**Chapter 01: Test Bank**

**Understanding Human Development: Approaches and Theories**

## Multiple Choice

1. The ways in which people grow, change, and stay the same throughout their lives, from birth to death, is known as \_\_\_\_\_\_\_\_\_ development.

a. child

b. lifespan human

c. normative human

d. contemporary

Ans: b

Learning Objective: 1.1

Cognitive Domain: Knowledge

Answer Location: What Is Lifespan Human Development?
Question Type: MC

2. \_\_\_\_ is the most obvious indicator of development.

a. Change

b. Stability

c. Adulthood

d. Brain lateralization

Ans: a

Learning Objective: 1.1

Cognitive Domain: Comprehension

Answer Location: What is Lifespan Human Development?
Question Type: MC

3. Throughout the lifespan, we change physically, cognitively, and psychosocially. This illustrates the notion that development is \_\_\_\_\_.

a. static

b. multidisciplinary

c. plastic

d. multidimensional

Ans: d

Learning Objective: 1.1

Cognitive Domain: Comprehension

Answer Location: Development Is Multidimensional
Question Type: MC

4. Dr. Yang studies cross-cultural differences in body maturation and growth, including differences in body size, proportion, appearance, health, and perceptual abilities. Dr. Yang is interested in \_\_\_\_\_ development.

a. physical

b. cognitive

c. psychosocial

d. interdisciplinary

Ans: a

Learning Objective: 1.1

Cognitive Domain: Application

Answer Location: Development Is Multidimensional
Question Type: MC

5. \_\_\_\_\_ development includes the maturation of our thought processes and the tools that we use to obtain knowledge, become aware of the world around us, and solve problems.

a. Physical

b. Cognitive

c. Psychosocial

d. Lifespan

Ans: b

Learning Objective: 1.1

Cognitive Domain: Knowledge

Answer Location: Development Is Multidimensional
Question Type: MC

6. Changes in personality, emotions, views of oneself, social skills, and interpersonal relationships with family and friends are called \_\_\_\_\_ development.

a. physical

b. cognitive

c. psychosocial

d. lifespan

Ans: c

Learning Objective: 1.1

Cognitive Domain: Knowledge

Answer Location: Development Is Multidimensional
Question Type: MC

7. As baby Sanjay’s physical development improves, he is able to crawl around and explore his environment. This advances his cognitive development, as he learns about the size and shape of objects, as well as how they function. His newfound crawling skills also contribute to changes in Sanjay’s psychosocial development. For example, he may experience anger when he picks up a breakable object, only to have one of his parents take it away. In addition, Sanjay experiences happiness when his parents encourage his motor efforts and frustration when they remove him from an unsafe area, such as the stairs. This example shows that the three areas of development \_\_\_\_\_\_\_\_.

a. confuse the infant

b. are independent

c. follow a single course

d. overlap and interact

Ans: d

Learning Objective: 1.1

Cognitive Domain: Application

Answer Location: Development Is Multidimensional
Question Type: MC

8. Research illustrates that development consists of both gains and losses, as well as growth and decline, throughout the lifespan. This means that development is \_\_\_\_\_.

a. multidimensional

b. plastic

c. multidisciplinary

d. multidirectional

Ans: d

Learning Objective: 1.1

Cognitive Domain: Knowledge

Answer Location: Development Is Multidirectional
Question Type: MC

9. Allison is approaching her 60th birthday. She realizes that her eyesight and hearing are not as good as they used to be, and when visiting her daughter in graduate school, climbing the stairs to the fourth floor has become more difficult. However, Allison has also become more patient over the years, is better at solving difficult problems, and has a more confident and favorable view of herself than she had in her 20s and 30s. This example shows that development is \_\_\_\_\_.

a. multidimensional

b. multidisciplinary

c. multidirectional

d. plastic

Ans: c

Learning Objective: 1.1

Cognitive Domain: Application

Answer Location: Development Is Multidirectional
Question Type: MC

10. Because development is multidirectional, at all ages, individuals can compensate for losses by:

a. accepting the inevitability of growing older.

b. improving existing skills and developing new ones.

c. seeking out developmentally supportive contexts.

d. avoiding talking about them.

Ans: b

Learning Objective: 1.1

Cognitive Domain: Comprehension

Answer Location: Development Is Multidirectional
Question Type: MC

11. The malleability or changeability of development is called \_\_\_\_\_\_.

a. plasticity

b. neuroscience

c. lateralization

d. specialization

Ans: a

Learning Objective: 1.1

Cognitive Domain: Knowledge

Answer Location: Development Is Plastic
Question Type: MC

12. Following a stroke that affected his balance and muscle strength, Jose participated in three months of physical therapy. Today, Jose feels as strong as he did before the stroke and walks at least ten miles a week for exercise. Jose’s ability to overcome his physical limitations after his stroke is an example of:

a. lateralization.

b. plasticity.

c. neuroscience.

d. specialization.

Ans: b

Learning Objective: 1.1

Cognitive Domain: Application

Answer Location: Development Is Plastic
Question Type: MC

13. According to research, which individual will likely show the greatest amount of plasticity following a brain injury?

a. Janessa, who is 6

b. Derick, who is 25

c. Barb, who is 48

d. Able, who is 70

Ans: a

Learning Objective: 1.1

Cognitive Domain: Application

Answer Location: Development Is Plastic
Question Type: MC

14. \_\_\_\_\_ refers to where and when a person develops.

a. Plasticity

b. Exosystem

c. Microsystem

d. Context

Ans: d

Learning Objective: 1.1

Cognitive Domain: Knowledge

Answer Location: Development Is Influenced by Multiple Contexts
Question Type: MC

15. Millennials, or young people reaching adulthood around the year 2000, are a generation born around the same time. Millennials are an example of a \_\_\_\_\_\_\_.

a. subculture

b. developmental domain

c. cultural group

d. cohort

Ans: d

Learning Objective: 1.1

Cognitive Domain: Comprehension

Answer Location: Development Is Influenced by Multiple Contexts
Question Type: MC

16. Experts and professionals with a diverse range of expertise contribute to our understanding of lifespan human development. This indicates that developmental science is:

a. plastic.

b. multidisciplinary.

c. multidirectional.

d. multidimensional.

