Psychology 2410 (Section 01): Developmental Psychology
Exam 1 Review Packet

Exam 1: Tuesday, September 16

Format and Composition of Exams
The exams in this class:

- are multiple-choice and matching
- have approximately 60 questions
- are NOT cumulative – even the final

For Exam: All of the material from the lectures and textbook up to and including the lecture on September 11 will be on the exam. Greater emphasis will be given to the material covered in class. However, there will also be questions specifically drawn from the reading.

Hints and Preparation:

- You will never be asked to identify researchers by name; I will always give some other descriptive phrase in the question to identify what is being referred to. For example, I would not ask merely what Boismeyer's research showed, but I might ask about Boismeyer's checkerboard study in infancy. However, you may need to know the names and contributions of major theorists.
- **Age** is important in developmental psychology. Pay attention to the ages of subjects in experiments, paying attention to ages children reach developmental milestones.
- Lectures and readings combine general descriptions of what children are like at various ages with descriptions of particular experiments. You should know what **methods** were used in these studies (what did the experimenters show their subjects, how old were their subjects, and what response did they measure?), the **results** of the study (what did the subjects do?), and the **conclusion** drawn from the results (what do the results tell us about development?). If you can say a sentence or two about these three things, then you understand the experiment.
- In reviewing your readings, pay attention to the **chapter summaries** provided at the end of each chapter in the textbook.

Review of Topics
Historical Foundations:

- Know the names of major historical figures and their views regarding the mechanisms driving development (e.g., nature v. nurture)

Themes in Development and Research Methods:

- Know the seven themes and be able to identify exemplars of each theme
- Pros and cons of questionnaires/surveys, interviews, and observational methods
- Reliability and validity
- Independent and dependent variables
- Cause and effect: correlation vs. experiments
- Research Designs (e.g., cross-sectional and longitudinal designs)

Prenatal Development:

- Proximodistal and cephalocaudal development
- 3 stages of prenatal development
- Major achievements of each stage of prenatal development
- Developmental processes in cellular development during prenatal period (e.g., cell division, migration)
- Fetal sensory systems and learning
- Examples of teratogens and factors affecting their effects during prenatal development

Newborn:

- Infants' sensory systems
- Infants' preference for auditory stimuli
- REM sleep in newborns
- Interventions for premature infants
- Reflexes and functions

Biology and Behavior:

- Ways in which genetic and environmental forces influence development
- Behavior genetic research designs; identify examples of specific study designs; understand how evidence from such research informs our understanding of contribution of genes and environment to development
- Heritability estimates (what do they tell us and what don't they tell us); shared environment; non-shared environment
- Basic components of the neuron
- Major areas of cortex
- Developmental processes involved in brain development
- Methods used in developmental psychology to study brain development

Infant Perception:

- Visual perception and recognition
- Limitations to newborns' vision
- Visual cliff study
- Social referencing
- Intermodal perception
- 3 classes of depth perception cues