Child Development 7th edition Feldman Solutions Manual

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CHAPTER 2
THEORETICAL PERSPECTIVES AND RESEARCH

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LEARNING OBJECTIVES

After reading Chapter 2, students will be able to answer the following questions:

PERSPECTIVES ON CHILDREN

LO1 What are the basic concepts of the psychodynamic perspective?
LO2 What are the basic concepts of the behavioral perspective?
LO3 What are the basic concepts of the cognitive perspective?
LO4 What are the basic concepts of the contextual perspective?
LO5 What are the basic concepts of the evolutionary perspective?
LO6 What is the value of multiple perspectives on child development?

THE SCIENTIFIC METHOD AND RESEARCH

LO7 What is the scientific method, and how does it help answer questions about child development?
LO8 What are the major characteristics of correlational studies and experiments, and how do they differ?
LO9 What are the major characteristics of experiments, and how do they differ from correlational studies?

RESEARCH STRATEGIES AND CHALLENGES

LO10 How would you compare theoretical and applied research?
LO11 What are the major research strategies?
LO12 What are the primary ethical principles used to guide research?

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KEY TERMS AND CONCEPTS

theories (p. 19)
psychodynamic perspective (p. 19)
psychoanalytic theory (p. 20)
psychosexual development (p. 20)
psychosocial development (p. 20)
behavioral perspective (p. 22)
classical conditioning (p. 22)
operant conditioning (p. 23)
behavior modification (p. 23)
social-cognitive learning theory (p. 23)
cognitive perspective (p. 24)
information-processing approaches (p. 26)
cognitive neuroscience approaches (p. 26)
contextual perspective (p. 27)
bioecological approach (p. 27)
sociocultural theory (p. 29)
evolutionary perspective (p. 29)
scientific method (p. 32)
hypothesis (p. 33)
correlational research (p. 33)
experimental research (p 34)
naturalistic observation (p. 35)
case studies (p. 36)
survey research (p. 36)
psychophysiological methods (p. 37)
experiment (p. 37)
treatment (p. 37)
treatment group (p. 37)
control group (p. 37)
independent variable (p. 38)
dependent variable (p. 38)
sample (p. 39)
field study (p. 39)
laboratory study (p. 40)
theoretical research (p. 41)
applied research (p. 41)
longitudinal research (p. 43)
cross-sectional research (p. 43)
sequential studies (p. 44)

CHAPTER OUTLINE/LECTURE NOTES

I. Perspectives on Children
  A. The Psychodynamic Perspective: Focusing on Internal Forces
    1. **Theories** are explanations and predictions concerning phenomena of interest, providing a framework for understanding the relationships among an organized set of facts or principles.
    2. The **psychodynamic perspective** is the approach that states behavior is motivated by inner forces, memories, and conflicts of which a person has little awareness or control.
    3. Freud's Psychodynamic Theory
      a) Freud's **psychoanalytic theory** suggests that unconscious forces act to determine personality and behavior. According to Freud, one's personality has three aspects:
        (1) Id, the raw, unorganized, inborn part of personality that is present at birth.
          (a) Operates according to the pleasure principle, in which the goal is immediate reduction of tension and maximization of satisfaction.
        (2) Ego, the part of personality that is rational and reasonable.
          (a) Operates on the reality principle, in which instinctual energy is restrained in order to maintain the safety of the individual and help integrate the person into society.
        (3) Superego, the aspect of personality that represents a person's conscience, incorporating distinctions between right and wrong.

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(a) Develops around age 5 or 6 and is acquired through interactions from those people who are significant figures in an individual's life (parents, teachers, etc.).

b) Freud suggested that **psychosexual development** is a series of stages that children pass through in which gratification is obtained through a particular biological function and body part.
   (1) Oral (birth to 12–18 months)
   (2) Anal (12–18 months to 3 years)
   (3) Phallic (3 to 5–6 years)
   (4) Latency (5–6 years to adolescence)
   (5) Genital (adolescence to adulthood)

c) If a child does not receive appropriate gratification of their needs (either too little or too much), then fixation, behaviors reflecting an earlier stage of development, may occur.

4. Erikson's Psychosocial Theory
   a) **Psychosocial development** is the approach that encompasses changes in the understanding individuals have of their interactions with others, others' behavior, and of themselves as members of society.
   b) Erikson suggested that developmental change occurs throughout our lives in eight distinct stages.
      (1) Trust versus mistrust (birth to 12–18 months)
      (2) Autonomy versus shame and doubt (12–18 months to 3 years)
      (3) Initiative versus guilt (3 to 5–6 years)
      (4) Industry versus inferiority (5–6 years to adolescence)
      (5) Identity versus role diffusion (adolescence to adulthood)
      (6) Intimacy versus isolation (early adulthood)
      (7) Generativity versus stagnation (middle adulthood)
      (8) Ego integrity versus despair (late adulthood)
   c) According to Erikson, each stage emerges in a fixed pattern and is similar for all people; this does not take into consideration cultural influences.
   d) Each stage presents a crisis or conflict that each individual must address sufficiently at a particular age.
   e) No crisis is ever fully resolved, which makes life increasingly complicated.
   f) Unlike Freud, Erikson believed that development continued throughout the life span.

5. Assessing the Psychodynamic Perspective
   a) Critique of Freud's Theory
      (1) Contemporary psychological research supports the idea that unconscious memories have an influence on our behavior.
      (2) The notion that people pass through stages in childhood that determine their adult personalities has little research support.
      (3) Because Freud based his theory on a small sample of upper-middle-class Austrians living during a strict, puritanical era, it is questionable how applicable the theory is to multicultural populations.
      (4) Freud's psychoanalytic theory is considered sexist because it devalues women.
   b) Critique of Erikson's Theory
      (1) Erikson's view that development continues throughout the life span has received considerable research support.
      (2) Erikson focused more on men than women.

