Recent personality research (continued)

The example of Simine Vazire
Washington U., St. Louis
Moving to UC Davis this fall

Sex differences in verbal behavior

- Do women talk more than men?
  - R. Lakoff, Language and Woman's Place (Harper, New York, 1975).
  - L. Litosseliti, Gender and Language: Theory and Practice (Arnold, London, 2006).
  - L. Brizendine, The Female Brain (Morgan Road, New York, 2006).
    - 20,000 versus 7,000 (commonly cited, but unclear source)
  - M. Liberman, Sex-Linked Lexical Budgets
    - 8,805 vs. 6,073 (tape recorder of a day)

EAR research

- Electronically Activated Recorder (EAR)
  - digital voice recorder that samples 30 seconds of ambient sound every 12.5 minutes
  - subjects can erase recordings if they want
- 396 participants over 6 years
  - 210 female, 186 male college students

EAR results

Table 1. Estimated number of words spoken per day for female and male study participants across six samples. *N* = 396. Year refers to the year when the data collection started; duration refers to the approximate number of days participants wore the EAR; the weighted average weighs the respective sample group mean by the sample size of the group.

Sample	Year	Location	Duration	Age range (years)	Sample size (*N*)		Estimated average number (SD) of words spoken per day	
					Women	Men	Women	Men
1	2004	USA	7 days	18–29	56	56	18,443 (7460)	16,576 (7871)
2	2003	USA	4 days	17–23	42	37	14,297 (6441)	14,060 (9065)
3	2003	Mexico	4 days	17–25	31	20	14,704 (6215)	15,022 (7864)
4	2001	USA	2 days	17–22	47	49	16,177 (7520)	16,569 (9108)
5	2001	USA	10 days	18–26	7	4	15,761 (8985)	24,051 (10,211)
6	1998	USA	4 days	17–23	27	20	16,496 (7914)	12,867 (8343)
					Weighted average		16,215 (7301)	15,669 (8633)

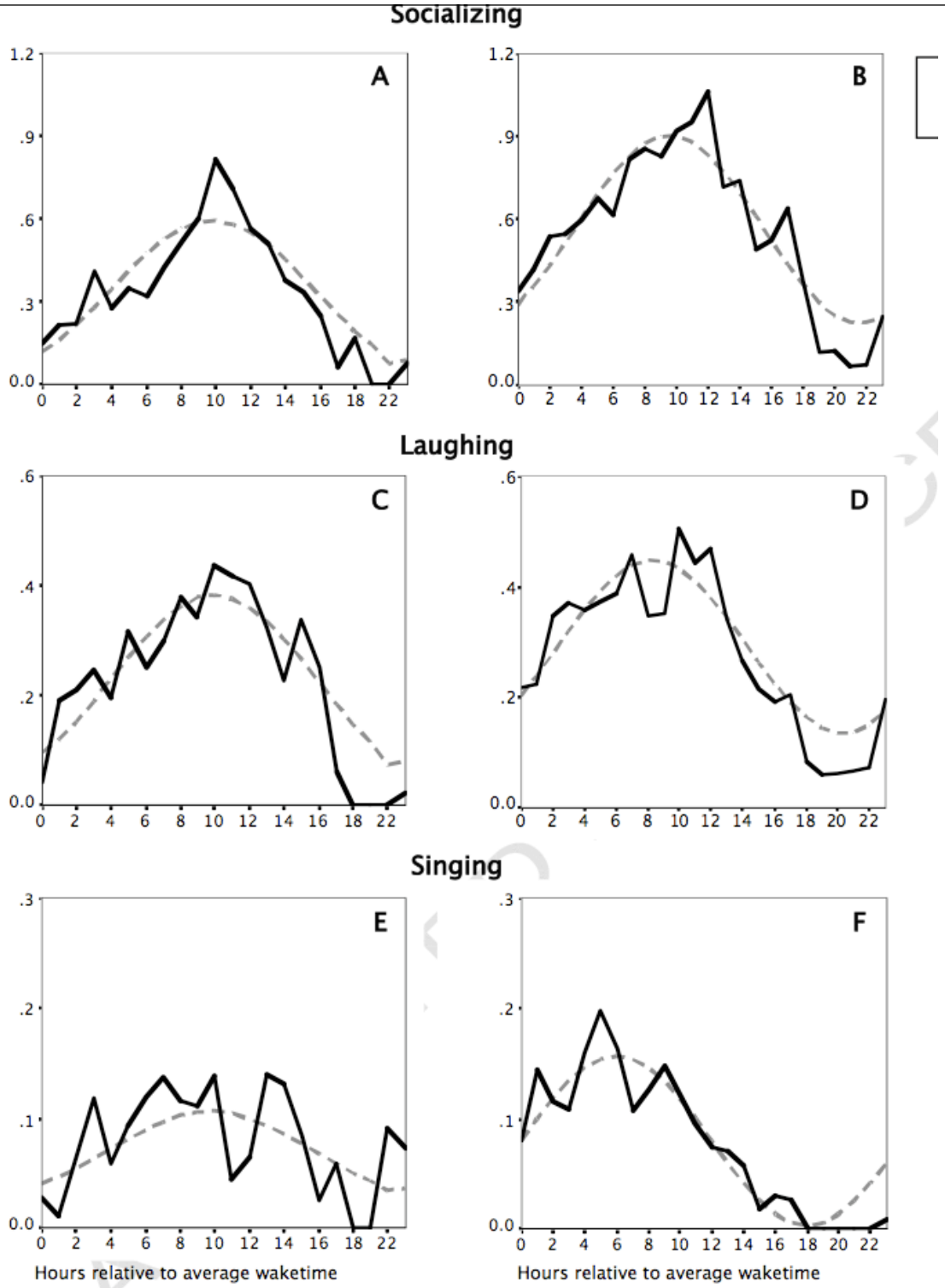
Trivial difference= 546 words effect size = .07

