

*The Role
of Central
Conceptual
Structures in
the Development
of Children's
Thought*



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and a reply by the authors

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Role Of Central Conceptual Structures In The Development Of C

Laura Berk

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Role Of Central Conceptual Structures In The Development Of C:

The Mind's Staircase Robbie Case, 2013-04-15 The shortcomings of Piaget's theory of intellectual development are well known. Less clear is what sort of theory should be devised to replace it. This volume describes the current main contenders including neo-Piagetian, neo-connectionist, neo-innatist and sociocultural models. Its contributors conclude that none of these models are adequate because each one implies a view of the human mind which is either too general, too particular or too modular. A collaborative program of research seven years in the making is then described which gives support to a newly emerging synthesis of these various positions. **Cognitive Development** Sergio Morra, Camilla Gobbo, Zopito

Marini, Ronald Sheese, 2012-12-06 Tying together almost four decades of neo-Piagetian research, Cognitive Development provides a unique critical analysis and a comparison of concepts across neo-Piagetian theories. Like Piaget, neo-Piagetian theorists take a constructivist approach to cognitive development; are broad in scope and assume that cognitive development is divided into stages with qualitative differences. Unlike Piaget, however, they define the increasing complexity of the stages in accordance with the child's information processing system rather than in terms of logical properties. This volume illustrates these characteristics and evidences the exciting possibilities for neo-Piagetian research to build connections both with other theoretical approaches such as dynamic systems and with other fields such as brain science. The opening chapter provides a historical orientation including a critical distinction between the logical and the dialectical Piaget. In subsequent chapters, the major theories and experimental findings are reviewed, including Pascual Leone's Theory of Constructive Operators, Halford's structuralist theory, Fischer's dynamic systems approach to skills, Case's theory of Central Conceptual Structures, Siegler's microgenetic approach and the proposals of Mounoud and Karmiloff-Smith, as well as the work of others including Demetriou and de Ribaupierre. The interrelation of emotional and cognitive development is discussed extensively as is relevant non-neo-Piagetian research on information processing. The application of neo-Piagetian research to a variety of topics including children's problem solving, psychometrics and education is highlighted. The book concludes with the authors' views on possibilities for an integrated neo-Piagetian approach to cognitive development. **Exceptionality in East Asia**

Shane N. Phillipson, Heidrun Stoecker, Albert Ziegler, 2013-01-04 The continual successes of students from East Asia are confirmed in a variety of international tests of academic achievement and yet, despite this attainment, many scholars have realised that a substantial proportion of these students are also underachieving. Using the actiotope model of giftedness to integrate a broad range of research, this innovative book features a number of chapters written by internationally recognised scholars in a frank and lively discussion about the origins of exceptionality in students from East Asia. With the actiotope model as the theoretical framework, the book distinguishes between trait models of giftedness and systems approaches to exceptionality. Breaking new ground in understanding the complex interactions between a learner's environment, goals, intelligence and motivations in the development of their ever-expanding knowledge and skill set, this book will describe with

examples a systems approach to the development of exceptionality allowing educators and researchers the ability to track students with greater precision influence the means by which educators identify and support students with the potential for exceptional performance suggest possible reasons for the variability in the achievement of potentially gifted students provide strategies to support these students have a profound effect on the way that exceptionality and giftedness are defined and understood not only in East Asia but also in the West Covering issues that have firm theoretical foundations and which are based on cutting edge ideas Exceptionality in East Asia has significant implications for gifted education and is essential reading for scholars undergraduate and postgraduate students interested in the psychological and social basis of exceptionality

Teaching for Transfer Anne McKeough, Judy Lee Lupart, Anthony Marini, 2013-12-16 The transfer of learning is universally accepted as the ultimate aim of teaching Facilitating knowledge transfer has perplexed educators and psychologists over time and across theoretical frameworks it remains a central issue for today's practitioners and theorists This volume examines the reasons for past failures and offers a reconceptualization of the notion of knowledge transfer its problems and limitations as well as its possibilities Leading scholars outline programs of instruction that have effectively produced transfer at a variety of levels from kindergarten to university They also explore a broad range of issues related to learning transfer including conceptual development domain specific knowledge learning strategies communities of learners and disposition The work of these contributors epitomizes theory practice integration and enables the reader to review the reciprocal relation between the two that is so essential to good theorizing and effective teaching

Psychological Perspectives on Early Childhood Education Susan L. Golbeck, 2001-03 Brings together the work of leading researchers in the field of child development and early education to examine current problems from the perspective of psychological theory and research

Language and Culture in Mathematical Cognition Daniel B. Berch, David C. Geary, Kathleen Mann Koepke, 2018-07-27 Language and Culture in Mathematical Cognition First Edition focuses on the role of linguistic and cultural factors in math cognition and development It covers a wide range of topics including analogical mapping in numerical development arithmetic fact retrieval in the bilingual brain cross cultural comparisons of mathematics achievement the shaping of numerical processing by number word construction the influence of Head Start programs the mathematical skills of children with specific language impairments the role of culture and language in creating associations between number and space and electrophysiological studies of linguistic traces in core knowledge at the neural level Includes cutting edge findings innovative measures recent methodological advances and groundbreaking theoretical developments Synthesizes research from various subdomains of math cognition research Covers the full complement of research in mathematical thinking and learning Informs researchers scholars educators students and policymakers

