

PERCEPTION AND UNDERSTANDING IN YOUNG CHILDREN

An Experimental Approach

Peter Bryant

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Perception And Understanding In Young Children An Experimental Approach

Suzanne Gage Brainard



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Perception and Understanding in Young Children Peter Bryant, 2017-03-31 Originally published in 1974 This book sets forth a theory of cognitive development based on simple but powerful processes of inference The theory is applied with great ingenuity and freshness to complex phenomena found during intellectual development Dr Bryant has written an important and original book J S Bruner In this elegant timely and brief volume Dr Bryant produces strong experimental evidence which not only challenges Piaget's ideas but even more importantly synthesizes the old and new findings into a newer theory of perceptual development The importance of this book lies both in its demonstration of elegant experimental techniques in working with young children and in the optimism it will eventually bring to all concerned with their education Realizing that children can make deductive inferences at an early age educators will have to rethink some of their approaches to the teaching of young children The studies related to the understanding of number have crucial implications for the future teaching of mathematics This book will cause many people to take fresh thoughts on the subjects here dealt with and so it can be strongly recommended for all students of child development William Yule British Journal of Psychiatry

Children's Understanding Graeme S. Halford, 2014-02-25 This work argues that cognitive development is experience driven and processes entailed in acquiring information about the world are analyzed based on recent models of learning and induction The way information is represented and accessed when performing cognitive tasks is considered paying particular attention to the implications of Parallel Distributed Processing PDP models for cognitive development The first half of the book contains analyses of human reasoning processes drawing on PDP models of analogy development of strategies and task complexity all based on aspects of PDP representations It is proposed that PDP representations become more differentiated with age so more vectors can be processed in parallel with the result that structures of greater complexity can be processed This model gives an account of previously unexplained difficulties in children's reasoning including some which were influential in stage theories The second half of the book examines processes entailed in some representative cognitive developmental tasks including transitive inference deductive inference categorical syllogisms hypothesis testing learning set acquisition acquisition and transfer of relational structures humor hierarchical classification and inclusion understanding of quantity arithmetic word problems algebra conservation mechanics and the concept of mind Process accounts of tasks are emphasized based on applications of recent developments in cognitive science

Children's Logical and Mathematical Cognition C.J. Brainerd, 2012-12-06 For some time now the study of cognitive development has been far and away the most active discipline within developmental psychology Although there would be much disagreement as to the exact proportion of papers published in developmental journals that could be considered cognitive 50% seems like a conservative estimate Hence a series of scholarly books to be devoted to work in cognitive development is especially appropriate at this time The Springer Series in Cognitive Development contains two basic types of books namely edited collections of original chapters by

several authors and original volumes written by one author or a small group of authors The flagship for the Springer Series will be a serial publication of the advances type carrying the subtitle Progress in Cognitive Development Research Each volume in the Progress sequence will be strongly thematic in that it will be limited to some well defined domain of cognitive developmental research e g logical and mathematical development semantic development All Progress volumes will be edited collections Editors of such collections upon consultation with the Series Editor may elect to have their books published either as contributions to the Progress sequence or as separate volumes All books written by one author or a small group of authors will be published as separate volumes within the series A fairly broad definition of cognitive development is being used in the selection of books for this series

Metalinguistic Awareness in Children W.E. Tunmer, J. Bowey, C. Pratt, R. Grieve, M. Herriman, M. Myhill, A. Nesdale, 2013-03-07 In the past fifteen years there has been a growing interest in the development of children's awareness of language as an object in itself a phenomenon now generally referred to as metalinguistic awareness Until the publication of an earlier volume in the Springer Series in Language and Communication *The Child's Conception of Language* edited by A Sinclair R J Jarvella and W J M Levelt there had been no systematic treatment of metalinguistic awareness The major goal of that volume was to map out the field of study by describing the phenomenon of interest and defining major theoretical issues The aim of the present volume is to present an overview of metalinguistic awareness in children which reflects the current state of research and theory The volume is divided into three major sections The first considers various conceptual and methodological issues that have arisen from efforts to study metalinguistic awareness It addresses such questions as what is metalinguistic awareness when does it begin to emerge and what tasks and procedures can be employed to assess its development in young children The second section critically reviews the research that has been conducted into the four general types of metalinguistic awareness phonological word syntactic and pragmatic awareness In the final section the development of metalinguistic awareness is examined in relation to general cognitive development reading acquisition bilingualism and early childhood education