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(3) Much of Erikson's theory is too vague to test rigorously.

c) In sum, the psychodynamic perspective provides a good description of past behavior, but imprecise predictions of future behavior.

B. The Behavioral Perspective

1. The **behavioral perspective** suggests that the keys to understanding development are observable behavior and outside stimuli in the environment.
   a) Behaviorists reject the notion that people universally pass through a series of stages.
   b) Development occurs as the result of continuing exposure to specific factors in the environment. That is, development is quantitative in nature.
2. Classical Conditioning: Stimulus Substitution
   a) **Classical conditioning** is a type of learning in which an organism responds in a particular way to a neutral stimulus that normally does not bring about that type of response. It explains how we learn emotional responses.
   b) John B. Watson (1878–1958) argued that by effectively controlling a person's environment, it was possible to produce virtually any behavior.
3. Operant Conditioning
   a) **Operant conditioning** is a form of learning in which a response is strengthened or weakened, depending on whether the environmental consequences that follow the behavior are pleasant or aversive.
   b) B. F. Skinner (1904–1990) claimed that people operate on their environments to bring about a desired state of affairs.
   c) *Reinforcement* is the process by which a stimulus is provided that increases the probability that a preceding behavior will be repeated.
   d) When behavior receives no reinforcement, it is likely to be discontinued or extinguished.
   e) Principles of operant conditioning are used in behavior modification, which is a formal technique for increasing the frequency of desirable behaviors and decreasing the frequency of unwanted ones.
   f) **Behavior modification** has been used in a variety of situations, ranging from teaching severely retarded people the rudiments of language to helping people stick to diets.
4. Social-Cognitive Learning Theory: Learning Through Imitation
   a) Albert Bandura, known for his experiments with children mimicking aggression, suggests that a certain amount of learning is in the form of social-cognitive learning. The **social-cognitive learning theory** focuses on learning that occurs through observation of a model.
   b) Learning proceeds in four steps:
      (1) First, the observer must pay attention to model's behavior.
      (2) Second, the behavior in question must be remembered.
      (3) Third, the observer must accurately reproduce the behavior.
      (4) Fourth, the observer must be motivated to learn and carry out the behavior.
5. Assessing the Behavioral Perspective
   a) Both classical and operant conditioning consider learning only in terms of external stimuli and responses. People are viewed as "black boxes."
   b) Social-cognitive learning theory, with its emphasis on mental activity, dominates this perspective now.

C. The Cognitive Perspective: Examining the Roots of Understanding

1. The **cognitive perspective** focuses on the processes that allow people to know, understand, and think about the world.

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2. Piaget's Theory of Cognitive Development
    a) Jean Piaget (1896–1980) proposed that all people pass in a fixed sequence through a series of universal stages of cognitive development.
    b) In each stage, the quantity of information increases; the quality of knowledge and understanding changes as well.
    c) Piaget suggested that human thinking is arranged into schemes, organized mental patterns that represent behaviors and actions.
    d) Piaget suggested that the growth of children's understanding of the world can be explained by two principles:
        (1) Assimilation is the process in which people understand new stimuli or events in terms of their current way of thinking.
        (2) Accommodation is the process that changes existing ways of thinking in response to encounters with new stimuli or events.
3. Assessing Piaget's Theory
    a) The theory has stood the test of literally thousands of investigations.
    b) Some cognitive skills emerge earlier than Piaget suggested.
    c) Piaget's work, primarily based upon observations of his own children, did not consider cultural influences on cognitive development. This is important to consider because some cognitive skills emerge according to a different timetable in non-Western countries.
    d) Some adults never reach Piaget's highest level of cognitive thought—formal, logical thought.
    e) Some developmentalists (especially *information-processing approaches*) believe cognitive thought does not develop discontinuously, but slowly, and steadily and continuously.
4. Information-Processing Approaches
    a) **Information-processing approaches** to cognitive development seek to identify the ways individuals take in, use, and store information. Neo-Piagetian theory considers cognition as made up of different types of individual skills.
    b) Assume that even complex behaviors such as learning, remembering, and thinking can be broken down into a series of individual processing stages.
    c) Assume that cognitive development is, for the most part, a function of quantitative changes.
    d) As people age, they are better able to control the nature of processing and they modify the strategies they use.
5. Assessing Information-Processing Approaches
    a) Information processing approaches are central to our understanding of human development, but they do not offer a complete explanation for behavior.
    b) They do not pay much attention to behaviors like creativity, which are nonlinear in nature.
    c) They do not take into account the social context of development.
6. Cognitive Neuroscience Approaches
    a) **Cognitive neuroscience approaches** are a recent addition to child development research.
    b) Cognitive neuroscientists look at cognitive development through the lens of brain processes.
    c) Cognitive neuroscientists seek to identify actual locations of functions within the brain that are related to different types of cognitive activity.
7. Assessing Cognitive Neuroscience Approaches

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a) This is a new and growing field because medical science and psychology are beginning to understand more about the brain and its functioning.
b) Critics of cognitive neuroscience argue that not enough is yet known about the brain to make generalizations.

