

## Library Research Methods

**Professor:** B. Kessler

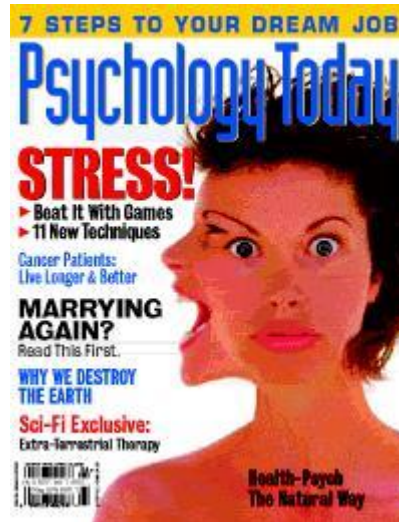
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### General Magazine



### Scholarly Journal



**Here is a brief excerpt from a general magazine article that refers to experimental studies without specifically identifying them.**

"A handful of experimental *studies* have documented that early-education programs promote school achievement, especially for children at risk for poor school outcomes."

**Source:** McCartney, K. (2006, May 10). Why Doesn't the U.S. Invest In Early Education? *Education Week*, 25(36), 44-34. Retrieved August 29, 2007, from Academic Search Complete database.

**Here is an excerpt from an actual study:**

"The **goals of the present study were to test three hypotheses:** (a) Early childhood treatment led to higher cognitive-intellectual test scores over time, (b) early childhood treatment led to higher achievement test scores over time, and (c) the effects of treatment on academic achievement over time were mediated by cognitive development at the end of treatment."

**Source:** Campbell, F., Pungello, E., Miller-Johnson, S., Burchinal, M., & Ramey, C. (2001, March). The development of cognitive and academic abilities: Growth curves from an early childhood educational experiment. *Developmental Psychology*, 37(2), 231-242. Retrieved August 29, 2007, from PsycARTICLES database.

## Types of Research:

- 1. Experiment** – the researcher controls all the conditions and manipulates the independent variable (i.e., stimuli)
- 2. Correlational Study** – determines if a relationship exists. Researchers look for an “experiment” that has occurred by chance (not by design).
- 3. Survey** – primarily used to gather participant’s opinions. Its value is only as good as the clarity of its questions and the accuracy and honesty of the respondents.
- 4. Naturalistic Observation** – study animals in their habitat, study shoppers in a mall.
- 5. Case Study** – usually involves a single individual.

## To find scholarly journal articles:

- Visit <http://www.spcollege.edu/central/libonline/> >>> click on **#1 Articles & Databases** (BORROWER ID = student number; PIN = last 4-digits of your social security number)

Here you will find several databases. **PsycARTICLES**, **Academic Search Complete**, and **JStor** are good first choices.

**PsycARTICLES** is a database with full-text articles from journals published by the American Psychological Association and others.

- Advanced Search: **comprehension** (anywhere) AND **empirical study** (MR Methodology) AND **infancy** (AG Age Group). Limit to full-text.

The screenshot shows a search interface with the following elements:

- Find:** A search bar containing the text "comprehension".
- and** (dropdown): A dropdown menu with "and" selected.
- empirical study**: A search bar containing the text "empirical study".
- in** (dropdown): A dropdown menu with "MR Methodology" selected.
- and** (dropdown): A dropdown menu with "and" selected.
- infancy**: A search bar containing the text "infancy".
- in** (dropdown): A dropdown menu with "AG Age Group" selected.
- in** (dropdown): A dropdown menu with "PsycARTICLES" selected.
- Refine Search**: A button with a green background.
- Search History/Alerts**: A button with a blue background.
- Results**: A button with a grey background.
- Limit your results:** A yellow highlighted section containing a checkbox labeled "Full Text" which is checked.

## Method

### Participants

Twenty-four 12-month-olds (16 girls, 8 boys; mean age = 12 months 8 days; range = 11 months 20 days to 12 months 15 days) and 24 18-month-olds (9 girls, 15 boys; mean age = 18 months 5 days; range = 17 months 15 days to 18 months 15 days) participated in this study. In addition, 14 12-month-olds took part but were not included in the study either because

### Procedure

At the beginning of the session, the experimenter and the assistant played with the infant on the floor until the infant was comfortable. This warm-up play included the experimenter showing the infant a few toys, putting toys down the chute, and handing the infant toys to put into the chute herself. The adults and the infant then moved to the table.