Ans: b

Learning Objective: 1.1

Cognitive Domain: Comprehension

Answer Location: Development Is Multidisciplinary
Question Type: MC

17. Bailey is a graduate student in clinical psychology. As part of her training, Bailey works with children and families affected by autism. Each week, Bailey participates in a team meeting that consists of a school psychologist, social worker, speech and language therapist, and nursing students. The group discusses the various families with whom they work, as well as progress with individual clients. This example illustrates the importance of a \_\_\_\_\_\_ approach to understanding how people grow, think, and interact with their world.

a. multidisciplinary

b. contextual

c. cultural

d. multidirectional

Ans: a

Learning Objective: 1.1

Cognitive Domain: Application

Answer Location: Development Is Multidisciplinary
Question Type: MC

18. \_\_\_\_\_ development is characterized by slow and gradual change, whereas \_\_\_\_\_ development is characterized by abrupt change.

a. Continuous; discontinuous

b. Discontinuous; continuous

c. Multidimensional; multidirectional

d. Multidirectional; multidimensional

Ans: a

Learning Objective: 1.2

Cognitive Domain: Knowledge

Answer Location: Continuities and Discontinuities in Development
Question Type: MC

19. Contemporary developmental scientists agree that development:

a. cannot be characterized by either continuity or discontinuity.

b. is primarily characterized by discontinuity.

c. is primarily characterized by continuity.

d. includes both continuity and discontinuity.

Ans: d

Learning Objective: 1.2

Cognitive Domain: Comprehension

Answer Location: Continuities and Discontinuities in Development
Question Type: MC

20. Baby Li is participating in a research study in which his physical growth is measured once a day. Li’s parents were surprised to find out that monthly measurements of height showed gradual increases, but daily measurements revealed growth spurts that sometimes lasted up to 24 hours. This example supports the assertion that physical growth is:

a. primarily characterized by continuity.

b. primarily characterized by discontinuity.

c. both continuous and discontinuous.

d. characterized neither by continuity nor discontinuity.

Ans: c

Learning Objective: 1.2

Cognitive Domain: Application

Answer Location: Continuities and Discontinuities in Development
Question Type: MC

21. Today, most developmental scientists believe that people are \_\_\_\_\_\_\_\_\_\_ their own development.

a. active contributors to

b. unaware of

c. often confused by

d. indifferent toward

Ans: a

Learning Objective: 1.2

Cognitive Domain: Knowledge

Answer Location: Individuals Are Active in Development
Question Type: MC

22. Neva believes that most people are mainly products of their environment. For example, if a child grows up in a warm, stimulating home, he or she will become a successful adult. If the same child grows up in poverty and experiences ineffective child-rearing, he or she will likely repeat those patterns in adulthood. Is Neva’s belief correct?

a. Yes. Most researchers believe that children are passive recipients of their environment and rarely contribute to their own development.

b. Yes. Parenting and socioeconomic status play a greater role in development than children’s attempts to engage the world around them.

c. No. Although people are influenced by the physical and psychosocial contexts in which they live, they also take an active role in shaping who they become.

d. No. Physical and psychosocial contexts play only a minor role in long-term developmental outcomes.

Ans: c

Learning Objective: 1.2

Cognitive Domain: Application

Answer Location: Individuals Are Active in Development
Question Type: MC

23. At the beginning of her first human development course in college, Vi wondered, “Am I the person I am today because of heredity, or did I become who I am because of my environment?” Vi’s question reflects the \_\_\_\_\_\_\_\_ issue in lifespan development.

a. psychoanalytic-behaviorist

b. active-passive

c. continuities-discontinuities

d. nature-nurture

Ans: d

Learning Objective: 1.2

Cognitive Domain: Application

Answer Location: Nature and Nurture Influence Development
Question Type: MC

24. Explanations that rely on \_\_\_\_\_\_ indicate that inborn genetic endowments or heredity, maturational processes, and evolution are causes of developmental change. In contrast, explanations that point to \_\_\_\_\_\_ suggest that individuals are molded by the physical and social environment in which they are raised.

a. nurture; nature

b. nature; nurture

c. continuities; discontinuities

d. discontinuities; continuities

Ans: b

Learning Objective: 1.2

Cognitive Domain: Knowledge

Answer Location: Nature and Nurture Influence Development
Question Type: MC

25. Regarding the nature-nurture issue, today’s developmental scientists agree that \_\_\_\_\_\_\_.

a. nature is more influential than nurture

b. nurture is more influential than nature

c. both nature and nurture are important

d. neither nature nor nurture are significant

Ans: c

Learning Objective: 1.2

Cognitive Domain: Comprehension

Answer Location: Nature and Nurture Influence Development
Question Type: MC

26. A \_\_\_\_\_ is a way of organizing a set of observations or facts into comprehensive explanations of how something works.

a. theory

b. hypothesis

c. cohort

d. research question

Ans: a

Learning Objective: 1.3

Cognitive Domain: Knowledge

Answer Location: Theoretical Perspectives on Human Development
Question Type: MC

27. Scientists generate \_\_\_\_\_, or proposed explanations for a given phenomenon, that can be tested by research.

a. theories

b. hypotheses

c. cohorts

d. subjective opinions

Ans: b

Learning Objective: 1.3

Cognitive Domain: Knowledge

Answer Location: Theoretical Perspectives on Human Development
Question Type: MC

28. Professor Deloney is teaching a research methods class. In his lecture on how theories are generated, he points out that a good theory is \_\_\_\_\_\_ and can potentially be refuted.

a. flawless

b. similar to a hypothesis

c. subjective

d. falsifiable

Ans: d

Learning Objective: 1.3

Cognitive Domain: Application

Answer Location: Theoretical Perspectives on Human Development
Question Type: MC

29. \_\_\_\_\_ theories describe development and behavior as a result of the interplay of inner drives, memories, and conflicts of which we are unaware and cannot control.

a. Psychoanalytic

b. Behaviorist

c. Social learning

d. Information processing

Ans: a

Learning Objective: 1.3

Cognitive Domain: Knowledge

Answer Location: Psychoanalytic Theories
Question Type: MC

30. Which of the following theorists is credited as the father of the psychoanalytic perspective?

a. Lev Vygotsky

b. Erik Erikson

c. Sigmund Freud

d. Charles Darwin

Ans: c

Learning Objective: 1.3

Cognitive Domain: Knowledge

Answer Location: Psychoanalytic Theories
Question Type: MC

31. According to Freud’s theory, humans progress through a series of \_\_\_\_\_\_, or periods in which unconscious drives are focused on different parts of the body, making stimulation to those parts a source of pleasure.

a. emotional conflicts

b. psychosexual stages

c. social crises

d. personal dilemmas

Ans: b

Learning Objective: 1.3

Cognitive Domain: Comprehension

Answer Location: Psychoanalytic Theories
Question Type: MC

32. One of the most important criticisms of Freud’s theory is that it:

a. overlooks the importance of the early parent-child relationship.

b. emphasizes nature over nurture.

c. focuses primarily on early child development.

d. cannot be directly tested.