Infants, Children, and Adolescents Laura E. Berk, 2022-06-24 Now published by SAGE A best selling chronologically organized child development text Laura E Berk's *Infants Children and Adolescents* is relied on in classrooms worldwide for

its clear engaging writing style exceptional multicultural and cross cultural focus first rate coverage of developmental neuroscience rich examples and long standing commitment to presenting the most up to date scholarship Renowned professor researcher and author Laura E Berk takes an integrated approach to presenting development in the physical cognitive emotional and social domains emphasizing the complex interchanges between heredity and environment and offering research based practical applications that students can relate to their personal and professional lives The Ninth Edition s extensive revision strengthens the connections among developmental domains and brings forth the most recent scholarship representing the changing field of child development Included with this title LMS Cartridge Import this title s instructor resources into your school s learning management system LMS and save time Don t use an LMS You can still access all of the same online resources for this title via the password protected Instructor Resource Site

Developing Thinking and Understanding in Young Children Sue Robson, 2012-01-19 Developing Thinking and Understanding in Young Children presents a comprehensive and accessible overview of contemporary theory and research about young children s developing thinking and understanding Throughout this second edition the ideas and theories presented are enlivened by transcripts of children s activities and conversations taken from practice and contemporary research helping readers to make links between theory research and practice Each chapter also includes ideas for further reading and suggested activities Aimed at all those interested in how young children develop through their thoughts and actions Sue Robson explores theories of cognitive development the social emotional and cultural contexts of children s thinking children s conceptual development visual thinking approaches to supporting the development of young children s thinking and understanding latest developments in brain science and young children the central roles of play and language in young children s developing thinking Including a new chapter on young children s musical thinking expanded sections on self regulation metacognition and creative thinking and the use of video to observe and describe young children s thinking this book will be an essential read for all students undertaking Early Childhood Primary PGCE and EYPS courses Those studying for a Foundation degree in Early Years and Childcare will also find this book to be of interest

Developmental Relations among Mind, Brain and Education Michel Ferrari, Ljiljana Vuletic, 2010-06-09 Robert S Siegler Robbie Case A Modern Classic About 15 years ago Robbie asked me what I thought of a talk we had just heard I indicated that I hadn t much liked it and noted several serious problems Robbie agreed with all of the criticisms but said that he nonetheless liked the talk because there was one good idea in it that he could use I agreed with him that the idea was a good one but it took me a while to understand the wisdom of his position If there s one useful idea in a talk then hearing it has been worthwhile even if the talk also has numerous deficiencies On that day and on many others talking with Robbie changed my thinking for the better Robbie Case was in many ways a classic developmental psychologist of the old school The depth and breadth of his theory the range of age groups populations and topics that he studied and his efforts to connect theory and application are all reminiscent of the greats of the past

Baldwin Dewey Piaget Vygotsky and Bruner *Theories of Human Development* Barbara M. Newman, Philip R. Newman, 2015-06-26 Key human development theories that continue to guide research and practice are examined in this engaging text Ten key theories are grouped into three families those that emphasize biological systems environmental factors and those that reflect an interaction between the two This organization enhances students ability to evaluate compare and contrast theories both within and across families Each family is introduced with an overview of their unique perspectives and the rationale for grouping them together Discussion of each theory includes the cultural historical context during the theory s development its key concepts and ideas extensions of the theory in contemporary work an example showing a modification of the theory an application of how the theory is used to inform practice and an analysis of how the theory answers 6 basic questions that a human development theory should address Each chapter includes an overview of the strengths and weaknesses of the theories to facilitate comparisons Theories that have a clear lifespan focus along with cases and examples that address issues across the lifespan are included The second edition features A new chapter on bioecological theory that highlights the increased use of this theory in the development of family school and community intervention programs A new epilogue that examines the same case via each of the ten theories illustrating their similarities and differences and how these ideas cast a unique light on a common situation New opening cases that bring theory to life along with narrative that links the case to the chapter s concepts guiding questions that help students compare theoretical perspectives critical thinking questions that focus on using the theory to interpret the case and personal life experiences and recommended resources that extend students understanding More examples from various disciplines that address topics students are likely to encounter as professionals A new glossary that defines the boldfaced key terms Enhanced website at www.psypress.com 9781848726673 that provides instructors with a test bank Power points discussion questions and activities additional cases with questions teaching notes for using the book with various types of majors and a conversion guide outlining changes to the new edition and students with key terms with hot links to their definitions chapter summaries and outlines and additional resources for further study Updated research and applications highlight the latest scientific developments Ideal for advanced undergraduate or beginning graduate courses in theories of development lifespan or child development taught in psychology human development family studies education and social work **Child Development** Laura Berk, 2015-05-20 **Child Development Toward the Practice of theory-based Instruction** Anne McKeough, Judy Lee Lupart, 2013-05-13 This unique contribution to the field of education offers a comparative look at the application of cognitive theory to instruction Six leading researchers representing the three theoretical positions which guide the study of cognition socio cultural information processing and neo Piagetian approaches discuss their theories and present empirical evidence in support of cognitively based instructional practice An introductory chapter describes the basic tenets of each tradition and its general educational posture and a concluding chapter compares the contributors views and draws implications for key educational issues These

