

一、選擇題(每題 2.5 分，共 75 分)

1. () 請問下列何者不是社會研究判准因果關係的通則？
 - A. 變項間必須是相關的。
 - B. 原因出現在結果之前。
 - C. 結果不能被某第三個變項所解釋。
 - D. 結果能推論解釋 30% 以上母群體的行為。

2. () 請問下列何者關於研究倫理的描述正確？
 - A. 研究資料蒐集前須取得研究參與者的告知同意才能進行資料蒐集。
 - B. 為了公正對待研究參與者，因此告知同意的方法應該要切實給予完整的書面資料和確認研究參與者親筆簽名(或電子簽名)。
 - C. 因為研究目的不總是能被研究參與者理解，為獲得最精確的研究結果，可以適度謊稱真正的研究目的，只要不傷害研究參與者則無礙研究倫理。
 - D. 研究者應留意研究方法和工具的限制，並只採用合乎研究目的與工具限制的資料蒐集與分析方法，且對於研究結果的解釋保守謹慎。

3. () 請問下列何者關於分層抽樣的描述何者正確？
 - A. 分層抽樣的目的是減少簡單隨機抽樣與系統抽樣可能產生的抽樣誤差，從而提高樣本的代表性。
 - B. 若一份研究想針對國北教大全體師生進行分層抽樣調查研究，則可將國

北教大師生依據科系以及身份類別兩個項度進行分層抽樣。

- C. 在進行分層抽樣研究時，所有的背景變項都應該優先考慮進去，以描述性統計確認他們與我們想要解釋的變相之間相關程度。
- D. 為了達到最精確的分層抽樣，研究者應針對弱勢與少數族群的研究受試者加強發放問卷以提高回收率。

4. ()下列何者不為確認研究結果效度之作法？

- A. 邀請專家學者針對量表的構念和題項進行審題和給予回饋。
- B. 將量表題目折半隨機分兩組供受試者填答以同時取得資料作為比較。
- C. 使用厚實描述(thick description)來提升研究結果的效度，完整引述研究參與者的經驗逐字稿以供佐證。
- D. 只要充分提高研究的信度就能確保研究結果的效度。

5. ()下列何者關於研究目的的描述有誤？

- A. 探索性研究結果著重於對結果細節的描述，通常在研究結果的早期呈現。
- B. 對於已知的研究領域可進行描述性研究，對該領域進行進一步的認識。
- C. 解釋性研究目的旨於檢驗理論或比較各種解釋。
- D. 研究者通常使用評估性研究結果針對現況給予建議。

6. ()在教材教法如何影響學習成效的研究當中，下列何者描述有誤？

- A. 在此研究設計中，教材教法為自變項、學習成效為依變項。
- B. 因為研究結果可能會因為學生原本的學習動機不同而有所程度不一的影響，所以學習動機可作為一個中介變項。

- C. 因為研究結果可能會因為學生原本的智力不同而有所程度不一的影響，也會因為智力不同而對教法不同理解，所以智力可作為一個中介變項。
- D. 研究者可能需要考慮某些背景變項（如：性別、年紀、家庭社經地位）對研究結果的影響，而此些變項可能列為共變項。

7. () 下列何者關於資料處理的描述有誤？

- A. 第一步驟為檢查資料輸入的正確性，包含是否有遺漏或輸入錯誤。
- B. 使用偏態(skewness)和峰度(kurtosis)來檢查資料分配的常態性，絕對值最好小於2。
- C. 慣例進行前導分析檢查依變項分數是否因人口統計變項不同而有差異。
- D. 若發現有極端值資料(總數小於整體資料數量的5%)，則可以刪除、替代或資料轉換程序處理。

8. () 下列何者關於前導分析的描述有誤？

- A. 需進行測量工具(量表)的信度考核，透過計算卡方值來獲得。
- B. 需進行測量工具各因素間交互關係之檢驗。
- C. 需進行各研究變項間之相關檢驗，並於研究結果中報告。
- D. 在前導分析中發現變項間具過高相關時，可能代表兩者之間存在共變。

9. () 請問下列何者格式為正確 APA 第七版參考文獻格式？

- A. Herek, G.M., & McLemore, K.A. (2013). Sexual Prejudice. *Annual Review of Psychology*, 64, 309–333. <https://doi.org/10.1146/annurev-psych-113011-143826>
- B. Herek, G. M., & McLemore, K. A. (2013). Sexual prejudice. *Annual Review of Psychology*, 64, 309–333. <https://doi.org/10.1146/annurev-psych-113011-143826>
- C. Herek, G. M., & McLemore, K. A. (2013). *Sexual prejudice*. Annual Review of Psychology, 64, 309–333. <https://doi.org/10.1146/annurev-psych-113011-143826>

- D. G. M. Herek, & K. A. McLemore (2013). Sexual Prejudice. *Annual review of psychology*, 64, 309–333. <https://doi.org/10.1146/annurev-psych-113011-143826>

