

Bjorklund_TB_Ch1

Multiple Choice Single Select

M/C Question 1

What is empirical research?

- a) Common knowledge
Consider This: This type of research is objective.
LO 1.1: Explore major themes in developmental psychology
- b) Autobiographies
Consider This: This type of research is objective.
LO 1.1: Explore major themes in developmental psychology
- c) Personal experiences
Consider This: This type of research is objective.
LO 1.1: Explore major themes in developmental psychology
- d) Scientific studies

ANS: d

Skill=Understand the Concepts, Objective=LO 1.1: Explore major themes in developmental psychology,
Topic=Basic Concepts in Adult Development, Difficulty=Easy

M/C Question 2

What are normative age-graded influences?

- a) Changes associated with age
Consider This: Biology and society both work together with these influences.
LO 1.2.1: Identify normative age-graded influences on development
- b) Changes that happen regardless of age
Consider This: Biology and society both work together with these influences.
LO 1.2.1: Identify normative age-graded influences on development
- c) Changes related to psychological age
Consider This: Biology and society both work together with these influences.
LO 1.2.1: Identify normative age-graded influences on development
- d) Changes that are influenced by our parents
Consider This: Biology and society both work together with these influences.
LO 1.2.1: Identify normative age-graded influences on development

ANS: a

Skill=Understand the Concepts, Objective=LO 1.2: Explain the major sources of development;
Submodule LO 1.2.1: Identify normative age-graded influences on development, Topic=Normative Age-Graded Influences, Difficulty=Easy

M/C Question 3

The term _____ is almost synonymous with generation, but it is narrower in scope.

- a) cohort
- b) group

Consider This: People who are different ages can be affected differently by historical events.

LO 1.2.2: Describe how historical events impact development

c) peers

Consider This: People who are different ages can be affected differently by historical events.

LO 1.2.2: Describe how historical events impact development

d) culture

Consider This: People who are different ages can be affected differently by historical events.

LO 1.2.2: Describe how historical events impact development

ANS: a

Skill=Understand the Concepts, Objective=LO 1.2: Explain the major sources of development;

Submodule LO 1.2.2: Describe how historical events impact development, Topic=Sources of Change, Difficulty=Easy,

M/C Question 4

How do behavior geneticists primarily study the influence of genes on behaviors?

a) Surveys

Consider This: This is the most effective way to study genetic influence in people because the genes are identical.

LO 1.2.4: Explain the interactionist view on the influences of nature and nurture on adult life

b) Twin studies

c) Focus groups

Consider This: This is the most effective way to study genetic influence in people because the genes are identical.

LO 1.2.4: Explain the interactionist view on the influences of nature and nurture on adult life

d) Cohort studies

Consider This: This is the most effective way to study genetic influence in people because the genes are identical.

LO 1.2.4: Explain the interactionist view on the influences of nature and nurture on adult life

ANS: b

Skill=Understand the Concepts, Objective=LO 1.2: Explain the major sources of development;

Submodule LO 1.2.4: Explain the interactionist view on the influences of nature and nurture on adult life, Topic=Sources of Change, Difficulty=Easy

M/C Question 5

What does epigenetic inheritance mean?

a) Genes are passed down through the parents.

Consider This: Most developmentalists subscribe to an interactionist view.

LO 1.2.4: Explain the interactionist view on the influences of nature and nurture on adult life

b) Genes work independently from the environment.

Consider This: Most developmentalists subscribe to an interactionist view.

LO 1.2.4: Explain the interactionist view on the influences of nature and nurture on adult life

c) Gene expression can be modified by experience.

d) Genes are best studied through twin studies.

Consider This: Most developmentalists subscribe to an interactionist view.

LO 1.2.4: Explain the interactionist view on the influences of nature and nurture on adult life

ANS: c

Skill=Understand the Concepts, Objective=LO 1.2: Explain the major sources of development;
Submodule LO 1.2.4: Explain the interactionist view on the influences of nature and nurture on adult life, Topic=Sources of Change, Difficulty=Easy

M/C Question 6

When does age become just a number and not a predictor of a stage or behavior?

