

## APPENDIX C – PARTICIPANT DEBRIEF FORMS FOR STUDIES 1 AND 2

### Study 1

#### Debrief

#### The Problem Solving Study

We would like to ask you not to discuss the purpose of this study with your fellow students, as knowledge of the true nature of the study might compromise its validity.

Results of the Problem Solving Study prize draw will be available on Blackboard (or other appropriate outlet) at the end of the semester.

Every day, people are faced with temptations that seem enjoyable in the immediate present, but may compromise their more future goals and aspirations. Self-regulation is often required to overcome those temptations to help achieving those long-term goals.

There are two kinds of self-regulatory strategies: ceasing an already-commenced tempting activity, or not starting one in the first place. We are interested in finding out the relative merits of each type of strategy.

The dependent variables are measured to test the research ideas. In this study, the dependent variables are:

1. The time you spent answering the task which can lead to the prize draw (something fun) versus the task which you need to do in order to qualify for the prize draw.
2. Your performance on the Word-Checking Exercise.

The independent variables are manipulated to test the research hypothesis. In this study the independent variable is:

1. Whether you did the “prize draw” task first, or the “qualifying for prize draw” task first.

If you have any questions, please feel free to ask at any time.

Thanks for your participation. If you have any further questions, please contact:

Elizabeth Cowley - [e.cowley@econ.usyd.edu.au](mailto:e.cowley@econ.usyd.edu.au)/ 9351-6433

If you have any concerns or complaints about the conduct of a research study can contact the Manager for Ethics Administration, University of Sydney on (02) 9351 4811.

**Thanks again.**

## Study 2

### Debrief

#### **“Truly Trivial” – A study of trivia games**

Every day, people are faced with temptations that seem enjoyable in the immediate present, but may compromise their more future goals and aspirations. There are two kinds of self-regulatory strategies: ceasing an already-commenced tempting activity, or not starting one in the first place. We are interested in finding out which is more demanding on individuals.

The dependent variables are measured to test the research ideas. In this study, the dependent variables are:

3. The time you spent answering the Trivia Challenge (something fun) and the Mathematics Quiz (something mundane yet you're supposed to do).
4. Your performance on the Listening Exercise.

The independent variables are manipulated to see which one of the two self-regulatory strategies is more demanding, and whether the relative psychological distance between the Trivia Challenge and the Maths Quiz influenced the way you achieved this self-regulation. In this study the independent variables are:

2. The presentation of the two tasks – whether they were presented simultaneously (low psychological distance) or sequentially (high psychological distance).
3. Whether you worked with the Mathematics Quiz or the Trivia Challenge first.

We would like to ask you not to discuss the purpose of this study with your fellow students, as knowledge of the true nature of the study might compromise its validity.

Results of this study and the Trivia Challenge prize draw will be available on Blackboard at the end of the semester. If you have any questions – please feel free to ask.

Thanks for your participation. If you have any further questions, please contact:

Elizabeth Cowley - [e.cowley@econ.usyd.edu.au](mailto:e.cowley@econ.usyd.edu.au) / 9351-6433

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**Thanks again.**