Download Memory Development Universal Changes And Individual Differences

This is likewise one of the factors by obtaining the soft documents of this memory development universal changes and individual differences by online. You might not require more epoch to spend to go to the book launch as well as search for them. In some cases, you likewise attain not discover the notice memory development universal changes and individual differences that you are looking for. It will unconditionally squander the time.

However below, afterward you visit this web page, it will be appropriately very easy to acquire as competently as download lead memory development universal changes and individual differences

It will not understand many time as we explain before. You can complete it though play-act something else at house and even in your workplace. consequently easy! So, are you question? Just exercise just what we pay for under as skillfully as evaluation memory development universal changes and individual differences what you later than to read!

Memory Development-Franz E. Weinert 2013-05-13 This volume, a collection of papers resulting from a conference sponsored by the Max Planck Society, presents an overview of past research on memory development, possible applications of this research, and new ideas for future areas of study. The role of cognitive components in the development of memory performance and the social and motivational contexts of memory development are described. Includes various theoretical approaches explaining memory development across the life span. Memory Development: Universal Changes and Individual Differences is of interest to researchers, undergraduates and graduate students in developmental psychology, educational psychology and technology, and experimental psychology.

The Development of Memory in Childhood-Nelson Cowan 1997 The origin of memory in childhood is the focus of vigorous research and debate. Providing a thorough update of topics covered in the first edition, this book also offers new research on significant themes and ideas that have emerged recently.

Memory Development Between Two and Twenty-Wolfgang Schneider 2013-06-17 In this volume, two scholars with different but complementary
interests in memory and cognitive development present a careful overview of the field of memory development from the perspective of their theory of good strategy use. In addition to treating broad topical areas of general interest, such as knowledge, cognitive capacity, and metamemory, the text also examines controversial issues surrounding the development of children’s memory—particularly eyewitness memory. The result is a coherent statement about memory development accompanied by commentary on the study of memory development, as well as applications of the theory and research in the area. This book is intended for advanced undergraduate and graduate students as well as researchers and other professionals interested in child and adolescent memory.

Memory Development Between 2 and 20-Wolfgang Schneider 2013-03-12 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 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 is a serial publication of the “advances” type, carrying the subtitle Progress in Cognitive Development Research. Each volume in the Progress sequence is strongly thematic, in that it is limited to some well-defined domain of cognitive developmental research (e.g., logical and mathematical development, development of learning). All Progress volumes will be edited collections. Editors of such collections, upon consulting 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 are being 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.

Cognitive Performance-Wolfgang Schneider 2012-12-06 During the past two decades, a renewed interest in children’s cognitive development has stimulated numerous research activities that have been summarized in hundreds of books. In our view, the field of memory development provides a particularly nice example of the progress that has been made so far. Since John Flavell’s landmark symposium on “What Is Memory Development the Development of?” in 1971, the question of what develops has been addressed in different ways, yielding a rather complex pattern of findings. A closer look at current research outcomes reveals that ways of describing and explaining developmental changes in memory performance have changed considerably during the past two decades. That is, while individual differences in the use of cognitive strategies were conceived of as the most important predictors of individual differences in memory performance in the 1970s, the crucial role of knowledge has been demonstrated in research conducted in the 1980s. More recent studies have repeatedly emphasized that neither changes in strategies nor knowledge alone is sufficient to explain general patterns of memory development: Here the claim is that strategies and different forms of knowledge (e.g., world knowledge, domain knowledge, or metacognitive knowledge) interact in rather complex ways to achieve successful memory performance. We believe that this claim can be generalized to different fields dealing with intelligent information processing.

