

Diversity and Inclusion Analysis of Developmental Research Methods DEP 5796-U01, Spring 2021, Dr. Asia Eaton

Readings that address methodological and social justice

Methodological justice

Racial justice in methodology: Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020). Racial Inequality in Psychological Research: Trends of the Past and Recommendations for the Future. *Perspectives on psychological science*, 15(6), 1295–1309.

Identity, power, and justice in methodology: McCormick-Huhn, K., Warner, L. R., Settles, I. H., & Shields, S. A. (2019). What if psychology took intersectionality seriously? changing how psychologists think about participants. *Psychology of Women Quarterly*, 43(4), 445-456.

Decolonial methods: Singh, S., Granski, M., Victoria, M. d. P., & Javdani, S. (2018). The praxis of decoloniality in researcher training and community-based data collection. *American Journal of Community Psychology*, 62(3-4), 385-395.

Social justice in paper topics

Gender-based violence: Ruvalcaba, Y., & Eaton, A. A. (2019). Nonconsensual pornography among U.S. adults: A sexual scripts framework on victimization, perpetration, and health correlates for women and men. *Psychology of Violence*.

Gender-based discrimination: Paustian-Underdahl, S., Eaton, A. A., Mandeville, A., & Little, L. (2019). Pushed out or opting out? Integrating perspectives on gender differences in withdrawal attitudes during pregnancy. *Journal of Applied Psychology*.

Racial/ethnic discrimination: Meca, A., Gonzales-Backen, M., Davis, R., Rodil, J., Soto, D., & Unger, J. B. (2020). Discrimination and ethnic identity: Establishing directionality among Latino/a youth. *Developmental psychology*, 56(5), 982–992. <https://doi.org/10.1037/dev0000908>

Self-Analysis

Integrating social justice and diversity research into a graduate-level quantitative research methods class is no easy feat. We are required to cover topics such as mediation/moderation, reliability and validity, longitudinal methods, and experimental design- issues that do not always lend themselves easily to discussions of social diversity. None the less, I have endeavored to include papers by scholars of color and women, readings on methodological justice, and methodological example papers that investigate issues related to social justice. I also have multiple guest lecturers who are BIPOC and LBGTQ scholars, and we read papers they wrote (e.g., Meca et al., 2020), and a diversity statement in the syllabus.

There are two major limitation of my current syllabus as regards diversity and inclusion:

1. The content on diversity and inclusion should be more evenly dispersed across the syllabus. Right now this content is “ghettoized;” half of it is presented in a single week. This is in contrast to APA standards for integrating issues of diversity across training and curricula.
2. The textbooks I use, considered the “gold standards” for the field, (Laursen, Little, & Card, 2012, and Shadish, Cook, & Campbell, 2002), are both written entirely by White men. This is consistent with research finding that men scholars predominate in many subfields of quantitative methods, such as reproducibility (Murphy et al., 2020). I need to investigate what my other options are for books. If these are limited, I could add more article readings by marginalized scholars.

Developmental Research Methods

Spring 2021, HYBRID
DEP 5796-U01

1. Basic Information

Instructor: Asia A. Eaton, Ph.D.
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Email: aeaton@fiu.edu
Office phone: 305-348-0229

Class: Mondays 11:00am-1:45pm by Zoom (<https://fiu.zoom.us/j/7495230260>) OR in DM 110

1. Course Description

Psychological research methods are what distinguishes psychological science from other forms of inquiry. This course will introduce graduate students to a variety of advanced design and analytic techniques in developmental psychology. It is designed to build on the research skills obtained in other fundamental research methods and statistics courses. The material you will learn in this course will allow you to design, implement, analyze, and critically evaluate developmental psychological science research.

This course is discussion-based, experiential, and practical, being intended to prepare you to advance your own program of research, succeed in completing the methods portions of your qualifying exams, and to think like a developmental psychologist in all your professional endeavors. We will focus on three major themes: 1) Theoretical: How do we understand development? What is the scope of developmental science, and how do we understand the nature of developmental change? 2) Methodological: We will cover issues in design, measurement, and causal inference; 3) Statistical: We will discuss statistical approaches appropriate for addressing developmental research questions. In addition to broadly surveying a host of methods (from survey methods to randomized experiments to multilevel modeling), examples and readings will span the life course and topics of developmental inquiry.

