

- i. Infants were more likely to accurately predict the path of the moving object when it disappeared gradually rather than when it disappeared abruptly or imploded

g. Depth Perception

- i. Eleanor Gibson and Richard Walk 1960 (159)
 - 1. Concluded in their laboratory a miniature cliff with a dropoff covered by glass. Most infants would not crawl out onto the glass

B. Childhood

- a. Efficient at detecting boundaries between colors

XXIV. Other Senses (160)

A. Hearing

- a. Last two month of pregnancy it can hear sounds
- b. Dr. Seuss
- c. Changes in hearing (161)
 - i. Loudness
 - ii. Pitch
 - iii. Localization

B. Touch and Pain

- a. Do respond to touch
- b. Do feel pain
- c. Megan Gunnar 1987 (161)
 - i. Pain when circumcised

C. Smell

- a. Can differentiate odors

D. Taste

- a. Present before birth

XXV. Intermodal Perception (162)

- A. **Intermodal Perception:** involved integrating information from two or more sensory modalities, such as vision and hearing
- B. Exists in newborns
- C. Born with innate abilities

XXVI. Nature, Nurture, and Perceptual Development

A. Nativists

- a. Nature proponents
- b. Inborn or innate

B. Empiricists

- a. Those who emphasize learning and experience

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- a. **Conservation**: the awareness that altering an object's or a substance's appearance does not change its basic properties
- b. Children focus on the characteristics
- c. Failing the conservation –of-liquid task is a sign that children are at the preoperational stage of cognitive development
- d. Rochel Gelman
 - i. Showed that when the child's attention to relevant aspects of the conservation task improved, the child is more likely to conserve

XXXI. Concrete Operational Stage (183)

- A. Lasts approximately from 7 to 11 years of age
- B. Third Piagetian stage
- C. Logical reasoning replaces intuitive reasoning as long as the reasoning can be applied to specific or concrete examples
- D. Conservation
 - a. Demonstrate a child's ability to perform concrete operations
 - b. Concrete operations allow children to coordinate several characteristics rather than focus on a single property of an object
 - c. **Horizontal Decalage**: Piaget's concept that similar abilities do not appear at the same time within a stage of development
- E. Classification
 - a. Concrete operational children can understand
 - i. The interrelationships among sets and subsets
 - ii. Seriation (184)
 - 1. Order of stimuli along a quantitative dimension
 - iii. Transitivity (185)
 - 1. Involves the ability to reason about and logically combine relationships
 - b. Dividing things into sets and subsets

XXXII. Formal Operational Stage (185)

- A. Appears between 11 and 15 years of age
- B. Fourth and final Piagetian stage
- C. Individuals move beyond concrete experiences and think in abstract and more logical ways
- D. Abstract, Idealistic, and Logical Thinking
 - a. The abstract quality of the adolescent's thought at the formal operational level is evident in the adolescent's verbal problem-solving ability
 - b. Increased tendency to think about thought itself
 - c. Thinking more abstractly, idealistically, and more logically
 - d. **Hypotheticaldeductive Reasoning**: means that they develop hypotheses, or best guesses, and systematically deduce, or conclude, which is the best path to follow in solving the problem
- E. Adolescent Egocentrism (186)
 - a. **Adolescent Egocentrism**: the heightened self consciousness of adolescents, which is reflected in their belief that others are as interested in them as they are in themselves
 - b. **Imaginary audience**: refers to the aspect of adolescent egocentrism that involves attention getting behavior, the attempt to be noticed, visible, and onstage
 - c. **Personal fable**: is the part of adolescent egocentrism that involves an adolescent's sense of personal uniqueness and invincibility
 - d. Invincibility

XXXIII. Piaget and Education (187)

- A. Take a constructivist approach