open ended discussions of the contrasts and overlaps in the various positions should stimulate readers to formulate personal opinions on cognitively based instruction **The Oxford Handbook of Numerical Cognition** Roi Cohen Kadosh,Ann Dowker,2015 Numbers are vital to so many areas of life in science economics sports education and many aspects of everyday life from infancy onwards This handbook brings together the different research areas that make up the vibrant field of numerical cognition in one comprehensive and authoritative volume **Handbook of Educational Psychology** Patricia A. Alexander,Philip H. Winne,2006 Provides coverage of the field of educational psychology This book includes topics such as adult development self regulation changes in knowledge and beliefs and writing It is useful to scholars teacher educators practitioners policy makers and academic libraries It is also suitable for graduate level courses in educational psychology

Cognitive Developmental Change Andreas Demetriou,Athanasios Raftopoulos,2005-01-06 Cognitive Developmental Change makes a fascinating contribution to the fields of developmental cognitive and educational science by bringing together a uniquely diverse range of perspectives for analysing the dynamics of change Connecting traditional Piagetian information processing and psychometric approaches with newer frameworks for the analysis of developmental change it provides the reader with an account of the latest theory and research at the time of publication The contributors to the volume all internationally respected experts were asked when writing to consider three main aspects of cognitive change Its object what changes in the mind during development its nature how does change occur and its causes why does change occur Or what are the internal and external factors responsible for cognitive change As a result chapters cover key theories of cognitive change the factors that affect change including neurological emotional and socio cultural factors and methods for measuring and modelling change **Development Through The Lifespan** Laura E. Berk,2022-07-26 New and compelling topics rich examples strong multicultural and cross cultural focus coupled with Berk s signature storytelling style Development Through the Lifespan Seventh Edition is the most accessible and engaging text available to students today

Conceptions of Development D.J. Lewkowicz,R. Lickliter,2018-10-24 This is a volume about the process of scientific discovery Thirteen leading senior scientists each interested in some aspect of behavioral development recount their intellectual journeys over the course of their careers and document their individual struggles to better understand and describe various developmental phenomena Covering a broad range of topics including perceptual motor social and cognitive development the contributors to this volume provide case studies of how one pursues a long term systematic research program and how scientists continually formulate and reformulate their working conceptual frameworks based on their research results Conceptions of Development provides a unique and personal behind the scenes account of the process of scientific discovery illustrating that useful and enduring scientific insight derives from the bidirectional interplay between empirical work and theory formulation This volume will be of interest to a broad audience consisting not only of psychologists and psychobiologists interested in the study of development but also teachers and students interested in behavioral

development and its investigation and the general reader interested in the process of scientific discovery **Learning in Cultural Context** Ashley E. Maynard, Mary I. Martini, 2006-03-30 This volume focuses on the cultural aspects of learning and cognitive processes examining the theory methods findings and applications in this area The chapter authors cover such topics as family context peer interaction and formal education *Development and Causality* Gerald Young, 2011-06-24 This book sets forth a new model of development from a causal perspective As this is an area vital to several disciplines It has been written at multiple levels and for multiple audiences It is based on the work of Piaget and Neo Piagetians but also covers other major models in development It has elements that make it attractive as a teaching text but it is especially research focused It has clinical applications It presents many new ideas and models consistent with the existing literature which is reviewed extensively Students researchers and practitioners should find it useful The models presented in the present work build on models introduced in prior publications e g Young 1990a 1990b 1997 **Classroom Lessons** Kate McGilly, 1994 A timely complement to John Bruer s *Schools for Thought* Classroom Lessons documents eight projects that apply cognitive research to improve classroom practice The chapter authors are all principal investigators in an influential research initiative on cognitive science and education Classroom Lessons describes their collaborations with classroom teachers aimed at improving teaching and learning for students in grades K 12 The eight projects cover writing mathematics history social science and physics Together they illustrate that principles emerging from cognitive science form the basis of a science of instruction that can be applied across the curriculum The book is divided into three sections applications of cognitive research to teaching specific content areas applications for learning across the curriculum and applications that challenge traditional concepts of classroom based learning environments Chapters consider explicit models of knowledge with corresponding instruction designed to enable learners to build on that knowledge acquisition of specified knowledge and what knowledge is useful in contemporary curricula Contributors Kate McGilly Sharon A Griffin Robbie Case and Robert S Siegler Earl Hunt and Jim Minstrell Kathryn T Spoehr Howard Gardner Mara Krechevsky Robert J Sternberg and Lynn Okagaki Irene W Gaskins The Cognition and Technology Group at Vanderbilt Marlene Scardamalia Carl Bereiter and Mary Lamon Ann L Brown and Joseph C Campione John T Bruer A Bradford Book

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