Metacognition and Cognitive Neuropsychology-Giuliana Mazzoni 2014-05-12 Control processes are those mental functions that allow us to initiate, monitor, and prioritize mental activities. They are crucial to normal mental functioning. A better understanding of the nature of control processes and their deficits is important for clinical work and for an adequate theory of consciousness. Previously, control processes have been examined within the frameworks of two parallel but independent paradigms: those of cognitive psychology and of neuropsychology. Cognitive psychologists have stressed the theoretical and empirical nature of normal unimpaired control processes; neuropsychologists have focused on the relationships between damage to specific functional areas of the brain and deficits in specific control processes. Both have contributed extensively to our understanding of control processes. However, they have tended to operate independently, with little if any cross-talk between disciplines.
despite the potential benefits such dialogue is likely to generate. This book represents the first attempt to synthesize cognitive and neuropsychological perspectives on control processes. It contains state-of-the-art reports on various aspects of control processes by experts from both disciplines.

A Clinician's Guide to Normal Cognitive Development in Childhood - Elisabeth Hollister Sandberg 2011-03-17 Clinicians and practitioners-in-training can often lose sight of the normal developmental landscape that underlies behavior, especially in the field of cognitive development. It exists in an insular bubble within the broader field of psychology, and within each sub-domain there is a wide continuum between the anchors of atypical and optimal development. Clinicians need to learn, and to be reminded of, the unique peculiarities of developing cognitive skills in order to appreciate normal developmental phenomena. In A Clinician's Guide to Normal Cognitive Development in Childhood, every chapter provides students and established professionals with an accessible set of descriptions of normal childhood cognition, accompanied by suggestions for how to think about normal development in a clinical context. Each sub-topic within cognitive development is explicated through a succinct presentation of empirical data in that area, followed by a discussion of the ethical implications. With an extensive review of data and clinical practice techniques, professionals and students alike will benefit enormously from this resource.

Memory in Everyday Life - G.M. Davies 1993-08-25 The last decade has seen a major growth in research on how memory is used in everyday life. This volume represents a reaction to traditional laboratory-bound studies of the first half of the century which sought to identify the fundamental principles of learning and memory through the use of materials and methods totally divorced from the real world. The new wave of memory research has had considerable success in charting how memory develops, the role it plays in educational and social skills and the impact of memory impairment on mental life. The current volume consists of authoritative reviews of this emerging area linked to comment and criticism from major researchers in the field. Contrast, probably for the first time, are two major styles of research in applied memory research: The naturalistic approach, which has sought to study memory in everyday environments, using actual experiences from people's lives as the raw data from which to derive more general principles, and the applied cognitive approach, whereby theories and methods are developed using orthodox laboratory techniques which are then validated by applying them directly to real phenomena. This is one of the few books to bring together evidence across the very wide spectrum of humdrum activity that constitutes the everyday uses of memory.

The Development of Memory in Infancy and Childhood - Mary Courage 2008-09-08 The origin of memory in childhood is the focus of vigorous research and debate. Providing a thorough update of topics covered in the first edition, this book also offers new research on significant themes and ideas that have emerged recently.

Transition Mechanisms in Child Development - Anik de Ribaupierre 1989-09-29 This collection brings together work in the longitudinal study of the interaction of cognition and emotion in individual development. Leading international researchers in developmental psychology have prepared chapters that examine transition mechanisms in areas including cognitive and memory development, language development, social and emotional development, and motor development in children.

Introduction to Memory Development During Childhood and Adolescence - Wolfgang Schneider 2013-06-17 Memory development has been a central topic in developmental psychology for the past 30 years. This volume summarizes the research achievements during that era and relates those achievements to work on memory development conducted throughout the 20th century. An abridgement of Schneider and Pressley's previous work (Memory Development Between Two and Twenty, Second Edition, 1997, Lawrence Erlbaum Associates, Inc.), this book has been reorganized to better discuss the most important themes in memory development for the novice student. By highlighting the issues driving contemporary memory development research, it provides the knowledge that students require to effectively understand the newest studies on memory development. This
textbook is not a history; rather, it offers a framework for understanding the many memory development studies now appearing in the literature. A comprehensive, yet succinct, summary of theory and research on memory development, this volume covers more than a century of research, including European, Soviet, and American contributions. Its organization in terms of basic memory capacities, knowledge, strategies, and metamemory reflects the way that the most important researchers in memory development have conceived of the field during the past two decades. At the same time, it emphasizes the perspective that memory development is not development of any of the components alone, but rather is due to developments in capacity, knowledge, strategies, and metamemory in interaction. As such, the book is appropriate for courses in child development, cognitive development, and cognition and memory—that is, wherever students have a need to know about how leading scholars view the development of memory and intellect.