D. The Contextual Perspective: Taking a Broad Approach to Development
1. The **contextual perspective** considers the relationship between physical, cognitive, personality, and social worlds.
2. The Bioecological Approach to Development
a) Psychologist Uri Bronfenbrenner originated the **bioecological approach**, which suggests that five levels of the environment simultaneously influence every biological organism.
(1) The microsystem is the everyday, immediate environment, and it includes homes, caregivers, friends, and teachers.
(2) The mesosystem connects the various aspects of the microsystem, like children and parents, students and teachers, friends and friends.
(3) The exosystem represents broad societal institutions such as local government, the community, schools, places of worship, and local media.
(4) The macrosystem represents larger cultural influences like society in general, types of governments, religious systems, and political thought.
(5) The chronosystem underlies all the systems and involves the way in which the passage of time and historical events affect children's development.
3. The Influence of Culture
a) The influence of a child's culture plays an important part in development. Therefore, researchers in child development increasingly look at how membership in cultural and sub-cultural groups may influence each other.
b) North American culture is premised on individualism, the dominant Western philosophy that emphasizes personal identity, uniqueness, freedom, and the worth of the individual.
c) Asian cultures emphasize collectivism, the notion that the well-being of the group is more important than that of the individual.
d) The individualism-collectivism spectrum is one of several dimensions along which cultures differ; it illustrates differences in the cultural contexts in which people view the world and behave.
4. Assessing the Bioecological Approach
a) Some people argue that Bronfenbrenner's approach pays insufficient attention to biological factors.
b) But the bioecological approach is of considerable importance to child development, as it suggests the multiple levels at which the environment affects children's development.
5. Vygotsky's Sociocultural Theory
a) Vygotsky's **sociocultural theory** emphasizes how cognitive development proceeds as a result of social interactions between members of a culture, it is a reciprocal transaction between the people in a child's environment and the child.
b) Since culture shapes development, we must consider what is meaningful to members of a given culture if we wish to understand the course of development.

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c) Scaffolding is the temporary support that teachers, parents, and others provide children as they are learning a task. As children become increasingly competent and master a task, the scaffolding can be withdrawn, allowing children to carry out the task on their own.

6. Assessing Vygotsky's Theory
   a) Because of its sociocultural emphasis, Vygotsky's theory remains popular today.
   b) Children do not develop in a cultural vacuum; instead, their attention is directed by society to certain areas, and as a consequence, they develop particular kinds of skills that are an outcome of their cultural environment.

E. The Evolutionary Perspectives: Our Ancestors' Contributions to Behavior
   1. The **evolutionary perspective** focuses on the identification of behavior that is the result of genetic influences.
      a) Evolutionary approaches grow out of Darwin's discussion of natural selection. With the advent of "intelligent design," Darwin's theory is being challenged; however, the evolutionary approach has stimulated a significant amount of research on how our biological inheritance at least partially influences our traits and behaviors.
      b) Genetic inheritance not only determines physical traits, such as eye or hair color, but it also determines personality and social behaviors.
      c) This area of study encompasses one of the fastest growing areas in child development; namely, behavioral genetics, which studies the effects of heredity on behavior.
   2. Assessing the Evolutionary Perspective
      a) Pays insufficient attention to the impact of environmental and social factors on behavior.
      b) No sound scientific method for testing evolutionary theories.
      c) Has stimulated a significant amount of research on the influence of genetics on behavior.

F. Why "Which Perspective Is Right?" Is the Wrong Question
   1. There are five major perspectives:
      a) Psychodynamic
      b) Behavioral
      c) Cognitive
      d) Humanistic
      e) Evolutionary
   2. Each major perspective emphasizes a different aspect of development.
      a) Psychodynamic approach emphasizes emotions, motivational conflicts, and unconscious determinants of behavior.
      b) Behavioral approach emphasizes overt behavior.
      c) Cognitive approach emphasizes mental processes.
      d) Contextual approach emphasizes the relationship between individuals and their worlds.
      e) Evolutionary approach emphasizes genetic determinants.
   3. Some life span developmentalists use an eclectic approach, drawing on several approaches simultaneously.

II. The Scientific Method and Research

A. Theories and Hypotheses: Posing Developmental Questions and Choosing a Research Strategy

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1. The **scientific method** is the process of posing and answering questions using careful, controlled techniques that include systematic, orderly observation and the collection of data. It involves three steps:
    a) Identifying questions of interest
    b) Formulating an explanation
    c) Carrying out research that either lends support to or refutes the explanation

B. Theories: Framing Broad Explanations
1. Developmental researchers formulate theories, which are broad explanations and predictions about phenomena of interest.
    a) Theories are based on a systematic integration of prior findings and theorizing.
    b) The theories allow developmentalists to move beyond existing observations and draw deductions.

C. Hypotheses: Specifying Testable Predictions
1. A **hypothesis** is a prediction based on theory that is stated in a way that permits it to be tested.
    a) Simply stated, it is saying: if this then this.

D. Choosing a Research Strategy: Answering Questions
1. After forming a hypothesis, researchers must develop a strategy for testing its validity.
2. The first step is to state a hypothesis in a way that allows it to be tested.
3. *Operationalization* is the process of translating a hypothesis into specific, testable procedures that can be measured and observed. The choice of how to operationalize a variable often reflects the kind of research that is to be conducted.
4. The two main categories of research are correlational research and experimental research.
    a) **Correlational research** seeks to identify whether an association or relationship between two factors exists.
        (1) Correlational research has given much to developmental psychology and remains an important tool in the developmental researcher's toolbox.
    b) **Experimental research** is designed to discover causal relationships between various factors.
        (1) Experimental research is able to answer questions of causality, and is thus the heart of developmental research.

