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Annotated Bibliography for Child and Adolescent Development

Boyce College

Nature vs. Nurture

Kim, M. Sankey, D. (2010). The Dynamics of Emergent Self-Organisation: Reconceptualising Child Development in Teacher Education. *Australian Journal of Teacher Education*, 35, 79-98.

Minkang Kim and Derek Sankey attend the University of Sydney, Australia. They compiled their works for the Australian Journal of Teacher Education as their intended audience is for teachers. They question the effectiveness of circumstance compared to linear learning. The purpose of their writing is to, “argue for dynamic systems theory and its core concept of emergent self-organization as the fundamental development mechanism.” They argue that the dynamics approach has a more focused lens with a time span that seems to be greater. Developmental approaches are opposite of reductionist, concluding that developmental change arises from biological, chemical, and physical parts.

Johnson, Paul. (2007). Growing physical, social and cognitive capacity: Engaging with natural environments. *International Education Journal*, 8, 293-303.

Johnson, from Flinders University, School of Education writes that nature is to stimulate human development. However, children over the years have lost contact with the environment. Because of this fact, schools must play the role of the nature of which students are not normally equipped. Johnson takes the position of evolution in order to explain the deep need that students have to be affirmed with the nature stance. The three meta-studies of learning in outdoor environments that Johnson presents are both helpful yet grounded in falsity and loss of credibility. His entire thesis is based on the perspective that nurture alone is the winning factor of education because of evolution evidence.

Cognitive Development

Payne, M. (2010). "Use-It-or-Lose-It"? Interrogating an Educational Message from Teen Brain Research. *Australian Journal of Teacher Education*, 35, 79-91.

Though Payne has all odds against him concerning Early Childhood Development vs. Adolescent memory, he very much has a reputable point as he writes towards the general public. He understands that new patterns of brain development that extend into the teenage years are a legitimate and valid finding. It is wise that he is essentially taking the cognitive development of pre-schoolers and recognizing its importance, but also holding high the cognitive functions of teens. The "using-it-or-losing-it" text and process seems to be a successful database regarding the cognitive development of adolescents. Lastly, in his discussion session, it is most helpful that he gives practical tools to help guide readers to action based on the new information presented.

Huitt, W. (2003). Piaget's Theory of Cognitive Development. *Ed Psyc Interactive*, Retrieved from <http://edpsycinteractive.org/topics/cogsys/piaget.html>

Huitt, in speaking to the general public, does an excellent job in explaining Piaget's Theory of Cognitive Development. He comprehensively compares Piaget's theory to Vygotsky, Dewey, and even Bruner. He explains Piaget's stages of Cognitive Development accurately and thoroughly. Not only is his language helpful and very articulate, but he also has added graphs and diagrams to show percentages of students involved in different stages. The process of cognitive development, as described by Huitt, is grounded in assimilation and accommodation.

These areas are very helpful and intriguing. Lastly, his wording and discussion regarding the area of cognitive development in educational psychology are beneficial for any reader.

Self-Regulation

Willingham, D. (2011). Ask the Cognitive Scientist: Can Teachers Increase Students' Self-Control? *American Educator*. Retrieved from <http://www.eric.ed.gov/PDFS/EJ931212.pdf>

Daniel Willingham is currently a professor of cognitive psychology at the University of Virginia. He has written several books, with his most recent book being to serve teachers who desire to apply research on the mind to the classroom setting. In this online magazine article, he addresses teachers in their thinking on self-regulation. As Willingham goes deeply further into questioning the motives behind self-regulation, he brings up some very interesting points. After feeling greatly informed on the background of self-regulation and its causes, the teacher finds great comfort in associating with his then practical steps of what teachers can do in response to lack of self-regulation. From start to finish, this is an article worthy of any teacher's time.

Lynn, L. (2011). Self-regulation: A New Perspective on Learning Problems Experienced by Children Born Extremely Preterm. *Australian Journal of Educational & Developmental Psychology*, 11, 1-10.