Diurnal rhythms in activity: more EAR

- Diurnal variation in affect:
  - PA and EA show diurnal pattern
  - NA and TA does not (or not as much)

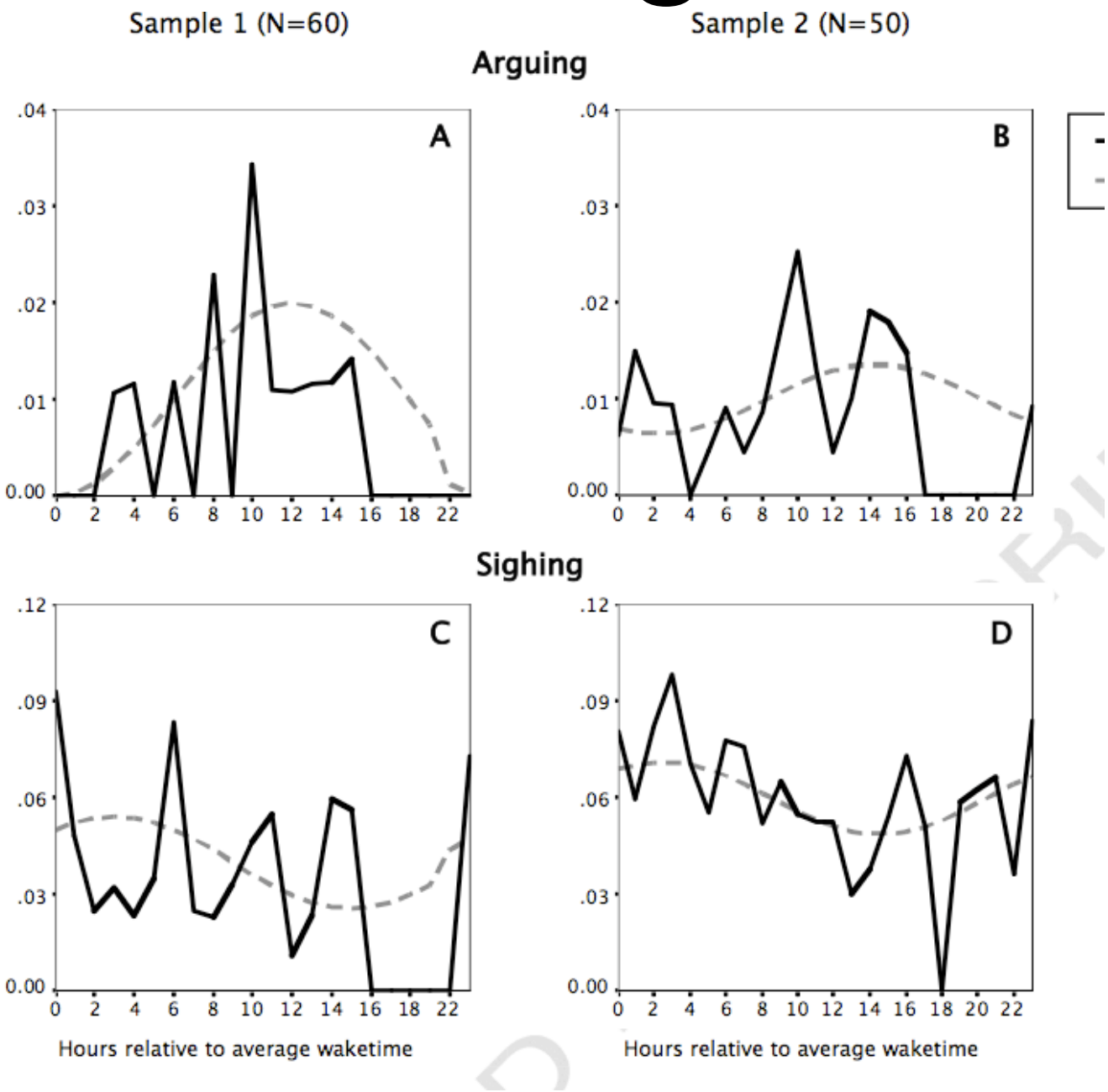
Method

- Subjects
  - Study 1: 96 intro psych 3 days of EAR
  - Study 2: 79 intro psych 5 days of EAR
- Procedure
  - 4.8 30 second recordings/hour
  - could erase if they wanted (.1% were erased)
- Coding: 32 Social Environment Coding of Sound: used a) laughing, singing, whistling b) socializing c) arguing and d) sighing