E. Correlational Studies
1. Correlational research is research that seeks to identify whether an association or relationship exists between two factors.
    a) It can provide investigators with important information.
2. The Correlational Coefficient
    a) The strength and direction of a relationship between two factors is represented by the mathematical score called the correlation coefficient which ranges in value from -1.0 to +1.0.
    b) Finding a correlation between two factors does not imply that one factor causes the other factor to vary.
3. Types of Correlational Studies
    a) Naturalistic Observation
        (1) **Naturalistic observations**, a type of correlational study, involve researchers observing some naturally occurring behavior without any interference.

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(2) Researchers observe everyday life and conduct in-depth interviews to obtain a deep understanding of the culture.

b) Ethnography and Qualitative Research
(1) In an ethnography, researchers seek to understand a culture's values and attitudes.
(2) Ethnographies are a type of qualitative research. In qualitative research, narrative descriptions are written that might be used to generate hypotheses.

c) Case Studies
(1) **Case studies** involve extensive, in-depth interviews with a particular individual or small group of individuals.
(2) Diaries may also be used where participants are asked to keep a record of their behavior on a regular basis.

d) Survey Research
(1) In **survey research**, people chosen to represent some larger population are asked questions about their attitudes, behavior, or thinking on a given topic.

e) Psychophysiological Methods
(1) **Psychophysiological methods**, cognitive neuroscience, focus on the relationship between physiological processes and behavior.
(a) Electroencephalogram (EEG) records electrical activity.
(b) Computerized Axial Tomography (CAT) Scan, thousands of individual x-rays.
(c) Functional Magnetic Resonance Imaging (fMRI) Scan provides three-dimensional computer-generated images of brain activity.

F. Experiments: Determining Cause and Effect

1. Experimental research is research designed to discover causal relationships between various factors.
a) An **experiment** is a process in which an investigator devises two different experiences for subjects or participants.
b) These two different experiences are called **treatments**.
c) The group receiving the treatment is known as the **treatment group**.
d) The **control group** is the group that receives either no treatment or alternative treatment. By employing a control group, experimenters can draw accurate conclusions about cause and effect.

2. Designing an Experiment
a) The **independent variable** is manipulated by the researchers.
b) The **dependent variable** is measured and expected to change as a result of the experimental manipulation.

3. Random Assignment
a) Random assignment, in which participants are assigned to different experimental groups or "conditions," is an important step in the design of experiments.
b) Replication
c) Meta-analysis

4. Choosing a Research Setting
a) A **sample** is the group of individuals chosen to participate in the research study.
b) A **field study** is a research investigation carried out in a naturally-occurring setting.

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c) A **laboratory study** is a research investigation conducted in a controlled setting explicitly designed to hold events constant.

G. Developmental Diversity: Choosing Research Participants Who Represent the Diversity of Children
   1. In order for child development to represent the full range of humanity, its research must incorporate children of different races, ethnicities, cultures, genders, and other categories.
   2. Even when minority groups are included in research, the particular participants may not represent the full range of variation that actually exists within the group.

III. Research Strategies and Challenges

A. Theoretical and Applied Research: Complementary Approaches
   1. **Theoretical research** is designed specifically to test some developmental explanation and expand scientific knowledge.
   2. **Applied research** is meant to provide practical solutions to immediate problems.
   3. Most applied research can help advance theoretical understanding in a particular area, and theoretical research can provide concrete solutions to a range of practice problems.

B. From Research to Practice: Using Developmental Research to Improve Public Policy
   1. Developmental researchers have made a number of important contributions affecting education, family life, and health on a national scale.
   2. Public policy has been affected in several ways.
      a) Research findings can provide policymakers a means of determining what questions to ask in the first place.
      b) Research findings and the testimony of researchers are often part of the process by which laws are drafted.
      c) Policymakers and other professionals use research findings to determine how best to implement programs.
      d) Research techniques are used to evaluate the effectiveness of existing programs and policies.

C. Measuring Developmental Change
   1. Longitudinal Studies: Measuring Individual Change
      a) In **longitudinal research**, the behavior of one or more individuals is measured as the subjects' age (Terman study).
      b) They require a tremendous investment of time.
      c) There is the possibility of participant attrition, or loss.
      d) Participants may become "test-wise."
   2. Cross-Sectional Studies
      a) In **cross-sectional research**, people of different ages are compared at the same point in time.
      b) Differences may be due to cohort effects, differences that exist simply because of the unique experiences shared by individuals born at around the same time in the same place.
      c) Sometimes researchers are unable to explain changes in individuals or groups.
   3. Sequential Studies
      a) In **sequential studies**, researchers examine a number of different age groups over several points in time.
      b) Combines longitudinal and cross-sectional research.
      c) Can tell about age changes and age differences.
      d) Measures individual change.

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D. Are You An Informed Consumer of Development? Critically Evaluating Developmental Research
    1. It is important to think critically about the research on which the headlines are based.
    2. Among the most important questions that we should consider are the following:
        a) Is the study grounded in theory, and what are the underlying hypotheses about the research?
        b) Is this an isolated research study, or does it fit into a series of investigations addressing the same general problem?
        c) Who took part in the study, and how far can we generalize the results beyond the participants?
        d) Was the study carried out appropriately?
        e) Were participants studied long enough to draw reasonable developmental implications?

E. Ethics and Research
    1. The major organizations of developmentalists have developed comprehensive ethical guidelines for researchers.
        a) Researchers must protect participants from physical and psychological harm.
        b) Researchers must obtain consent from subjects before their participation in a study.
        c) The use of deception in research must be justified.
        d) Subjects' privacy must be maintained.