This team of students from The University of Queensland primarily writes to teachers concerning their ideas and research on learning problems and self-regulation for children who were premature babies. Their reference to different theorists is particularly helpful as teachers will understand what areas of theory they research. As they expand on factors related to self-

regulation such as language, temperament, attention and behavioral problems, and parenting and family environment, language is used in terms of professional vocabulary that the teacher will recognize. However, the text is foggy and perhaps bogged down with wordy language. The authors gave very thorough and detailed information that pointed to the belief that self-regulation could possibly be linked to executive functions, but must be further research. They also gave no practical tools on how to implement self-regulation in premature children.

Children and Peer Relationships

Faw, T., & Belkin, G. (1989). *Child Psychology*. New York, NY: McGraw-Hill Publishing Company.

Faw and Belkin write to the general public in a wonderful attempt to explain child psychology in this section of social interactions. They are concise and quick to the point while also expanding in detail, but with helpful explanation. As they write of group structure, popularity, social conformity, and influences of culture, the reader is taken aback to their middle childhood years in quick understanding and relation. They discuss practical contemporary issues in light of teaching, such as “gangs” and “judgments”, which is extremely helpful reminders for this professional field. Peer relationships are seen in their view as essential to learning and should be a tool grasped to do just that.

Garbarino, J. (1982). *Children and Families in the Social Environment*. Hawthorne, NY: Aldine Publishing Company.

Garbarino, a developmental psychologist “in the mold of his mentor Bronfenbrenner”, writes a practical book for practical people in relation to psychosocial development, such as self-reflect

and relation to peers. He comments on the journey of peer relationships that is grounded in discovery, experimentation, and mastery. He is accurately appealing as they discuss interactions with others, leading to self-esteem and identity formation. As independence rises, he appropriately discusses the slow diminishing relationship with family as peer relationship increases. Though this section of the developing child comes to a close, Garbarino smoothly ushers this section into “the transition into adulthood”, making for a very interesting read.

Self Image

The Cleveland Clinic Foundation. (2009). Fostering a Positive Self-Image. *Emotional*

Wellbeing. Retrieved from

http://my.clevelandclinic.org/healthy_living/mental_health/hic_fostering_a_positive_self-image.aspx

Doctors from the Cleveland Clinic Foundation write to the general public and discuss the definition of self-image as well as how self-image is developed. They stake their view of self-image development coming mostly from parents or caregivers, to the extent that they are, “mirrors reflecting back to us an image of ourselves.” As a result, it seems that they view every other relationship as only adding to a self-image that cannot be changed. However, in addressing how people can create a positive self-image, the doctors agree that this aspect has the ability to become dynamically changing. Some of the tips and steps to achieving a more positive self-image are extremely worldly and never get to the root of people’s self-image or even body image.

Perrin-Wallqvist, R., & Carlsson, E. (2011). Self-Image and Physical Education—A Phenomenological Study. *The Qualitative Report*, 16.4, 933-948.

Perrin-Wallqvist and Carlsson, both students from Karlstad University in Sweden, study and investigate issues concerning self-image for use of the general public. Their main themes being, “self-image as self-contemplation and the factors of influence upon a pupil’s self-image in physical education”, they have excellent work in their research. Though their research is completed in Europe rather than the States, however, all instances might not parallel. Indeed however, each factor of collaboration, social interaction taking place, as well as need for feedback and affirmation, contributes to the child and adolescent’s self image. It is both refreshing and very professionally accurate for these students to add their mistakes in research in the concluding paragraphs. Self-image is not only discussed in their research, but also displayed by their writing.

Disciplining a Child

Pendley, J., (2011). Disciplining Your Child. *Kids Health*. Retrieved from

http://kidshealth.org/parent/positive/talk/discipline.html#a_Ages_0_to_2

As Dr. Jennifer Pendley, assistant Professor of Pediatrics in the Division of Behavioral Health for the Alfred I. duPont Hospital for Children has written this online article, it is one filled with practical use for the general public, parent and teacher alike. However, this practical use must be sifted through with other particular beliefs. Dr. Pendley is an advocate for not spanking a child of any age. There are some helpful sprinkled tools throughout the article, such as consistency being the key to good discipline and rewarding good behavior. However, one must evaluate each age of development covered with discernment.