Children's Strategies - David F. Bjorklund 2013-05-13 One of the issues central to both classic and contemporary theories of cognitive development is children's goal-directed behavior, which is typically investigated in terms of strategies. This book brings together in one volume the latest research and theory regarding the development of children's strategies for a variety of cognitive tasks. Opening with a history of strategy development research and concluding with a chapter that integrates the diversity of ideas expressed by the contributors, Children's Strategies offers intervening chapters that examine strategy development for attention, analogical reasoning, mathematics, memory, reading, and problem solving in infancy. Although there is much common ground shared by the various contributors to this volume, there is no consensus concerning what exactly a strategy is. This mixture of consensus and disagreement reflects both the explosion of research in this area since the late 1960's and the complexity of the issues involved. It also reflects the fact that this is a topic that is very much alive in cognitive circles, one that will continue to stimulate research for years to come. The papers in this volume describe current research and theory concerning the development of children's strategies for handling a variety of cognitive tasks. After providing a historical view of the concept of strategies in cognitive development, the book highlights many of the issues of concern to contemporary developmental psychologists interested in strategies. The issues discussed include problem solving in infancy, memory, selective attention, mathematics, analogical reasoning, and reading.

Memory Development from Early Childhood Through Emerging Adulthood - Wolfgang Schneider 2014-09-03 Based on decades of established research findings in cognitive and developmental psychology, this volume explores and integrates the leading scientific advances into infancy and brain-memory linkages as well as autobiographical and strategic memory. In addition, given that the predominantly classic research on memory development has recently been complemented by more cutting-edge applied research (e.g., eyewitness memory, memory development in educational contexts) in recent years, this volume also provides in-depth and up-to-date coverage of these emerging areas of study.

Memory Change in the Aged - David F. Hultsch 1998-11-13 Presentation and analysis of the Victoria Longitudinal Study.

Attention and Performance XVII - Daniel Gopher 1999 In 1966 the first meeting of the Association for the Study of Attention and Performance was held in the Netherlands to promote the emerging science of cognitive psychology. This volume is based on the most recent conference, held in Israel thirty years later. The focus of the conference was the interaction between theory and application. The organizers chose the specific topic, cognitive regulation of performance, because it is an area where contemporary theories of cognitive processes meet the everyday challenges posed by human interactions with complex systems. Present-day technological systems impose on the operator a variety of supervisory functions, such as input and output monitoring, allocation of cognitive resources, choice of strategies, and regulation of cognitive operations. A challenge for engineers and designers is to accommodate the cognitive requirements called for by these systems. The book is divided into four sections: the presentation and representation of information, cognitive regulation of acquisition and performance, consciousness and behavior, and special populations: aging and neurological disorders. Contributors Nicole D. Anderson, Moshe Bar, Lynn Bardell, Alice E. Barnes, Irving Biederman,
Neo-Piagetian Theories of Cognitive Development - Andreas Demetriou
2016-07-07 Piagetian theory was once considered able to describe the structure and development of human thought. As a result, it generated an enthusiasm that it could direct education to develop new teaching methods, particularly in science and mathematics. However, disillusionment with Piagetian theory came rather quickly because many of its structural and developmental assumptions appeared incongruent with empirical evidence. In recent years several neo-Piagetian theories have been proposed which try to preserve the strengths of Piaget's theory, while eliminating its weaknesses. At the same time several other models have been advanced originating from different epistemological traditions, such as cognitive/differential psychology or socio-historical approaches. Originally published in 1992, this title was unique in representing most of these theories and traditions. Specifically, the authors focus their work on the educational implications of their research. The chapters are organised in three parts: the first part presents some widely known models of cognitive development and discusses their implications for different aspects of education; the second part is devoted to learning and cognitive acceleration; while part three highlights teaching methods that would improve the acquisition of particular skills in specific areas. Written by an eminent group of truly international contributors, this title will still be useful to students and researchers in cognitive development and education, as well as educational policy makers.