- a) Early adulthood

Consider This: Until a certain point, certain milestones happen with age.

LO 1.1.3: Differentiate among the various types of age

- b) Adolescence

- c) Older adulthood

Consider This: Until a certain point, certain milestones happen with age.

LO 1.1.3: Differentiate among the various types of age

- d) Infancy

Consider This: Until a certain point, certain milestones happen with age.

LO 1.1.3: Differentiate among the various types of age

ANS: b

Skill=Understand the Concepts, Objective=LO 1.1: Explore major themes in developmental psychology;
Submodule LO 1.1.3: Differentiate among the various types of age, Topic=A Word About "Age", Difficulty=Easy

M/C Question 7

Which of the following is the best definition for the life-span developmental psychology approach?

- a) Development occurs over the lifetime and is multidimensional, shaped by many causes.

- b) Development occurs over the lifetime, primarily from social causes from the peer group.

Consider This: This approach looks at development as a plastic process.

LO 1.3.1: Describe elements of the life-span developmental psychology approach

- c) Development occurs over the lifetime, initially shaped by biological causes, then by environmental causes.

Consider This: This approach looks at development as a plastic process.

LO 1.3.1: Describe elements of the life-span developmental psychology approach

- d) Development occurs over the lifetime, but in a limited fashion as the majority of development occurs infancy through adolescence.

Consider This: This approach looks at development as a plastic process.

LO 1.3.1: Describe elements of the life-span developmental psychology approach

ANS: a

Skill=Understand the Concepts, Objective=LO 1.3: Differentiate between the perspectives of psychological and bioecological models; Submodule LO 1.3.1: Describe elements of the life-span developmental psychology approach, Topic=Guiding Perspectives, Difficulty=Easy

M/C Question 8

What is the key point of the bioecological model of development?

- a) Development should be studied on a case-by-case basis.

Consider This: Bronfenbrenner's theories examined the intersection of various systems.

LO 1.3.2: Outline the systems used in the bioecological model of development

- b) Development is driven by biological factors.

Consider This: Bronfenbrenner's theories examined the intersection of various systems.

LO 1.3.2: Outline the systems used in the bioecological model of development

- c) Development cannot be studied out of context.
- d) Development is a new, unformed discipline.

Consider This: Bronfenbrenner's theories examined the intersection of various systems.

LO 1.3.2: Outline the systems used in the bioecological model of development

ANS: c

Skill=Understand the Concepts, Objective=LO 1.3: Differentiate between the perspectives of psychological and bioecological models; Submodule LO: 1.3.2: Outline the systems used in the bioecological model of development, Topic=Guiding Perspectives, Difficulty=Easy

M/C Question 9

The _____ method chooses different groups of subjects who represent a series of different ages and compares their responses.

- a) cohort

Consider This: This method measures each subject only once and compares the results against each subject.

LO 1.4.1: Identify methods used in developmental research

- b) longitudinal

Consider This: This method measures each subject only once and compares the results against each subject.

LO 1.4.1: Identify methods used in developmental research

- c) sequential

Consider This: This method measures each subject only once and compares the results against each subject.

LO 1.4.1: Identify methods used in developmental research

- d) cross-sectional

ANS: d

Skill=Understand the Concepts, Objective=LO 1.4: Evaluate developmental research; Submodule LO 1.4.1: Identify methods used in developmental research, Topic=Developmental Research, Difficulty=Easy

M/C Question 10

Which of the following is a combination of longitudinal and cross-sectional studies?

- a) Meta-analysis

Consider This: A series of longitudinal studies can begin at different points in time.

LO 1.4.1: Identify methods used in developmental research

- b) Comparison of means

Consider This: A series of longitudinal studies can begin at different points in time.