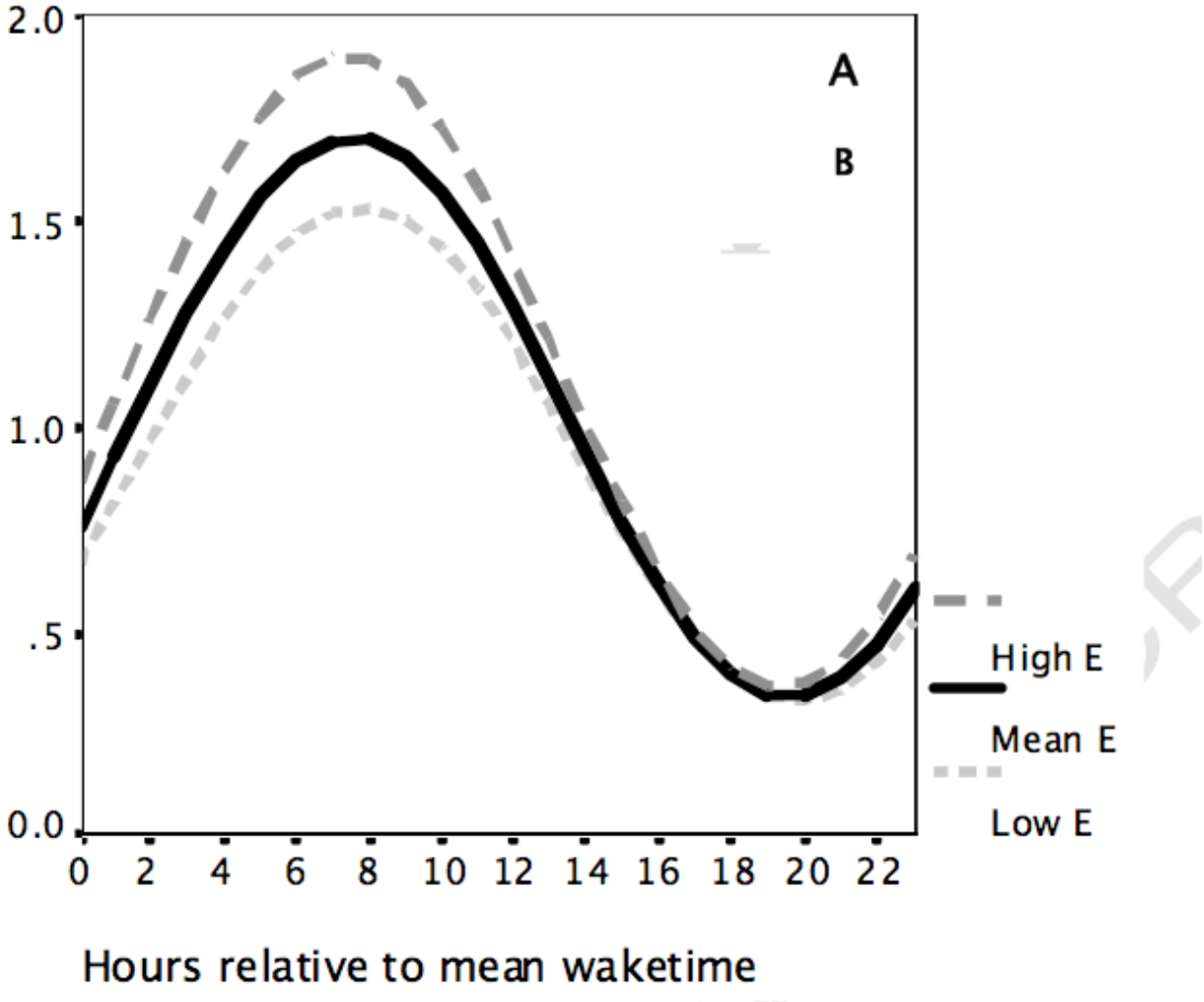


Positive behaviors

Negative Behaviors



The effect of extraversion on socializing



Internet research: can we trust it

- Gosling, Samuel D. and Vazire, Simine and Srivastava, Sanjay and John, Oliver. (2004) Should We Trust Web-Based Studies? A Comparative Analysis of Six Preconceptions About Internet Questionnaires. American Psychologist, 59, 93-104.

Internet research

Table 1
Six Preconceptions About Internet Methods

Preconception	Finding
1. Internet samples are not demographically diverse (e.g., Krantz & Dalal, 2000).	*Mixed.* Internet samples are *more* diverse than traditional samples in many domains (e.g., gender), though they are not completely representative of the population.
2. Internet samples are maladjusted, socially isolated, or depressed (e.g., Kraut et al., 1998).	*Myth.* Internet users do not differ from nonusers on markers of adjustment and depression.
3. Internet data do not generalize across presentation formats (e.g., Azar, 2000).	*Myth.* Internet findings replicated across two presentation formats of the Big Five Inventory.
4. Internet participants are unmotivated (e.g., Buchanan, 2000).	*Myth.* Internet methods provide means for motivating participants (e.g., feedback).
5. Internet data are compromised by anonymity of participants (e.g., Skitka & Sargis, in press).	*Fact.* However, Internet researchers can take steps to eliminate repeat responders.
6. Internet-based findings differ from those obtained with other methods (e.g., Krantz & Dalal, 2000).	*Myth?* Evidence so far suggests that Internet-based findings are consistent with findings based on traditional methods (e.g., on self-esteem, personality), but more data are needed.

