A checked note, then a question

Original fictional practice text. No study, participant data or learning result is reported.

Association is not a causal conclusion

Cue or recall question	Notes and source location
What is the association?	More session attendance and more reported reading occur together in the imagined record. This does not establish the direction or cause of the relationship. Location: Practice lecture, sentences 1-2
What alternative explanations are possible?	Prior interest might affect both activities. People who already read more might choose to attend more sessions. Location: Practice lecture, sentence 3
What would a causal claim need to address?	The example supplies no procedure or comparison capable of resolving the alternatives. A suitable design would need to address them. Location: Practice lecture, sentences 4-5
Does lack of a causal conclusion mean no effect?	No. The example leaves the effect unresolved; it does not establish that sessions help or that they are useless. Location: Practice lecture, sentence 6

Summary

The constructed record describes an association between attendance and reported reading. Prior interest and selection are possible alternatives to attendance causing reading. The example cannot establish a benefit, harm or absence of effect.

Still uncertain: No actual measurements, sampling details or investigation are supplied. The example is for practising note structure and qualified interpretation, not evaluating a real intervention.

The source text and a self-check are on page 2. Locators refer to that practice text.

Return to the explanation

Read the constructed source, inspect the note, then try recalling without looking.

Constructed practice source

Practice lecture, entirely constructed: (1) Imagine a campus club notices that members who attend more discussion sessions also report reading more pages. (2) This describes an association in the imagined record; it does not show that attendance caused the extra reading. (3) Prior interest could influence both attending and reading, and keen readers might choose to attend more often. (4) No random assignment, time-ordered comparison or measurement procedure is supplied in this example. (5) A causal explanation would need evidence that addresses plausible alternatives, with a design appropriate to the question. (6) Do not infer that the sessions are useless: this record leaves their causal effect unresolved.

Check your recall

What is the association?
Check: Keep 'reported' and 'imagined'; do not turn the scenario into measured research.

What alternative explanations are possible?
Check: These are possible explanations, not causes established by the example.

What would a causal claim need to address?
Check: Do not prescribe one design as sufficient for every question; no real investigation is described here.

Does lack of a causal conclusion mean no effect?
Check: Do not replace an unsupported positive claim with an unsupported negative one.

Use the cues to expose a gap. A fluent answer is not enough: compare it with the source and preserve qualifications. This is a suggested exercise, not a tested learning intervention.