Part I: How should we think of development? – Identifying the scope of what we study

1. a. Distinguish between “development,” “growth,” “biological aging,” and “aging”?

   ***b. In your own words, and based on what you read in this section, what do developmental psychologists (or lifespan psychologists) study?

2. In any science, you have to define your unit of measurement. For developmental scientists, an important unit of measurement is age. (a) Describe the current generally-accepted age ranges of the different periods of the lifespan.

3. Describe some other ways of grouping periods of the different periods of the lifespan.
4  a. What is a rite of passage?
   
   b. For each example in the text, describe the status before the rite and after the rite.

5  a. What is a “subculture”?
   
   b. To what different subcultures do you belong?

6  **What rites of passage exist in the various subcultures to which you belong? List the subculture, the rite of passage and the pre- and post-rite status.

7  The division of the lifespan has changed over time. Based on interpretation of historical record, when did the concept of “childhood” begin? What was the view prior to that?
8 When and why did “adolescence” become a relatively distinct period of development?

9 a) When did “middle-age” become a relatively distinct period of development?

b) What are some of the characteristics of this period?

10 When and why did “old age” become a relatively distinct period of development?

11 **What are some of the (extraneous) variables that have to be considered (i.e., other than age) when studying development?
12  a) What is the “nature-nurture” issue? Describe the extreme ends of the continuum.

   b) Describe the position on this issue that dominates in 2016.

   **c) Select a specific behavior or mental process that you are interested in and describe the current nature-nurture position with regard to your selection.

What is the science of life-span development?

13  What are the goals of developmental psychology?

14  **Considering what you learned about basic and applied research in your general psychology class, which goals do you think fit best as “basic research” and which as “applied research”? Explain your reasoning.
15 a. How was development studied prior to psychology becoming a formal discipline in about 1875?

b. Who is credited with contributing greatly to the study of development during this pre-psychology time-frame?

c) Describe G. Stanley Hall’s role in the founding of developmental psychology, i.e., what did he do?

16 Your textbook authors have identified six themes or patterns that seem to be true of development. List and describe these six themes or patterns. Be sure to distinguish between the statements that seem similar. Do not only copy statements from the text. Add clarifying comments or examples of your own.
Part II: How is development studied?

17 Describe how a scientific approach to observing development differs from a typical parental approach to observing development. (from class)

18 a) What is the scientific method in general?

b) How should we use the scientific method?

**c) Use examples from your general psychology class to illustrate the importance of adhering to the scientific method.

19 Distinguish between hypothesis and theory.

20 Describe the qualities of good theories. (We will cover this in more detail in chapter 2).
21 Distinguish between a “research sample” and a “population.”

22 Distinguish between random sample and convenience sample (in part from class).

23 Why do researchers strive for random sample?

24 **Can researchers achieve a random sample? Why or why not?

25 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? What does “representative sample” mean? How would one obtain it? Explain it as if you were talking to a smart person who is not in this class.

(from class)
A **indicates an applied question, meaning that you will not find the answer in your text, rather will find it in your head :)**

Note from instructor: In our class, we will be distinguishing between types of data, time-frame and research design. An easy way to distinguish between these concepts is to think of “types of data” as WHAT you record, “time-frame” as WHEN you record data, and “research design” as what you DO to obtain your data and to analyze your data.

**Types of data**

26  a) Define “verbal report” and give some examples of common types of verbal reports.

b) What concerns do researchers have when collecting verbal reports as their data?

c) What strategies do researchers use to increase the accuracy of this type of data?

27  a. Define “behavioral observations” and give some examples of common types of behavioral observations.

b) What concerns do researchers have when collecting behavioral observations as their data?

c) What strategies do researchers use to increase the accuracy of this type of data?
A **indicates an applied question, meaning that you will not find the answer in your text, rather will find it in your head :^)

28 a. Define “physiological measures” and give some examples of common types of physiological measures.

b) What concerns do researchers have when collecting physiological measures as their data?

c) What strategies do researchers use to increase the accuracy of this type of data? (in part, from class)

29 **Under what circumstances would a researcher choose to use each of the types of data described above
A **indicates an applied question, meaning that you will not find the answer in your text, rather will find it in your head :^)

### Time-frames

30 Describe each of the time-frames for collecting data. (I'll add the 4th one in class.)

<table>
<thead>
<tr>
<th>Time-frame</th>
<th>What is it?</th>
<th>What does it tell us?</th>
<th>Concerns?</th>
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<tbody>
<tr>
<td>Longitudinal</td>
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<td>Sequential</td>
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<tr>
<td>Time lag</td>
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31 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.

Research designs
32  a) What are the characteristics of a case study design?

   b) What are the limitations of a case study design?

33  What are the critical characteristics of a correlational design? (in part, from class)

34  Correlational studies describe the relationship between variables in the form of a correlation coefficient:

   a) What is the possible range of a correlational coefficient?

   b) To what does the sign refer? Elaborate.

   c) To what does the number refer? Elaborate.

35  What is a “third” variable in a correlational study? Why are researchers so concerned about “third” variables in correlational studies? **Why should YOU care about third variables?
36 Why can researchers never claim that one variable cause the change in another variable if they conducted only studies using correlational designs? (See “alternative explanations”)

37 What are the three critical characteristics (or features) of an experimental design? (I assume you know what IVs and DVs are. If not, include definitions in your answer.)

38 What other characteristics are common for both correlational and experimental designs?

39 In general, what conclusion can you draw only from an experimental design?

40 What other conclusions can you draw from both correlational and experimental designs?
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 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)

Describe a quasi-experiment as explained in your text. Use an example in your answer.
45 Some experimental designs violate other characteristics of an experiment, and are thus categorized as quasi-experiments. Describe each of the following: (from class)

a) Single-subject design:

b) Multiple-subject design:

46 Under what circumstances would a researcher choose to employ each of the designs described above? In other words, what factors would a researcher consider when deciding which design to use?

Review from general psychology

47 How would a researcher establish reliability of an observation or a behavior? Be specific. (from film)
Regarding validity (from class):

a) Distinguish between internal and external (or ecological) validity.

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.**

48 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?

49 One of the most important concepts for people to understand is the distinction between a correlational design and an experimental design. However, students struggle articulating this distinction. In my experience, people need lots of exposure to and practice with difficult ideas. I find that good students can repeat what I’ve said or what they have read in the text, and can even generate some new examples. However, a few pointed questions are often enough to detect some leftover misunderstandings. To speed up the process, be sure to get feedback, especially if you feel very confident. Be sure to practice talking and writing about the differences, particularly as it relates to various aspects of development. Neither you nor I want your essay to include sections that state, “It’s like you know when two things you know like YOU know when they…” We’ll talk about this all quarter. You’ll see the same question asked in different ways. Here are a couple of different ways to ask the same thing:

- What three characteristics must be present in order for a researcher to even consider drawing a conclusion about cause and effect? Why?
- In what important ways does a correlational design differ from an experimental design?
- Which research design has the most control? Describe the methods of control. Why is control so important?
- What is internal validity? Why can experiments claim to have high internal validity?
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