Table 2
Comparison of Traditional and Internet Sample Characteristics

Characteristic	Internet sample	*JPSP* samples in 2002: All traditional samples	*JPSP* samples in 2002: Correlational traditional samples
No. of participants	361,703	102,959	75,363
% of student samples	—[a]	85%	70%
% of samples reporting gender	—[a]	72%	80%
Avg. % female	57%	71%	77%
Avg. % male	43%	29%	23%
% of samples reporting race	—[a]	24%	33%
Avg. % White	77%	80%[b]	80%[b]
No. of non-Whites	83,192	14,949	14,006
% of samples reporting SES	—[a]	5%	10%
No. of non-U.S. participants	110,319	17,988	12,563
% of samples reporting age	—[a]	32%	54%
In student samples	—[a]	27%	49%
In nonstudent samples	—[a]	67%	71%
Mean age (in years)	24.3[c]	22.9[d]	25.1[d]

Note. Data for the Internet sample come from outofservice.com Web-questionnaire participants. Data for traditional samples come from analyses of samples in all articles published in one year (2002) of the *Journal of Personality and Social Psychology* (*JPSP*). The correlational samples are the subset of *JPSP* samples using a correlational design. All means for traditional samples are weighted by sample size. Avg. = average; SES = socioeconomic status.
[a] Not applicable to the Internet sample because it is a single sample. [b] To reduce the bias introduced by race-selected samples, these averages are based on samples with at least 40% White participants. [c] This average includes only participants between the ages of 11 and 100 years. [d] Because age was reported more often for nonstudent samples than for student samples and nonstudent samples tend to be older than student samples, this mean was calculated in two steps. First, mean age was calculated separately for student samples and nonstudent samples. Second, the overall mean was a weighted composite of the mean age of student samples (weighted by the total proportion of student samples) and the mean age of nonstudent samples (weighted by the total proportion of nonstudent samples).

Personality traces

- Knowing people by their behavioral residues
  - Offices and rooms
  - Web pages

e-Perceptions: Personality impressions based on personal websites

- Simine Vazire and Samuel D. Gosling, JPSP, 2004, 87, 123-132

Web impressions

Jessica has agreed to go on a blind date. She knows nothing about Ben except his name. Naturally, she wonders what he is like and she begins to browse the Internet for information. After entering his name into a search engine, she soon finds Ben's personal website; here she discovers that Ben has read all of Steinbeck's novels, minored in Eastern philosophy in college, pays homage to his heroes Ralph Nader and Malcolm X, and keeps meticulous records of his stamp collection. An impression begins to form of Ben in Jessica's mind as a quiet, intellectual, organized, politically liberal neat freak. But how accurate is Jessica's impression of Ben? Would other visitors to Ben's website form the same impression? Is the website giving Jessica an overly positive impression of Ben? How does Jessica's impression differ from the impression she would get from another source of information, such as actually meeting Ben or visiting his office?

Identity claims and behavioral residue

- Examination of university offices and dorm bedrooms
  - ratings of openness based upon pictures of a dorm room versus self report openness = .65
  - orderliness, conscientiousness