Ans: d

Learning Objective: 1.3

Cognitive Domain: Comprehension

Answer Location: Psychoanalytic Theories
Question Type: MC

33. In contrast to Freud’s theory, Erikson focused on the role of \_\_\_\_\_\_\_\_\_\_\_ in shaping development.

a. the nuclear and extended family

b. the social world, society, and culture

c. unconscious motivations and drives

d. gender and sexuality

Ans: b

Learning Objective: 1.3

Cognitive Domain: Comprehension

Answer Location: Psychoanalytic Theories
Question Type: MC

34. Erikson expanded upon Freud’s theory and proposed \_\_\_\_ stages of psychosocial development that include changes in how people understand and interact with others, as well as changes in how they understand themselves and their roles as members of society.

a. 4

b. 6

c. 8

d. 10

Ans: c

Learning Objective: 1.3

Cognitive Domain: Knowledge

Answer Location: Psychoanalytic Theories
Question Type: MC

35. In each of Erikson’s psychosocial stages, an individual faces a(n) \_\_\_\_\_\_ that must be resolved.

a. crisis or conflict

b. unconscious obstacle

c. significant life stressor

d. moral dilemma

Ans: a

Learning Objective: 1.3

Cognitive Domain: Comprehension

Answer Location: Psychoanalytic Theories
Question Type: MC

36. \_\_\_\_\_\_\_ theory is regarded as one of the first lifespan views of development.

a. Freud’s

b. Erikson’s

c. Skinner’s

d. Vygotsky’s

Ans: b

Learning Objective: 1.3

Cognitive Domain: Knowledge

Answer Location: Psychoanalytic Theories
Question Type: MC

37. Tara is a four-year-old girl who is very polite. Ever since she was able to talk, her mother expected her to say please and thank you. When Tara would behave politely, her mother would praise her. Tara’s behavior was shaped through:

a. Operant conditioning.

b. Classical conditioning.

c. Genetics.

d. Modeling.

Ans: a

Learning Objective: 1.4.

Cognitive Domain: Application

Answer Location: Operant Conditioning
Question Type: MC

38. According to \_\_\_\_\_, observational learning is one of the most powerful ways in which we learn.

a. Operant conditioning.

b. Social learning theory.

c. The bioecological model.

d. Evolutionary theory.

Ans: b

Learning Objective: 1.4.

Cognitive Domain: Comprehension

Answer Location: Social Learning Theory
Question Type: MC

39. \_\_\_\_\_\_, which emerged as an alternative to psychoanalytic theories, focuses only on behavior that can be observed and objectively verified.

a. Behaviorism

b. Cognitive-developmental theory

c. Sociocultural theory

d. Ethology

Ans: a

Learning Objective: 1.4

Cognitive Domain: Knowledge

Answer Location: Behaviorist and Social Learning Theories
Question Type: MC

40. Behaviorist theory is also known as \_\_\_\_\_\_ theory.

a. sociocultural

b. cognitive-developmental

c. evolutionary developmental

d. learning

Ans: d

Learning Objective: 1.4

Cognitive Domain: Knowledge

Answer Location: Behaviorist and Social Learning Theories
Question Type: MC

41. Each time Isabella sits down to feed her baby a bottle, she gently strokes the baby’s head. One day, Isabella began stroking her daughter’s head and noticed that the baby started sucking, even though it wasn’t feeding time. The baby’s association between having her head stroked and the presentation of food is an example of \_\_\_\_\_\_\_.

a. operant conditioning

b. classical conditioning

c. reinforcement

d. social learning

Ans: b

Learning Objective: 1.4

Cognitive Domain: Application

Answer Location: Behaviorist and Social Learning Theories
Question Type: MC

42. \_\_\_\_\_\_ applies to physiological and emotional responses only.

a. Classical conditioning

b. Operant conditioning

c. Reinforcement

d. Punishment

Ans: a

Learning Objective: 1.4

Cognitive Domain: Comprehension

Answer Location: Behaviorist and Social Learning Theories
Question Type: MC

43. According to the concept of \_\_\_\_\_\_\_\_, behavior is more likely to recur in the future if it is reinforced but less likely to recur if it is punished.

a. classical conditioning

b. operant conditioning

c. social learning

d. ethology

Ans: b

Learning Objective: 1.4

Cognitive Domain: Knowledge

Answer Location: Behaviorist and Social Learning Theories
Question Type: MC

44. Each time 3-year-old Maddy uses her potty chair, her father puts a sticker on a chart. After earning five stickers, Maddy gets to pick out a small toy at the store. Maddy’s father is using \_\_\_\_\_\_ to increase the likelihood that Maddy will continue to use the potty chair.

a. bribery

b. classical conditioning

c. reinforcement

d. social learning

Ans: c

Learning Objective: 1.4

Cognitive Domain: Application

Answer Location: Behaviorist and Social Learning Theories
Question Type: MC

45. According to \_\_\_\_\_\_ theory, people actively process information and their thoughts and feelings influence their behavior.

a. psychoanalytic

b. behaviorist

c. evolutionary developmental

d. social learning

Ans: d

Learning Objective: 1.4

Cognitive Domain: Knowledge

Answer Location: Behaviorist and Social Learning Theories
Question Type: MC

46. At preschool, Jace frequently watches Keagan hit other children and take their toys. Jace notices that each time Keagan engages in this behavior, the teacher makes him give the toy back and sit in a time out*.* Because Jace does not want to get in trouble with his teacher, he patiently waits his turn for toys. Jace is demonstrating the concept of:

a. observational learning.

b. operant conditioning.

c. negative reinforcement.

d. reciprocal determinism.

Ans: a

Learning Objective: 1.4

Cognitive Domain: Application

Answer Location: Behaviorist and Social Learning Theories
Question Type: MC

47. Ten-month-old Tauji is a happy, laid-back baby. He often smiles and laughs and is rarely cranky unless he is hungry or tired. Due to his easy temperament, Tauji’s parents and other adults enjoy interacting with him. He receives frequent hugs and kisses which, in turn, results in more positive interactions. The interaction between Tauji’s behavior and the supportive environment in which he is being raised is an example of:

a. reciprocal determinism.

b. operant conditioning.

c. classical conditioning.

d. reinforcement.