2. Course Materials

1. Shadish, W. R., Cook, T. D., & Campbell, D.T. (2002). *Experimental and quasi-experimental designs for generalized causal inference* (2nd Edition). Boston: Houghton-Mifflin.

This text is in part a revision of two earlier books on research methods (Campbell & Stanley, 1966; Cook & Campbell, 1979), and most closely a revision of the Campbell and Stanley (1966) classic. It is a culmination of an entire tradition in social science methodology, including the evolution of our understanding of experimental methods.

2. Laursen, B., Little, T. D., & Card, N. A. (2012). *The handbook of developmental research methods*. New York, NY: Guilford.

This text contains a comprehensive collection of information necessary for developmental researchers from study design and data collection through data analysis. The handbook spans the familiar through the cutting edge (Staples, 2014).

Additional required empirical readings and chapters will also be included throughout the course, to supplement and exemplify concepts from the chapters. These additional readings can be found in the course Dropbox folder.

3. Assignments and Grade

1) Attendance, Participation, and Readings (25%)

You are required to read all chapters assigned for each meeting in advance of the meeting, to attend every meeting, and to actively participate in every meeting. There will be reading requirements for all class sessions. You should expect it to take several hours to read the material for each session. It's VERY important that you come prepared to discuss reading materials and to participate in discussion and peer feedback sessions. *You may miss one class session without penalty for any reason. After your first absence, for each class you miss 2 points (2% of your total grade) will be subtracted from your participation grade, unless the absence is due to a documented personal or family emergency that you discuss with me.*

2) Weekly Application (30%)

For 6 out of 8 weeks of your choosing, you will submit a thoughtful, well-cited description of how a research method from that week (e.g., randomized experiment, moderated mediation, interrupted time-series design, event frequency measurement) can be applied to address and answer a question in your own research area (e.g., dating violence among adolescents, spatial language processing in childhood, handedness in adults). Note that you are working backwards here; starting with the available methods from that week, you will consider what questions of interest you can answer in your research area using that method. Normally, you first devise a question of interest, then predictions, and then select the most appropriate method. Your description of the research question, and the design you will use to answer it from that week's readings, should not be more than one page long.

The goal of the weekly application assignment is to (a) make sure students come to class not only having completed the readings, but having fully integrated the readings into their current knowledge set, (b) expand students' knowledge set and methodological skill by thinking about how questions in their specialty area can be addressed using a variety of methodologies, and (c) help students understand the importance of matching research questions with appropriate methods, irrespective of practical concerns. There will be 6 weeks where students need to complete weekly application assignments, and each will be worth 5% of the students' grade.

Please submit your weekly applications via Turnitin.com by Friday at midnight (the Friday before the Monday class at which we will discuss the readings). To submit to Turnitin.com, use the following information: Class ID: 27717783, Enrollment key: DEP5796

3) Presentations (25%)

During the second half of the semester, students will be responsible for giving presentations on a study they are currently conducting (it can be at any point in the process- from conceptualization to journal submission). Students will present their current study in two ways:

1. The ideal way the study would be run, if resources and time were unlimited. Based on what you learned in class, what is the ideal test of your most ambitious questions? What would your dream study/studies look like? This proposal needs to be expansive and idealistic, as well as justified. For example, it is not enough to say “I would include both White and African American children if money were unlimited.” Why these particular groups? And why would this extension be useful or not? Consider using multi-level longitudinal designs, representative cross-cultural samples, ecological assessments, multiple control groups, etc.
2. The actual way the study will (or has been run). What compromises did you need to make in the face of practical problems? What are you now unable to conclude due to methodological limitations? How are your findings more tentative and circumscribed than you would ideally like? What can you do to maximize the validity, reliability, generalizability, power, and causal inferences, etc. in your actual study/studies?

In your presentation you will need to reference and use as many concepts and readings from the class as can possibly apply to your presentation and your study. You will also need to engage your classmates with interesting questions, and make conceptual, factual, and theoretical links between the readings from the semester. You may present in any format you like –with handouts, with PowerPoint slides, by writing on the board, using class exercises, etc. Please submit all final presentation materials to the Professor for use in her evaluation of this class assignment.

4) Final Exam (20%)

Your final exam will involve you completing one comprehensive-exam style question in person in class. You will have three questions from which you can choose one, and 1.5 hours to complete the question. All questions will be on a topic we covered in class, but the exact questions will not be known to students in advance.

Grading

Grades for this class are assigned in the following manner. These assignments will also be discussed in detail in class.

