

Topics in Infant and Early Childhood Cognition

Last “lecture”: Child in context;
behavior simulation; party

Child in context

- We've focused very heavily on abstract concepts and the child's individual mind.
- Ecological systems approach

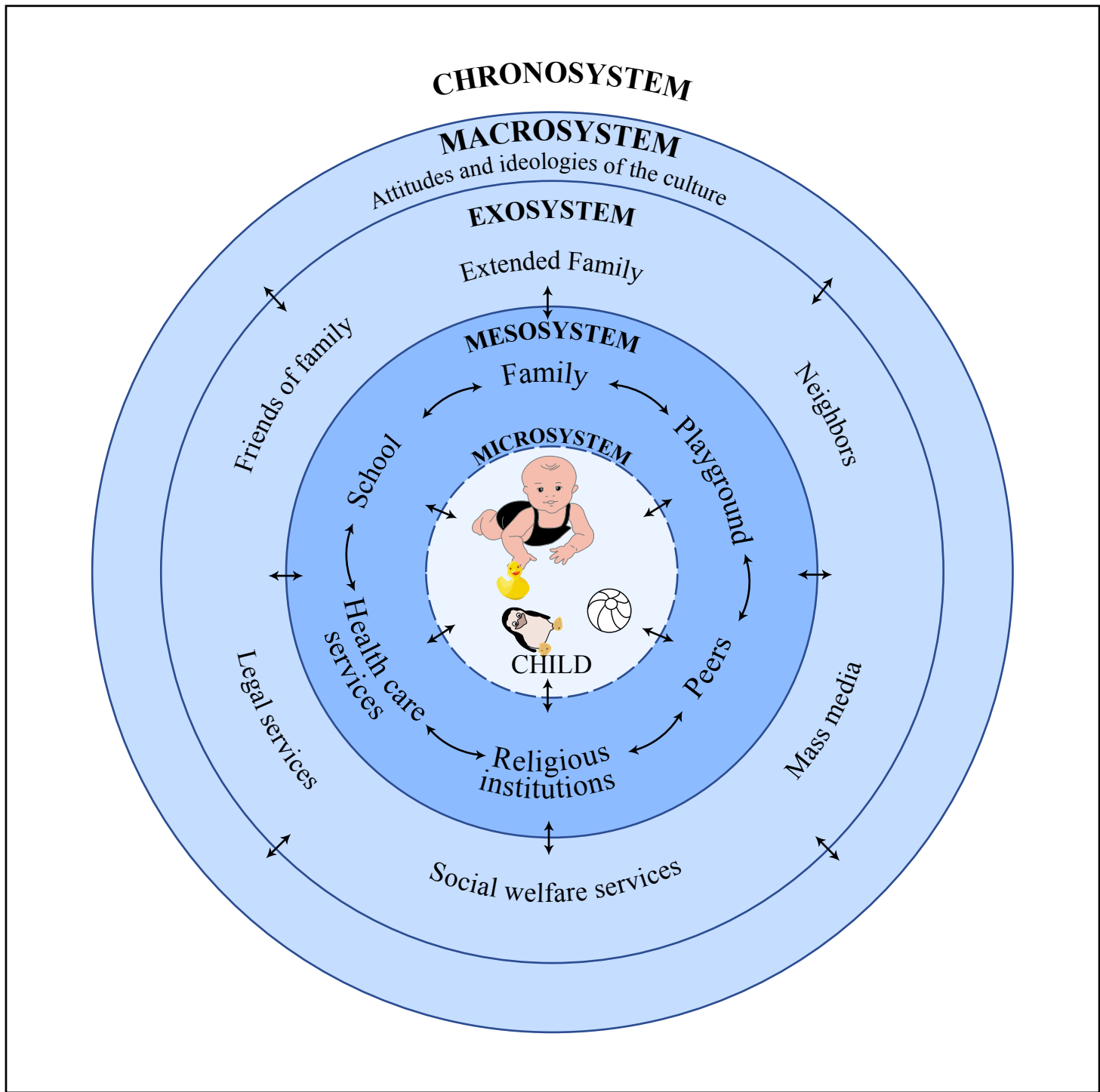


Illustration courtesy of MIT OCW.

