

1. Record Nr.	UNINA9910265229703321
Titolo	The Wiley-Blackwell handbook of childhood cognitive development [[electronic resource] /] / edited by Usha Goswami
Pubbl/distr/stampa	Malden, MA, : Wiley-Blackwell, 2010
ISBN	9781444325492 9786612794582 1-282-79458-2 1-4443-2548-5 1-4443-3177-9 1-78034-085-0 1-4443-5173-7
Edizione	[2nd ed.]
Descrizione fisica	xiii, 801 p
Collana	Blackwell handbooks of developmental psychology
Altri autori (Persone)	GoswamiUsha C
Disciplina	155.4/13
Soggetti	Cognition in children Child psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Rev. ed. of: Blackwell handbook of childhood cognitive development. 2003.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Intro -- Series Page -- Title page -- Copyright -- Dedication -- Acknowledgements -- List of Contributors -- Introduction -- References -- PART I: Infancy -- CHAPTER ONE: How Do Infants Reason About Physical Events? -- Introduction -- First Wave: The Competent Infant -- Second Wave: Developmental Patterns -- Developments Within Event Categories -- Developments Across Event Categories -- Decalages With Perceptually Identical Events -- Third Wave: An Account of Infants' Physical Reasoning -- Physical-Reasoning System and Causal Framework -- Basic Information -- Variable Information -- Identifying Variables: The Explanation-Based Learning Process -- A Three-System Account -- Object-Tracking System -- Object-Representation System -- Physical-Reasoning System -- Dissociation between the OR and PR Systems -- Retrieving Object Information from the OR System -- Concluding Remarks: We Have Come a Long Way! -- Note -- References -- CHAPTER TWO: Social Cognition and the Origins of

Imitation, Empathy, and Theory of Mind -- Defining the Problem of Developing Social Cognition -- Classical Theories of Childhood: The "Impossible Journey" -- Two Types of Nativism -- The "Like-Me" Theory: Developing Social Cognition -- Imitation and the Early Phases of Social Cognition -- A Theoretical Model of Imitation: Connecting Self and Other -- Evidence from Neuroscience: Perception-Production Mappings and Mirror Neuron Systems -- Person Identity: Social-Communicative Functions of Imitation -- Mutual Imitation Games Develop Social Cognition -- Primitive Perspective-Taking: Infant Gaze Following -- A Social-Cognition Training Study: Changing Infants' Understanding of Vision -- Attributing Goals and Intentions -- Summary and Conclusions -- References -- CHAPTER THREE: Kinds of Agents.

The Early Development of Understanding Intentional Agency and Representing Other Minds: A Brief Historical Introduction (1978-2005) -- Criteria for an Adequate Developmental Theory of Understanding Intentional Agency -- Preverbal Understanding of Other Minds: The Beginnings of a Paradigm Change? (2005-) -- Teleology "Ungrounded": Differences Between Human and Primate Understanding of Instrumental Agency -- Conclusions -- Note -- References -- CHAPTER FOUR: Social Cognition and Social Motivations in Infancy -- Social Cognition: Understanding of Others' Psychological States -- Social Cognition and the Motivation to Share Psychological States with Others -- Broader Social Motivations -- Conclusion -- References -- CHAPTER FIVE: Born to Categorize -- Categorization: A Foundation for Cognition -- Historical Perspective: Traditional Views -- Evidence of Categorization by Infants -- Neural Correlates as Evidenced with an Event-Related Potential Methodology -- Global-to-Basic Category Development: Two Systems of Category Representation? -- A Continuity-Based Approach: Evidence from Computational Simulation -- Out of Infancy - The Transition to Child and Adult Concepts -- Is Category Learning Assisted by Biases? Evidence from Eye-Tracking -- A Role for Experience: Representations for Humans Versus Non-Human Animals -- Not All Humans Are Learned Equally: Further Evidence on the Role of Experience -- Summary and Conclusions -- References -- CHAPTER SIX: Early Memory Development -- Assessing Memory in Infancy -- Event and Autobiographical Memory -- Developmental Changes Across Infancy and Early Childhood -- Explaining Age-Related Changes -- Infantile or Childhood Amnesia -- Conclusion -- References -- CHAPTER SEVEN: Early Word-Learning and Conceptual Development -- Synopsis -- Introduction -- What Does it Take to Learn a Word?. The Evidence: The Evolution of Infants' Word-to-World Expectations -- Conclusions -- Notes -- References -- PART II: Cognitive Development in Early Childhood -- CHAPTER EIGHT: Development of the Animate-Inanimate Distinction -- Introduction: What Is the Animate-Inanimate Distinction and Why Is It Important? -- What Knowledge About Animacy Is Present in Infancy? -- What Are the Developmental Paths by Which this Knowledge Becomes Enriched Over Time? -- How Does an Animacy Distinction Inform Other Aspects of Cognitive Development? -- Summary and Conclusions -- References -- CHAPTER NINE: Language Development -- Theory -- Utterances and Words -- Schemas and Constructions -- Later Development -- Processes of Language Acquisition -- Conclusions -- References -- CHAPTER TEN: Developing a Theory of Mind -- The Course of Theory-of-Mind Development -- Infants' Intention Understandings -- False Belief within Belief-Desire Reasoning -- Autism and Deafness -- Progressions in Theory-of-Mind Understandings -- Primate Intention Understanding -- Brain Bases -- Conclusions -- References -- CHAPTER ELEVEN: Pretend Play and

