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Rational Infant: Learning in Infancy (A Series of Books in Psychology)

Bower, T. G. R.

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Rational Infant Learning In Infancy Series Ofs In Psychology

Marc H. Bornstein, Michael E. Lamb



Rational Infant Learning In Infancy Series Ofs In Psychology:

The Rational Infant T. G. R. Bower,1989 *Whitaker's Books in Print* ,1998 **First Steps in Mental Growth** David R Major,1915 Progress in infancy Research Jeffrey W. Fagen,Harlene Hayne,2002-03-01 The Progress in Infancy Research Series is dedicated to the presentation of innovative and exciting research on infants both human and animal Each volume in the series is designed to stand alone and contains autonomous chapters which are based on high quality programs of research with infants These chapters integrate the work of the authors with that of other experts working in the same or related areas The authors wish to present high quality critical syntheses bearing on infant perception and sensation learning and memory processes and other aspects of development This series will be a forum for the presentation of technological breakthroughs methodological advances and new integrations that might create platforms for future programmatic work on the complexities of infant behavior and development Each volume in the series is dedicated to an outstanding investigator whose research has illuminated the nature of infant behavior and development and whose contributions to the field have been of seminal importance Learning and the Infant Mind Amanda Woodward,Amy Needham,2008-09-08 When asking how cognition comes to takes it mature form learning seems to be an obvious factor to consider However until quite recently there has been very little contact between investigations of how infants learn and what infants know The chapters in this book document for the first time the insights that emerge when researchers who come from diverse domains and use different approaches make a genuine attempt to bridge this divide **Development in Infancy** Marc H. Bornstein,Michael E. Lamb,2002-06-01 This fourth edition of the best selling topically organized introduction to infancy reflects the enormous changes that have occurred in our understanding of infants and their place in human development over the past decade Progress in infancy Research Carolyn Rovee-Collier,Lewis P. Lipsitt,Harlene Hayne,2000-02-01 The Progress in Infancy Research Series is dedicated to the presentation of innovative and exciting research on infants both human and animal Each volume in the series is designed to stand alone and contains autonomous chapters which are based on high quality programs of research with infants These chapters integrate the work of the authors with that of other experts working in the same or related areas The authors wish to present high quality critical syntheses bearing on infant perception and sensation learning and memory processes and other aspects of development This series will be a forum for the presentation of technological breakthroughs methodological advances and new integrations that might create platforms for future programmatic work on the complexities of infant behavior and development Each volume in the series is dedicated to an outstanding investigator whose research has illuminated the nature of infant behavior and development and whose contributions to the field have been of seminal importance **Development of Perception in Infancy** Martha E. Arterberry,Philip J. Kellman,2016 In Development of Perception in Infancy The Cradle of Knowledge Revisited Martha E Arterberry and Philip J Kellman study the methods and data of scientific research on infant perception introducing and analyzing topics such as space pattern object

and motion perception through philosophical theoretical and historical contexts Since the original publication of this book in 1998 MIT Arterberry and Kellman address in addition the mechanisms of change placing the basic capacities of infants at different ages and exploring what it is that infants do with this information **The Scientist in the Crib** Alison Gopnik,Andrew N. Meltzoff,Patricia K. Kuhl,2009-10-13 This exciting book by three pioneers in the new field of cognitive science discusses important discoveries about how much babies and young children know and learn and how much parents naturally teach them It argues that evolution designed us both to teach and learn and that the drive to learn is our most important instinct It also reveals as fascinating insights about our adult capacities and how even young children as well as adults use some of the same methods that allow scientists to learn so much about the world Filled with surprise at every turn this vivid lucid and often funny book gives us a new view of the inner life of children and the mysteries of the mind

Cognitive Development in Infancy John Oates,Sue Sheldon,1987 Consists of articles reprinted from various sources