Emerging Themes in Cognitive Development - Mark L. Howe 2012-12-06
Emerging Themes in Cognitive Development, Volumes I and II offer the full spectrum of current knowledge and research trends in cognitive developmental psychology. The first volume provides a foundation by describing key discoveries in new areas of research and by thoroughly examining fundamental aspects of the field, including several demonstrations of formal modeling; the gains in prediction and precision that can be won by such mathematical analyses are the hallmark of cognitive development as a maturing science. The second volume traces the development of cognitive competence - denoting a change or increment in cognitive proficiency, understanding, or mastery - and includes analyses of innovative and previously unpublished studies. The primary challenge issued by many of the authors in this volume is to ensure the incorporation of new knowledge into educational practices. These volumes, which are milestones in cognitive developmental psychology, interest every researcher in the field.

The Development of Children's Memory - Lynne E. Baker-Ward 2021-06-10
"In this introduction to The Development of Children's Memory: The Scientific Contributions of Peter A. Ornstein, we provide biographical information for Professor Ornstein and identify some contextual influences on his work. We then examine the four distinct but interrelated programs of research he conducted that form the structure for this volume. Next, we briefly describe the chapters that are included in the review of each research program and introduce the authors. Ornstein's scientific development over his 50 years in research is depicted as moving from the study of age-related changes in memory performance to an increasing emphasis on the developmental processes that result in skilled remembering in children. This transition both reflected and contributed to the emergence of a developmental science of memory. Over a century of memory research has swung between the two poles of the mechanistic model of Ebbinghaus and the adaptive, sociocultural, and organismic view of Bartlett, both of which were necessary but neither of which was essentially developmental. The Ornstein lab has, over the last half century, with experimental rigor, explored how growing children use memory adaptively in meaningful contexts. From the transitional era of "verbal learning" in the 1950s to the cognitive revolution of the information-
processing period in the 1980s, models of memory focused on the
development of the deployment and control of strategic processes of
remembering, models that, despite their modern sophistication, owe
something to Ebbinghaus. But children grow up embedded in cultural
structures of meanings ranging from the doctor's office to the courtroom,
aided or hindered by the people in them, intent on helping growing children
to use memory adaptively within those cultural narratives”--

Handbook of Research on Schools, Schooling and Human
Development-Judith L. Meece 2010-06-10 Children spend more time in
school than in any social institution outside the home. And schools probably
exert more influence on children’s development and life chances than any
environment beyond the home and neighbourhood. The purpose of this book
is to document some important ways schools influence children’s
development and to describe various models and methods for studying
schooling effects. Key features include: Comprehensive Coverage – this is
the first book to provide a comprehensive review of what is known about
schools as a context for human development. Topical coverage ranges from
theoretical foundations to investigative methodologies and from classroom-
level influences such as teacher-student relations to broader influences such
as school organization and educational policies. Cross-Disciplinary – this
volume brings together the divergent perspectives, methods and findings of
scholars from a variety of disciplines, among them educational psychology,
developmental psychology, school psychology, social psychology, psychiatry,
sociology, and educational policy. Chapter Structure – to ensure continuity,
chapter authors describe 1) how schooling influences are conceptualized 2)
identify their theoretical and methodological approaches 3) discuss the
strengths and weaknesses of existing research and 4) highlight implications
for future research, practice, and policy. Methodologies – chapters included
in the text feature various methodologies including longitudinal studies,
hierarchical linear models, experimental and quasi-experimental designs,
and mixed methods.

