

# ED20120 Psychology of Learning and Thinking

[View Online](#)

1.

Gully, T.: The critical years: early years development from conception to 5. Critical Publishing, Northwich (2014).

2.

Child, D.: Psychology and the teacher. Continuum, New York (2007).

3.

Cook, J.L., Cook, G.: Child development: principles and perspectives. Pearson A&B, Boston, Mass (2009).

4.

Krogh, S., Slentz, K.: Early childhood education: yesterday, today, and tomorrow. Routledge, New York (2011).

5.

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

6.

Mitchell, P., Ziegler, F., Mitchell, P.: Fundamentals of developmental psychology. Psychology Press, New York (2013).

7.

Mitchell, P., Ziegler, F.: *Fundamentals of developmental psychology*. Psychology Press, Hove (2013).

8.

Atkinson, R.L.: *Introduction to psychology*. Harcourt Brace Jovanovich College Publishers, Fort Worth, TX (1996).

9.

Baddeley, A.D.: Is working memory still working? *American Psychologist*. 56, 851–864 (2001).

10.

Barkley, R.A.: Behavioral inhibition, sustained attention, and executive functions: Constructing a unifying theory of ADHD. *Psychological Bulletin*. 121, 65–94 (1997). <https://doi.org/10.1037/0033-2909.121.1.65>.

11.

Bee, H.L., Boyd, D.R.: *The developing child*. Allyn and Bacon, Boston, Mass (2004).

12.

Belsky, J., de Haan, M.: Annual Research Review: Parenting and children's brain development: the end of the beginning. *Journal of Child Psychology and Psychiatry*. 52, 409–428 (2011). <https://doi.org/10.1111/j.1469-7610.2010.02281.x>.

13.

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

14.

Bialystok, E.: Cognitive Complexity and Attentional Control in the Bilingual Mind. *Child Development*. 70, 636–644 (1999). <https://doi.org/10.1111/1467-8624.00046>.

15.

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

16.

Bornstein, M.H., Lamb, M.E.: Developmental science: an advanced textbook. Psychology Press, New York (2011).

17.

Morton, J.B., Harper, S.N.: What did Simon say? Revisiting the bilingual advantage. *Developmental Science*. 10, 719–726 (2007).  
<https://doi.org/10.1111/j.1467-7687.2007.00623.x>.

18.

Cohen, D.: How the child's mind develops. Routledge, New York (2001).

19.

Cohen, D., NetLibrary, Inc: How the child's mind develops. Routledge, Hove [England] (2002).

20.

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

21.

Davenport, G.C.: An introduction to child development. Collins Educational, London (1994).

22.

Denckla, M.B.: Attention-Deficit Hyperactivity Disorder (ADHD) Comorbidity: A Case for ``Pure'' Tourette Syndrome? *Journal of Child Neurology*. 21, 701-703 (2006).  
<https://doi.org/10.1177/08830738060210080701>.

23.

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

24.

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

25.

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

26.

Eggum, N.D., Eisenberg, N., Kao, K., Spinrad, T.L., Bolnick, R., Hofer, C., Kupfer, A.S., Fabricius, W.V.: Emotion understanding, theory of mind, and prosocial orientation: Relations over time in early childhood. *The Journal of Positive Psychology*. 6, 4-16 (2011).  
<https://doi.org/10.1080/17439760.2010.536776>.

27.

Fontana, D.: *Psychology for teachers*. Macmillan Press, Basingstoke (1995).

28.

Fox, S.E., Levitt, P., Nelson III, C.A.: How the Timing and Quality of Early Experiences Influence the Development of Brain Architecture. *Child Development*. 81, 28-40 (2010).  
<https://doi.org/10.1111/j.1467-8624.2009.01380.x>.

29.

Gardner, H.: *Multiple intelligences: new horizons*. BasicBooks, New York (2006).

30.

Gathercole, S.E., Pickering, S.J., Ambridge, B., Wearing, H.: The Structure of Working Memory From 4 to 15 Years of Age. *Developmental Psychology*. 40, 177-190 (2004).  
<https://doi.org/10.1037/0012-1649.40.2.177>.

31.

Del Giudice, M.: Alone in the dark? Modeling the conditions for visual experience in human fetuses. *Developmental Psychobiology*. 53, 214-219 (2011).  
<https://doi.org/10.1002/dev.20506>.

32.

Hayes, N., Nelson, T.: *Foundations of psychology*. Thomson Learning, London (2000).

33.

Als, H., Duffy, F., McAnulty, G.: Early Experience Alters Brain Function and Structure. *Pediatrics*. 113, 846-857.