Website personality

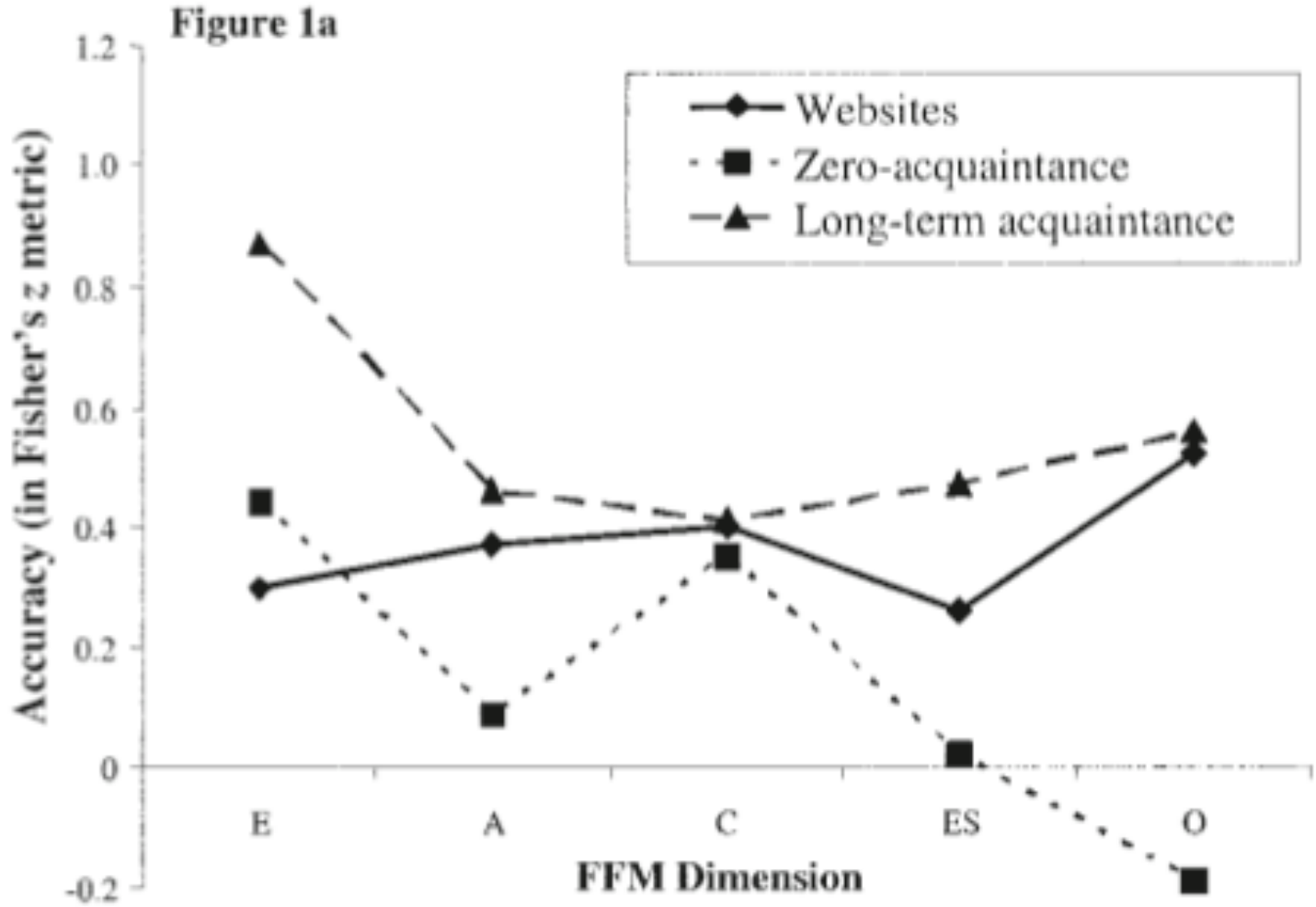
- Student ratings of personality characteristics seen on websites
- Self report of website authors on personality
- Peer ratings of website authors
- N = 89 websites, 79 self ratings

