

Researching cognitive development in infancy

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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

C.J. Brainerd, M. Pressley



Research Paper Cognitive Development:

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 Cognitive-Developmental Theory Charles 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.

Research in Education, 1974. **Learning in Children** J. Bisanz, G.L. Bisanz, R. Kail, 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.

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