

Psy 353 Learning and the Young Child

Schwartz

Unit Objectives

Unit 1: Introduction to Cognitive Development

Students should be able to:

1. Provide a description of cognition.
2. Differentiate between structure and function of cognition. And, provide examples of its bi-directionality.
3. Explain whether development is an active or passive process, and provide examples to support your position.
4. Explain whether development of humans is a continuous or discontinuous process. Provide examples to support your position.
5. Differentiate between, and explain, domain-general and domain-specific abilities.
6. Explain what is meant by the term developmental invariance.
7. Explain whether cognition develops qualitatively or quantitatively over time.
8. Describe what is meant by a dialectical theoretical perspective.
9. Describe and provide an example of the principle of "use".
10. Give examples of "cues" children give when they are ready to advance in their cognitive development.
11. Give examples of the way children seek out stimulation in order to advance in their cognitive development.
12. Differentiate between, and give examples of macro- and micro-activities of cognition.