Meadows, S. (1986). *Understanding Child Development: Psychological Perspectives in an interdisciplinary field of inquiry*. London, Great Britain: Century Hutchinson Publishing Group.

Sarah Meadows is a psychologist who has worked with experienced schoolteachers doing research on developmental psychology. She writes to the general public, but the reader must also take note that she desires for others to read beyond her work. In her section on discipline and control, she very professionally mentions Baumrind's patterns of "authoritarian", "permissive", and "authoritative" parents. She argues that if a parent chooses the wrong method of discipline, their child has the potential for delinquency and crime or also withdrawal and passivity. While this is partly true, the accurate researcher must also understand the difference between drastic statements and research that is grounded in truth rather than assumptions.

Explanations of Development: Piaget

Atherton, J. (2011). Piaget. *Learning and Teaching*. Retrieved from <http://www.learningandteaching.info/learning/piaget.htm>

James Atherton, writes to the general public, but mostly to researchers in this online article. He interestingly enough provides a disclaimer in the beginning about his disagreements with Piaget's process of thinking. It is helpful for the reader to understand that he does, however, regard Piaget's ideas on assimilation and accommodation and correctly helpful. His background on Piaget childhood and process of thinking seems to be more judgmental, as he tells of Piaget's capabilities. However, to the common man, the terms defined and graphs provided are of great value to fully understand the tools that Piaget used in his reflections. Stages of Cognitive

Development are defined clearly and expressed with helpful detail. Also, assimilation and accommodation are rightly held in high esteem.

Sandberg, E., & Spritz, B. (2010). *A Clinician's Guide to Normal Cognitive Development in Childhood*. New York, NY: Routledge Taylor & Francis Group.

As clinicians in child and adolescent development, Elisabeth Hollister Sandberg and Becky L. Spritz collaborate to compile a work to the general public and teachers individually to “map out general, normative developmental trajectories across various cognitive domains”. Their research on Piaget’s perspective taking is thorough and complete. The authors describe in detail with supportive justification the stages in the development of perspective-taking ability. With accommodating research, the authors even give great examples and graphs on the position of Piaget’s observation of children communicating egocentrically. Even further, Sandberg and Spritz provide critiques, such as Donaldson, against Piaget’s work with further examination into Piaget’s theory.

Explanations of Development: Vygotsky

Mussen, P. (1983). *Handbook of Child Psychology: Fourth Edition*. New York, NY: John Wiley & Sons.

Paul H. Mussen, a well established and fruitful researcher, reflects the changes in child psychology that have occurred since 1970 and presents information as comprehensive, balanced, and accurate. His information on Vygotsky is systematically exact. Therefore, the audience is expected to be a range of experts or professionals in child and adolescent psychology. His studies displaying Vygotsky’s evolution of cognitive processes in the individual with emphasis

on the impact of social changes is altogether reliable. He even includes a section in his work on “Theory Translators” as well as “Implementation of theoretical Paradigms” that shows how Vygotsky is not interpreted in Freud’s model.

Luria, A. (1976). *Cognitive Development: Its Cultural and Social Foundations*. Cambridge,

MA: Harvard University Press.

A.R. Luria, one who calls L.S. Vygotsky a teacher and friend, writes to the general public at length in favor of Vygotsky’s theories, but also forewarns that the incomplete experimental program described in his research is only in response to Vygotsky’s suggestion. His entire chapter on Vygotsky’s view of generalization and abstraction is particularly intriguing as psychological classification is examined in full detail. Vygotsky’s different stages based on the assumption that the psychological process is subject to change through any number of factors, including socioeconomic factors, is heartily and simply accepted as fact by Luria. He proves theories based on results to experimentation and is highly trained and skilled in doing so.