Attendance, Participation, and Readings	25 points total (25%)
Weekly Applications	30 points total (30%)
Presentation	25 points total (25%)
Final Exam	20 points total (20%)
	100 points total (100%)

4. Scholarly Conduct and Academic Integrity

Scholarly Conduct: Students are expected to treat each other with respect and courtesy in order to create an environment that is conducive to learning. It should be noted that arriving in class late or leaving early is disruptive, and therefore strongly discouraged. Additionally, students should refrain from using electronic devices that disrupt class. This includes making or receiving phone calls, texting, e-mailing, online chatting or browsing during class.

Academic Integrity: All University Policies regarding academic honesty will be strictly enforced. Cheating is defined as the “unauthorized use of books, notes, aids, or assistance from another person

with respect to examinations, course assignments... examination papers or course materials, whether originally authorized or not" (FIU Student Handbook, p. 103-104). Plagiarism is included in the definition of cheating. Any student found cheating will receive an F on that assignment (and possibly an F for the course) and the incident will be reported to the appropriate Florida International University authorities. Any student who is confused about the definitions of cheating or plagiarism should consult: <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/>

Specific Accommodations: Students who need accommodations for their disabilities should contact me privately to discuss specific accommodations for which they have received authorization. If you have a disability or need information on eligibility and enrollment with the Disability Resource Center (DRC), refer to <http://drc.fiu.edu>. Please contact DRC prior to making an appointment to see me. Students should contact me as soon as possible.

Diversity and Inclusion: Florida International University's Mission Statement emphasizes that FIU is committed to core values including "Respect for diversity and the dignity of the individual" as well as "Freedom of thought and expression." Based on this commitment, and in my capacity as a professor, I believe everyone in my classroom – whether face-to-face or online – has the right to learn and grow in a safe environment. I have completed the University's 'Safe Zone' training to become an Ally: In my classroom, you can depend on a safe and supportive environment for students from all social locations, including along dimensions of gender, race, sexual orientation, etc.

Important note: I am committed to the success of each student in this course! If a problem is hindering your performance in this course, please contact me immediately. Please do not wait for the end of the term to have a conversation with me ☺

4. Short Course Outline

Meeting Date	Topic	Readings	Assignment
Meeting 1 Jan 11 th IN PERSON	Intro to Developmental Methods		
Jan 18 th ONLINE	CANCELLED	CANCELLED for MLK Jr. Day	CANCELLED
Meeting 2 Jan 25 th ONLINE	Validity and Reliability	4 readings Chapter 2, Shadish, Cook, & Campbell (2002) Chapter 3, Shadish, Cook, & Campbell (2002) Morera & Stokes (2016) and Rae & Olson (2018) * <i>in additional readings folder</i>	Weekly application 1 due Friday Jan 22 at midnight
Meeting 3 Feb 1 st ONLINE	Correlational, survey, and internet research	3 readings Chapter 10, Laursen, Little, & Card (2012) Privitera (2017) and Ruvalcaba & Eaton (2019) * <i>in additional readings folder</i>	Weekly application 2 due Friday Jan 29 at midnight GUEST LECTURE by Dr. Alina Nazareth
Meeting 4 Feb 8 th ONLINE	Experiments	3 readings Chapter 1, Shadish, Cook, & Campbell (2002) Chapter 8, Shadish, Cook, & Campbell (2002) Ledgerwood (2018) * <i>in additional readings folder</i>	Weekly application 3 due Friday Feb 5 at midnight
Meeting 5 Feb 15 th ONLINE	Quasi-experiments	4 readings Chapter 4, Shadish, Cook, & Campbell (2002) Chapter 5, Shadish, Cook, & Campbell (2002) Chapter 6, Shadish, Cook, & Campbell (2002) Minton (1975) * <i>in additional readings folder</i>	Weekly application 4 due Friday Feb 12 at midnight GUEST LECTURE by Dr. Emily Arcia
Meeting 6 Feb 22 nd ONLINE	Practical Problems	3 readings Chapter 9, Shadish, Cook, & Campbell (2002) Chapter 10, Shadish, Cook, & Campbell (2002)	Weekly application 5 due Friday Feb 19 at midnight