LO 1.4.1: Identify methods used in developmental research

- c) Sequential study

- d) Experimental design

Consider This: A series of longitudinal studies can begin at different points in time.

LO 1.4.1: Identify methods used in developmental research

ANS: c

Skill=Understand the Concepts, Objective=LO 1.4: Evaluate developmental research; Submodule LO 1.4.1: Identify methods used in developmental research, Topic=Developmental Research, Difficulty=Easy

M/C Question 11

Martha studies the personality traits that are central to a person's life. For example, she notes that Maggie is introverted and has always loved crafts, such as knitting. These traits are examples of which concept that is central to developmental psychology?

a) Change

Consider This: Some parts of our personality remain the same.

LO 1.1.2: Identify constants and changes that impact adult development

b) Stability

c) Stages

Consider This: Some parts of our personality remain the same.

LO 1.1.2: Identify constants and changes that impact adult development

d) Atypical change

Consider This: Some parts of our personality remain the same.

LO 1.1.2: Identify constants and changes that impact adult development

ANS: b

Skill=Apply What You Know, Objective=LO 1.1: Explore major themes in developmental psychology; Submodule LO 1.1.2: Identify constants and changes that impact adult development, Topic=Basic Concepts in Adult Development, Difficulty=Moderate

M/C Question 12

Carly was a teenage mom, who then became a grandmother at 35. Carly also found out that she was pregnant at the same time as her own daughter. This situation is an example of _____ stages.

a) stable

Consider This: Some stages are unique to each individual.

LO 1.1.2: Identify constants and changes that impact adult development

b) typical

Consider This: Some stages are unique to each individual.

LO 1.1.2: Identify constants and changes that impact adult development

c) continuous

Consider This: Some stages are unique to each individual.

LO 1.1.2: Identify constants and changes that impact adult development

d) atypical

ANS: d

Skill=Apply What You Know, Objective=LO 1.1: Explore major themes in developmental psychology; Submodule LO 1.1.2: Identify constants and changes that impact adult development, Topic=Basic Concepts in Adult Development, Difficulty=Moderate

M/C Question 13

Ellie notices her first gray hairs, and Jim is looking forward to retirement at age 65. What do these two events have in common?

- a) They are both nonnormative history-graded influences.
Consider This: These types of influences are expected as we mature.
LO 1.2.1: Identify normative age-graded influences on development
- b) They are both normative history-graded influences.
Consider This: These types of influences are expected as we mature.
LO 1.2.1: Identify normative age-graded influences on development
- c) They are both nonnormative age-graded influences.
Consider This: These types of influences are expected as we mature.
LO 1.2.1: Identify normative age-graded influences on development
- d) They are both normative age-graded influences

ANS: d

Skill=Analyze It, Objective=LO 1.2: Explain the major sources of development; Submodule LO 1.2.1
Identify normative age-graded influences on development, Topic=Sources of Change,
Difficulty=Moderate

M/C Question 14

Miguel is devastated when his wife of two years passes away from breast cancer at age 31. This situation is an example of a

- a) nonnormative life event.
Consider This: Life does not always occur "on time."
LO 1.2.3: Evaluate the ways that nonnormative life events affect adulthood
- b) normative age-graded influence.
Consider This: Life does not always occur "on time."
LO 1.2.3: Evaluate the ways that nonnormative life events affect adulthood
- c) normative history-graded influence.
Consider This: Life does not always occur "on time."
LO 1.2.3: Evaluate the ways that nonnormative life events affect adulthood
- d) nonnormative history-graded influence.
Consider This: Life does not always occur "on time."
LO 1.2.3: Evaluate the ways that nonnormative life events affect adulthood

ANS: a

Skill=Apply What You Know, Objective=LO 1.2: Explain the major sources of development; Submodule
LO 1.2.3: Evaluate the ways that nonnormative life events affect adulthood, Topic=Sources of Change,
Difficulty=Moderate

M/C Question 15

Jack has the gene for celiac disease, but it does not get turned on until he experiences a traumatic dental visit at age 7. This situation is an example of

- a) normative age-graded influences.
Consider This: Biology and the environment are often intertwined.
LO 1.2.4: Explain the interactionist view on the influences of nature and nurture on adult life
- b) epigenetic inheritance.
- c) normative history-graded influences.
Consider This: Biology and the environment are often intertwined.
LO 1.2.4: Explain the interactionist view on the influences of nature and nurture on adult life

- d) nonnormative life events.