34.

Hetherington, E.M., Parke, R.D.: *Child psychology: a contemporary viewpoint*. McGraw-Hill, Inc, New York (1993).

35.

Keenan, T.: *An introduction to child development*. SAGE Publications, London (2002).

36.

Kochanska, G.: Multiple pathways to conscience for children with different temperaments: From toddlerhood to age 5. *Developmental Psychology*. 33, 228-240 (1997).

<https://doi.org/10.1037/0012-1649.33.2.228>.

37.

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

38.

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

39.

Mampe, B., Friederici, A.D., Christophe, A., Wermke, K.: Newborns' Cry Melody Is Shaped by Their Native Language. *Current Biology*. 19, 1994–1997 (2009).  
<https://doi.org/10.1016/j.cub.2009.09.064>.

40.

May, A.: Experience-dependent structural plasticity in the adult human brain. *Trends in Cognitive Sciences*. 15, 475–482 (2011). <https://doi.org/10.1016/j.tics.2011.08.002>.

41.

Meadows, S., ebrary, Inc: *The child as thinker: the development and acquisition of cognition in childhood*. Routledge, London (1993).

42.

Miller, P.H.: *Theories of developmental psychology*. Worth, New York (2011).

43.

Nagy, E.: The newborn infant: a missing stage in developmental psychology. *Infant and Child Development*. 20, 3–19 (2011). <https://doi.org/10.1002/icd.683>.

44.

Neaum, S.: Child development for early childhood studies. Learning Matters, Exeter (2010).

45.

Ostroff, W.L., ebrary, Inc: Understanding how young children learn: bringing the science of child development to the classroom. ASCD, Alexandria, Virginia, USA (2012).

46.

Partanen, E., Kujala, T., Naatanen, R., Liitola, A., Sambeth, A., Huotilainen, M.: Learning-induced neural plasticity of speech processing before birth. Proceedings of the National Academy of Sciences. 110, 15145–15150 (2013).  
<https://doi.org/10.1073/pnas.1302159110>.

47.

Pashler, H., McDaniel, M., Rohrer, D., Bjork, R.: Learning Styles: Concepts and Evidence. Psychological Science in the Public Interest. 9, 105–119 (2009).  
<https://doi.org/10.1111/j.1539-6053.2009.01038.x>.

48.

Piaget, J.: Origins of intelligence in the child. Routledge and Kegan Paul, London (1953).

49.

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

50.

Pritchard, A.: Ways of learning: learning theories and learning styles in the classroom. David Fulton, London (2008).

51.

Pound, L., ebrary, Inc: How children learn. Practical Pre-School Books, London (2006).

52.

Pound, L.: How children learn: from Montessori to Vygotsky - educational theories and approaches made easy. Step Forward Pub, Leamington Spa (2005).

53.

Smith, P.K., Cowie, H., Blades, M.: Understanding children's development. Wiley, Chichester (2011).

54.

Twardosz, S., Lutzker, J.R.: Child maltreatment and the developing brain: A review of neuroscience perspectives. *Aggression and Violent Behavior*. 15, 59-68 (2010).  
<https://doi.org/10.1016/j.avb.2009.08.003>.

55.

Twardosz, S.: Effects of Experience on the Brain: The Role of Neuroscience in Early Development and Education. *Early Education & Development*. 23, 96-119 (2012).  
<https://doi.org/10.1080/10409289.2011.613735>.

56.

Wen, J.A., Barth, A.L.: Input-Specific Critical Periods for Experience-Dependent Plasticity in Layer 2/3 Pyramidal Neurons. *Journal of Neuroscience*. 31, 4456-4465 (2011).  
<https://doi.org/10.1523/JNEUROSCI.6042-10.2011>.

57.

Woolfson, L.: Educational psychology: the impact of psychological research on education. Prentice Hall, Harlow (2011).

58.

Eggum, N.D., Eisenberg, N., Kao, K., Spinrad, T.L., Bolnick, R., Hofer, C., Kupfer, A.S.,

Fabricius, W.V.: Emotion understanding, theory of mind, and prosocial orientation: Relations over time in early childhood. *The Journal of Positive Psychology*. 6, 4–16 (2011). <https://doi.org/10.1080/17439760.2010.536776>.

59.

Lindon, J., ebrary, Inc: Supporting children's social development: positive relationships in the early years. Andrews, [United Kingdom] (2012).

60.

Hepper, P. (2005) 'Unravelling our beginnings', *The Psychologist*.