Cognitive Development David Klahr, J. G. Wallace, 2022-02-16 Originally published in 1976 the authors present a theory of cognitive development based upon an information processing approach This approach leads to the presentation of precise models of performance on a number of tasks derived from a set of critical quantitative concepts elementary quantification number concepts conservation and transitivity These models encompass both early and late developmental stages and a process model of the developmental mechanism itself is outlined Here is one of the first attempts to apply the information processing view of cognitive psychology to developmental issues raised by empirical work in the Piagetian tradition It includes an extensive analysis of the processing demands of several of the classic tasks and describes the development of a system capable of performing a wide range of other tasks including the ability to be self modifying It provides an introduction to general concepts and detailed properties of cognitive models stated as production systems It will be most valuable for students in cognitive development and related

courses in developmental cognitive and educational psychology as well as computer science *Learning Disabilities: Issues and Recommendations for Research*, 1974 National Institute of Education (U.S.), 1974 *Individual Differences in Arithmetic* Ann Dowker, 2005-11-30 Standards in numeracy are a constant concern to educational policy makers However why are differences in arithmetical performance so marked In *Individual Differences in Arithmetic* Ann Dowker seeks to provide a better understanding of why these differences in ability exist encouraging a more informed approach to tackling numeracy difficulties This book reviews existing research by the author and by others on the subject of arithmetical ability and presents strong evidence to support a componential view of arithmetic Focusing primarily on children but including discussion of arithmetical cognition in healthy adults and neuropsychological patients each of the central components of arithmetic is covered Within this volume findings from developmental educational cognitive and neuropsychological studies are integrated in a unique approach This book covers subjects such as Counting and the importance of individual differences Arithmetic facts procedures and different forms of memory Causes of and interventions with mathematical difficulties The effects of culture language and experience The educational implications of these findings are discussed in detail revealing original insights that will be of great interest to those studying or researching in the areas of education neuroscience and developmental and cognitive psychology **Advances in Perinatal Medicine: The Proceedings of the XV European Congress of Perinatal Medicine** F. Cockburn, 1997-10-15 This is a large all inclusive reference volume of 67 chapters documenting the very latest experimental and clinical advances in perinatal medicine by world class experts in the field It covers fetal anomalies intrauterine growth and parturition maternal and infant nutrition the very low birthweight infant ultrasound for fetal and neonatal assessment environmental influences on the embryo and fetus maternal disease and pregnancy outcome pre and perinatal diagnosis and management of inherited metabolic diseases protection of the fetal infant brain investigation and treatment and outcome for fetal abnormalities perinatal nursing care and perinatal transport perinatal medicine and professional education in Europe perinatal cardiorespiratory support ethics and audit and medicolegal aspects of perinatal practice in Europe prevention of preterm deliveries fetal and in fant learning and behavior biotechnology and perinatal research surfactant replacement therapy and matters of special controversy Includes bibliographic references and index **EBOOK: Psychology: The Science of Mind and Behaviour, 4e** Nigel Holt, Andy Bremner, Ed Sutherland, Michael Vlieg, Michael Passer, Ronald Smith, 2019-03-01 EBOOK Psychology The Science of Mind and Behaviour 4e *Psychology* Graham C. Davey, 2018-12-17 Psychology continues to be one of the most popular fields of study at colleges and universities the world over and Psychology offers a comprehensive overview of the historical methodological and conceptual core of modern psychology This textbook enables students to gain foundational knowledge of psychological investigation exploring both the biological basis and mental processes underlying our thoughts and behaviours Officially endorsed by the British Psychological Society this book covers topics ranging from biological cognitive and developmental

psychology to the psychology of social interactions psychopathology and mental health treatments Each chapter provides detailed examination of essential topics chapter summaries real world case studies descriptions of research methods and interactive learning activities to strengthen student comprehension and retention This textbook offers a wealth of supplementary material for instructors of introductory and advanced undergraduate courses in psychology An instructor's manual includes lecture outlines classroom discussion topics homework assignments and test bank questions while online access to additional digital content provides a complete resource to facilitate effective teaching and learning

