

# ED20120 Psychology of Learning and Thinking

View Online



---

[1]

T. Gully, *The critical years: early years development from conception to 5*. Northwich: Critical Publishing, 2014 [Online]. Available:  
[http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=3037264290002418&institutionId=2418&customerId=2415](http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037264290002418&institutionId=2418&customerId=2415)

[2]

D. Child, *Psychology and the teacher*, 8th edition. New York: Continuum, 2007.

[3]

J. L. Cook and G. Cook, *Child development: principles and perspectives*, 2nd ed. Boston, Mass: Pearson A&B, 2009.

[4]

S. Krogh and K. Slentz, *Early childhood education: yesterday, today, and tomorrow*, 2nd ed. New York: Routledge, 2011 [Online]. Available:  
<http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780203842010>

[5]

S. MacBlain, *How children learn*. Los Angeles: SAGE, 2014.

[6]

P. Mitchell, F. Ziegler, and P. Mitchell, *Fundamentals of developmental psychology*, 2nd ed. New York: Psychology Press, 2013 [Online]. Available: [http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=3037260820002418&institutionId=2418&customerId=2415](http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037260820002418&institutionId=2418&customerId=2415)

[7]

P. Mitchell and F. Ziegler, *Fundamentals of developmental psychology*, 2nd ed. Hove: Psychology Press, 2013 [Online]. Available: <http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780203736357>

[8]

R. L. Atkinson, *Introduction to psychology*, 12th ed. Fort Worth, TX: Harcourt Brace Jovanovich College Publishers, 1996.

[9]

A. D. Baddeley, 'Is working memory still working?', *American Psychologist*, vol. 56, no. 11, pp. 851–864, 2001 [Online]. Available: [http://whel-primo.hosted.exlibrisgroup.com/primo\\_library/libweb/action/openurl?url\\_ver=Z39.88-2004&rft\\_val\\_fmt=info:ofi/fmt:kev:mtx:journal&genre=article&sid=ProQ:ProQ%3Apsycarticles&atitle=Is+working+memory+still+working%3F&title=European+Psychologist&issn=10169040&date=2002-06-01&volume=7&issue=2&spage=85&au=Baddeley%2C+Alan+D.&isbn=&jtitle=European+Psychologist&bttitle=&rft\\_id=info:eric/2002-04162-001&rft\\_id=info:doi/10.1027%2F%2F1016-9040.7.2.85&vid=44WHELFBW\\_VU1&institution=44WHELFBW&url\\_ctx\\_val=&url\\_ctx\\_fmt=null&isServicesPage=true](http://whel-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/openurl?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&genre=article&sid=ProQ:ProQ%3Apsycarticles&atitle=Is+working+memory+still+working%3F&title=European+Psychologist&issn=10169040&date=2002-06-01&volume=7&issue=2&spage=85&au=Baddeley%2C+Alan+D.&isbn=&jtitle=European+Psychologist&bttitle=&rft_id=info:eric/2002-04162-001&rft_id=info:doi/10.1027%2F%2F1016-9040.7.2.85&vid=44WHELFBW_VU1&institution=44WHELFBW&url_ctx_val=&url_ctx_fmt=null&isServicesPage=true)

[10]

R. A. Barkley, 'Behavioral inhibition, sustained attention, and executive functions: Constructing a unifying theory of ADHD.', *Psychological Bulletin*, vol. 121, no. 1, pp. 65–94, 1997, doi: 10.1037/0033-2909.121.1.65.

[11]

H. L. Bee and D. R. Boyd, *The developing child*, 10th ed. Boston, Mass: Allyn and Bacon, 2004.

[12]

J. Belsky and M. de Haan, 'Annual Research Review: Parenting and children's brain development: the end of the beginning', *Journal of Child Psychology and Psychiatry*, vol. 52, no. 4, pp. 409–428, Apr. 2011, doi: 10.1111/j.1469-7610.2010.02281.x.

[13]

H. Bengoetxea, N. Ortuzar, S. Bulnes, I. Rico-Barrio, J. V. Lafuente, and E. G. Argandoña, 'Enriched and Deprived Sensory Experience Induces Structural Changes and Rewires Connectivity during the Postnatal Development of the Brain', *Neural Plasticity*, vol. 2012, pp. 1–10, 2012, doi: 10.1155/2012/305693.

[14]

E. Bialystok, 'Cognitive Complexity and Attentional Control in the Bilingual Mind', *Child Development*, vol. 70, no. 3, pp. 636–644, May 1999, doi: 10.1111/1467-8624.00046.

[15]

D. F. Bjorklund, *Children's thinking: cognitive development and individual differences*, 5th ed. [Belmont, Calif.?]: Wadsworth Cengage Learning, 2012.