10. () 請問下列何者格式為正確 APA 第七版參考文獻格式？

- A. Ryan, W. S., & Blascovich, J. (2015). Measures of attitudes towards sexual orientation: Heterosexism, homophobia, and internalized stigma. In G. J. Boyle, D. H. Saklofske, & G. Matthews (Eds.), *Measures of personality and social psychological constructs* (pp. 719–751). Academic Press. <https://doi.org/10.1016/B978-0-12-386915-9.00025-5>
- B. Ryan, W. S., & Blascovich, J. (2015). Measures of attitudes towards sexual orientation: Heterosexism, homophobia, and internalized stigma. In G. J. Boyle, D. H. Saklofske, & G. Matthews (Eds.), *Measures of Personality and Social Psychological Constructs* (pp. 719–751). NY: Academic Press. <https://doi.org/10.1016/B978-0-12-386915-9.00025-5>
- C. Ryan, W. S., & Blascovich, J. (2015). *Measures of attitudes towards sexual orientation: Heterosexism, homophobia, and internalized stigma*. In G. J. Boyle, D. H. Saklofske, & G. Matthews (Eds.), *Measures of Personality and Social Psychological Constructs* (pp. 719–751). NY: Academic Press. <https://doi.org/10.1016/B978-0-12-386915-9.00025-5>
- D. Ryan, W. S., & Blascovich, J. (2015). Measures of attitudes towards sexual orientation: Heterosexism, homophobia, and internalized stigma. In Boyle, G. J., Saklofske, D. H., & G. Matthews (Eds.), *Measures of Personality and Social Psychological Constructs* (pp. 719–751). Academic Press. <https://doi.org/10.1016/B978-0-12-386915-9.00025-5>

11. () One theory of love divides it into an intimacy, a passion, and a commitment component. This theory is called the

- A. Trimural Theory.
B. Triplex Theory.
C. Loving and mating.
D. Tripartate Theory.

12. () The triangular theory of love proposes that there are _____ kinds of love.

- A. two
B. three
C. six
D. eight

13. () Persuasion is said to follow the central route of persuasion when
- A. a communication attacks a central belief of the individual.
 - B. the individual responds to substantive information about the issue under consideration.
 - C. the individual responds to noncontent cues in a communication.
 - D. the individual responds to the context of the communication (e.g., the credibility of the communicator).
14. () When we overestimate the power of dispositions in determining someone's behavior, we commit the
- A. overjustification error.
 - B. fundamental attribution error.
 - C. normative influence error.
 - D. self justification error.
15. () Graduating seniors are often very concerned about the first impressions they will make at job interviews. Research shows that their concerns
- A. are justified because of the primacy effect.
 - B. are exaggerated because research on schematic processing shows that interviews tend to discount negative first impressions.
 - C. are exaggerated because research shows that the written record (e.g., grade point average) will overwhelm any information obtained from the interview.
 - D. should be balanced by the research on self-fulfilling prophecies that shows that they will make a positive impression if they simply adopt a very friendly interviewing manner.
16. () In a social facilitation experiment, subjects were asked to complete a task while the audience members were blindfolded. The purpose of this study was to show that
- A. the mere presence of another person does not produce social facilitation effects.
 - B. social facilitation effects are always present when one has an audience.
 - C. the mere presence of another person produces social facilitation effects.
 - D. anonymity or non-anonymity affects the speed of performance.
17. () As a subject in an experiment, you read a selection that describes different ways of helping others. What would be the likely effect of reading this information?
- A. You would show pluralistic ignorance.

- B. You would show diffusion of responsibility.
- C. You would help person in trouble when others are present.
- D. You would ignore a person in trouble when others are present.

18. () Sophia is riding the bus when her group decides that a building seen through the left window is larger than one on the right. It is obvious to Sophia that the building on the right is larger. What is Sophia likely to do when asked her opinion?

- A. express agreement with the group.
- B. insist that the buildings are the same size, hoping for a compromise.
- C. insist that the building on the right is larger.
- D. Research gives us no basis for predicting.

19. () In the classic study by Milgram in which subjects were asked to administer increasingly strong electric shocks to a "learner,"

- A. most subjects administered even the strongest shocks.
- B. most subjects refused to administer strong shocks once the "learner" began to protest.
- C. women wearing nurse's uniforms were least likely to administer shocks.
- D. subjects were most likely to administer shocks when the experimenter left the room.

20. () Studies on group polarization have shown that the effect

- A. occurs if subjects simply hear the arguments of the group, without knowing the actual position of other member of the group.
- B. does not occur unless group members learn the position of other members of the group.
- C. does not occur unless group members actually hear supporting arguments.
- D. occurs only on issues involving risk.

21. () Psychologists have found that using an electroencephalograph (EEG) in their research has all the advantages listed below except one. Which one?