Ans: a

Learning Objective: 1.4

Cognitive Domain: Application

Answer Location: Behaviorist and Social Learning Theories
Question Type: MC

48. \_\_\_\_\_\_ founded the cognitive-developmental perspective on child development.

a. Albert Bandura

b. Jean Piaget

c. B.F. Skinner

d. Lev Vygotsky

Ans: b

Learning Objective: 1.5

Cognitive Domain: Knowledge

Answer Location: Cognitive Theories
Question Type: MC

49. According to Piaget, children and adults learn by interacting with their environments and organizing what they learn into \_\_\_\_\_\_\_\_\_.

a. stages

b. conceptual webs

c. cognitive schemas

d. categorical dimensions

Ans: c

Learning Objective: 1.5

Cognitive Domain: Knowledge

Answer Location: Cognitive Theories
Question Type: MC

50. \_\_\_\_\_\_ theory was the first to consider how infants and children think, as well as their active contributions to their own development.

a. Bandura’s

b. Piaget’s

c. Vygotsky’s

d. Bronfenbrenner’s

Ans: b

Learning Objective: 1.5

Cognitive Domain: Comprehension

Answer Location: Cognitive Theories
Question Type: MC

51. Which of the following is a criticism of Piaget’s cognitive-developmental theory?

a. Piaget underestimated children’s contributions to their own development.

b. Piaget assumed that all cognitive-developmental stages are universal.

c. Piaget focused too much on unconscious drives and motivations.

d. Piaget focused too heavily on emotional and social factors that influence development.

Ans: b

Learning Objective: 1.5

Cognitive Domain: Comprehension

Answer Location: Cognitive Theories
Question Type: MC

52. According to \_\_\_\_\_\_\_\_ theory, the mind works in ways similar to a computer.

a. psychoanalytic

b. sociocultural

c. information processing

d. bioecological

Ans: C

Learning Objective: 1.5

Cognitive Domain: Knowledge

Answer Location: Information Processing Theory
Question Type: MC

53. From an information processing perspective, development is \_\_\_\_\_\_ and entails changes in the efficiency and speed with which we think.

a. continuous

b. discontinuous

c. abrupt

d. irregular

Ans: A

Learning Objective: 1.5

Cognitive Domain: Knowledge

Answer Location: Information Processing Theory
Question Type: MC

54. Which of the following is a criticism of the information processing perspective ?

a. It fails to explain age-related changes in thinking.

b. It does not take into consideration maturation of the brain and nervous system.

c. Computer models cannot capture the complexity of the human mind.

d. There is little empirical support for this theory.

Ans: C

Learning Objective: 1.5

Cognitive Domain: Comprehension

Answer Location: Information Processing Theory
Question Type: MC

55. \_\_\_\_\_\_\_ sociocultural theory focuses on how culture is transmitted from one generation to the next through social interaction.

a. Piaget’s

b. Vygotsky’s

c. Bronfenbrenner’s

d. Darwin’s

Ans: b

Learning Objective: 1.6

Cognitive Domain: Knowledge

Answer Location: Sociocultural Systems Theory
Question Type: MC

56. The beliefs, values, customs, and skills of a group are referred to as \_\_\_\_\_\_.

a. microsystems

b. socialization

c. schemas

d. culture

Ans: D

Learning Objective: 1.6

Cognitive Domain: Knowledge

Answer Location: Vygotsky’s Sociocultural Theory
Question Type: MC

57. Professor Norris is interested in how children from different cultures acquire the cognitive skills necessary to be productive members of society. His research focuses on how adults and peers communicate culturally relevant knowledge, as well as the emphasis different cultures place on play and work. Professor Norris’s research is consistent with \_\_\_\_\_\_ theory.

a. Bronfenbrenner’s

b. Bandura’s

c. Piaget’s

d. Vygtosky’s

Ans: d

Learning Objective: 1.6

Cognitive Domain: Application

Answer Location: Sociocultural Systems Theory
Question Type: MC

58. Both Piaget and Vygotsky emphasized that children:

a. primarily learn through reinforcement and punishment.

b. are active in their own development.

c. face crises or conflicts at each stage of development.

d. process information much like a computer.

Ans: b

Learning Objective: 1.6

Cognitive Domain: Comprehension

Answer Location: Sociocultural Systems Theory
Question Type: MC

59. Critics have argued that Vygotsky’s theory places too little emphasis on:

a. the role of context.

b. cultural factors.

c. genetic and biological factors.

d. early socialization.

Ans: c

Learning Objective: 1.6

Cognitive Domain: Comprehension

Answer Location: Sociocultural Systems Theory
Question Type: MC

60. According to \_\_\_\_\_\_\_\_ theory, development results from the ongoing interactions among biological, cognitive, and psychological changes within the individual and his or her changing context.

a. Piaget’s cognitive-developmental

b. Bronfenbrenner’s bioecological

c. information processing

d. evolutionary developmental

Ans: b

Learning Objective: 1.6

Cognitive Domain: Knowledge

Answer Location: Bronfenbrenner’s Bioecological Theory
Question Type: MC

61. At the center of the bioecological model is the \_\_\_\_\_.

a. individual

b. family

c. community

d. cultural context

Ans: a

Learning Objective: 1.6

Cognitive Domain: Knowledge

Answer Location: Bronfenbrenner’s Bioecological Theory
Question Type: MC

62. According to Bronfenbrenner’s bioecological model, your family, peers, and school represent your:

a. microsystem.

b. mesosystem.

c. macrosystem.

d. exosystem.

