

Exam study questions

PSYC 125, Lifespan Human Development

Use this study guide to help prepare for the exam. Note that these questions are intended to elicit deep understanding of the topics presented. Rote memorization of simple answers to the questions will not be as valuable as conceptual understanding of the theoretical principles, research findings, and real-world application of the topics.

Chapter 1: *Understanding life-span human development*

- What is development?
 - What are the domains of development?
 - How does development differ from aging?
 - What is the difference between maturation and learning? What roles do both play in development?
- How do we view the life span?
 - What are the periods of the life span? Are these precise periods?
 - What is the relationship between age grades, age norms, and the social clock?
 - How has the view of childhood as a distinct age changed from medieval times to the present?
 - How has the definition of adolescence changed?
 - What important historical trends in adulthood have occurred, and continue to occur?
- What is the science of life-span development?
 - What are the goals of developmental science?
 - What are the key themes in the life-span developmental perspective?
- How is developmental research conducted?
 - What is the relationship between a scientific theory and a hypothesis? What role do data play in the evaluation of theories and hypotheses?
 - What are the strengths and weaknesses of self-reports?
 - What are the strengths and weaknesses of naturalistic observations, structured observations, and meta-analyses? Do the different types of behavioral observation complement each other, or reinforce each others' problems?
 - What are the strengths and weaknesses of the experimental method?
 - What is the difference between the independent and dependent variables in an experiment?
 - How do manipulation of the independent variable, random assignment, and experimental control interact to allow causal inferences?
 - What are the strengths and weaknesses of quasi-experiments?
 - What are the strengths and weaknesses of the correlational method?
 - What information does a correlation coefficient tell us?
 - Why is it difficult to make causal inferences from correlations?
 - How does convergence between experiments and correlational studies advance our knowledge of development?
 - How do cross-sectional and longitudinal designs differ in developmental research?
 - How can age effects, cohort effects, and time of measurement effects influence developmental research findings?
 - What are the strengths and weaknesses of both types of designs?
 - How do sequential designs overcome the problems of cross-sectional and longitudinal designs?
- What issues arise in studying development?
 - Why is random sampling [note: NOT random assignment] important for developmental findings? What problems do researchers more typically face in the sampling process?