Microsystem

- Most of what we've looked at ... child in her own explorations of the world (Piaget's level)

Mesosystem

- Family
- School
- Park
- Religious institutions
- Peers

Macrosystem

- Parent's employers
- Neighborhood
- Mass media
- Healthcare services
- Legislation
- Social support services

Exosystem

- Culture
- Government
- Economic conditions

Chronosystem

- Historical period
 - State of science, government, culture, etc.

Child in context

- We've stressed aspects of conceptual development that are normative and universal (object knowledge; agent knowledge; space; number; causality)
- However, variability is pervasive -- from the mesosystem on outwards ...
- ... Precisely because universal, rational processes can produce different outcomes given different starting states and different patterns of evidence.

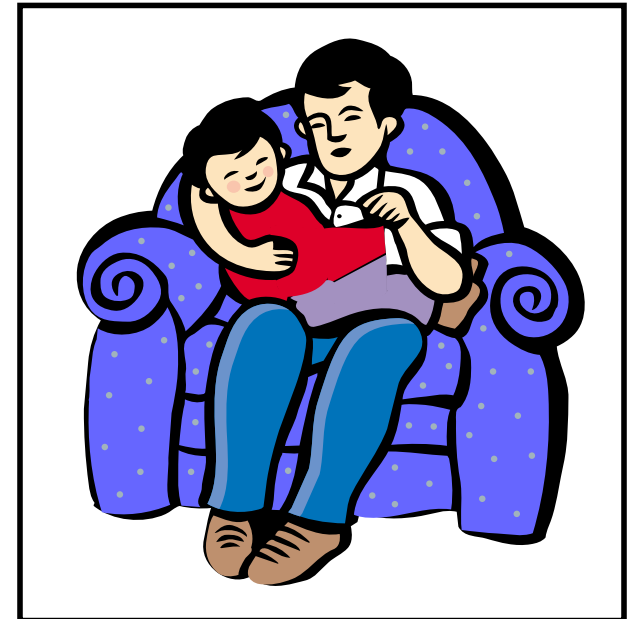
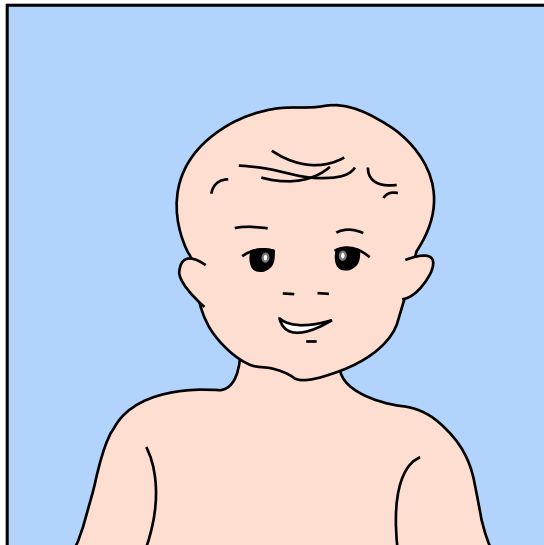
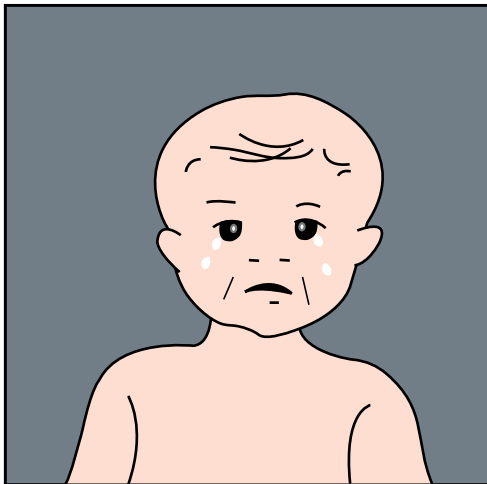
Child in context

- Most of you will not become psychologists, teachers, or youth care workers ...



Child in context

- Most of you will become parents.



Child in context

- Universal, rational processes can produce different outcomes given different starting states and different patterns of evidence.
- Behavior simulation.

Find a partner

- Make a card like this ...
- 4 rounds: Pick one person (A) to be the “parent” and one (B) the “child”
- Move 1 station every 30 seconds until you’ve visited all 8 stations, then return “home”.
- Round 1: B circulates; A stays put.
- Round 2: A circulates; B stays put.
- Round 3: B circulates; A stays put.
- Round 4: A circulates; B stays put.