Ans: a

Learning Objective: 1.6

Cognitive Domain: Application

Answer Location: Bronfenbrenner’s Bioecological Theory
Question Type: MC

63. The \_\_\_\_\_\_\_ consists of relations and interactions among microsystems.

a. macrosystem

b. mesosystem

c. exosystem

d. chronosystem

Ans: b

Learning Objective: 1.6

Cognitive Domain: Knowledge

Answer Location: Bronfenbrenner’s Bioecological Theory
Question Type: MC

64. Travis has worked for the same company for almost ten years. He dislikes his boss, often works overtime without pay, and sees little opportunity for advancement. Travis’s work stress has started to affect his personal life. He frequently argues with his wife and has little patience for his 2-year-old son. Travis is easily irritated when his son whines or makes a mess, which creates even more stress in the household. According to Bronfenbrenner’s theory, the influence of Travis’s work stress on his son’s development falls within the \_\_\_\_\_.

a. microsystem

b. macrosystem

c. exosystem

d. chronosystem

Ans: c

Learning Objective: 1.6

Cognitive Domain: Application

Answer Location: Bronfenbrenner’s Bioecological Theory
Question Type: MC

65. In Bronfenbrenner’s bioecological model, cultural values, legal and political practices, and other elements of the society at large fall within the \_\_\_\_\_\_.

a. microsystem

b. macrosystem

c. exosystem

d. mesosystem

Ans: b

Learning Objective: 1.6

Cognitive Domain: Knowledge

Answer Location: Bronfenbrenner’s Bioecological Theory
Question Type: MC

66. The timing of important life events—such as marriage, birth of a child, starting a career, and retirement—fall within the \_\_\_\_\_\_.

a. microsystem

b. mesosystem

c. macrosystem

d. chronosystem

Ans: d

Learning Objective: 1.6

Cognitive Domain: Comprehension

Answer Location: Bronfenbrenner’s Bioecological Theory
Question Type: MC

67. “What is the purpose or adaptive value of infant-parent attachment?” would best be answered by:

a. Piaget’s cognitive-developmental theory.

b. behaviorism.

c. evolutionary developmental theory.

d. the information processing perspective.

Ans: c

Learning Objective: 1.6

Cognitive Domain: Application

Answer Location: Ethology and Evolutionary Developmental Theory
Question Type: MC

68. The fact that humans, like many animal species, display biologically preprogrammed behaviors that have survival value and promote development provides support for \_\_\_\_\_ theory.

a. sociocultural

b. bioecological

c. ethological

d. social learning

Ans: c

Learning Objective: 1.6

Cognitive Domain: Comprehension

Answer Location: Ethology and Evolutionary Developmental Theory
Question Type: MC

69. Dr. Stein is an expert in human development. When conducting research, Dr. Stein will utilize:

a. subjective observation techniques.

b. the scientific method.

c. tools and resources that have never been used before.

d. hypothetical models of human behavior.

Ans: b

Learning Objective: 1.7

Cognitive Domain: Application

Answer Location: The Scientific Method
Question Type: MC

70. The second step of the scientific method is:

a. identifying the research question.

b. formulating a hypothesis.

c. gathering information to address the research question.

d. interpreting and summarizing information.

Ans: c

Learning Objective: 1.7

Cognitive Domain: Comprehension

Answer Location: The Scientific Method
Question Type: MC

71. Scientists use the term \_\_\_\_\_\_ to refer to the information that they collect when they conduct research.

a. data

b. IRB

c. hypothesis

d. theory

Ans: a

Learning Objective: 1.7

Cognitive Domain: Knowledge

Answer Location: Methods of Data Collection
Question Type: MC

72. D.J. is working on a research team that is gathering information on how freshmen students view their first year of college. D.J.’s team wants to use a flexible conversational style that allows for follow-up questions in order to gather as much information as possible. Which technique is best suited for this type of study?

a. Structured observations

b. A structured interview

c. An open-ended interview

d. Naturalistic observations

Ans: c

Learning Objective: 1.7

Cognitive Domain: Application

Answer Location: Methods of Data Collection
Question Type: MC

73. When using \_\_\_\_\_\_\_interviews, all participants are given the same set of questions in the exact same order.

a. open-ended

b. clinical

c. structured

d. quasi

Ans: c

Learning Objective: 1.7

Cognitive Domain: Knowledge

Answer Location: Methods of Data Collection
Question Type: MC

74. \_\_\_\_\_\_\_, or surveys, are sets of questions, typically multiple choice, that scientists compile and use to collect data from large samples of people.

a. Structured interviews

b. Open-ended interviews

c. Rating scales

d. Questionnaires

Ans: d

Learning Objective: 1.7

Cognitive Domain: Knowledge

Answer Location: Methods of Data Collection
Question Type: MC

75. Vernessa is working on her master’s degree in behavioral health. She is interested in adolescents who are most likely to engage in risky behaviors, such as unprotected sex and alcohol and drug use. She plans to conduct a study of 20,000 teenagers across the country to identify trends in high-risk behaviors. Which method of data collection would be best suited for this type of study?

a. Questionnaires

b. Clinical interviews

c. Naturalistic observations

d. Structured observations

Ans: a

Learning Objective: 1.7

Cognitive Domain: Application

Answer Location: Methods of Data Collection
Question Type: MC

76. Which of the following is a limitation associated with self-report data?

a. It is very expensive and time consuming.

b. Answers may not reflect participants’ true attitudes and behavior.

c. It is difficult to ensure anonymity of participant responses.

d. They can only be used for small samples of people.

Ans: b

Learning Objective: 1.7

Cognitive Domain: Comprehension

Answer Location: Methods of Data Collection
Question Type: MC

77. Farrah is taking a child development course in which she must practice conducting naturalistic observations. Which of the following is an example of a naturalistic observation?

a. Playing a card game with her cousins and writing down who has the most points at the end of each hand.

b. Interviewing a parent about her beliefs on corporal punishment.

c. Watching a television program about children with autism.

d. Observing preschoolers during recess and writing down instances of peer aggression.

Ans: d

Learning Objective: 1.7

Cognitive Domain: Application

Answer Location: Methods of Data Collection
Question Type: MC

78. When conducting a naturalistic observation, one must first decide on:

a. which participants will be easiest to observe.

b. an operational definition of the behavior of interest.

c. a coding system to use during the observation.

d. which statistical program to use to analyze the data.

Ans: b

Learning Objective: 1.7

Cognitive Domain: Comprehension

Answer Location: Methods of Data Collection
Question Type: MC

79. In some instances, the presence of an observer can cause the person to behave in unnatural ways or ways that are not typical for him or her. This is known as \_\_\_\_\_\_\_\_.

a. observation bias

b. bidirectional influence

c. a cohort effect

d. participant reactivity

Ans: d

Learning Objective: 1.7

Cognitive Domain: Knowledge

Answer Location: Methods of Data Collection
Question Type: MC

80. An important strength of naturalistic observation is that it allows researchers to:

a. implement their own coding system.

b. draw conclusions about behavior without analyzing data.

c. observe behaviors in real-world settings.

d. exercise control over the environment.

