

The contemporary study of human development is largely focused on concepts and models associated with developmental system theories (Lerner, 2006; Cairns & Cairns, 2006). As Lerner (2006) outlines, the defining features of developmental system theories comprise:

- A relational metatheory
- The integration of levels of organization
- Developmental regulation across ontogeny involves mutually influential individual-context relation
- Integrated actions, individual-context relations are the basic unit of analysis within human development
- Temporality and plasticity in human development
- Relative plasticity
- Intraindividual change, interindividual differences, and the fundamental substantive significance of diversity
- Optimism, the application of developmental science, and the promotion of positive human development
- Multidisciplinarity and the need for change-sensitive methodologies

The study day *Developmental Psychology: concepts and Methodology* is specifically focused on the last defining feature. As pointed out by Lerner (2006), the integrated levels of organization comprising the developmental system require collaborative analyses by scholars from multiple disciplines. Multidisciplinary knowledge and, ideally, interdisciplinary knowledge is sought. The temporal embeddedness and resulting plasticity of the developmental system require that research designs, methods of observation and measurement, and procedures for data analysis be change-sensitive and able to integrate trajectories of change at multiple levels of analysis.

For the past few years, there has been a growing crisis in social science and other statistics-dependent fields, that many claimed research findings are fragile, are unreliable, cannot be replicated, and do not generalize outside of the lab to real-world settings (Ioannidis, 2005); the crisis is most pronounced within psychology (Pashler & Wagenmakers, 2012). While some view this crisis as being due to factors such as publication bias (Francis, 2012, 2013), others see many of these problems as the result of applying 20th-century statistical models in a 21st-century research environment (Gelman, 2014).

The aim of this study day is to debate these issues with scholars working in the fields of both developmental psychology and methodology.

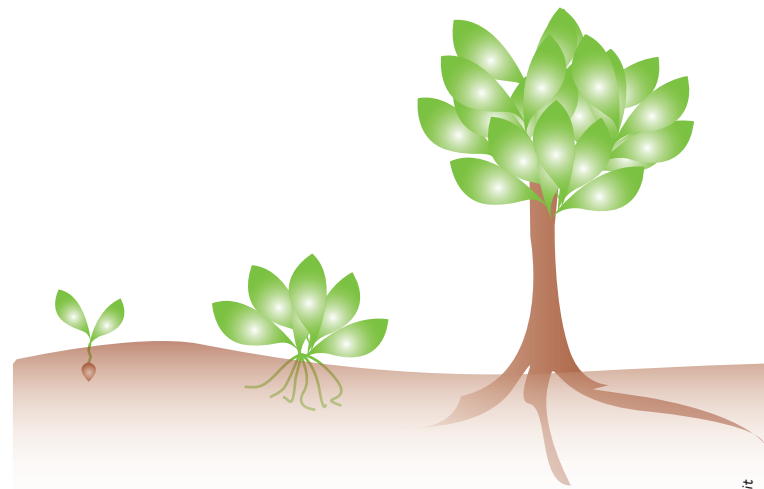
The participation to the study day is free of charge. For organizational purposes participants are suggested to communicate their presence, sending the information reported below to the e-mail address sonia.ingoglia@unipa.it Family and First Name, Affiliation, Zip code, City, Phone and E-mail

DEVELOPMENTAL PSYCHOLOGY: CONCEPTS AND METHODOLOGY

March 2, 2015

Palermo, Italy

Chiesa di Sant'Antonio Abate, Piazza Marina 61



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