Handbook of Metamemory and Memory-John Dunlosky 2008 This
Handbook examines the interplay between metamemory and memory. Each
contributor discusses cutting-edge theory and research that, in some way,
showcases the symbiotic relationship between metamemory and memory.
Together, these chapters support a central thesis, which is that a complete
understanding of either metamemory or memory is not possible without
understanding their mutual influence. The inspiration for this volume was
the life and research of Thomas O. Nelson, whose pioneering and influential
research in the fields of metamemory and memory consistently highlighted
their integrated nature.

Memory Performance and Competencies-Franz E. Weinert 1995
Research on memory development has accumulated over the past few years.
Given the number of relevant publications in the field, it becomes
increasingly difficult to keep track of major advances in specific areas of
memory development. This book illustrates 2 purposes: * to permit experts
in the various subdomains of research in memory development to
summarize recent findings concerning the respective roles of capacity,
strategies, and knowledge in the acquisition of memory skills; and * to
discuss cross-cutting topics such as the influence of individual differences,
practical and educational implications, and the potential of longitudinal
studies.

Advances in Child Development and Behavior- 1985-12-04 Advances in
Child Development and Behavior

Individual Development from 3 to 12-Franz E. Weinert 1999-01-28 A
long-term, comprehensive longitudinal study analyzing developmental
changes in the cognitive, social, and personality domain.

Everyday Memory and Aging-Robin L. West 2013-06-29 Everyday
Memory and Aging is a comprehensive handbook which touches virtually
every aspect of current everyday memory research and methodology as they
relate to aging. This book demonstrates that the results of divergent
approaches to the study of everyday memory and aging frequently dovetail,
and it widens significantly the scope of investigation and knowledge in the field.

**Development of Long-Term Retention**-Mark L. Howe 2012-12-06 For a number of decades now the study of children's memory development, with few exceptions, has been synonymous with the development of processes that lead to the initial encoding and immediate retention of information. Although there is little doubt that the study of such acquisition processes is central to understanding memory development, the long-term retention of previously encoded information represents at least as important a component of children's memory. Indeed, as both students of memory development and educators, our interest is in the maintenance and utilization of knowledge over considerable periods of time, not just in the immediate (e.g., classroom) context. Clearly, then, without an understanding of how recently acquired information is maintained in memory over extended periods of time, our theories of long-term memory development remain incomplete at best. Although children's forgetting and reminiscence was a topic of inquiry early in this century, it is only recently, due in part to the current controversy concerning the reliability of children's eyewitness testimony, that the study of long-term retention has resurfaced in the scientific literature. The purpose of this volume is to draw together some of the principals involved in this resurgence to summarize their recent research programs, present new and previously unpublished findings from their labs, and outline the issues they believe are important in the study of children's long-term retention.

**The Handbook of Life-Span Development, Volume 1**-Richard M. Lerner 2010-12-14 In the past fifty years, scholars of human development have been moving from studying change in humans within sharply defined periods, to seeing many more of these phenomena as more profitably studied over time and in relation to other processes. The Handbook of Life-Span Development, Volume 1: Cognition, Biology, and Methods presents the study of human development conducted by the best scholars in the 21st century. Social workers, counselors and public health workers will receive coverage of the biological and cognitive aspects of human change across the lifespan.

**Lifespan Cognition**-Ellen Bialystok 2006 This volume creates a bridge across cognitive development and cognitive aging. Pairs of researchers study the rise and fall of specific cognitive functions, such as attention, executive functioning, memory, working memory, representations, language, problem solving, intelligence, and individual differences to find ways in which the study of development and decline converge on common processes and mechanisms. The contributed chapters are framed by an introduction that sets out the problems to be discussed and a conclusion that extracts the common themes and speculates on the implications for theory building. The book is unique in offering a lifespan approach to cognition by experts in the individual facts of cognitive functioning from either the developmental or the aging perspective.