Ans: c

Learning Objective: 1.7

Cognitive Domain: Comprehension

Answer Location: Methods of Data Collection
Question Type: MC

81. \_\_\_\_\_ involve observing and recording behaviors that are displayed in a controlled environment.

a. Naturalistic observations

b. Structured observations

c. Clinical interviews

d. Questionnaires

Ans: b

Learning Objective: 1.7

Cognitive Domain: Knowledge

Answer Location: Methods of Data Collection
Question Type: MC

82. Researchers have found that reading to infants and toddlers leads to gains in language development, as well as enhanced school readiness skills. The relationship between reading to infants and toddlers and favorable developmental outcomes is:

a. correlational.

b. causal.

c. experimental.

d. observational.

Ans: a

Learning Objective: 1.8

Cognitive Domain: Comprehension

Answer Location: Research Methodology
Question Type: MC

83. \_\_\_\_\_\_ research permits researchers to examine relations among measured characteristics, behaviors, and events.

a. Experimental

b. Correlational

c. Cross-sectional

d. Quasi-experimental

Ans: b

Learning Objective: 1.8

Cognitive Domain: Knowledge

Answer Location: Research Methodology
Question Type: MC

84. Causal relationships between variables can only be determined through \_\_\_\_\_\_ research.

a. correlational

b. experimental

c. longitudinal

d. cross-sectional

Ans: b

Learning Objective: 1.8

Cognitive Domain: Knowledge

Answer Location: Research Methodology
Question Type: MC

85. In experimental research, the \_\_\_\_ variable is manipulated or varied systematically by the researcher during the experiment, whereas the \_\_\_\_\_ variable is the behavior under study.

a. dependent; independent

b. independent; dependent

c. control; extraneous

d. extraneous; control

Ans: b

Learning Objective: 1.8

Cognitive Domain: Comprehension

Answer Location: Research Methodology
Question Type: MC

86. When conducting experimental research, the \_\_\_\_\_ group is treated in every way like the experimental group but does not receive the independent variable in order to compare the effect of the manipulation.

a. control

b. treatment

c. dependent

d. cohort

Ans: a

Learning Objective: 1.8

Cognitive Domain: Knowledge

Answer Location: Research Methodology
Question Type: MC

87. \_\_\_\_\_\_ is the procedure in which every participant has an equal chance of being assigned to the experimental or control group and is essential for ensuring that the groups are equal in all preexisting characteristics, such as age, ethnicity, and gender.

a. Manipulation of the dependent variable

b. Correlational assignment

c. Standardization

d. Random assignment

Ans: d

Learning Objective: 1.8

Cognitive Domain: Knowledge

Answer Location: Research Methodology
Question Type: MC

88. The \_\_\_\_\_\_\_ research design compares groups of people at different ages, at one time.

a. correlational

b. experimental

c. cross-sectional

d. longitudinal

Ans: c

Learning Objective: 1.9

Cognitive Domain: Knowledge

Answer Location: Developmental Research Designs
Question Type: MC

89. Professor Ming studies the effects of trauma on mental health across the lifespan. She plans to conduct a study that includes participants from the following age ranges: 6–12, 13–19, 20–40, and 50–70. All of her participants will be from an area that experienced a natural disaster, such as a deadly hurricane or earthquake. Professor Ming will then look at symptoms of depression and anxiety in each of the age groups to draw conclusions about age-related differences in the processing of traumatic events. Which research design is best suited for this study?

a. Experimental

b. Cross-sectional

c. Longitudinal

d. Sequential

Ans: b

Learning Objective: 1.9

Cognitive Domain: Application

Answer Location: Developmental Research Designs
Question Type: MC

90. Investigators use the \_\_\_\_\_\_\_ research design when studying the same group of participants at many points in time.

a. cross-sectional

b. longitudinal

c. sequential

d. experimental

Ans: b

Learning Objective: 1.9

Cognitive Domain: Knowledge

Answer Location: Developmental Research Designs
Question Type: MC

91. An important strength of longitudinal research is that it provides information about \_\_\_\_\_\_ over time.

a. non-age-related changes

b. cohort effects

c. age-related changes

d. control groups

Ans: c

Learning Objective: 1.9

Cognitive Domain: Comprehension

Answer Location: Developmental Research Designs
Question Type: MC

92. A weakness associated with longitudinal research is that experiences or events affecting one generation of participants may be very different than those affecting another generation. This is known as:

a. cohort effects.

b. research bias.

c. participant reactivity.

d. longitudinal variability.

Ans: a

Learning Objective: 1.9

Cognitive Domain: Comprehension

Answer Location: Developmental Research Designs
Question Type: MC

93. Sequential research designs combine the best features of \_\_\_\_\_\_\_ and \_\_\_\_\_\_ research.

a. correlational; experimental

b. observational; laboratory

c. naturalistic observation; experimental

d. cross-sectional; longitudinal

Ans: d

Learning Objective: 1.9

Cognitive Domain: Knowledge

Answer Location: Developmental Research Designs
Question Type: MC

94. The sequential research design provides information about \_\_\_\_\_.

a. age-related changes only

b. age and gender

c. age, cohort, and age-related change

d. cause and effect

Ans: c

Learning Objective: 1.9

Cognitive Domain: Comprehension

Answer Location: Developmental Research Designs
Question Type: MC

95. When conducting research, investigators are bound by \_\_\_\_\_, or the determination of what is right and wrong.

a. ethics

b. previous theories

c. morals

d. sentiment

Ans: a

Learning Objective: 1.10

Cognitive Domain: Knowledge

Answer Location: Ethical Issues in Research
Question Type: MC

96. Beneficence and \_\_\_\_\_\_ are the dual responsibilities to do good and not do harm when conducting research.

a. responsibility

b. integrity

c. justice

d. nonmaleficence

Ans: d

Learning Objective: 1.10

Cognitive Domain: Comprehension

Answer Location: Ethical Issues in Research
Question Type: MC

97. The ethical principle of \_\_\_\_\_ requires scientists to be accurate, honest, and truthful in their work.

a. integrity

b. responsibility

c. justice

d. beneficence

Ans: a

Learning Objective: 1.10

Cognitive Domain: Knowledge

Answer Location: Ethical Issues in Research
Question Type: MC

98. Prior to beginning any study, Professor Cleutter’s research team carefully explains the research to potential participants, answers questions, and helps them to determine if the study is right for them. Professor Cleutter and his team are showing respect for participants’ \_\_\_\_\_\_.