		Shadish (1993) *in additional readings folder	GUEST LECTURE by Dr. Dionne Stephens
Meeting 7 March 1 st ONLINE	Longitudinal Designs	4 readings Chapter 1, Laursen, Little, & Card (2012) Chapter 2, Laursen, Little, & Card (2012) Meca et al. (2020) and Hofer, S. M., & Piccinin, A. M. (2010) *in additional readings folder Eekly A	Weekly application 6 due Friday Feb 26 at midnight GUEST LECTURE by Dr. Alan Meca
March 8 th IN PERSON (cancelled for break)	Longitudinal Data Collection and Analysis	3 readings Chapter 8, Laursen, Little, & Card (2012) Chapter 14, Laursen, Little, & Card (2012) Hamaker, Kuiper, & Grasman (2015) *in additional readings folder	
Meeting 8 March 15 th ONLINE	Metatheory and methods	3 readings Roberts et al. (2020), McCormick-Huhn et al. (2019), and Singh et al., (2018) *in additional readings folder	Weekly application 7 due Friday March 12 at midnight GUEST LECTURE by Dr. Leah Warner
Meeting 9 March 22 nd ONLINE	Mediation and Moderation	4 readings Chapter 18, Laursen, Little, & Card (2012) Muller, Judd, & Yzerbyt (2005), Rucker, Preacher, Tormala, & Petty (2011), & Paustian-Underdahl et al. (2021) *in additional readings folder	Weekly application 8 due Friday March 19 at midnight GUEST LECTURE BY DR. Sam Paustian-Underdahl
Meeting 10 March 29 th ONLINE	Student presentation 1	Student presentation 1	Student presentation 1
Meeting 11 April 5 th ONLINE	Student presentation 2	Student presentation 2	Student presentation 2
Meeting 12 April 12 th ONLINE	Student presentation 3	Student presentation 3	Student presentation 3
Meeting 13 April 19 th IN PERSON	Final Exam in class	Final Exam in class	Final Exam in class

5. Detailed Course Outline

Meeting 1 (Jan 11) **Introduction to Developmental Methods**

Week 2 (Jan 18) **CANCELLED for MLK Jr. Day**

Meeting 2 (Jan 25) **Validity and Reliability**

Book Readings:

1. Chapter 2, Shadish, Cook, & Campbell (2002): Statistical conclusion validity and internal validity
2. Chapter 3, Shadish, Cook, & Campbell (2002): Construct validity and external validity

Additional Required Readings (see dropbox link):

3. Morera, O. F., & Stokes, S. M. (2016). Coefficient α as a measure of test score reliability: Review of 3 popular misconceptions. *American Journal of Public Health*, 106(3), 458-460.
4. Rae, J. R., & Olson, K. R. (2018). Test-retest reliability and predictive validity of the implicit association test in children. *Developmental Psychology*, 54(2), 308-330.

Assignment Due: Weekly application 1

Meeting 3 (Feb 1) **Correlational, survey, and internet research**

Book Readings:

1. Chapter 10, Laursen, Little, & Card (2012): Telemetrics and Online Data Collection

Additional Required Readings (see dropbox link):

2. Privitera. G. J. (2017). Survey and Correlational Research Designs. In G. J. Privitera (Ed.), *Research Methods for the Behavioral Sciences* (pp. 225-260, ed. 2). New York: NY, Sage.
3. Ruvalcaba, Y., & Eaton, A. A. (2019). Nonconsensual pornography among U.S. adults: A sexual scripts framework on victimization, perpetration, and health correlates for women and men. *Psychology of Violence*.

Assignment Due: Weekly application 2

Meeting 4 (Feb 8) **Experiments**

Book Readings:

1. Chapter 1, Shadish, Cook, & Campbell (2002): Experiments and generalized causal inference
2. Chapter 8, Shadish, Cook, & Campbell (2002): Randomized experiments: Rationale, designs, and conditions conducive to doing them

Additional Required Readings (see dropbox link):

3. Ledgerwood, A. (2018). New developments in research methods. In R. F. Baumeister & E. J. Finkel (Eds.). *Advanced Social Psychology* (2nd Ed.). Oxford University Press.