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LECTURE SUGGESTIONS AND DISCUSSION TOPICS

- **Developmental Theories. An In-depth Introduction.** Often students are initially confused by the various theories. An early, in-depth introduction provides more opportunities for your students to understand the similarities and differences among the theories. In addition, providing your students with a solid foundation in the different theories allows them a greater opportunity to integrate some of the more subtle details of them when they are encountered later in the text. Some excellent books to help you structure your lecture are *Diversity and Development* edited by Dana Comstock, *Personality & Personal Growth* by James Fadiman and Robert Frager, *Theories of Developmental Psychology* by Patricia Miller, *Theories of Development* by William Crain, and *An Introduction to Theories of Personality* by B. R. Hergenhahn. (See Supplemental Reading List below for a complete reference.) Furthermore, with students' growing interest in multicultural issues, *The Relational-Cultural Theory* pioneered by Jean Baker Miller, Irene Stiver, Judith Jordan, and Janet Surrey is a timely addition to lecture materials because it promotes growth-fostering connections (see Chapter 6 in Fadiman & Frager's text).

- **Theories Across Cultures.** An interesting lecture and perhaps classroom exercise would be to have students divide into groups by theory learned and have them evaluate if the theory they represent is one that would cross cultures.

- **Introducing Developmental Psychology Research.** Patricia Miller's introductory chapter (see Supplemental Reading List for references) is an excellent guide when developing your first lectures for a course in life span development. She asks the following questions:

  What is a theory?
  What is developmental theory?
  Of what value is developmental theory?
  How are facts and theories related?
  What are the main issues of developmental psychology?

- **Bronfenbrenner's Ecological Theory.** Bronfenbrenner has developed a model for studying the interactions among an individual's social environments. The four basic structures of the model are the *microsystem* (family, peers, school, community, media); the *mesosystem* (interaction between two microsystems; e.g., parent conferences are an interaction between family and school; the community censoring the media is another example); the *exosystem* (parents' jobs, school boards, city council); and the *macrosystem* (a person's subculture or culture: the United States, being Catholic, being Hispanic, etc.). Explaining Bronfenbrenner's theory can stimulate a good class discussion about the various interactions among each system. See the **Reflective Journal** exercise for an extension of this lecture.

  Source:
  Bronfenbrenner, U. (1989). Ecological systems theory. In R. Vasta (Ed.), *Annals of child development* (Vol. 6). Greenwich, CT: JAI Press.

- **Comparing Piaget and Vygotsky.** Both Piaget and Vygotsky have influenced how children, especially in elementary school, are taught. Piaget emphasized the child as an active learner who progressed through discrete stages of cognitive development. Thus, knowing the child's appropriate cognitive stage is crucial for appropriate learning to take place. Vygotsky coined the

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term "zone of proximal development" to show how important the culture and older individuals are in guiding the child through learning. In addition, Vygotsky presaged the mainstreaming concept, where handicapped children are in the same classes as non-handicapped children so that each can learn from the other.

Sources:
Elkind, D. (1987). *Miseducation: Preschoolers at risk*. New York: Alfred A. Knopf.
Moll, L. (Ed.) (1992). Vygotsky and education: Instructional implications and applications of sociohistorical psychology. New York: Cambridge University Press.

- **The Relational-Cultural Theory.** In 1976 Jean Baker Miller wrote *Toward a New Psychology of Women*, a pioneering work that was the catalyst for today's Relational-Cultural Theory of Development. In 1986 she worked with Judy Jordan, Janet Surrey, and Irene Stiver to form the core of this new, egalitarian theory.

  Judy Jordan briefly describes:

  > "The Relational-Cultural Model of Development suggests that people grow in and through connection and that our sense of self develops in growth-fostering relationships. Rather than viewing people as primarily motivated by a need for self-sufficiency and personal gratification, a relational perspective acknowledges our deep needs to establish connections with other people. This includes a desire to contribute to the well-being of other people.
  >
  > This model—originally based on rethinking a psychology of women, now extended to boys and men—suggests a shift away from what has been primarily a psychology of the individual, or separate self, to a psychology of connection or relatedness" (Jordan and Duffey, 2002, p. 3).

- **Case Study: The Case of… A Study in Violence**
  Suggested Answers to Case Study Questions:

  1. *Do you think Lisa's theory is a good example of a theory? Is her hypothesis sound?*
     Lisa's idea may be a good one, but there are too many possible confounds to her study. Her study also neglects to factor in other possible causes of aggressive behavior (genetic tendencies, parental abuse, etc.).

  2. *Is her study an experiment or a correlational study? Why or why not?*
     Lisa is conducting an experimental study, in that she is examining the impact of violent images on the level of empathy.

  3. *Do you think Lisa's middle school students would be able to understand and participate in the study and provide informed consent for their participation?*
     They might be able to understand and participate in the study; experiments involving children must have signed informed consent from parents prior to beginning the research.

  4. *Do you think Lisa's method will yield reliable results? Why or why not?*
     Lisa's study might yield reliable results if her questions are well-designed.

  5. *What do suppose the student's parents will think of the study? What do you think?*
     Although some of middle-school students might be accustomed to viewing violent

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images, others might not. It is doubtful that all of the parents would give permission to participate in the research.

CLASS ACTIVITIES, DEMONSTRATIONS, AND EXERCISES

- **Know Your Theorists.** An interesting way to introduce your students to the various theoretical perspectives on development is to assign each group one theorist. The groups should read about the theory developed by that theorist and present it to the class. The whole class can discuss the pros and cons of each theory. Student groups might choose to search the Internet for background information on each theorist.

- **Biographies of Theorists.** Have students look into the personal history and culture of the major theorists and then discuss how their upbringing might have influenced their theories. See reference suggestion above.