- A. The EEG allows researchers to record brain activity in quick intervals.
- B. The EEG electrodes only pierce the scalp in a few places, and participants recover from the procedure after only a few days.
- C. Participants report that the procedure is not uncomfortable.
- D. The EEG can measure brain activity level in more than one part of the brain.

22. () According to research on cerebral asymmetry, a person who frequently suffers from depression probably has

- A. higher right-hemisphere activity than left-hemisphere activity when resting.

- B. higher left-hemisphere activity than right-hemisphere activity when resting.
- C. equal right- and left-hemisphere activity when resting but higher right-hemisphere activity when depressed.
- D. equal right- and left-hemisphere activity when resting but higher left-hemisphere activity when depressed.

23. () A psychologist conducts research using the twin-study method. He administers a need for Achievement scale to sets of monozygotic and dizygotic twins and finds a correlation of .50 between the scores for pairs of monozygotic twins. If this study is to demonstrate evidence for a genetic influence on need for Achievement, what would we expect the correlation to be between scores for pairs of dizygotic twins?

- A. Higher than .50
- B. Lower than .50
- C. Very close to .50
- D. There is no way to demonstrate a genetic influence with these data.

24. () According to evolutionary personality theory, men and women base their choice of romantic partners in part on concerns for “parental investment.” This means we

- A. want the parents of our spouses to be involved in the raising of our children.
- B. select mates who are likely to contribute to successful reproduction and child-raising.
- C. consider what the parents of our potential partners are like because personality is partly inherited from one’s parents.
- D. prefer partners for whom both parents were actively involved with their children.

25. () How do the Wechsler scales differ from the Stanford-Binet?

- A. The original Wechsler (WAIS) is for adults only; the Stanford-Binet is for children.
- B. Wechsler has two subparts; the Stanford-Binet has five.
- C. The WAIS is a group test; the Stanford-Binet is an individual test.
- D. The Stanford-Binet gives more information about specific strengths and weaknesses.

26. () One day in the woods you find yourself face-to-face with a very large bear. Your heart begins to pound, and you begin to perspire and breathe faster. According to Schachter and Singer's theory of emotion,

- A. your heart is beating faster and you are perspiring and breathing faster because you are frightened.
- B. you are afraid because your heart is pounding; you are perspiring and breathing faster.
- C. you feel fear, if that's what you feel, because you have interpreted the presence of the bear as threatening and labeled the physiological arousal as fear.

D. the physiological response to this situation is the same as it would be if you encountered your romantic partner in the woods.

27. () What is the probable role for cholecystokinin (CCK) in controlling eating?

- A. Blood levels of CCK may be monitored by the brain as a satiety signal.
- B. Blood levels of CCK may be monitored by the brain as a hunger signal.
- C. CCK has no role in eating; it is involved in thirst.
- D. CCK has no role in eating; it is involved in temperature regulation.

28. () What would be the effect of introducing androgen-like drugs to a developing female fetus?

- A. A markedly increased probability of homosexuality.
- B. The result may partially depend upon social environmental variables.
- C. change in gender identity at adulthood.
- D. More than one of the above would result.

29. () What is a morpheme?

- A. the smallest linguistic unit that carries meaning
- B. the smallest unit in the sound system of a language
- C. a relationship between words
- D. a pairing of sounds that is not used within a particular language

30. () A tennis coach works with players to improve the accuracy of their backhand stroke

with successive attempts to produce more hits on target each week of the season. The coach slowly adjusts the form of the backstroke until it is the correct overall swing. The coach is using a form of conditioning known as

- A. stimulus generalization.
- B. shaping.
- C. punishment.
- D. discrimination.

二、配對題（每題 2.5 分，共 25 分）

請根據下列描述選取相對應的分析方法

- A. 階層線性模型 D. 因素分析 G. 敘事研究 J. 共識質化研究
B. 路徑分析 E. 變異數分析 H. 現象學研究
C. 迴歸分析 F. 紮根理論研究 I. 民族誌研究

1. () 開放地了解某特定主題，目的在於發現與還原被研究者的主觀經驗。
2. () 了解兩個或多個變數間是否相關、相關方向與強度。
3. () 以團隊採取特定分析步驟強化研究分析過程中的客觀性以及代表性，旨於具體呈現研究問題之主題和核心議題。
4. () 用以處理受試者位於組織或社群脈絡相似性但又依據研究假設有異質性的資料。
5. () 以圖形顯示數個變項間的因果關係網路的方法。
6. () 以歸納的方式對現象加以分析整理，目的在於建構理論。
7. () 發現一群實際變項與某一因素之間的相關程度。
8. () 通常以參與觀察的方法蒐集資料與紀錄，旨於描繪與報導特定族群或文化脈絡下的生活方法。
9. () 關注人如何描述、理解與詮釋自己的經驗，依據研究目的則關注焦點可為特定主題或歷程。
10. () 根據組間與組內變異的比較來決定組間差異是否能在簡單隨機抽樣下發生，或者代表變項間真正的關係。