Consider This: Biology and the environment are often intertwined.

LO 1.2.4: Explain the interactionist view on the influences of nature and nurture on adult life

ANS: b

Skill=Apply What You Know, Objective=LO 1.2: Explain the major sources of development; Submodule

LO 1.2.4: Explain the interactionist view on the influences of nature and nurture on adult life,

Topic=Sources of Change, Difficulty=Moderate

M/C Question 16

Dr. Cundy, a behavior geneticist, is interested in conducting a twin study to investigate the influence genetics may have on a person's propensity to be married. What problem is Dr. Cundy likely to face?

- a) Very difficult statistical analyses

Consider This: Behavior geneticists tend to rely on this type of study to explore behaviors from genes.

LO 1.2.4: Explain the interactionist view on the influences of nature and nurture on adult life

- b) A lack of twins to study

- c) Ethical considerations

Consider This: Behavior geneticists tend to rely on this type of study to explore behaviors from genes.

LO 1.2.4: Explain the interactionist view on the influences of nature and nurture on adult life

- d) Little theoretical guidance

Consider This: Behavior geneticists tend to rely on this type of study to explore behaviors from genes.

LO 1.2.4: Explain the interactionist view on the influences of nature and nurture on adult life

ANS: b

Skill=Analyze It, Objective=LO 1.2: Explain the major sources of development; Submodule LO 1.2.4:

Explain the interactionist view on the influences of nature and nurture on adult life, Topic=Sources of Change, Difficulty=Moderate

M/C Question 17

Whitney is excited to finally celebrate her 21st birthday with her friends. They go out to dinner, and she orders a glass of wine. This situation is an example of _____ age.

- a) psychological

Consider This: After childhood, few milestones are marked with a certain age.

LO 1.1.3: Differentiate among the various types of age

- b) biological

Consider This: After childhood, few milestones are marked with a certain age.

LO 1.1.3: Differentiate among the various types of age

- c) social

Consider This: After childhood, few milestones are marked with a certain age.

LO 1.1.3: Differentiate among the various types of age

- d) chronological

ANS: d

Skill=Apply What You Know, Objective=LO 1.1: Explore major themes in developmental psychology;

Submodule LO 1.1.3: Differentiate among the various types of age, Topic=A Word About "Age",

Difficulty=Moderate

M/C Question 18

Frank, a 38-year-old man, lives at home with his mother because he cannot keep a job longer than a month or two. Frank's _____ age is lower than many of his peers who live independently with their spouses and children.

a) functional

Consider This: This type of age refers to the ability an adult has to deal with the environment compared to others.

LO 1.1.3: Differentiate among the various types of age

b) psychological

c) chronological

Consider This: This type of age refers to the ability an adult has to deal with the environment compared to others.

LO 1.1.3: Differentiate among the various types of age

d) social

Consider This: This type of age refers to the ability an adult has to deal with the environment compared to others.

LO 1.1.3: Differentiate among the various types of age

ANS: b

Skill=Apply What You Know, Objective=LO 1.1: Explore major themes in developmental psychology; Submodule LO 1.1.3: Differentiate among the various types of age, Topic=A Word About "Age", Difficulty=Moderate

M/C Question 19

Tom is a stay-at-home father to his three girls. He is caring and attentive, known for hosting the best tea parties on the block. This situation is an example of which key concept from the life-span developmental approach?

a) Historical context

Consider This: This key concept suggests that many aspects of development can be modified.