[16]

M. H. Bornstein and M. E. Lamb, *Developmental science: an advanced textbook*, 6th ed. New York: Psychology Press, 2011.

[17]

J. B. Morton and S. N. Harper, 'What did Simon say? Revisiting the bilingual advantage', *Developmental Science*, vol. 10, no. 6, pp. 719–726, Nov. 2007, doi: 10.1111/j.1467-7687.2007.00623.x.

[18]

D. Cohen, *How the child's mind develops*. New York: Routledge, 2001 [Online]. Available: [http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=3037250800002418&institutionId=2418&customerId=2415](http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037250800002418&institutionId=2418&customerId=2415)

[19]

D. Cohen and NetLibrary, Inc, How the child's mind develops. Hove [England]: Routledge, 2002 [Online]. Available:  
<http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=139224>

[20]

K. Crowley, Child development: a practical introduction. Los Angeles: SAGE, 2014.

[21]

G. C. Davenport, An introduction to child development, 2nd ed. London: Collins Educational, 1994.

[22]

M. B. Denckla, 'Attention-Deficit Hyperactivity Disorder (ADHD) Comorbidity: A Case for ``Pure'' Tourette Syndrome?', *Journal of Child Neurology*, vol. 21, no. 8, pp. 701-703, Aug. 2006, doi: 10.1177/08830738060210080701.

[23]

J. Doherty and M. Hughes, Child development: theory and practice 0-11. New York: Pearson Longman, 2009.

[24]

M. Donaldson, Children's minds. London: Fontana, 1987.

[25]

M. Donaldson, R. Grieve, and C. Pratt, Early childhood development and education: readings in psychology. Oxford: Blackwell, 1983.

[26]

N. D. Eggum et al., 'Emotion understanding, theory of mind, and prosocial orientation: Relations over time in early childhood', *The Journal of Positive Psychology*, vol. 6, no. 1, pp. 4-16, Jan. 2011, doi: 10.1080/17439760.2010.536776.

[27]

D. Fontana, *Psychology for teachers*, 3rd ed. Basingstoke: Macmillan Press, 1995.

[28]

S. E. Fox, P. Levitt, and C. A. Nelson III, 'How the Timing and Quality of Early Experiences Influence the Development of Brain Architecture', *Child Development*, vol. 81, no. 1, pp. 28-40, Jan. 2010, doi: 10.1111/j.1467-8624.2009.01380.x.

[29]

H. Gardner, *Multiple intelligences: new horizons*, Completely rev. and Updated. New York: BasicBooks, 2006.

[30]

S. E. Gathercole, S. J. Pickering, B. Ambridge, and H. Wearing, 'The Structure of Working Memory From 4 to 15 Years of Age.', *Developmental Psychology*, vol. 40, no. 2, pp. 177-190, 2004, doi: 10.1037/0012-1649.40.2.177.

[31]

M. Del Giudice, 'Alone in the dark? Modeling the conditions for visual experience in human fetuses', *Developmental Psychobiology*, vol. 53, no. 2, pp. 214-219, Mar. 2011, doi: 10.1002/dev.20506.

[32]

N. Hayes and T. Nelson, *Foundations of psychology*, 3rd ed. London: Thomson Learning, 2000.

[33]

H. Als, F. Duffy, and G. McAnulty, 'Early Experience Alters Brain Function and Structure', *Pediatrics*, vol. 113, pp. 846–857 [Online]. Available: <https://sites.oxy.edu/clint/physio/article/earlyexperiencealtersbrainfunctionandstructure.pdf>

[34]

E. M. Hetherington and R. D. Parke, *Child psychology: a contemporary viewpoint*, 4th ed. New York: McGraw-Hill, Inc, 1993.

[35]

T. Keenan, *An introduction to child development*, vol. Sage foundations of psychology series. London: SAGE Publications, 2002.

[36]

G. Kochanska, 'Multiple pathways to conscience for children with different temperaments: From toddlerhood to age 5.', *Developmental Psychology*, vol. 33, no. 2, pp. 228–240, 1997, doi: 10.1037/0012-1649.33.2.228.

[37]

P. Leman, *Developmental psychology*. Maidenhead: McGraw-Hill, 2012.

[38]

J. Lindon, *Understanding children and young people: development from 5-18 years*. London: Hodder Arnold, 2007.

[39]

B. Mampe, A. D. Friederici, A. Christophe, and K. Wermke, 'Newborns' Cry Melody Is Shaped by Their Native Language', *Current Biology*, vol. 19, no. 23, pp. 1994–1997, Dec. 2009, doi: 10.1016/j.cub.2009.09.064.