Psychology of Infancy and Early Childhood Ada Hart Arlitt,1928 **Learning About Objects in Infancy** Amy Work Needham,2016-03-17 How do young infants experience the world around them How similar or different are infants experiences from adults experiences of similar situations How do infants progress from relatively sparse knowledge and expectations early in life to much more elaborate knowledge and expectations just several months later We know that much of infants learning before four to five months of age is visually based As they develop the ability to reach for objects independently they can explore objects that are of particular interest to them a new skill that must be important for their learning Through this transition to independent reaching and exploration infants go a long way toward forming their own understandings of the objects around them Towards the end of the first year of life infants begin manipulating one object relative to another and this skill sets the stage for them to begin using objects instrumentally using one object to create changes in other objects This new ability opens up many opportunities for infants to learn about using tools In this volume Amy Work Needham provides an extensive overview of her research on infant learning with a particular focus on how infants learn about objects She begins with an explanation of how basic aspects of how infants visual exploration of objects allows them to create new knowledge about objects and object categories She continues with a description of infants visual and manual learning about hand held tools and how these tools can be used to achieve goals Throughout she focuses on active learning and development which results in infants making important contributions to their own learning about objects She concludes by synthesizing the findings discussed pulls out recurring themes across studies and brings together fundamental principles of how infants learn about objects **Infancy** Lisa M. Oakes,Vanessa Lobue,Marianella Casasola,2023-11-29 Topically organized and written in a conversational tone Infancy The Development of the Whole Child unites cutting edge theories and research to illustrate the development of the whole child from birth to age three **Progress in Infancy Research** Jeffrey W. Fagen,Harlene Hayne,2002 This is the second volume in the series on Infancy Research which presents

syntheses of theory on infants development both human and animal For researchers in developmental psychology neuroscience *First Steps in Mental Growth: A Series of Studies in the Psychology of Infancy (1906)* David R. Major,2008-06-01 This scarce antiquarian book is a facsimile reprint of the original Due to its age it may contain imperfections such as marks notations marginalia and flawed pages Because we believe this work is culturally important we have made it available as part of our commitment for protecting preserving and promoting the world s literature in affordable high quality modern editions that are true to the original work Progress in infancy Research Harlene Hayne,Jeffrey Fagen,2014-03-18 The Progress in Infancy Research Series is dedicated to the presentation of innovative and exciting research on infants both human and animal Each volume in the series is designed to stand alone and contains autonomous chapters which are based on high quality programs of research with infants These chapters integrate the work of the authors with that of other experts working in the same or related areas The authors wish to present high quality critical syntheses bearing on infant perception and sensation learning and memory processes and other aspects of development This series will be a forum for the presentation of technological breakthroughs methodological advances and new integrations that might create platforms for future programmatic work on the complexities of infant behavior and development Each volume in the series is dedicated to an outstanding investigator whose research has illuminated the nature of infant behavior and development and whose contributions to the field have been of seminal importance *Infant Cognition* John Colombo,1993-04-27 The historical and procedural contexts of four measures of infant attention and learning measures that have proved the most promising in predicting later childhood intellectual performance are explored in this volume Incorporating the latest research literature on individual differences in the preverbal infant the author examines the psychometric properties for the measures their concurrent relations with other measures of early cognition and development and evidence of their predictive ability **First Steps in Mental Growth** David R. Major,2015-06-26 Excerpt from First Steps in Mental Growth A Series of Studies in the Psychology of Infancy The Studies composing this volume are based in the main upon a record which I kept of my child R from his birth to the end of his third year and they are made up in large measure of transcripts from my note books The principal aim of the Studies is to present data observational and experimental bearing upon certain aspects of infant mind which have a special attraction for me mainly because they seem to be fundamental to later mental development also for the reason that in studying them one is carried back to the rudimentary processes from which spring the leading characteristics of the developed mind My original plan was to make notes as full as time would permit and as accurate as possible and then to print the bare record But this plan was abandoned for two reasons first it was found that additional explanation was necessary to make the record intelligible In the second place one cannot undertake the arrangement of material of this kind without thinking about it without wondering what it means why and how it came to be what it is what were the conditions of its appearance what are its inter relations and what its relation to later

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Psychological Development From Infancy Marc H. Bornstein, William Kessen, 2017-12-12 Originally published in 1979 this volume represented a unique attempt to connect the usually separated fields of infancy studies and studies of older children In each chapter eminent research workers attempt to cross the theoretical empirical and methodological barriers that had traditionally separated the study of preverbal infants from the study of verbal children and adults at the time These completely new and original contributions traced the developmental links between birth and conversation within three major categories perceptual cognitive and language development Although the chapters range from reports of well defined research areas to theoretical propositions the aim throughout was to relate the events of the first year of life to the child's later perceptual and cognitive activity This book will still be of interest for all concerned with child development and related areas in that it demonstrates the remarkable range of observations about infants brought under a single guiding set of questions about continuity stability and the sources of change during and after the first year of life

The Cradle of Knowledge Philip J. Kellman, Martha E. Arterberry, 2000 In this comprehensive treatment of infant perception Philip Kellman and Martha Arterberry bring together work at multiple levels to produce a new picture of perception's origins

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