

SOCIAL-COGNITIVE DEVELOPMENT IN CONTEXT

Edited by
Felicitas C. Serafica

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Social Cognitive Development In Context

**Catherine S. Steen Tamis-LeMonda
(Steffie van derDuffy, Hester)**

Social Cognitive Development In Context:

Social-Cognitive Development in Context Felicisima C. Serafica,2015-06-19 The relationship between the cognitive and social spheres of human functioning and their context has long been regarded by social and behavioural scientists as a central theoretical issue By the early 1980s a number of empirical studies had further elucidated the nature of this relationship but no attempt had been made to present a coherent picture of the research and developments in this increasingly popular area of study Originally published in 1982 the topics covered in this book filled the gap admirably They present a view of the development of aspects of the self and of self other relations and how these two lines of development interact within a given context All the contributions attempt to portray the child s developing awareness of the self in relation to the social world but all consider it from different perspectives and in varying degrees of detail This useful collection by a number of well known contributors should still be of great value to students of developmental and social psychology *The Social Context of Cognitive Development* Mary Gauvain,2001-01-01 Traditional approaches to cognitive development can tell us a great deal about the internal processes involved in learning Sociocultural perspectives on the other hand provide valuable insights into the influences on learning of relationship and cultural variables This volume provides a much needed bridge between these disparate bodies of research examining the specific processes through which children internalize the lessons learned in social contexts The book reviews current findings on four specific domains of cognitive development attention memory problem solving and planning The course of intellectual growth in each domain is described and social factors that support or constrain it are identified The focus throughout is on how family peer and community factors influence not only what a child learns but also how learning occurs Supporting her arguments with solid empirical data the author convincingly shows how attention to sociocultural factors can productively complement more traditional avenues of investigation The Relationship Between Social and Cognitive Development Willis F. Overton,2013-05-13 Published in the year 1983 The Relationship Between Social and Cognitive Development is a valuable contribution to the field of Developmental Psychology **Social and Cognitive Development in the Context of Individual, Social, and Cultural Processes** Janette Benson,Catherine Raeff,2004-06-01 Several recent analyses have focused on how social and cultural factors shape development but less well understood are the individual constructive processes involved in this interplay This volume showcases varied theoretical and empirical approaches to how individual social and cultural factors shape development and suggests new directions for future scholarship **Social Cognitive Development in Context** Felicisima C. Serafica,1982-10-07 Social and Cognitive Development in the Context of Individual, Social, and Cultural Processes ,2003 **Becoming Connected** ,2024 The development of social cognitive abilities during adolescence is vital for the formation of positive lasting social relationships outside the family A better understanding of the development of adolescent social cognitive abilities can potentially foster positive social relationships heighten resilience and improve general well

being and mental health for adolescents Research in the past decade has provided strong evidence that social cognitive abilities and their underlying neural functions are still under development during adolescence However the specific developmental trajectories of distinct social cognitive abilities and individual differences relating to their development have not yet been established The aim of the current dissertation was to further our understanding of the development of specific social cognitive abilities during adolescents and how they shape and are shaped by the peer environment Overall the present dissertation confirms that adolescence is a period of continued social cognitive development The precise developmental trajectories depend on the specific social cognitive process and show individual differences depending on factors such as the peer environment and gender Our results demonstrate a bidirectional interaction in which social cognitive abilities shape and are shaped by the peer context during adolescence As such the present dissertation confirms that the combination of adolescents social reorientation and continued maturation of the neural networks of the social brain present unique opportunities for adolescents social cognitive development and highlights the role of the peer context in influencing positive or negative developmental trajectories

Everyday Cognition Barbara Rogoff, Jean Lave, 1984

The Development of Social Cognition John B. Pryor, Jeanne D. Day, 2012-12-06

One of the more promising recent developments in the study of social cognition has been the cross pollination of ideas from the fields of developmental and social psychology Many social psychologists have come to the conclusion that a complete account of social cognitive phenomena must include not only detailed analyses of those processes in their adult form but also an understanding of their origins and development in children Likewise in the last ten years psychologists involved in social developmental research have shown an increasing interest in theories and research generated in the adult social cognition literature Surely among the more important cognitive phenomena to be studied in social development are those that are related to psychological processes in later life This approaching integration of adult and developmental social psychology is long overdue and promises benefits to research in both disciplines The goal of this volume is to move the fields toward this synthesis For this reason we have put together a collection of original essays by authors who are among the more prominent new researchers in this movement In selecting topics we have tried to cover areas of recent social cognition research that are of interest to both developmental and adult social psychologists This volume is divided into three general sections 1 Attribution and Social Judgment 2 Moral Development and a Sense of Self and 3 Social Influences on Cognitive Development

