

Developmental IV and DV Examples

1. DeCasper and Spence (1986) assigned expectant mothers to read one of two stories every night during the last trimester of their pregnancy. After the birth of their child, mothers read that story (familiar story) and a different story (new story) into a tape recorder. The tapes were then played on stereo headphones one story to each ear to their newborns. The newborns themselves could control which side played (i.e., which story they heard) by modifying their sucking rate on a pacifier. They found that newborns modified their sucking rate enough so they could spend more time listening to the familiar story than the old story.
2. Past surveys of college students were used to find out if the proportion of college students who were married while in school increased between 1980 and 2000? (the measures were collected only on those two years)
3. A medical researcher was studying the effectiveness of different types of birth control options. She contacted 500 female patients that had been using one of the types of birth control methods that she had prescribed (daily pills, implanted capsules, or tubule ligation) to see if they had been pregnant anytime in the first year afterwards.
4. Near the beginning of the school year, a sample of 3rd and 5th grade children were given a pretest measure of social competence (how skilled they are at making friends) and were then assigned randomly to either a peer training course or a control "book club" course which met one a week in a group setting. At the end of the school year all students were again tested on the social competence measure to see if they had improved and to see if the peer training course was more effective than the control training.
5. In a recent study of flashbulb memory, children were asked to remember elements of an emotionally arousing anti-drug movie they were shown: immediately afterwards and then again 3 months later. The memory test consisted of a count the number of details they correctly remembered from the movie. They found that students remembered fewer details at time 2 than they did at time 1.
6. Rubovits and Maehr (1973) studied white female undergraduates who were enrolled in a teacher-training course were asked to prepare a lesson plan for seventh-grade students. The teacher was given special information about one of the students in the class. Half the "teachers" were told that this student was "gifted," and the other half that the student was a little below average. This student was labeled the target student and was either a black or white (Race) child (half the teachers had a black child, half had a white child). A total of 20 teachers were watched and scored for how much time (in minutes) they attended to the "target" student.

7. A school researcher was interested in how two measures of learning styles might predict young children's performance in mathematics class. In an effort to examine this, she gave a group of students two learning style questionnaires: one to measure their visual learning style (VISUAL) and a second to measure their integrated learning style (MOSAIC). She then looked to see if those measures were predictive of students' performance in their math class and which was the best predictor.

8. Boys and Girls (between the ages of 8 and 12) who had come to a children's museum with either their mother, their father, or both were tracked for how long they interacted with specific target exhibits. Some exhibits were classified as teach something about the physical sciences (e.g., plant biology) and other exhibits were classified as teaching about social sciences (e.g., tribal customs). The researcher found that Boys spent more time at science exhibits than girls, especially if they were with their father.