How is development studied?

1. Describe how a scientific approach to observing development differs from a typical parental approach to observing development.

2. When you see the results of studies published in the newspaper, why is it important for you to ask if the sample used in the study was representative? Explain it as if you were talking to a smart person who is not in this class. (from class)

3. Describe characteristics of good theories.

4. What concerns do researchers have when collecting verbal reports as their data?
a. What are the characteristics of naturalistic observation? As part of your answer, include strategies that researchers use to make their observations more accurate. Also, include limitations of naturalistic observation. (in part, from class)

Why do developmental psychologists sometimes use physiological measures, such as fMRI recordings, etc.?

What are the defining characteristics and limitations of case studies?
8 What are the defining characteristics and limitations of correlational studies?

Regarding correlations:
   a) What is a positive correlation? Explain using an example.

   b) What is a negative correlation? Explain using an example.

   c) What does a zero correlation mean? Explain using an example.

9 What is the concern regarding “third” variables in correlational studies? Give a potential third variable for one of the examples you described in the question above, and explain we should concern ourselves with such a variable.

10 What are the defining characteristics and limitations of quasi-experiments? (from class)
11 What are the defining characteristics and limitations of experiments?

12 What are the three characteristics of an experiment that allow researchers to draw conclusions about cause and effect. (Note that these are characteristics unique to experiments. In part, this answer is redundant with the previous answer.)

13 What is the most important procedural control that researchers studying infants and children (and any other animal) must have in place to draw a legitimate conclusion about what their subjects “know”? (from class)

14 Regarding validity (from class):
   a) Distinguish between internal and external validity. Note: You will need to use outside sources to answer completely.

   b) Why is ecological validity important in developmental research? Which research designs have high ecological validity? What contributes to high ecological validity?

   c) Why is internal validity important in developmental research? Which research designs have high internal validity? What contributes to high internal validity? Note: You will need to use outside sources to answer completely.
The following are references from recent articles describing experiments or quasi-experiments conducted with children. Identify independent and dependent variables from each reference. When identifying the IV, also note whether the IV is really a quasi-IV.


In each of the above titles, identify at least one possible extraneous or confounding variable. Be able to explain what makes the variable confounding. (from class)

a) 

b) 

c) 

d) 

What are the five options for the time frame of a study involving children? (in part, from class)

i. 

ii. 

iii. 

iv. 

v.
18 Why would researchers choose one time-frame over another? Think in terms of the type of information they want to gather and the types of errors they want to avoid. Note: This is essentially a compare/contrast kind of question.

19 How would a researcher establish reliability of an observation or a behavior? Be specific. (from film)

20 In general, how would a researcher establish validity of a behavior or concept? Be specific. (from class)

21 Ethical considerations are critical when dealing with any kind of research subject. What are the main ethical issues when dealing with human subjects? What are special concerns of researchers who deal with child subjects?