Child Development Catherine S. Steen Tamis-LeMonda (Steffie van derDuffy, Hester), 2025

Context and Development Robert Cohen, Alexander W. Siegel, 2014-02-04

The purpose of this book is to explore meaningful integrations of developmental processes and functioning with conceptualizations of context a term traditionally denoting physical settings social arenas or perceptual or social backdrops in relation to a focal point However the study of context has taken a considerably more unique and vibrant form in recent years the term is becoming more than a substitute for background independent variables Rather the contributions of

context to behavior thought feelings and vice versa are becoming central issues in many research domains This text is a collection of empirical and theoretical accounts for understanding context its focus is on integrating the study of context with the science of developmental psychology Although the authors work in many different areas of the field and with different populations they all converge on a central methodological conceptual theme of contextualism which is presented as the dynamic integration of intraindividual factors with environmental and social environmental factors Children's Development Within Social Context: Metatheory and theory Lucien T. Winegar, Jaan Valsiner, 1992 These companion volumes bring together research and theoretical work that addresses the relations between social context and the development of children They allow for the in depth discussion of a number of vital metatheoretical theoretical and methodological issues that have emerged as a result of increased investigation in these areas For example Which methodological and statistical procedures are appropriate and applicable to studies of social context and processes of development Should the nature of social context be reconceptualized as something more than different levels of some social independent variable Are theories of development that do not consider social context incomplete Will the increasingly finer definitions of social context lead to extreme situationism and contextualism As developmental theory and investigation continues to address relationships between social and cognitive development it becomes increasingly important that issues concerning social context be elaborated and discussed *Children's Development Within Social Context* Lucien T. Winegar, Jaan Valsiner, 2013-09-05 These companion volumes bring together research and theoretical work that addresses the relations between social context and the development of children They allow for the in depth discussion of a number of vital metatheoretical theoretical and methodological issues that have emerged as a result of increased investigation in these areas For example Which methodological and statistical procedures are appropriate and applicable to studies of social context and processes of development Should the nature of social context be reconceptualized as something more than different levels of some social independent variable Are theories of development that do not consider social context incomplete Will the increasingly finer definitions of social context lead to extreme situationism and contextualism As developmental theory and investigation continues to address relationships between social and cognitive development it becomes increasingly important that issues concerning social context be elaborated and discussed *Action in Social Context* Jeffrey J. Lockman, Nancy L. Hazen, 2013-06-29 This is a book about the development of action and skill in the first years of life But it differs in an important way from most past treatments of the subject The present volume explores how the development of action is related to the contexts especially the social ones in which actions function In past work little attention has focused on this relationship The prevailing view has been that infants develop skills on their own independent of contributions from other individuals or the surrounding culture The present volume is a challenge to that view It is based on the premise that many early skills are embedded in interpersonal activities or are influenced by the activities of other individuals It assumes further

that by examining how skills function in interpersonal contexts insights will be gained into their acquisition and structuring. In effect this volume suggests that the development of cognitive perceptual and motor skills needs to be reexamined in relation to the goals and contexts that are inherently associated with these skills. The contributors to the volume have all adopted this general perspective. They seek to understand the development of early action by considering the functioning of action in context. Our motivation for addressing these issues stemmed in part from a growing sense of dissatisfaction as we surveyed the literature on skill development in early childhood.

Children's Development Within Social Context Lucien T. Winegar, Jaan Valsiner, 1992. These companion volumes bring together research and theoretical work that addresses the relations between social context and the development of children. They allow for the in depth discussion of a number of vital metatheoretical, theoretical, and methodological issues that have emerged as a result of increased investigation in these areas. For example, Which methodological and statistical procedures are appropriate and applicable to studies of social context and processes of development? Should the nature of social context be reconceptualized as something more than different levels of some social independent variable? Are theories of development that do not consider social context incomplete? Will the increasingly finer definitions of social context lead to extreme situationism and contextualism? As developmental theory and investigation continues to address relationships between social and cognitive development, it becomes increasingly important that issues concerning social context be elaborated and discussed.