a. integrity

b. autonomy

c. beneficence

d. justice

Ans: b

Learning Objective: 1.10

Cognitive Domain: Application

Answer Location: Ethical Issues in Research
Question Type: MC

99. When conducting research, scientists must balance \_\_\_\_\_\_ against the \_\_\_\_\_\_.

a. time; resources available

b. goals of the IRB; desired results from the research

c. the benefits; possible harm

d. rights of participants; rights of the researchers

Ans: c

Learning Objective: 1.10

Cognitive Domain: Comprehension

Answer Location: Responsibilities to Participants
Question Type: MC

100. Ethical codes of conduct state that researchers must obtain \_\_\_\_\_\_ consent from each participant, which states their informed, rational, and voluntary agreement to participate.

a. informal

b. informed

c. IRB

d. verbal but not written

Ans: b

Learning Objective: 1.10

Cognitive Domain: Knowledge

Answer Location: Responsibilities to Participants
Question Type: MC

101. When conducting research with younger children, Dr. Willard seeks \_\_\_\_, which is the child’s agreement to participate.

a. parental approval

b. IRB approval

c. informal consent

d. assent

Ans: d

Learning Objective: 1.10

Cognitive Domain: Application

Answer Location: Responsibilities to Participants
Question Type: MC

## True/False

1. Researchers agree that development ends in adulthood.

Ans: False

Learning Objective: 1.1

Cognitive Domain: Comprehension

Answer Location: What is Lifespan Human Development?
Question Type: TF

2. The physical and social environment, including family, neighborhood, country, culture, and historical time period, is referred to as context.

Ans: True

Learning Objective: 1.1

Cognitive Domain: Knowledge

Answer Location: Development is Multidimensional
Question Type: TF

3. Many existing theories and research on human development are based on Western samples.

Ans: True

Learning Objective: 1.1

Cognitive Domain: Comprehension

Answer Location: Development is Influenced by Multiple Contexts
Question Type: TF

4. A continuous view of development emphasizes gradual and steady changes.

Ans: True

Learning Objective: 1.2

Cognitive Domain: Knowledge

Answer Location: Continuities and Discontinuities in Development
Question Type: TF

5. A researcher who believes that heredity, maturational processes, and evolution are primarily responsible for development emphasizes nurture over nature.

Ans: False

Learning Objective: 1.2

Cognitive Domain: Comprehension

Answer Location: Nature and Nurture Influence Development
Question Type: TF

6. One reason that Freud’s theory has declined in popularity is that certain concepts, such as unconscious drives, cannot be directly tested.

Ans: True

Learning Objective: 1.3

Cognitive Domain: Comprehension

Answer Location: Psychoanalytic Theories
Question Type: TF

7. Unlike Freud, Erikson believed that personality development occurs throughout the lifespan.

Ans: True

Learning Objective: 1.3

Cognitive Domain: Comprehension

Answer Location: Psychoanalytic Theories
Question Type: TF

8. Bandura’s social learning theory maintains that children are passive learners and are primarily shaped by the environments in which they grow and develop.

Ans: False

Learning Objective: 1.4.

Cognitive Domain: Comprehension

Answer Location: Behaviorist and Social Learning Theories
Question Type: TF

9. Piaget believed that children and adults actively learn about their environments by interacting with the world around them.

Ans: True

Learning Objective: 1.5

Cognitive Domain: Knowledge

Answer Location: Cognitive Theories
Question Type: TF

10. In contrast to information processing theory, Piaget believed that the mind works in ways similar to a computer.

Ans: False

Learning Objective: 1.5:

Cognitive Domain: Comprehension

Answer Location: Information Processing Theory
Question Type: TF

11. Unlike Piaget, Vygotsky believed that children are active in their development by engaging with the world around them.

Ans: False

Learning Objective: 1.6

Cognitive Domain: Comprehension

Answer Location: Vygotsky’s Sociocultural Theory
Question Type: TF

12. Vygotsky’s theory emphasizes the importance of culture in children’s cognitive development.

Ans: True

Learning Objective: 1.6

Cognitive Domain: Knowledge

Answer Location: Vygotsky’s Sociocultural Theory
Question Type: TF

13. According to Bronfenbrenner’s theory, one’s family, peers, and school are part of the microsystem.

Ans: True

Learning Objective: 1.6

Cognitive Domain: Knowledge

Answer Location: Bronfenbrenner’s Bioecological Theory
Question Type: TF

14. Ethological theory is the scientific study of the evolutionary basis of behavior and its survival value.

Ans: True

Learning Objective: 1.6

Cognitive Domain: Knowledge

Answer Location: Ethology and Evolutionary Developmental Theory
Question Type: TF

15. In scientific research, interviews and questionnaires are types of self-report measures.

Ans: True

Learning Objective: 1.7

Cognitive Domain: Knowledge

Answer Location: Methods of Data Collection
Question Type: TF

16. A structured interview is using a flexible, conversational style of information gathering.

Ans: False

Learning Objective: 1.7

Cognitive Domain: Knowledge

Answer Location: Methods of Data Collection
Question Type: TF

17. Watching school-age children play at recess and noting instances of aggressive behavior for later analysis is called naturalistic observation.

Ans: True

Learning Objective: 1.7

Cognitive Domain: Comprehension

Answer Location: Methods of Data Collection
Question Type: TF

18. An important strength of correlational research is that it allows researchers to determine if one variable causes changes in another variable.

Ans: False

Learning Objective: 1.8

Cognitive Domain: Comprehension

Answer Location: Research Methodology
Question Type: TF

19. In experimental research, the independent variable is manipulated or varied systematically during the study.

Ans: True

Learning Objective: 1.8

Cognitive Domain: Knowledge

Answer Location: Research Methodology
Question Type: TF

20. In the cross-sectional research design, information is gathered from people of several ages at one time, which permits age comparisons.

Ans: True

Learning Objective: 1.9

Cognitive Domain: Knowledge

Answer Location: Developmental Research Designs
Question Type: TF

21. A limitation of longitudinal research is that it does not permit inferences about age-related changes over time.

Ans: False

Learning Objective: 1.9

Cognitive Domain: Comprehension

Answer Location: Developmental Research Designs
Question Type: TF

22. The sequential research design combines both longitudinal and cross-sectional comparisons.

Ans: True

Learning Objective: 1.9

Cognitive Domain: Knowledge

Answer Location: Developmental Research Designs
Question Type: TF

23. One ethical guideline that a researcher must adhere to is respect for his participants’ autonomy, or ability to make and implement their own decisions.

Ans: True

Learning Objective: 1.10

Cognitive Domain: Comprehension

Answer Location: Ethical Issues in Research
Question Type: TF

24. The United States is the only country in the world that regulates the conduct of research through institutional review boards (IRBs).