Multisensory Development Andrew J. Bremner, David J. Lewkowicz, Charles Spence, 2012-06-21 We perceive and understand our environment using many sensory systems vision touch hearing taste smell and proprioception These multiple sensory modalities not only give us complementary sources of information about the environment but also an understanding that is richer and more complex than one modality alone could achieve As adults we integrate the multiple signals from these sense organs into unified functional representations However the ease with which we accomplish this feat belies its computational complexity Not only do the senses convey information about the environment in different neural codes but the relationship between the senses frequently changes when for example the body changes posture e.g. when the eyes move in their sockets or indeed shape when the body grows across development These computational problems prompt an important question which represents the key focus of this book How do we develop the ability to integrate the senses While there is a considerable literature on the development of single senses such as vision or hearing few books have considered the development of all our senses and more importantly how they develop the ability to work with each other This book is unique in exploring this extraordinary feat of human nature how we develop the ability to integrate our senses It will be an important book for all those in the fields of cognitive and developmental neuroscience Visual Thinking in Mathematics

Marcus Giaquinto, 2007-07-05 Drawing from philosophical work on the nature of concepts and from empirical studies of visual perception mental imagery and numerical cognition Giaquinto explores a major source of our grasp of mathematics using examples from basic geometry arithmetic algebra and real analysis **Spatial Cognition** D. R. Olson, E.

Bialystok, 2014-03-18 First published in 1983 This is a volume in a series on Child Psychology This book offers a set of theoretical ideas which make up a quite general theory of the mental representation of space which accounts both for much of spatial perception but also much of spatial thought The system is general and economical and can be readily applied to novel problems as we illustrated in regard to Piaget's water level problem and Koler's letter recognition problem **Pattern**

in the Teaching and Learning of Mathematics Anthony Orton, 2004-10-01 This highly illustrated book draws together the wide variety of studies in the learning of mathematics undertaken by the Pattern in Mathematics Research Group at the University of Leeds Their purpose has been to provide structure and support to studies of children's perception conception and use of pattern in learning mathematics Set up in 1992 they have embraced work across the whole curriculum and

through all the years of compulsory schooling As each chapter of this book relates to a different study that was undertaken the reader can dip in and select relevant material At the same time the editor has ensured continuity and progression allowing the book to be approached as a whole the early chapters are concerned with very young children subsequent chapters deal with the primary and middle age ranges and later ones relate to secondary school work With individual chapters relating to number algebra shape graphic relations and probability this new volume provides guidance for teachers of pupils of all age groups Patterns in mathematics are of immense importance this book relates pattern to the teaching of mathematics through all years of school Practical and original it is closely tied to the National Curriculum It is a source of new ideas for mathematic teachers at all levels *Learning Disabilities* Suzanne Gage Brainard,1975 Doing Educational Research Geoffrey Walford,2002-11-01 Thirteen major educationalists offer semi autobiographical accounts of their own influential research work focusing on the practical and personal realities of the research process Authors such as Barbara Tizard and Martin Hughes Stephen J Ball David Reynolds and Peter Mortimore discuss their approaches to aspects of research from conception and funding of the project to information gathering and analysis writing up and publishing

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 **Mastering Psychology** Roger Davies,Peter Houghton,1995-11-11 Ideal for A AS level BTEC Further and Adult Education courses Introduction to degrees This comprehensive book covers a rapidly changing subject and provides the basis for understanding both the theories and practical aspects of the subject This second edition has been fully revised to incorporate guidance on presenting practical work the psychology of work and the use of statistics in psychology **Developmental Cognitive Science Goes to School** Nancy L. Stein,Stephen Raudenbush,2013-08-15 This book addresses core issues related to school learning and the use of developmental cognitive science models to improve school based instruction The contributors comprise a veritable who's who of leading researchers and scientists who are broadly trained in developmental psychology cognitive science economics sociology statistics and physical science and who are using basic learning theories from their respective disciplines to create better learning environments in school settings Developmental Cognitive Science Goes to School presents evidence based studies that describe models of complex learning within specific subject area disciplines focuses on domain knowledge and how this knowledge is structured in different domains across the curriculum gives critical attention to the topic of the ability to overcome errors and misconceptions addresses models that should be used to begin instruction for populations of children who normally fail at schooling This is a must read volume for all researchers students and professionals interested in evidence based educational practices and issues related to domain specific teaching and learning *Catalog of the Research Library of the Reiss-Davis Child Study Center, Los Angeles, California: L-Z* Reiss-Davis Child Study Center. Research

Library, 1978

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