LO 1.3.1: Describe elements of the life-span developmental psychology approach

b) Multidimensional

Consider This: This key concept suggests that many aspects of development can be modified.

LO 1.3.1: Describe elements of the life-span developmental psychology approach

c) Plasticity

d) Contextualism

Consider This: This key concept suggests that many aspects of development can be modified.

LO 1.3.1: Describe elements of the life-span developmental psychology approach

ANS: c

Skill=Apply What You Know, Objective=LO 1.3: Differentiate between the perspectives of psychological and bioecological models; Submodule LO 1.3.1: Describe elements of the life-span developmental psychology approach, Topic=Guiding Perspectives, Difficulty=Moderate

M/C Question 20

John's development has been, on some level, influenced by the economy and political system since

those affect which resources are available to him. These are examples of which one of Bronfenbrenner's systems?

- a) Exosystem
Consider This: People are influenced by large-scale social structures.
LO 1.3.2: Outline the systems used in the bioecological model of development
- b) Mesosystem
Consider This: People are influenced by large-scale social structures.
LO 1.3.2: Outline the systems used in the bioecological model of development
- c) Macrosystem
- d) Microsystem
Consider This: People are influenced by large-scale social structures.
LO 1.3.2: Outline the systems used in the bioecological model of development

ANS: c

Skill=Apply What You Know, Objective=LO 1.3: Differentiate between the perspectives of psychological and bioecological models; LO 1.3.2: Outline the systems used in the bioecological model of development, Topic=Guiding Perspectives, Difficulty=Moderate

M/C Question 21

What is a key difference between interviews and surveys?

- a) Interviews tend to be open-ended, while surveys are structured.
- b) Interviews allow for anonymity, while surveys are confidential.
Consider This: These two methods ask different questions of participants.
LO 1.4.2: Explain the advantages and disadvantages of different measures
- c) Interviews are quantifiable, while surveys are qualitative.
Consider This: These two methods ask different questions of participants.
LO 1.4.2: Explain the advantages and disadvantages of different measures
- d) Interviews are quick, while surveys are more time-intensive.
Consider This: These two methods ask different questions of participants.
LO 1.4.2: Explain the advantages and disadvantages of different measures

ANS: a

Skill=Analyze It, Objective=LO 1.4: Evaluate developmental research; Submodule LO 1.4.2: Explain the advantages and disadvantages of different measures, Topic=Developmental Research, Difficulty=Moderate

M/C Question 22

Sally conducts a survey and finds that as the age of her sample increases, the more likely people are to vote Republican. This is an example of which type of analysis?

- a) Causality
Consider This: This type of analysis finds how two variables work together.
LO 1.4.3: Describe forms of data analysis
- b) Comparison of means
Consider This: This type of analysis finds how two variables work together.
LO 1.4.3: Describe forms of data analysis
- c) Meta-analysis
Consider This: This type of analysis finds how two variables work together.
LO 1.4.3: Describe forms of data analysis

d) Correlational

ANS: d

Skill=Apply What You Know, Objective=LO 1.4: Evaluate developmental research; Submodule LO 1.4.3: Describe forms of data analysis, Topic=Developmental Research, Difficulty=Moderate

M/C Question 23

Christina, who is working on her research design for her senior thesis in her development class, announces she wants to do a true experiment to explore alcoholism and Alzheimer's. What do you say to her, and why?

a) True experiments are very difficult to do in development because it is impossible to have a control group.

Consider This: It can be difficult to control for extraneous variables.

LO 1.4.4: Differentiate among research designs

b) True experiments are very difficult to do in development because they are time-intensive.

Consider This: It can be difficult to control for extraneous variables.

LO 1.4.4: Differentiate among research designs

c) True experiments are very difficult to do in development because you cannot have truly random group assignments.

d) True experiments are very difficult to do in development because they are so hard to analyze.

Consider This: It can be difficult to control for extraneous variables.