- **Design a Study (could also be completed out of class).** An appropriate collaborative learning activity for this chapter on research methods is to allow students the opportunity to design their own research. Arrange your class into groups. Tell them their assignment is to design a study in some area related to human development. Some suggestions follow:

  > What foods do infants prefer? Why are children aggressive? Are girls or boys better at sports? Do children in full-time day care demonstrate cognitive abilities superior to those of children who do not attend day care? Are the "terrible twos" for real? Why do adolescents like to hang out at malls? What methods of quitting smoking are most effective?

  Groups can brainstorm some ideas of their own. Then have students discuss the benefits of replicating their study.

  Using **Handout 2-6**, have each group design a study to investigate the topic of their choice. Groups can share their designs with the class and other groups can critique the designs.

- **Looking for Confounds.** Have students break into groups of three of four and ask each group member to think of a hypothesis to test. Have them each identify the independent and dependent variables. Then have them group back together and try to figure out what the possible confounds could be of such an experiment.

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OUT-OF-CLASS ASSIGNMENTS AND PROJECTS

- **Develop Own Theory of Development.** Have students develop their own theory of development and then apply a culture other than their own to see if that changes their theory. [culture, socioeconomic level, religion, differently-abled]

- **Magazine Articles and Cartoons.** Ask your students to bring in articles or cartoons pertaining to themes and issues in human development. You might consider incorporating these into the students' journals. We usually assign extra credit for the effort.

- **Reflective Journal.** Keeping a journal throughout the course is an excellent way for students to integrate material learned in class with their own lives. Determine ahead of time how often students will hand in their journals for comment. If students are graded on their reflections, they will make a greater effort to give you quality work. Realize that it may take a few weeks for students to feel comfortable sharing their lives with you.

  You might want to assign a particular type of notebook or binder so that you can carry all the journals on the day students turn them in. Use **Handout 2–12** to guide the first reflective journal assignment.

  For further reading on journal writing:

  McKeachie, W. J. (1994). Writing papers, journals, and reports. In W. J. McKeachie, N. Chism, R. Menges, M. Svinicki, & C. E. Weinstein, *Teaching tips: Strategies research, and theory for college and university teachers*. Lexington, MA: D. C. Heath.

  Stevens, D. & Cooper, J. (2009). *Journal keeping: How to use reflective writing for learning, teaching, professional insight and positive change*. Stylus Publishing.

SUPPLEMENTAL READING LIST

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
Students should become familiar with the "bible" of psychological writing. Bring a copy to class to share with your students. You might want to pass out copies of Chapter 1 when you introduce the scientific method. You can explain to them that all professional psychological journals follow this particular format.

American Psychological Association. (1992). *American Psychologist*, *47* (11), 1265–1560.
This special issue is dedicated to the contribution made by B. F. Skinner to psychology. In particular, you might like to read articles by Schlinger (pp. 1396–1410) and Gewirtz & Pelaez-Nogueras (pp. 1411–1422) on Skinner's views on developmental psychology.

Blake, T. (1995). How does psychological development occur? *Enduring issues in psychology*.

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San Diego, CA: Greenhaven Press.
This book is one in a series called Opposing Viewpoints. This particular reference (Chapter 3) reprints short excerpts from the writings of Freud, Erikson, Piaget, Kohlberg, and Bandura. It's a good resource for students and could be the basis of a panel or a group discussion.

Crocker, J.; Karpinski, A.; Quinn, D. M.; & Chase, S. K. (2003). When grades determine self-worth: consequences of contingent self-worth for male and female engineering and psychology majors. *Journal of Personality and Social Psychology, 85*(3), 507–516.

Flavell, B. H. (1965). *The developmental psychology of Jean Piaget*. Princeton, NJ: D. Van Nostrand.
This definitive work is not easy reading; however, Chapter 1 introduces Piaget's theory in an easier-to-read style than the rest of the book, and Part III presents a good critique of the theory.

Freiberg, K. L. (Ed.). (2005). *Annual editions: Human development 05/06*. Sluice Dock, Guilford, CT: Dushkin/Brown & Benchmark.
This annually updated series presents articles published in magazines, newspapers, and journals on current issues in development. A good source for keeping up to date.

McBurney, D. H. (1996). *How to think like a psychologist: Critical thinking in psychology*. Upper Saddle River, NJ: Prentice Hall.
The author applies scientific skepticism and logical thinking to real-life issues.

Newlin, M. H., & Wang, A. Y. (2002). Integrating technology and pedagogy: Web instruction and seven principles of undergraduate education. *Teaching of Psychology 29*(4), 325-330.

Reis, H. T.; Collins, W. A.; & Berscheid, E. (2000). The relationship context of human behavior and development. *Psychological Bulletin, 126*(6), 844–872.

Siegel, D. J. (1999). *The developing mind: How relationships and the brain interact to shape who we are*. New York, NY: Guilford Press.

MULTIMEDIA/VIDEO RESOURCES

Bandura's Social Cognitive Theory: An Introduction (Insight Media, 2003, 30 minutes)
Using Bandura's own narration and archival material, this video explores Bandura's innovative methods from the days of the BoBo doll experiments through his work related to phobias and self-efficacy.

B. F. Skinner (Insight Media, 1966, two parts, 50 minutes each)
In Part I, Skinner evaluates Freudian theory and discusses his views on motivation, operant conditioning, schedules of reinforcement, punishment, and teaching machines. In Part 2, he discusses his writings and evaluates the American educational system.

Child Development (Insight Media, 1992, 30 minutes)
Presents the historical background of child development research and its major

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contributors.

