Child Development
PSY 206
Professor Poindujour
Nature vs. Nurture

Famous Greek Philosophers
- Plato
- Aristotle

John Locke
Jean Jacque Rousseau
Plato

- Greek Philosopher
- 428-347 B.C
- Suggests that we are born with a basic knowledge
Aristotle

Greek Philosopher
384-322 B.C.
Suggests that everything is learned
John Locke

- English Philosopher
- 1632-1704
- “Tabula Rasa”
Jean Jacques Rousseau

- Geneva
- 1712-1778
- Suggests an innate sense of justice and morality
The Proverbial Nature vs. Nurture

Plato & Jean Jacques Rousseau

Aristotle & John Locke
“If children live with criticism, they learn to condemn. If children live with hostility, they learn to fight. If children live with fear, they learn to be apprehensive. If children live with shame, they learn to feel guilty. If children live with tolerance, they learn to be patient. If children live with encouragement, they learn to be confident. If children live with praise, they learn to appreciate. If children live with approval, they learn to like themselves. If children live with acceptance, they learn to find love in the world. If children live with sharing, they learn to be generous.”

-Aristotle
Perpetual debate is silenced by science

Two distinct events in the 19th century

- Industrial Revolution
  - Debated in 1800’s
  - Committees are formed in 1904

- Darwin’s theory of “Evolution”
Charles Darwin

- 1809-1882
- Theory of Evolution
- Natural Selection
In search of objective analytic research

- G. Stanley Hall (1844-1924)
- Alfred Binet (1857-1911)
- Sigmund Freud (1856-1939)
- John B. Watson (1878-1958)
G. Stanley Hall

- 1844-1924
- American Psychologist
- 1st President of American Psychological Association
- Founded the American Journal of Psychology
Alfred Binet

- 1857-1911
- Stanford-Binet (IQ)
Sigmund Freud
Sigmund Freud

- 1856-1939
- Psychoanalytic Theory
John B. Watson

- 1878-1958
- Founder of Behaviorism
Research

- Why???
- Components of a scientific research
- Theory
- Theorists
5 Major Theoretical Perspectives

- Biological Perspective
  - Maturational / Ethological
- Psychodynamic Perspective
  - Freud / Erikson
- Learning Perspective
  - Skinner / Bandura
- Cognitive-Developmental Perspective
  - Piaget
- Contextual Perspective
  - Vygotsky
Themes in Child-Development Research

- Early development is related to later development but not perfectly
  - Continuity-Discontinuity
- Development is always jointly influenced by Heredity and Environment
  - Nature-Nurture
- Children influence their own development
  - Active-Passive child
- Development in different domains is connected
Doing Child-Development Research

- Measurement in Child-Development Research
- General Designs for Research
- Designs for Studying Age-Related Change
- Ethical Responsibilities
- Communicating Research Results
Measurement in Child-Development Research

- Systematic Observation (*Naturalistic & Structured*)
- Sampling Behavior with tasks
- Self-Reports
  - Questionnaire
  - Interview
  - Response-Bias
- Physiological Measures (*less common*)
- Evaluating Measures
  - Reliable
  - Valid
- Representative Sampling
  - Population
  - Sample
General Designs for Research

Correlational Study

- Correlational Coefficient = $r$
- Positive Correlation
- Negative Correlation

Experimental Studies

- Independent Variable (Varied)
- Dependent Variable (Behavior being measured)
Correlation is not Causation
Designs for Studying Age-Related Change

- Longitudinal Designs
- Cross Sectional
- Longitudinal-Sequential
Ethical Responsibilities

- Minimize risk to participants
- Informed Consent
- Avoid Deception
- Results are kept anonymous or confidential
- Communicate results
Review

- Next Week – KWL
- APA Manual
- Questions / Comments