**Learning and Instruction**- 1998

**Metacognition, Strategy Use, and Instruction**-Harriet Salatas Waters 2009-09-01 Showcasing exemplary research programs, this book explores how the latest theories and findings on cognitive development can be used to improve classroom instruction. The focus is on how children acquire knowledge about the processes involved in learning—such as remembering, thinking, and problem solving—as well as strategies for mastering new information. The contributors are leading experts who illustrate ways teachers can support the development of metacognition and goal-directed strategy use throughout the school years and in different academic domains. Teacher behaviors and instructional methods that promote these abilities are identified, and innovative assessment approaches and research designs are described.

**Memory and Suggestibility in the Forensic Interview**-Mitchell L. Eisen 2001-09-01 Memories are the ultimate foundation of testimony in legal settings ranging from criminal trials to divorce mediations and custody hearings. Yet the last decade has seen mounting evidence of various ways in
which the accuracy of memories can be distorted on the one hand and enhanced on the other. This book offers a long-awaited comprehensive and balanced overview of what we now understand about children's and adults' eyewitness capabilities—and of the important practical and theoretical implications of this new understanding. The authors, leading clinicians and behavioral scientists with diverse training experiences and points of view, provide insight into the social, cognitive, developmental, and legal factors that affect the accuracy and quality of information obtained in forensic interviews. Armed with the knowledge these chapters convey, practitioners in psychology, psychiatry, social work, criminology, law, and other relevant fields will be better informed about the strengths and limitations of witnesses' accounts; researchers will be better poised to design powerful new studies. Memory and Suggestibility in the Forensic Interview will be a crucial resource for anyone involved in elucidating, interpreting, and reporting the memories of others.

Human Development from Early Childhood to Early Adulthood-
Wolfgang Schneider 2010-10-18 Data generated from longitudinal studies allow researchers to better understand how context and experience interact with stable characteristics of the developing person over time. This book summarizes a landmark longitudinal study of 200 children, from the ages of 3 to 23. The Munich Longitudinal Study on the Ontogenesis of Individual Competencies (LOGIC) examined the development of individual differences over time and whether it is possible to predict later competencies from earlier ones. Offering a snapshot of theory and data on personality, social, motor, moral, and cognitive development, the contributors help us understand which individual differences can and cannot be altered through schooling and other experiences and how differences seen in the earliest stages are later reflected in adulthood. The results provide valuable insight into the strengths and limitations of early prediction of individual differences. This is the second volume to review the wealth of data generated by the study. The first volume (Weinert and Schneider, 1999) traced development from ages 3 to 12. This volume continues the story, integrating these early findings with the results from adolescence and young adulthood. Each of the chapters provides an overview of current research and addresses how the data help us understand the presence and developmental effects of individual differences. Among the findings are results on: The relative stability of cognitive competencies The long term effects of shyness and aggression The relation between moral understanding and action, and The role of education in the development or maintenance of performance differences. Intended for researchers and advanced students in developmental, educational, personality, social, and cognitive psychology, this book will also appeal to educators, especially the chapters that focus on literacy development, educational context, scientific reasoning and mathematical reasoning.

Cognitive Development in Adulthood-Mark L. Howe 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 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 is a serial publication of the "advances" type, carrying the subtitle Progress in Cognitive Development Research. Each volume in the Progress sequence is strongly thematic, in that it is limited to some well defined domain of cognitive-developmental research (e.g., logical and mathematical development, development of learning). 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 are being 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.