Website ratings

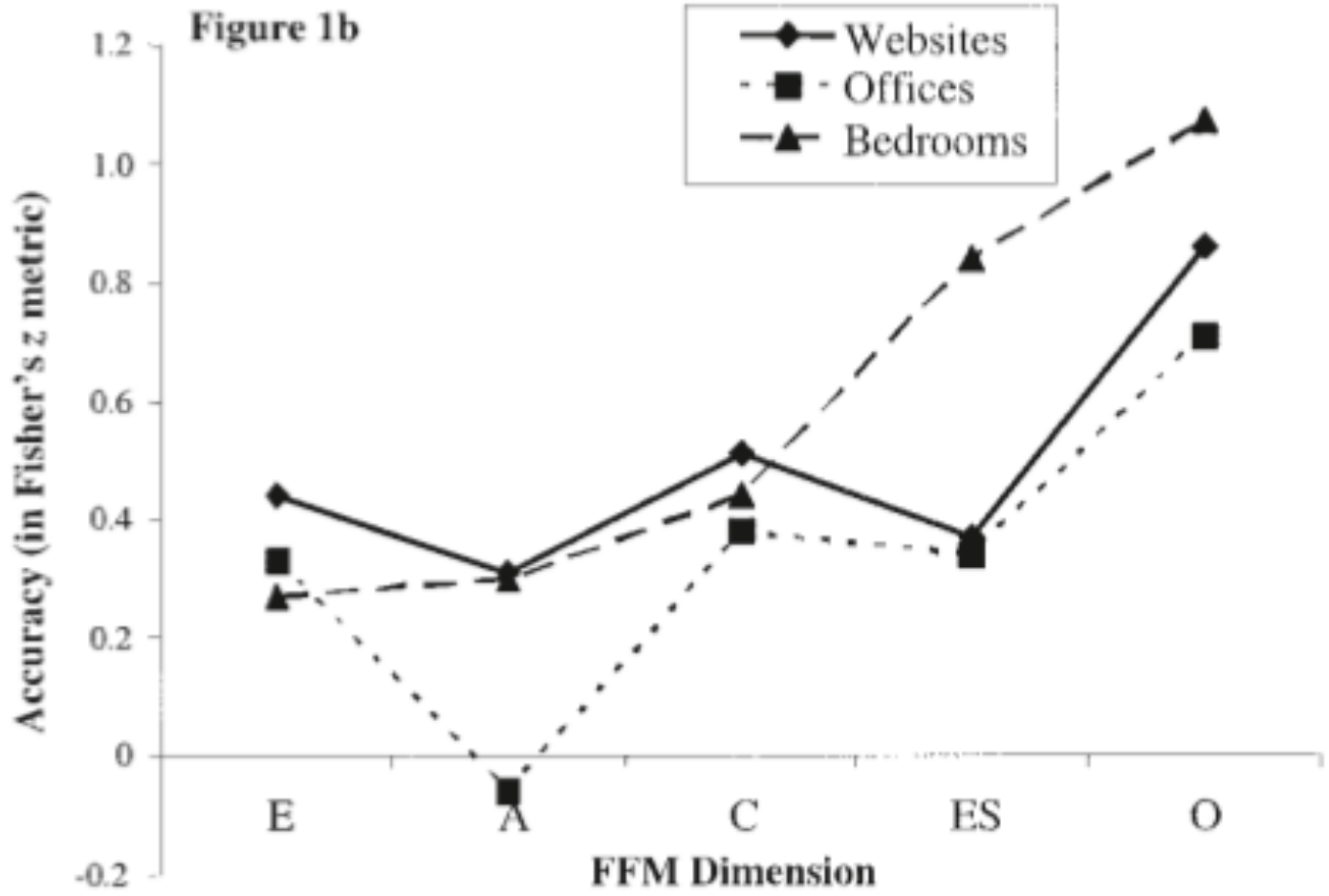
Table 1
Website Ratings: Consensus and Agreement With Accuracy Criterion, Self-Ratings, and Informants

Five-factor model dimension	Interobserver consensus (mean N = 87)	Observer accuracy (N = 81)	Single-observer accuracy (mean N = 80)	Observer–self r (N = 79)	Observer–informant r (N = 81)
Extraversion	.32**	.38**	.26**	.26*	.39**
Agreeableness	.28**	.28**	.17	.31**	.22*
Conscientiousness	.27**	.43**	.27**	.35**	.39**
Emotional Stability	.18*	.31**	.19*	.21*	.31**
Openness to Experience	.32**	.63**	.46**	.42**	.60**
M	.27**	.42**	.27**	.31**	.39**