[40]

A. May, 'Experience-dependent structural plasticity in the adult human brain', *Trends in Cognitive Sciences*, vol. 15, no. 10, pp. 475–482, Oct. 2011, doi: 10.1016/j.tics.2011.08.002.

[41]

S. Meadows and ebrary, Inc, *The child as thinker: the development and acquisition of cognition in childhood*. London: Routledge, 1993 [Online]. Available: <http://site.ebrary.com/lib/aber/Doc?id=5004396>

[42]

P. H. Miller, *Theories of developmental psychology*, 5th ed. New York: Worth, 2011.

[43]

E. Nagy, 'The newborn infant: a missing stage in developmental psychology', *Infant and Child Development*, vol. 20, no. 1, pp. 3–19, Jan. 2011, doi: 10.1002/icd.683.

[44]

S. Neaum, *Child development for early childhood studies*. Exeter: Learning Matters, 2010 [Online]. Available: <http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780857255945>

[45]

W. L. Ostroff and ebrary, Inc, *Understanding how young children learn: bringing the science of child development to the classroom*. Alexandria, Virginia, USA: ASCD, 2012 [Online]. Available: <http://site.ebrary.com/lib/aber/Doc?id=10602977>

[46]

E. Partanen, T. Kujala, R. Naatanen, A. Liitola, A. Sambeth, and M. Huotilainen, 'Learning-induced neural plasticity of speech processing before birth', *Proceedings of the National Academy of Sciences*, vol. 110, no. 37, pp. 15145–15150, Sep. 2013, doi: 10.1073/pnas.1302159110.

[47]

H. Pashler, M. McDaniel, D. Rohrer, and R. Bjork, 'Learning Styles: Concepts and Evidence', *Psychological Science in the Public Interest*, vol. 9, no. 3, pp. 105–119, Dec. 2009, doi: 10.1111/j.1539-6053.2009.01038.x.

[48]

J. Piaget, *Origins of intelligence in the child*, vol. International library of psychology, philosophy and scientific method. London: Routledge and Kegan Paul, 1953.

[49]

J. Piaget, *The construction of reality in the child*. London: Routledge and Kegan Paul, 1954.

[50]

A. Pritchard, *Ways of learning: learning theories and learning styles in the classroom*. London: David Fulton, 2008 [Online]. Available: <http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780203887240>

[51]

L. Pound and ebrary, Inc, *How children learn*. London: Practical Pre-School Books, 2006 [Online]. Available: <http://site.ebrary.com/lib/aber/Doc?id=10574704>

[52]

L. Pound, *How children learn: from Montessori to Vygotsky - educational theories and approaches made easy*, vol. Practical pre-school. Leamington Spa: Step Forward Pub, 2005 [Online]. Available: [http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=3037260360002418&institutionId=2418&customerId=2415](http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037260360002418&institutionId=2418&customerId=2415)

[53]

P. K. Smith, H. Cowie, and M. Blades, *Understanding children's development*, 5th ed. Chichester: Wiley, 2011.

[54]

S. Twardosz and J. R. Lutzker, 'Child maltreatment and the developing brain: A review of neuroscience perspectives', *Aggression and Violent Behavior*, vol. 15, no. 1, pp. 59-68, Jan. 2010, doi: 10.1016/j.avb.2009.08.003.

[55]

S. Twardosz, 'Effects of Experience on the Brain: The Role of Neuroscience in Early Development and Education', *Early Education & Development*, vol. 23, no. 1, pp. 96-119, Jan. 2012, doi: 10.1080/10409289.2011.613735.

[56]

J. A. Wen and A. L. Barth, 'Input-Specific Critical Periods for Experience-Dependent Plasticity in Layer 2/3 Pyramidal Neurons', *Journal of Neuroscience*, vol. 31, no. 12, pp. 4456-4465, Mar. 2011, doi: 10.1523/JNEUROSCI.6042-10.2011.

[57]

L. Woolfson, *Educational psychology: the impact of psychological research on education*. Harlow: Prentice Hall, 2011 [Online]. Available: <http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780273729211>

[58]

N. D. Eggum et al., 'Emotion understanding, theory of mind, and prosocial orientation: Relations over time in early childhood', *The Journal of Positive Psychology*, vol. 6, no. 1, pp. 4-16, Jan. 2011, doi: 10.1080/17439760.2010.536776.

[59]

J. Lindon and ebrary, Inc, *Supporting children's social development: positive relationships in the early years*. [United Kingdom]: Andrews, 2012 [Online]. Available: <http://site.ebrary.com/lib/aber/Doc?id=10567472>

[60]

'Hepper, P. (2005) "Unravelling our beginnings", The Psychologist' [Online]. Available: <https://thepsychologist.bps.org.uk/getfile/2360>