Doing Great Research (Insight Media, 1996, 16 minutes)
Designed to illustrate key stages and methodologies of the research process, this video chronicles an attempt of a student trying to design a research project.

Erik Erikson: A Life's Work (Insight Media, 1966, 38 minutes)
Erik Erikson discusses his stage theory of psychosocial development.

Freud: The Hidden Nature of Man (Learning Corporation of America, 1970, 27 minutes)
An elementary but effective introduction to Freudian concepts such as sexuality, unconscious motivation, analysis of childhood dreams, and a discussion of the id, the ego, and the superego.

Methodology: The Psychologist and the Experiment (Insight Media, 1975, 31 minutes)
An introduction to research techniques.

PBS: The Secret Life of the Brain
Prenatal through old age DVDs, 300 minutes total

Research Methods for the Social Sciences (Insight Media, 1995, 33 minutes)
Examines types of experimental design, defines control and experimental groups and dependent and independent variables, discusses clinical and correlational research, details the steps of the scientific methods and explains how to gather and interpret data. Also considers ethical issues.

Research Methods of Psychology (Insight Media, 2001, 30 minutes)
Using examples from the violent events at Columbine High School, this video questions whether it is possible to test for a causal link between video games and violence. It defines and discusses the application of the scientific method to relevant psychological research.

Research Methods: 6.5 minutes
http://www.youtube.com/watch?v=kyOlUekJmUA

Sigmund Freud Psychoanalyzes Darth Vader: 5 minutes
http://www.youtube.com/watch?v=gNYdtV29eIw

Sigmund Freud (Insight Media, 1995, 50 minutes)
Examines the life and work of Freud and discusses his collaboration with Charcot and Breuer, his development of the concept of transference, his use of dream analysis and free association, and his split with Carl Jung.

Theories of Development (Insight Media, 1997, 29 minutes)
Summarizes the cognitive, psychosexual, psychosocial, behaviorist, social learning, and sociocultural theories of child development. Also explains the concept of the "whole child" and shows how most theories focus on only one aspect of development.

Two Research Styles (Insight Media, 1991, 24 minutes)
Experimentation and observation are compared using profiles of two research programs. A good introduction to the array of research strategies available to psychologists.

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The Mystery of Twins (Insight Media, 2000, 52 minutes)
Presenting findings from current research on identical twins, this video explores what twins may be able to reveal about the different impacts of nature and nurture. It also discusses the role of genes in behavioral choices.

Understanding Research (Discovering Psychology Series, Annenberg/PBS, 1990, 30 minutes)
Describes the scientific method, data collection and analysis, and the role of critical thinking in research.

HANDOUTS

Handout 2-1
The purpose of this exercise is to let students experience some of the limitations of observational research. Pair students into dyads. Give them about 10 minutes to complete the handout. Tell them for the time being to ignore the **H** and **L** on their sheets. After 10 minutes, have the students stop and introduce the concepts of high and low inference. *Inference* is the amount of meaning or explanation a researcher has to "read" into his or her data. *Low inference* descriptions are statements that *factually* portray specific, even actions or outcomes, e.g., "He was sitting down." By contrast, *high inference* statements portray psychological states, processes, motivations, or general patterns of behavior, e.g., "She is very happy." Have the students determine whether each statement is high or low inference by circling the appropriate letters next to each item.

Handout 2-2
After you have introduced your class to the various theorists in Chapter 2, give them this handout as an assessment of how much they understood from their reading and your lecture. The correct answers are:

1. Sigmund Freud
2. Information Processing Theory
3. Jean Piaget
4. Behaviorist Theory
5. Social Learning Theory
6. Erik Erikson

Handout 2-3
Use this handout with the **Design a Study** activity suggested in **Class Activities, Demonstrations, and Exercises**.

Handout 2-4
There are a variety of ways to use this handout:

- You can use it as a group exercise. Arrange your class in groups of 2 or 3. Each group should have access to the textbook. Give the groups 20 minutes to complete the handout. Have the groups share their answers with the entire class.
- You can use the handout as a homework assignment in preparation for your next lecture on research methods. This ensures that the class has read the material.
- You can use the handout as a lecture aid for students to fill in as you introduce various research methods.

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Handouts 2-5, 2-6, 2-7, and 2-8
Use these as handouts or make overheads when you introduce the scientific method and the differences between experimental research and correlational research. **Handout 2–9** is also useful for students to use when critically evaluating research in journals.

Handout 2-9
This handout is to be used to help students reflect on Bronfenbrenner's theory.

Handout 2-10
This handout lists the "five good things" central to healthy relationships according to RCT.

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HANDOUT 2-1

Inferring the Instructor

H L 1. What gender is your instructor?

H L 2. How old is s/he?

H L 3. What is his/her marital/partner status?

H L 4. Does s/he have any children? How many? Boys? Girls?

H L 5. What is the instructor's ethnic background?

H L 6. Is the instructor right-handed or left-handed?

H L 7. What color eyes does the instructor have?

H L 8. Does s/he wear glasses? Contacts?

H L 9. What is the instructor's favorite color?

H L 10. Name the instructor's favorite hobby.

H L 11. What grade did the instructor receive in Child Development as an undergraduate?

H L 12. What does that tell you about him/her?

H L 13. What is the instructor's astrological sign?

H L 14. What does that tell you about him/her?

H L 15. The instructor is (circle any that apply)

outgoing shy bossy intelligent popular

H L 16. The instructor is wearing (circle any that apply)

slip	blouse	hose	jewelry
shoes	dress	cosmetics	perfume
pants	belt	undershirt	watch

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HANDOUT 2-2

Match the Theories

Match the theorist or theoretical perspective to the statement that best represents each viewpoint. Explain your choice.

