



# **The Child as Thinker: The Development and Acquisition of Cognition in Childhood**

*Sara Meadows*

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This second edition of *The Child as Thinker* has been thoroughly revised and updated to provide an informed and accessible overview of the varied and extensive literature on children's cognition. Both theory and research data are critically examined and educational implications are discussed.

After a brief discussion of the nature and subject of cognition, Sara Meadows reviews children's thinking in detail. She discusses the ways children remember and organise information in general, the acquisition of skills such as reading, writing and arithmetic, and the development of more complex reasoning as children grow to maturity. As well as studies that typically describe a generalised child, the book also reviews some of the main areas relevant to individual differences in normal cognitive development, and critically examines three major models of cognitive development. In outlining the work of Piaget, information-processing accounts and neo-Vygotskian theories, she also evaluates their different explanations of cognitive development and their implications for education. Finally, the book examines biological and social factors that may be involved in normal and suboptimal cognitive development.

Sara Meadows provides an important review of the crucial issues involved in understanding cognitive development and of the new data and models that have emerged in the last few years. This book brings together areas and approaches that have hitherto been independent, and examines their strengths and weaknesses. *The Child as Thinker* is essential reading for all students of cognitive development.

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