Aim of the course:
To provide the basic practical knowledge necessary for conducting research in the field of developmental psychology.

Course requirements:
1. No more than 3 missed classes
2. Group presentation on research methods (30% of final grade)
   - Methods to be presented are assigned to each group based on their topic of interest. (Duration: 25 mins.)
   - Find a few videos presenting research using some of the methods presented by your group. Show to class. (Duration: 15 mins.)
3. Presentation of an article for the "Critical Thinking" exercise (30% of final grade)
   - Presentation of an article found during your literature review. Focus on methodology. Aim: To present the article in a way that others can reasonably criticize its methodology. (Duration: 10 mins.)
4. Final group presentations of the research projects (30% of final grade)
   - Question, relevance, literature, methods, sample, analysis, results, discussion, limitations. Duration: 25 mins.
5. Class participation (10% of final grade)

Required readings:


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<tr>
<td>1.</td>
<td>Introduction, course requirements, forming the groups</td>
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<td>2.</td>
<td>Raising a question – finding your topic of interest</td>
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<td>3.</td>
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<td>Group presentations on developmental research methods 1.</td>
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6. Operationalizing your research question (precise question, method, sample, analysis)

7. Writing a research proposal and informed consent (+ethical considerations)

8. Critical thinking – evaluating research

9. Critical thinking – evaluating research + presentation skills

10. Group presentations (full research)

11. Group presentations (full research)

12. Evaluation, questions of interest

Methods to be presented by the groups:

1. Questionnaires, parental/teacher reports
   Behaviour assessment scales (infant)
   Developmental scales (Bayley etc)
   IQ measures
   Sensomotor development scales

2. Habituation (rate of habit)
   Expectancy violation
   Preference paradigms
   High amplitude sucking
   Conditioned head turning
   Looking time paradigm
   Classical conditioning
   Contingency and operant learning
   Imitation/deferred imitation
   Search techniques

3. Behavioural stress reactivity
   Physiological response
   Eye-tracking
   Neuroimaging techniques

4. Social development
   observation
   Still–face paradigm
   Desynchronized interaction
   Strange situation
   Social referencing