Sigmund Freud	Information Processing Theory
Social Learning Theory	Behaviorist Theory
Jean Piaget	Erik Erikson

1. In everyday life, unconscious ideas are struggling for expression; what might seem casual slips of the tongue are actually expressions of real, though unacknowledged, motivations.

2. Humans are limited in how much information they can process at any given time.

3. Cognitive thought develops in four qualitatively different stages, ranging from exploring through the senses and motor abilities to abstract, logical thinking.

4. Psychology is the science of behavior and as such deals only with observable acts that can be objectively described in terms such as stimulus and response.

5. People learn from observing other people.

6. Development is lifelong and involves a number of psychosocial tasks.

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HANDOUT 2-3

Design a Research Study

You are the researchers. Design a study related to child development. In doing so, address the following:

1. What is your research problem or question?

2. Are you seeking to establish cause and effect (an experimental design) or looking for a relationship between variables (a correlational design)?

3. What are your variables? Is there a need to identify one as the independent variable and one as the dependent variable? If so, what are they? How are the variables operationally defined?

4. What is your hypothesis?

5. What major developmental design are you using? Note whether you are incorporating longitudinal, cross-sectional, cross-sequential, or cross-cultural methods.

6. Who are your population? How did you draw your sample? Will you have an experimental and control group? If so, how are subjects assigned to each group?

7. What data gathering strategies and/or "treatment" will you use?

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HANDOUT 2-4

Strengths and Weaknesses of Research Methods

METHOD	STRENGTHS	WEAKNESSES
Experiment		
Correlational study		
Survey research		
Naturalistic observation		
Case study		
Longitudinal study		
Cross-sectional study		
Cross-sequential study		

8. Describe, diagram, or explain your research procedure.

9. What do you think your results will be?

10. How did you minimize bias in your study?

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HANDOUT 2-5

Stages in the Scientific Method

Initial observations

Review of related research

Generating a hypothesis

Designing the experiment

Collecting and analyzing data

Evaluating the theory or hypothesis

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HANDOUT 2-6

Experimental Research

Subjects randomly assigned to
experimental and control groups

Independent variable

Experimental group
(violent television)

Control group
(television comedy)

Dependent variable

Children's aggressive behavior

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HANDOUT 2-7

Correlational Research

Observed Correlation		Possible Explanations	
As violent television watching increases, so does children's aggressive acts increase	Watching violent television	CAUSES	Aggressive behavior
	Aggressive behavior	CAUSES	Watching violent television
	Other factors, such as genetic tendencies, poverty, parental abuse, other circumstances	CAUSE BOTH	Watching violent television AND Aggressive behavior

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HANDOUT 2-8

Evaluating Research

Step	Critical Thinking Questions
1. Initial observations: the idea	1. What idea or theory underlies this study? 2. What are some assumptions the researcher is making? 3. Is the idea derived from a larger theory; if so, is it consistent with that theory? 4. Is the context of the problem being taken into account?
2. The hypothesis	1. Is this a testable (answerable) question? 2. Are there any hidden assumptions in the way the research question is stated? 3. Is the researcher introducing any bias into the study?
3. The method	1. Does this approach make sense to you? 2. Is it logically derived from the theory? 3. If it is a laboratory design, how well does it capture the real world? 4. Are any variables being introduced via the design that may distort the results?
4. The experiment (collecting data)	1. Are the results accurate? 2. Are the results presented in appropriate context? 3. What is <u>not</u> being reported? 4. Are these results consistent and expected with what is already known? 5. Are there opposing ways of analyzing the results?
5. Criticism	1. Do these results make sense? 2. Could you generate alternative explanations? 3. What is being presented as factual that may be an opinion or a subjectively held value?
6. Further studies	1. How do you evaluate different explanations for the results? 2. Is one better than another? 3. Can they be synthesized into a new alternative?

Source:
Coats, E.J., Feldman, R. S., & Schwartzberg, S. (1994). *Critical thinking: General principles and case*

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studies (pp. 29–33). New York, NY: McGraw-Hill.

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HANDOUT 2-9

Journal Exercise #2

Think of yourself at a particular time in your childhood (e.g., age 10). Using the model from Urie Bronfenbrenner, reflect in your journal about the following:

microsystem

Describe:
- your family.
- your school and teacher.
- your peer group.
- the media—favorite TV shows, books, movies.
- your surrounding community.

mesosystem

Describe:
- how your parents interacted with your peers.
- how your parents interacted with your school (whether your parents helped with schoolwork).
- how your community supported your school or activities (e.g., sports).

exosystem

Describe:
- your parents' jobs.
- vacations you took.
- whether there was a divorce in your family.

macrosystem

Describe:
- your ethnic heritage.
- your religious affiliations.
- whether you lived in an urban (city) or rural (country) setting and your social class (poor, working class, middle class, wealthy).
- what was going on in the world at the time (e.g., Vietnam war, who was president, etc.).

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HANDOUT 2-10

The Relational-Cultural Theory of Development

According to Jean Baker Miller, there are "five good things" that characterize growth-fostering, mutually empowering relationships:

1. A sense of zest or well-being that comes from connecting with another person or other persons.
2. The ability and motivation to take action in the relationship, as well as in other situations.
3. Increased knowledge of oneself and the other person(s).
4. An increased sense of worth.
5. A desire for more connections beyond the particular one.

For more information, please go to www.JBMTI.org for a variety of links regarding this new theory of development.

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