Assignment Due: Weekly application 3

Meeting 5 (Feb 15)

Quasi-experiments

Book Readings:

1. Chapter 4, Shadish, Cook, & Campbell (2002): Quasi-experimental designs that either lack a control group or lack pretest observations on the outcome
2. Chapter 5, Shadish, Cook, & Campbell (2002): Quasi-experimental designs that use both control groups and pretests
3. Chapter 6, Shadish, Cook, & Campbell (2002): Quasi-experiments: Interrupted time-series designs

Additional Required Readings (see dropbox link):

4. Minton, J. H. (1975). The impact of sesame street on readiness. *Sociology of Education*, 48(2), 141-151.

Assignment Due: Weekly application 4

Meeting 6 (Feb 22)

Practical Problems

Book Readings:

1. Chapter 9, Shadish, Cook, & Campbell (2002): Practical problems 1: Ethics, participant recruitment, and random assignment
2. Chapter 10, Shadish, Cook, & Campbell (2002): Practical problems 2: Treatment implementation and attrition

Additional Required Readings (see dropbox link):

3. Shadish, W. R. (1993). Critical multiplism: A research strategy and its attendant tactics. *New Directions for Program Evaluation*, 1993, 13–57.

Assignment Due: Weekly application 5

Meeting 7 (Mar 1)

Longitudinal Designs

Book Readings:

1. Chapter 1, Laursen, Little, & Card (2012): Foundational Issues of Design and Measurement
2. Chapter 2, Laursen, Little, & Card (2012): Causal inference, identification, and plausibility

Additional Required Readings (see dropbox link):

3. Hofer, S. M., & Piccinin, A. M. (2010). Toward an integrative science of life-span development and aging. *The Journals of Gerontology: Series B: Psychological Sciences and Social Sciences*, 65(3), 269-278.
4. Meca, A., Gonzales-Backen, M., Davis, R., Rodil, J., Soto, D., & Unger, J. B. (2020). Discrimination and ethnic identity: Establishing directionality among Latino/a youth. *Developmental psychology*, 56(5), 982–992. <https://doi.org/10.1037/dev0000908>

Assignment Due: Weekly application 6

(Mar 8)
Longitudinal Data Collection and Analysis

Book Readings:

1. Chapter 8, Laursen, Little, & Card (2012): Foundational issues in longitudinal data collection
2. Chapter 14, Laursen, Little, & Card (2012): Foundational issues in investigating development as interindividual variation

Additional Required Readings (see dropbox link):

3. Hamaker, E. L., Kuiper, R. M., & Grasman, R. P. P. P. (2015). *A critique of the cross-lagged panel model*. *Psychological Methods*, 20(1), 102–116. doi:10.1037/a0038889

Meeting 8 (Mar 15)
Metatheory and methods

Additional Required Readings (see dropbox link):

1. Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020). Racial Inequality in Psychological Research: Trends of the Past and Recommendations for the Future. *Perspectives on psychological science*, 15(6), 1295–1309.
<https://doi.org/10.1177/1745691620927709>
2. McCormick-Huhn, K., Warner, L. R., Settles, I. H., & Shields, S. A. (2019). What if psychology took intersectionality seriously? Changing how psychologists think about participants. *Psychology of Women Quarterly*, 43(4), 445-456.
doi:<http://dx.doi.org.ezproxy.fiu.edu/10.1177/0361684319866430>
3. Singh, S., Granski, M., Victoria, M. d. P., & Javdani, S. (2018). The praxis of decoloniality in researcher training and community-based data collection. *American Journal of Community Psychology*, 62(3-4), 385-395. doi:<http://dx.doi.org.ezproxy.fiu.edu/10.1002/ajcp.12294>

Assignment Due: Weekly application 7

Meeting 9 (Mar 22)
Mediation and Moderation

Book Readings:

1. Chapter 18, Laursen, Little, & Card (2012): Mediation Models for developmental data

Additional Required Readings (see dropbox link):

2. Muller, D., Judd, C. M., & Yzerbyt, V. Y. (2005). When moderation is mediated and mediation is moderated. *Journal of Personality and Social Psychology*, 89(6), 852-863.
3. Rucker, D. D., Preacher, K. J., Tormala, Z. L., & Petty, R. E. (2011). Mediation analysis in social psychology: Current practices and new recommendations. *Social and Personality Psychology Compass*, 5(6), 359–371.
4. Paustian-Underdahl, S., Mandeville, A., Eaton, A., & Jordan, S. (2021). Pregnancy discrimination is a family affair: Examining crossover effects in couples.

Assignment Due: Weekly application 8

Meeting 10 (Mar 29)

Student presentation 1

Meeting 11 (Apr 5)
Student presentation 2

Meeting 12 (Apr 12)
Student presentation 3

Meeting 13 (Apr 19)
Final Exam in class