Development in Context Robert H. Wozniak, Kurt W. Fischer, 2014-02-04. In this volume leading developmentalists address the question of how children's thinking develops in context by drawing on the theories of Vygotsky, Gibson, and Piaget. Analyses of the ecology and the dynamics of behavior have become popular, emphasizing the particulars of people acting in specific environments and the many complex factors of human body and mind that contribute to action and thought. This volume brings together many of the current efforts to deal with development in this richly ecological, dynamic way. The research reported demonstrates that recent years have produced major shifts in approach. Activities are studied as they naturally occur in everyday contexts. Children's active construction of the world around them is treated as fundamentally social in nature, occurring in families with peers and in cultures. Behavior is studied not as something disembodied but within a rich matrix of body, emotion, belief, value, and physical world. Behavior is analyzed as changing dynamically, not only over seconds and minutes but over hours, days, and years.

Handbook of Social Development Vincent B. Van Hasselt, Michel Hersen, 2013-11-11. Social development over one's lifetime is a complex area that has received considerable attention in the psychological, social psychological, and sociological literature over the years. Surprisingly, however, since 1969 when Rand McNally published Goslin's *Handbook of Socialization*, no comprehensive statement of the field has appeared in book form. Given the impressive data in this area that have been adduced over the last two decades, we trust that our handbook will serve to fill that gap. In this volume we have followed a lifespan perspective, starting with the social interactions that transpire in the earliest development stages and progressing through childhood.

adolescence adulthood and finally one's senior years. In so doing we cover a variety of issues in depth. The book contains 21 chapters and is divided into five parts: I Theoretical Perspectives, II Infants and Toddlers, III Children and Adolescents, IV Adults, and V The Elderly. Each of the parts begins with introductory material that reviews the overall issues to be considered. Many individuals have contributed to the final production of this handbook. Foremost are our eminent contributors who graciously agreed to share with us their expertise. We also thank our administrative and technical staff for their assistance in carrying out the day-to-day tasks necessary to complete such a project. Finally, we thank Eliot Werner, Executive Editor at Plenum, for his willingness to publish and for his tolerance for the delays inevitable in the development of a large handbook.

Cognitive Development in Digital Contexts Fran C. Blumberg, Patricia J. Brooks, 2017-07-05. *Cognitive Development in Digital Contexts* investigates the impact of screen media on key aspects of children and adolescents' cognitive development. Highlighting how screen media impact cognitive development, the book addresses a topic often neglected amid societal concerns about pathological media use and vulnerability to media effects such as aggression, cyberbullying, and Internet addiction. It addresses children and adolescents' cognitive development involving their interactions with parents, early language development, imaginary play, attention, memory, and executive control, literacy, and academic performance. Covers the impact of digital from both theoretical and practical perspectives. Investigates effects of digital media on attention, memory, language, and executive functioning. Examines video games, texting, and virtual reality as contexts for learning. Explores parent-child interactions around media. Considers the development of effective educational media. Addresses media literacy and critical thinking about media. Considers social policy for increasing access to high-quality education, media, and the Internet. Provides guidance for parents on navigating children's technology usage.

Conceptual, Social-Cognitive, and Contextual Issues in the Fields of Play Jaipaul L. Roopnarine, 2002. The research and theoretical contributions of international and multidisciplinary scholars have advanced our understanding of the role of play in evolution and behavior. The diverse articles in this volume range from theoretical and conceptual advances, scientific investigations, to discourse about applied issues and different dimensions of play. The authors provide excursions into the adaptive, cultural, and social significance of play. The database papers fall into four categories: the role of age, gender, and ethnicity in play participation; social-cognitive connections to play; fighting and play; and play and process in adulthood. Play is defined as behavior that is not necessary for survival and yet is undertaken voluntarily as a method by which to improve the quality of life. This study addressing the definition, role, and characteristics of play falls within the research of education, psychology, anthropology, sociology, leisure studies, and primatology. The play of humans and nonhumans takes a variety of forms and serves multiple purposes within mental and emotional states of being. The motivation and impact of play behavior varies with the type of play performed. The studies included in this volume address simple games, more complex creative activities, the emotional implications of play throughout adult life, and the role of play in human social construction.

Handbook of

Moral Development Melanie Killen, Professor of Human Development and Psychology Melanie Killen, Judith G. Smetana, Judith Smetana, 2005-07-06 The psychological study of moral development has expanded greatly both in terms of the diversity of theoretical perspectives that are represented in the field as well as in the range of topics that have been studied This Handbook of Moral Development represents the diversity and multidisciplinary influences on current theorizing about the psychological study of moral development and the range and broad scope of topics being considered by scholars in the field

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