

- Lifespan Development- the study of how and why we change and remain the same over the lifespan
 - Conception to death
- Senescence- universal things that happen to us as we age (wrinkles, thinning hair, etc.)
 - Wrinkles determined by genetics
- Development is multidirectional, changes in many ways:
 - Increasing, decreasing, steady (linear), stages, curved line, unpredictable
 - Also multicultural- culture affects every aspect of our lives
 - Is a result of dynamic systems
 - Dynamic systems- things keep changing, a change in one system may affect change in other or all aspects, each system connected to everything else
 - Family, school, health, government, economy, religion, jobs
- Bronfenbrenner and the Bio-Ecological Model
 - The environment has layers of influence- some close up and direct, others at distance
 - Individual- brings her own personal characteristics and responses to the situation, changes the environment that she is in
 - Microsystem- people and places, everything you own, touch, interact with
 - People- interactions between the target person and the individual
 - Places- immediate settings in which the individual develops
 - Very direct influence
 - Mesosystem- relationships between parts of the microsystem; interchanges between two systems or two individuals who are outside the target
 - Ex: child in the middle of two fighting parents, or having a parent who doesn't like a boyfriend, clash between work and class schedules
 - Exosystem- resources of the community (town, state, large scale institutions), impact is at a distance

- Schools, police, jobs, highways, water supply, hospitals, wifi access
- Macrosystem- overarching cultural, economic, legal influences
 - Political system, laws, religions, lifestyle, values, economy, war/peace, natural disaster, technology, weather
- Chronosystem- time in history, the broad sweep of time in history AND the influence of specific events
 - Ex: civil war, WWII, 9/11
- Influences move across levels- does a child know about national economy?
 - Recession (macro.)> local businesses fail (exo.)> dad loses job (micro.)> family loses home (micro.)> parents fight and separate (meso.)
 - This is part of dynamic nature!

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□ Research in development

□ Ethics

- Research must be safe- not hurt people in any way
- Right of privacy and anonymity of participants
- Right to full information
- Ability to stop or withdraw at any point
- Consent- before somebody takes part in research they must give active consent (or must be given by parents if child is not old enough to give consent)
- Oversight by an IRB- Institutional Review Board

□ Experiment

- Particular research design- used to look for causation!
- Independent variable (IV)- the treatment (or groups, or predictor variables)
- Dependent variable (DV)- the outcome

- Requirements:
 - Must have treatment and control group
 - Participants are randomly assigned to groups- they cannot choose
 - Give treatment to one group, compare to control group
- Questions that experiments cannot answer:
 - Practical constraints
 - Ethical constraints

Correlation

- Degree and direction of relationship between variables (positive, negative)
- Studying people, things, as they exist, not going in and changing or manipulating
- Correlation does not show causation
 - Does A cause B? B cause A? Something else entirely?

▮ Studying Development

- 3 variables: age, cohort, time of measurement
- Cohort- group of people who were born at about the same time, share life experiences at same age; strengths and points of view unique to their generation
- Time of Measurement- time in history, like chronosystem; was childhood in 1810 same as 2010? No.
- Cross sectional research- compares groups of people who differ in age
 - Ex: 3-5-7, 10-15-20, 30-40-50
 - Time of measurement is held constant
 - Can show us age difference (or is it cohort difference?)
 - Cannot show us change with age (disadvantage of this type of study)