Handbook of Midlife Development-Margie E. Lachman 2002-03-14 THE DEFINITIVE RESOURCE ON MIDLIFE DEVELOPMENT Edited by Margie Lachman, a leader in the field, Handbook of Midlife Development provides an up-to-date portrayal of human development during the middle years of
the life span. Featuring contributions from well-established, highly regarded experts, this exhaustive reference fills the gap for a compilation of research on this increasingly important topic. Divided into four comprehensive sections, the book addresses the theoretical, biomedical, psychological, and social aspects of midlife development. Each chapter includes coverage of unifying themes such as gender differences, ethnic and cultural diversity, historical changes, and socioeconomic differences from a life-span developmental perspective. Readers will discover what can be learned from individuals’ subjective conceptions of midlife; explore various "cultural" fictions of middle age; examine the resources individuals have at their disposal to negotiate midlife; consider mechanisms for balancing work and family; and other topics as presented in the latest research from the social, behavioral, and medical sciences. Handbook of Midlife Development is an indispensable resource for professionals and practitioners who work with adults and for researchers and students who study adult development and related topics. Some of the midlife topics discussed: * Cultural perspectives * Physical changes * Stress, coping, and health * Intellectual functioning * Memory * Personality and the self * Adaptation and resilience * Emotional development * Families and intergenerational relationships * Social relationships * The role of work * Planning for retirement

Knowing and Remembering in Young Children- Robyn Fivush 1990-11-30 A 1990 assessment of the cognitive abilities of children and the variables affecting memory.

International Handbook of Research on Conceptual Change- Stella Vosniadou 2009-05-07 The study of conceptual change traces its heritage to the notions of paradigm (networks of shared beliefs, concepts, practices) and paradigm shift made famous by Thomas Kuhn in his book, The Structure of Scientific Revolutions. Kuhn’s work was quickly linked to developmental psychology (how knowledge develops) and to science education (teaching big, new ideas). This book is the first comprehensive review of the conceptual change movement and of the impressive research it has spawned on how knowledge develops and can be taught in different content areas. Because of its interdisciplinary focus chapter authors were instructed to write in a manner comprehensible to researchers and students from different fields. The International Handbook of Research on Conceptual Change consists of twenty-seven chapters that clarify the nature of conceptual change research, describes its most important findings and demonstrates their importance for education. It is organized into six sections that include detailed discussions of key theoretical and methodological issues, the roots of conceptual change research in the philosophy and history of science, mechanisms of conceptual change, and learner characteristics. It also contains chapters that describe conceptual change research in the content areas such as physics, astronomy, biology, medicine and health, and history. A particular focus is given to students’ difficulties in learning more advanced and counter-intuitive concepts.

False-memory Creation in Children and Adults- David F. Bjorklund 2000-05-01 As one of the most hotly debated topics of the past decade, false memory has attracted the interest of researchers and practitioners in many of psychology's subdisciplines. Real-world issues surrounding the credibility of memories (particularly memories of traumatic events, such as sexual abuse) reported by both children and adults have been at the center of this debate. Were the adults actually retrieving repressed memories under the careful direction of psychotherapists, or were the memories being "created" by repeated suggestion? Were children telling investigators about events that actually happened, or were the interviewing techniques used to get at unpleasant experiences serving to implant memories that eventually became their own? There is evidence in the psychological research literature to support both sides, and the potential impact on individuals, families, and society as a whole has been profound. This book is an attempt to cut through the undergrowth and get at the truth of the "recovered memory/false-memory creation" puzzle. The contributors review seminal work from their own research programs and provide theory and critical evaluation of existing research that is necessary to translate theory into practice. The book will be of great value to basic and applied memory researchers, clinical and social psychologists, and other professionals working within the helping and legal professions.

Applied Metacognition- Timothy J. Perfect 2002-11-14 Publisher Description
Emerging Cognitive Abilities in Early Infancy - Francisco Lacerda
2000-11-01 Written by a group of developmental scientists, this book debates cognitive achievements in early infancy from a multidisciplinary perspective. The editors combine knowledge from different areas of infant development research to present an integrated view of the cognitive abilities emerging in early infancy. The chapters are arranged in a sequence that best conveys to the reader the line of reasoning that emerged during the development of this book. The book opens with chapters dealing with fundamental and general aspects of cognitive development, sweeps through the specific theme of language acquisition, and closes by returning to general questions concerning different representation modalities.

Developmental Science - Robert B. Cairns 2001-03-19 Details the new, cross-disciplinary synthesis, as formulated by the Carolina Consortium on Human Development.