will be required to use their phones for at least 2 hours a day after school. The students are required and encouraged to go on social media the whole two hours. Social media includes Youtube, Instagram, Snapchat, etc. We will also be using a random sample of kids (at least 50 kids to have a more accurate conclusion) who on average get 80-100 in all their classes so we can observe any drastic changes to the students grades.  The other group is also a random sample (at least 50 kids as well) who also have at least 80-100 grades in all classes. These students will be encouraged NOT to use their phones at all for more than two hours— especially on social media. This research should go on for at least 2-3 months to notice if there really is a change in grades when students use phones as compared to if students do not use their phones. (3-4) In order to avoid any biases such as the Hawthorne Bias we will not tell the students about the experiment taking place we will also ask parents permission to study report cards. We will also make sure to keep anonymity for students. This means this experiment is a single-blind procedure where the researchers know who are receiving the treatment, but not the subject.

Also, since we are not controlling how much study time the students will receive, the study time is up to students (confounding variable). It is also important that the experimenters do not have a bias opinion on what they think will happen in the experiment to avoid this we will base ALL of our conclusions on facts rather than opinion (avoiding experimenter bias). (3-5) We can use statistics in order to organize our findings for example, we can use a bell-shaped curve to find the average G.P.A the group of students who used their phones for more than two hours a day and compare it to the average G.P.A of the group who did not use their phones for more than two hours a day. (3-6) Whichever group has a higher G.P.A this group will either prove our hypothesis to be successful or unsuccessful. This will also tell us if using phones for more than two hours a day affects grades or if it has no effect. Although, there are many other factors that play into this and makes the experiment a little unreliable like if students are reviving tutoring or the amount of hours the student usually studies. For example, students in the treatment group may use their phones for two hours, but also may study their notes for two hours as well. On the other hand students who are not in the treatment group may study for two hours, but may watch T.V. or play video games. With this in mind, it may be hard to draw a proper conclusion, but there can be some sort of a finding.