

Researching cognitive development in infancy

Caspar Addyman & Luke Mason

Centre for Brain and Cognitive Development

Birkbeck, University of London

Malet Street, London, WC1E 7HX, UK

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AUTHOR'S FINAL DRAFT

Abstract

Research with infants presents a unique set of challenges, both practical and theoretical. This chapter combines extensive practical advice with a comprehensive survey of a broad range of infant paradigms. We discuss how to make the most of an infant's visit and to ensure it runs smoothly. We survey classic paradigms based on looking time measures and modern advances on these made possible by infant eyetracking. We briefly discuss infant EEG and other emerging methods. Throughout we draw examples from a large range of cognitive domains and provide extensive references to classic experiments and methodology papers.

Three Practical Tips

- "The baby is always right" - Work to the infant's own schedule.
- "Parents know their babies" - Involve the parents and listen to them.
- "Collect lots of data in parallel" - Prefer rich, multimodal data and always video your experiments.

1.1. Introduction

Research Paper Cognitive Development

Mike Jess



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Cognitive Learning and Memory in Children M. Pressley, 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 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. Recent Advances in

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researcher specializing in any one area They are studied together initially because much of the development of one can affect the development of the others Most books available now either tend to be extremely broad in the areas of all infant development including physical and social development or specialize in cognitive development language acquisition or memory Rarely do you find all three together despite the fact that they all relate to each other This volume consists of focused articles from the authoritative Encyclopedia of Infant and Early Childhood Development and specifically targets the ages 0 3 Providing summary overviews of basic and cutting edge research coverage includes attention assessment bilingualism categorization skills critical periods learning disabilities reasoning speech development etc This collection of articles provides an essential affordable reference for researchers graduate students and clinicians interested in cognitive development language development and memory as well as those developmental psychologists interested in all aspects of development Focused content on age 0 3 saves time searching for and wading through lit on full age range for developmentally relevant info Concise understandable and authoritative easier to comprehend for immediate applicability in research Exploring Cognitive Development Alison F. Garton,2008-04-15 This book uses the paradigm of the child as a problem solver to examine various theories of cognitive development Provides balanced coverage of a broad range of contemporary theories Focuses on collaborative tasks which are carried out with other children or adults Asks whether social interaction is the key to improvement in problem solving skills or whether it is the skills and abilities that the child brings to the task that are paramount Draws on a wide range of research including the author s own research into dyadic problem solving **Handbook of Psychology, Developmental Psychology** Irving B. Weiner,Donald K. Freedheim,2003-01-03 This work provides an overview of cognitive intellectual personality and social development across the lifespan with attention to infancy early childhood middle childhood adolescence and early middle late adulthood Chapters cover a broad range of core topics including language acquisition identity formation and the role of family peers school and workplace influences on continuity and change over time Research in Education ,1973

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