LO 1.4.4: Differentiate among research designs

ANS: c

Skill=Evaluate It, Objective=LO 1.4: Evaluate developmental research; Submodule 1.4.4: Differentiate among research designs, Topic=Developmental Research, Difficulty=Difficult

M/C Question 24

Stanley is conducting which type of study when he does longitudinal research on the development of people who were diagnosed with autism as children?

a) Survey

Consider This: Cross-sectional and longitudinal studies are included in this category of studies that tells a story.

LO 1.4.4: Differentiate among research designs

b) Quasi-experiment

Consider This: Cross-sectional and longitudinal studies are included in this category of studies that tells a story.

LO 1.4.4: Differentiate among research designs

c) Qualitative

Consider This: Cross-sectional and longitudinal studies are included in this category of studies that tells a story.

LO 1.4.4: Differentiate among research designs

d) Descriptive

ANS: d

Skill=Apply What You Know, Objective=LO 1.4: Evaluate developmental research; Submodule 1.4.4: Differentiate among research designs, Topic=Developmental Research, Difficulty=Moderate

M/C Question 25

Hamri is conducting _____ research when he examines old slave records to discover lifespan expectancies.

- a) longitudinal

Consider This: Content analysis is a good way of revealing the stories of people who lived long ago.

LO 1.4.4: Differentiate among research designs

- b) qualitative

- c) quasi-experimental

Consider This: Content analysis is a good way of revealing the stories of people who lived long ago.

LO 1.4.4: Differentiate among research designs

- d) descriptive

Consider This: Content analysis is a good way of revealing the stories of people who lived long ago.

LO 1.4.4: Differentiate among research designs

ANS: b

Skill=Apply What You Know, Objective=LO 1.4: Evaluate developmental research; Submodule 1.4.4: Differentiate among research designs, Topic=Developmental Research, Difficulty=Moderate

M/C Question 26

Seubert et al. (2017) used a cross-sectional design to examine the changes in olfaction in participants of different ages. What were the key findings?

- a) As individuals aged, their sense of smell declined.

Consider This: Cross-sectional designs don't measure changes within an individual.

LO 1.4.4: Differentiate among research designs

- b) Olfactory dysfunction increased with age.

- c) The attrition rate was too high to draw meaningful conclusions.

Consider This: Cross-sectional designs don't measure changes within an individual.

LO 1.4.4: Differentiate among research designs

- d) Olfactory dysfunction was the same for men and women.

Consider This: Cross-sectional designs don't measure changes within an individual.

LO 1.4.4: Differentiate among research designs

ANS: b

Skill=Apply What You Know, Objective=LO 1.4: Evaluate developmental research; Submodule 1.4.4: Differentiate among research designs, Topic=Developmental Research, Difficulty=Easy

M/C Question 27

Which of the following designs would allow for data to be analyzed using comparison of means?

- a) Correlational

Consider This: Comparing means is a way of examining differences between groups.

LO 1.4.4: Differentiate among research designs

- b) Qualitative

Consider This: Comparing means is a way of examining differences between groups.

LO 1.4.4: Differentiate among research designs

- c) Experimental
- d) Meta-analysis

Consider This: Comparing means is a way of examining differences between groups.

LO 1.4.4: Differentiate among research designs

ANS: c

Skill=Apply What You Know, Objective=LO 1.4: Evaluate developmental research; Submodule 1.4.4: Differentiate among research designs, Topic=Developmental Research, Difficulty=Moderate

M/C Question 28

Serena enlisted in the military in her early 20s, leading her to relocate every 2-3 years. She met her partner, while she was deployed overseas. In her early 30s, they married but decided to postpone having children so that she could enroll in college. She felt awkward at time because she was older than the other students in her classes. These experiences could be considered which of the following aspects of adulthood?

- a) Individual differences
- b) Commonalities

Consider This: These are aspects unique to an individual.