Cognitive Development -- Introduction -- Social Referencing -- Reading Intentions -- Quarantine -- Pretense Play as Symbolic -- Pretend Play and Social Cognition -- Pretense and Cognitive Neuroscience -- Conclusion -- References -- CHAPTER TWELVE: Early Development of the Understanding and Use of Symbolic Artifacts -- Symbol-Mediated Problem Solving -- Young Children's Performance in Symbolic Object-Retrieval Tasks -- A Model of Young Children's Symbol Use and Understanding -- Development in Young Children's Symbolic Functioning -- Conclusion -- References -- PART III: Topics in Cognitive Development in Childhood -- CHAPTER THIRTEEN: Memory Development in Childhood -- Early Investigations of Memory Development. Current Trends in Research on Memory Development -- The Development of Implicit Memory -- The Development of Episodic Memory -- Important Determinants of Memory Development -- Future Directions for Memory Development Research -- References -- CHAPTER FOURTEEN: Causal Reasoning and Explanation -- Introduction and Overview -- Perceptual and Mechanical Causation -- Non-Mechanical Causation -- General Summary and Implications -- References -- CHAPTER FIFTEEN: Inductive and Deductive Reasoning -- Inductive Reasoning -- Deductive Reasoning -- Conclusion -- References -- CHAPTER SIXTEEN: The Development of Moral Reasoning -- The Structure and Scope of Morality -- Morality and Culture -- Morality and Emotion -- Conclusion -- References -- CHAPTER SEVENTEEN: Spatial Development -- Introduction -- Organizing Spatial Development -- Illustrative Empirical Research -- Concluding Comments -- References -- CHAPTER EIGHTEEN: Children's Intuitive Physics -- Time and Speed -- Trajectories of Moving Objects and the Straight Throw -- Force and Weight -- Matter, Mass, Weight, Volume, and Density -- Density, Temperature, Sweetness, and Other Intensive Quantities -- Conclusions -- References -- CHAPTER NINETEEN: What is Scientific Thinking and How Does it Develop? -- What is Scientific Thinking? -- Developmental Origins of Scientific Thinking -- Phases of Scientific Thinking: Inquiry, Analysis, Inference, and Argument -- The Role of Meta-Level Processes in Scientific Thinking -- Scientific Thinking as an Argument -- Educating Scientific Thinking and Thinkers -- References -- CHAPTER TWENTY: Reading Development and Dyslexia -- The Task of Learning to Read -- Individual Differences in Reading Development -- Neural Correlates of Reading and Dyslexia -- A Final Word on Reading Instruction -- Conclusions -- References -- CHAPTER TWENTY-ONE: Children's Understanding of Mathematics. Numbers, Quantities, and Relations -- Learning About Arithmetical Operations -- Conclusions -- References -- CHAPTER TWENTY-TWO: Executive Function in Typical and Atypical Development -- Introduction -- Definitional Issues -- Structure-Function Mapping -- EF in Typical Development -- EF in Atypical Development -- Conclusion -- References -- CHAPTER TWENTY-THREE: Language and Cognition -- Introduction -- Language in Populations with Impaired Cognition -- Language Disorders in the Absence of Intellectual Impairment or Sensory Deficits -- Conclusion -- References -- CHAPTER TWENTY-FOUR: The Empathizing-Systemizing (E-S) Theory of Autism -- The Mindblindness Theory -- The Empathizing-Systemizing (E-S) Theory -- The Extreme Male Brain Theory -- The Autistic Mind: In Search of "Truth" -- Hyper-Systemizing: Implications for Intervention -- References -- PART IV: Theories of Cognitive Development -- CHAPTER TWENTY-FIVE: Piaget's Theory -- The Emergence of Piaget's Theory -- Main Theoretical Claims -- Reactions to Piaget's Theory: New Findings, New Issues -- Contemporary Piagetian-Influenced Work: Issues of

Cognitive Development Revisited -- Why We Still Need Piaget's Theory -- Conclusions -- References -- CHAPTER TWENTY-SIX: Vygotsky and Psychology -- Introduction -- Psychological Tools and Mediation -- Development and Dialectics -- Concept Formation -- Zone of Proximal Development -- Biology in Development -- Affect and Cognition -- References -- CHAPTER TWENTY-SEVEN: Information-Processing Models of Cognitive Development -- Neo-Piagetian Models -- Attempts at Synthesis -- Processing Speed -- Cognitive Complexity -- Levels of Cognitive Functioning -- Process Models of Cognitive Development -- Relational Knowledge and Analogy -- Symbolic Neural Net Models -- Conclusion -- References -- CHAPTER TWENTY-EIGHT: Neuroconstructivism -- Introduction. The Neuroconstructivist Framework.

Sommario/riassunto

This definitive volume is the result of collaboration by top scholars in the field of children's cognition. New edition offers an up-to-date overview of all the major areas of importance in the field, and includes new data from cognitive neuroscience and new chapters on social cognitive development and language. Provides state-of-the-art summaries of current research by international specialists in different areas of cognitive development. Spans aspects of cognitive development from infancy to the onset of adolescence. Includes chapters on symbolic reasoning, pretend play, spatial development, abnormal cognitive development and current theoretical perspectives.