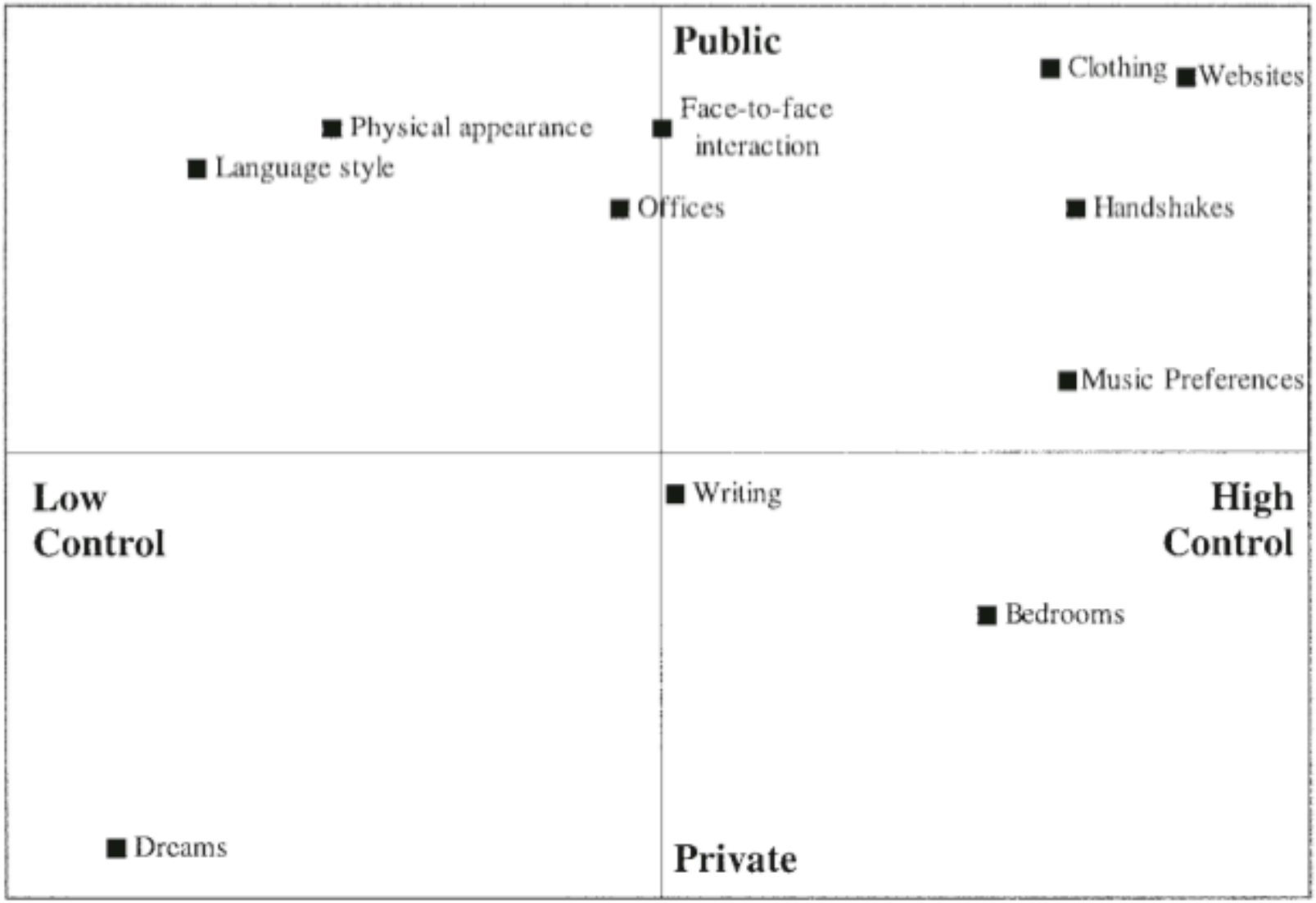
How do websites compare to person ratings?



A comparison of Behavioral residues



Dimensions of expression



Animal Personality

- Behavioral codings
- Trait ratings
- species differences
  - rats mainly studied for avoidance/anxiety and maze brightness
  - dogs for sociability
  - primates - activity, aggressive, anxious, assertive, belligerent, cautious, etc.

Big 5 of dogs?

- Books on choosing your dog basically describe dogs in terms of
  - sociability (extraversion- approach)
  - hostility (disagreeable)
  - intelligence-curiosity (g + O)
  - nervousness (emotional stability)
  - impulsivity (conscientiousness)

Animal models of personality

- Ethologists have long studied individual differences within and between species
- Biologists are comfortable talking about animal personality
- Psychologists are more leery