Ans: False

Learning Objective: 1.10

Cognitive Domain: Comprehension

Answer Location: Responsibilities to Participants
Question Type: TF

25. When conducting research, investigators are responsible only to their participants, not to society at large.

Ans: False

Learning Objective: 1.10

Cognitive Domain: Comprehension

Answer Location: Responsibilities to Society
Question Type: TF

## Short Answer

1. List the nine life stages of human development.

Ans: Human development includes the following stages: prenatal, infancy and toddlerhood, early childhood, middle childhood, adolescence, emerging adulthood, early adulthood, middle adulthood, and late adulthood.

Learning Objective: 1.1

Cognitive Domain: Knowledge

Answer Location: What Is Lifespan Human Development?
Question Type: SA

2. Provide an example of how your current cohort (or generation) differs from that of your parents or grandparents.

Ans: Multiple answers will work for this question. Changes in access to college, changes in technology and/or social media, and historical events are among the examples that students can provide for this question.

Learning Objective: 1.1

Cognitive Domain: Application

Answer Location: Development Is Influenced by Multiple Contexts
Question Type: SA

3. Assume that you are conducting a study on the effectiveness of various weight loss methods. You randomly assign 120 participants to one of the following groups: (1) Weight Watchers, (2) a six-week exercise and nutrition camp, or (3) a free subscription to an online application that tracks calories, exercise, and provides daily feedback about nutrition and physical activity. What is the independent variable? What is a possible dependent variable?

Ans: Independent variable: Group or group assignment. Dependent variable: Weight loss or changes in weight

Learning Objective: 1.8

Cognitive Domain: Application

Answer Location: Research Methodology
Question Type: SA

4. Decades of research show a relationship between viewing media violence and aggressive behavior in children. Why can we not say that viewing media violence *causes* aggression in children?

Ans: Research on media violence and aggression is correlational. That is, it tells us there is a relationship between the variables. However, we cannot say that this relationship is causal because there may be other factors that contribute to this relationship. In addition, we can only determine causal relationships through carefully controlled experimental research.

Learning Objective: 1.8

Cognitive Domain: Comprehension

Answer Location: Research Methodology
Question Type: SA

5. List five ethical principles that guide developmental scientists’ work.

Ans: Developmental scientists’ work is guided by the following ethical principles: (1) beneficence and nonmaleficence; (2) responsibility; (3) integrity; (4) justice; and (5) respect for autonomy.

Learning Objective: 1.10

Cognitive Domain: Knowledge

Answer Location: Ethical Issues in Research
Question Type: SA

## Essay

1. Researchers in lifespan development recognize that development is multidimensional. List three areas of development that illustrate this concept. How do these areas relate to one another?

Ans: Development is multidimensional and entails changes in many areas of development. For example, physical development refers to body maturation and growth, including body size, proportion, appearance, health, and perceptual abilities. Cognitive development refers to the maturation of thought processes and the tools that we use to obtain knowledge, become aware of the world around us, and solve problems. Psychosocial developmentincludes changes in personality, emotions, views of oneself, social skills, and interpersonal relationships with family and friends. Each of these areas of development overlap and interact with one another.

Learning Objective: 1.1

Cognitive Domain: Comprehension

Answer Location: Development Is Multidimensional
Question Type: ESS

2. Each time Marissa takes her 3-year-old son, Javier, to the grocery store, he asks for candy or a toy. When Marissa tells Javier “no,” he throws a tantrum until she gives in and lets him have the requested item. Using the concept of operant conditioning, explain why Marissa is actually increasing the likelihood that Javier will continue to throw tantrums on future trips to the store.

Ans: (May vary slightly): Although she likely does not realize it, Marissa is actually rewarding Javier’s behavior through both positive and negative reinforcement. Javier has learned that tantrums are a method of getting what he wants. Each time Marissa gives in, she is positively reinforcing the tantrum. At the same time, the desired item stops the tantrum, which is negatively reinforcing to Javier. As a result, Marissa is increasing the likelihood that Javier will continue to throw tantrums at the store when told that he cannot have candy or a toy.

Learning Objective: 1.4

Cognitive Domain: Application

Answer Location: Behaviorist and Social Learning Theories
Question Type: ESS

3. Your textbook provides an overview of the most influential theories of human development. Think about your own developmental experiences to this point. Which theory or theories do you most agree with, and why? Which theory or theories do you find less appealing, and why? Provide several examples from your own development to explain why you selected one theory (or several theories) over the others.

Ans: Answers to this question will vary. To adequately address this question, students must list *and* describe a theory or several theories to which they relate, as well as a theory or several theories that they find less useful. They should list some of the strengths and limitations, as well as provide several clear examples from their own developmental experiences.

Learning Objective: Multiple objectives may apply, depending on which theories students select: 1.3, 1.4, 1.5, 1.6

Cognitive Domain: Application; Analysis

Answer Location: Theoretical Perspectives on Human Development
Question Type: ESS

4. Describe the four steps used in the scientific method.

Ans: The scientific method includes the following steps:

1. Identify the research question or problem to be studied and formulate the hypothesis, or proposed explanation, to be tested.
2. Gather information to address the research question.
3. Use statistical analysis to summarize the information gathered and determine whether the hypothesis is refuted, or shown to be false.
4. Interpret the summarized information, consider the findings in light of prior research studies, and share findings with the scientific community and world at large.

Learning Objective: 1.7

Cognitive Domain: Knowledge

Answer Location: The Scientific Method
Question Type: ESS

5. Think about an interesting topic related to the study of lifespan human development. Assume that you wanted to know more about this topic and were going to plan a research study. First, identify your topic. Next, describe your method or methods of data collection. Be sure to mention the strengths and limitations associated with the method(s) that you chose. Would your study fall under the category of correlational or experimental research? If you’re looking at age or developmental differences, which research design would best fit your proposed topic, and why? What ethical concerns would you need to consider for your study?

Ans: Multiple answers will work for this question. Students must clearly identify a topic, describe their data collection (including strengths and weaknesses of their chosen method(s)), and indicate whether or not their study is correlational or experimental, and if they chose a developmental design, it should be clear why their topic fits with that design. Ethical concerns should also be addressed in the answer.

Learning Objective: Multiple objectives may apply: 1.7, 1.8, 1.9, 1.10

Cognitive Domain: Application; Analysis

Answer Location: Research in Human Development; Ethical Issues in Research
Question Type: ESS