LO 1.1.1: Describe differences and commonalities in experiences of adulthood

- c) Cohort

Consider This: These are aspects unique to an individual.

LO 1.1.1: Describe differences and commonalities in experiences of adulthood

- d) Stability

Consider This: These are aspects unique to an individual.

LO 1.1.1: Describe differences and commonalities in experiences of adulthood

ANS: a

Skill=Apply What You Know, Objective=LO 1.1: Explore major themes in developmental psychology; Submodule LO 1.1.1: Describe differences and commonalities in experiences of adulthood, Topic=Basic Concepts in Adult Development, Difficulty=Easy

Essay

SA Question 29

Compare and contrast the concepts of stability and change in an individual's life. How is change related to the different types of stages, and what types of changes are inner and which are outer?

Skill=Apply What You Know, Objective=LO 1.1.2: Identify constants and changes that impact adult development, Topic=Basic Concepts in Adult Development, Difficulty=Moderate

SA Question 30

Distinguish between genetic and environmental influences on adult development. How do interactionists try to resolve this dichotomy?

Skill=Analyze It, Objective=LO 1.2.4: Explain the interactionist view on the influences of nature and nurture on adult life, Topic=Sources of Change, Difficulty=Moderate

SA Question 31

Compare and contrast the concepts of biological, social, psychological, and chronological ages. What does “functional age” mean, and what example can you think of that demonstrates this term?

Skill=Analyze It, Objective=LO 1.1.3: Differentiate among the various types of age, Topic=A Word About “Age”, Difficulty=Moderate

SA Question 32

Compare and contrast the key tenets of the life-span developmental approach and the bioecological model of development.

Skill=Analyze It, Objective=LO 1.3: Differentiate between the perspectives of psychological and bioecological models, Topic=Guiding Perspectives, Difficulty=Moderate

SA Question 33

Analyze the different types of research methods and how each uses different behavior measures, analyses, and research designs. When is each research method most appropriate, and why?

Skill=Analyze It, Objective=LO 1.3: Differentiate between the perspectives of psychological and bioecological models, Topic=Developmental Research, Difficulty=Moderate

Essay Question 34

Reflecting on your own life’s journey thus far, apply the concepts of stability and change. How do you see both stages and continuity in your life thus far? What do you expect will happen next, and why?

Skill=Apply What You Know, Objective=LO 1.1.2: Identify constants and changes that impact adult development, Topic=Basic Concepts in Adult Development, Difficulty=Moderate

Essay Question 35

Evaluate the sources of change that affect adult development. Which influences are most powerful, and why? What has been the most influential in your own personal life, and why? Which influences are you in control of, and which ones are you not?

Skill=Evaluate It, Objective=LO 1.2: Explain the major sources of development, Topic=Sources of Change, Difficulty=Difficult

Essay Question 36

Defend the statement “age is only a number.” Critique the importance society places on chronological age and explain the importance of functional age.

Skill=Evaluate It, Objective=LO 1.1.3: Differentiate among the various types of age, Topic=A Word About “Age”, Difficulty=Difficult

Essay Question 37

Assess how the life-span development approach and the bioecological model of development can work together to explain development. Apply each of the major tenets to examples in your own life.

Skill=Apply What You Know, Objective=LO 1.3: Differentiate between the perspectives of psychological and bioecological models, Topic=Some Guiding Perspectives, Difficulty=Moderate

Essay Question 38

Choose a developmental research question that interests you. Design your own study, indicating which research method, behavior measures, and research design you would use. What analyses do you think you would use to analyze your results? Defend your design choice with support from the text.

Skill=Evaluate It, Objective=LO 1.4: Evaluate developmental research, Topic=Developmental Research, Difficulty=Difficult

Essay Question 39

Describe sequential study research designs. How do these designs allow researchers to tease apart effects of history-graded influences and normative age-graded influences?

Skill=Evaluate It, Objective=LO 1.4: Evaluate developmental research, Topic=Developmental Research, Difficulty=Difficult