

## INTRODUCTION TO CHILD DEVELOPMENT CHAPTERS 6 + 7

Hypothetical-Deductive Reasoning: problem, hypothesis, testable inferences, test

Analogical Problem Solving: solution strategy for 1 problem applied to other problems (10-12 months)

Intelligence: basic life function that allows us to adapt to our environments

Cognition: inner processes and products of the mind

Cognitive change: contributions = brain development, practice, formation of central conceptual structures

Brain Development: biology imposes ceiling of cognitive development; child cannot exceed upper limit of processing speed

Operations: mental representations = logical rules (young are incapable of this)

Cognitive Operations: controlling attention, suppressing impulses, redirecting thought/behavior, coordinating info in working memory, planning, organizing, monitoring

Central Conceptual Structures: networks of concepts; permit advanced thinking

Multistore Mind: input from environment through 5 senses to brain

Intentional/Goal-Directed Behavior: coordinating schemes deliberately to solve simple problems (8-12 months)

Reconstruction: recording information while it is in the system being retrieved; condense, integrate, add info

Organization: internal rearrangement of schemas to form interconnected cognitive systems

Assimilation: using current schemas to assess the world

Recall: generation of mental representation of non-present stimulus (poorer than recognition in childhood)

Recognition: noticing that a stimulus is identical/similar to previously experienced stimuli (fairly automatic)

Adaptation: building schemas through environmental interaction

Mental Representation: internal info depiction

Scripts: description of what occurs & when it occurs; how we remember repeated events

Schemas: organized pattern of thought/action; changes with age

Accommodation: creating new or adjusting old schema

Elaboration: creating a relationship between information that isn't in the same category

Rehearsal: repetition to hold information in WM

Equilibration: changing balance of assimilation and accommodation to produce more effective schema

Cognitive Equilibrium: efficiently dealing with change in an environment

Displaced Reference: words used to cue mental representations of non-present objects

Deferred Imitation: copying actions of non-present model from memory

Case's theory:

Change and movement of Piaget's stages due to increase in WM usage

Continuum of Acquisition: understandings appear in certain situations @ different times (not mastered at once)-accounts of uneven cognitive development

Infancy: sensory input and physical actions

Middle childhood: simple transformations of representations

Adolescence: complex transformations of representations

Siegler's Model of Strategy Choice:

Metaphor of natural selection

Children generate strategies - some "survive"; adaptive problem solving techniques

Fuzzy-Trace Theory: when info is first encoded, we create a vague, fuzzy version

Theory Theory: children observe events and use innate concepts to theorize cause (test against experience)

Propositional Thought: using abstract knowledge without referring to real world situations

Epistemology: how we come by knowledge (Piaget studied genetic aspect)

Seriation: ordering along a quantitative dimension

Cardinality: last word in counting sequence that indicates quantity of items (increases child's efficiency of counting)

Ordinality: ordering based on quantities

Transitive Inference: seriate mentally (A-B, B-C, ... A-C)

Guided Participation: shared between older and younger; allows for diversity

Intersubjectivity: two different people arrive with different understandings arrive at one understanding

Cooperative Learning: small classmate groups aimed at common goal; both less and more expert benefit

Reciprocal Teaching: teacher with 2-4 students form group and take turns leading; scaffold

Coconstructive Knowledge: children learn from each other & teachers

Scaffolding: temporary support that more capable peers use to help a child learn something (bike training wheels)

Circular Reaction: adapting first schemes; experience caused by motor activity and reputation

Dual Representation: is a candle that looks like a crayon a candle or a crayon?

Autobiographical Memory: made up of representational one time events (long-lasting bc personal meaning)

Core Knowledge Perspective: infants start life with innate knowledge systems that support development

Violation of Expectation Method: habituates baby to event and then tests knowledge

Cognitive Self Regulation: monitoring and controlling progress towards goal

Cognitive Maps: mental rep of large-scale spaces

Sociodramatic Play: combines schemes with peers'

Emergent Literacy: children's active efforts to construct literacy knowledge through experiences

Phonological Awareness: ability to reflect on and manipulate sound structure of spoken language

Central Executive: directs flow of info to enable complex thinking

Executive Function: set of cognitive operations necessary for self-initiated behavior in hard situations

Working Memory: briefly held in mind while also engaging in effort to monitor/manipulate it

Short-Term Memory Store: retain attended-to information so we can actively work on it to reach goals

Semantic Memory: knowledge hierarchical knowledge system; concepts, facts, language meaning, rules

Production Deficiency: preschoolers fail to use helpful strategies

Control Deficiency: young elementary kids produce strategies yet have difficulty executing them

Utilization Deficiency: consistent strategy execution but less performance improvement than elders

Effective Strategy Use: mid-elementary; consistent strategy use; improved performance

- Attention improves during early and middle childhood
- Infants attend novel and complex events
- Toddlers attend goal directed behaviors
- Young children organize based on reasons (hat with head)
- Older children organized based on common properties
- Experts have more elaborately structured knowledge
- Episodic memory begins in infancy
- Semantic memory develops before episodic
- Women have earlier and more vivid memories than men
- Infantile amnesia reasons: hippocampus change, verbal memory processing, increase of self image
- Younger children are more prone to memory errors because of decreased language competence, less skilled at inhibition, forget more easily, etc.
- Adults increase false reports when they suggest
- Asian classrooms teach math better due to more practice with parents, ten two (12), shorter words so more help in WM @ once

- Deanna Kuhn: coordinate theories with evidence