To set up the game of passing toys, the experimenter handed the infant

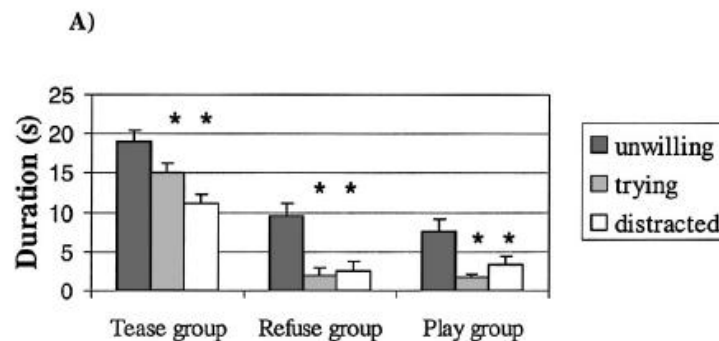
## Results

The order of conditions did not have any significant effects on the infants' responses in either age group for any of the response parameters. Thus, this factor was not included in further analyses.

Table 2 presents the results of the Friedman tests for each group. Analyses of the 12-month-olds' responses revealed significant differences between the unwilling, trying, and distracted condi-

## Discussion

Both 12- and 18-month-old infants responded differently when an adult was unwilling, as compared with when she was trying



**Source:** Behne, T., Carpenter, M., Call, J., & Tomasello, M. (2005, March). "Unwilling versus unable: infants' understanding of intentional action." *Developmental Psychology* 41(2), 328-337. Retrieved May 22, 2007, from PsycARTICLES database

### \*\*\* Locating the table of contents:

1. Click on "Publications" link near the top of the page.
2. Enter the name of the publication (e.g., Developmental Psychology).

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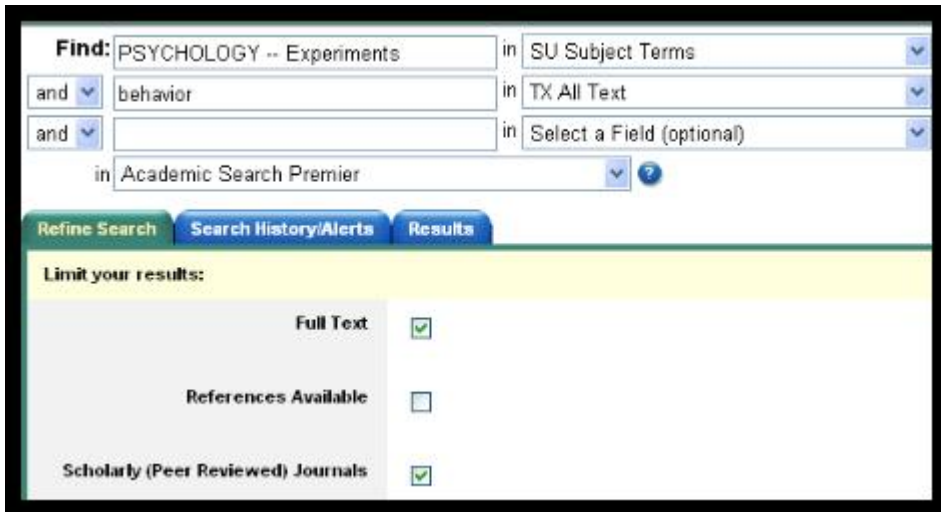
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1. [Table of contents](#); *Developmental Psychology*, Vol. 41 (2), March 2005. pp. 297-298. [Additional Content]  
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2. [Call for Papers Deadline Extended: Special Section on Children, Adolescents, and the Internet.](#); No authorship indicated; *Developmental Psychology*, Vol 41(2), Mar 2005. pp. 298. [Publication Information] Abstract: Announces that the call for papers deadline has been extended for the Special Section on Children, Adolescents, and the Internet. (PsycINFO Database Record (c) 2006 APA, all rights reserved)  
 [PDF Full Text](#) (23K)
3. [Editorial](#). Coll, Cynthia Garcia; *Developmental Psychology*, Vol 41(2), Mar 2005. pp. 299-300. [Editorial] Abstract: Introduces this journal issue and observes that *Developmental Psychology* should not only reflect the latest advances in the field and provide an avenue for the integration of our accumulated knowledge, but it should also be a leader in promoting the development of new fields of inquiry. (PsycINFO Database Record (c) 2006 APA, all rights reserved)  
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- Advanced search: **PSYCHOLOGY -- Experiments** (SU Subject) AND **behavior** (TX All Text). Limit to Full Text and Scholarly Journals.



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Zangl, R., Klarman, L., Thal, D., Fernald, A., & Bates, E. (2005). Dynamics of Word Comprehension in Infancy: Developments in Timing, Accuracy, and Resistance to Acoustic Degradation. *Journal of Cognition & Development*, 6(2), 179-208. Retrieved Tuesday, January 09, 2007 from the Academic Search Complete database.

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