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Glossary

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Subject Index

The primary audience for this book will doubtless come from laboratory or research methods courses in developmental or child psychology. I have assumed that any student in such courses will have had at least one prior course in developmental or child psychology. Other kinds of course work (e.g., statistics, general research methods) would be helpful but are

not necessary. With suitable adjustments by the instructor, the book should be appropriate for both advanced undergraduates and beginning graduate students.

This edition differs in a number of ways from the previous edition of the book. One major change is the addition of qualitative

research as an interesting and increasingly important

approach to study that provides a valuable

complement to the more traditional quantitative

methods in which most of us are trained.

A number of other topics have been added as

well; among the topics new to this edition are

archival research, meta-analysis, and genetic

methods, conceptual development, and executive

functioning. Even when the topics remain

the same, the discussion has been thoroughly

updated; almost half of the References are new

to the third edition.

This edition retains the features (glossary,

exercises, summaries) that have been useful

in previous editions of the book. It also adds a

new feature: a series of Focus On boxes directed

either to particular methodologies in develop-

mental psychology (in the early chapters of the

book) or to particular topics of current interest

(in the later chapters). The purpose of the boxes

is the usual purpose of such a feature: They per-

mit a more extended treatment of some interest-

ing and informative contemporary material

than would coverage in the regular text.

For the most part, the chapter divisions

and the sequence of chapters are the same as

in the second edition of the text. I realize that

different instructors organize this material in

different ways, and indeed I have used different