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Abstract. In the past half century, contextual models of child development

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have risen to prominence, and contexts beyond the home environment have been increasingly recognized as important to children's development. During this same period, a number of social trends have significantly impacted

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the daily lives of children, including major shifts in gender roles and expectations; the emergence of an early care and education system; the proliferation of media technology; increased racial and ...

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Child development refers to the biological, psychological, and emotional changes that occur in humans between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy.

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Culture plays an important role in influencing this development, and what is considered “normal” development varies greatly from one culture to the next.

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neighborhoods, and media. In the spirit of applied developmental science, this book considers these six contextual domains in a series of two linked chapters written by experts in the interdisciplinary field of ...

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For the first time, a report focuses specifically on middle childhood--a discrete, pivotal period of development. In this review of research, experts examine the physical health and cognitive development of 6- to

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12-year-old children as well as their surroundings: school and home environment, ecocultural setting, and family and peer relationships.

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minority child development have been studied in their ancestral societies in a systematic way--and by an international group of researchers. Most child development and child psychology texts take cultural diversity in development into account only as an

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addendum or as a special case--it is not integrated into a comprehensive theory or model of development. The purpose of this text is to redress this situation by enlisting insiders' and outsiders' perspectives on socialization and development in a

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diverse sampling of the world's cultures, including developing regions that often lack the means to speak for themselves in the arena of international social science. The unique feature of this text is the paradigm. For the minority groups represented, the questions focused on how development

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was behaviorally expressed within the culture of origin and in new societal contexts. Thus, developmental issues--such as language and mother-child interactions--for African-American children are considered in the United States as well as in the African culture of origin and in

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France as a country of immigration. This paradigm is considered for African and Asian cultures and the Americas, including Hispanics from Mexico as well as Native Americans.

Specific questions posed consider the extent to which: * the development and socialization of

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minority children can
be seen as

continuous with their
ancestral cultures; *

the cultural and
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have modified

developmental and
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processes, yielding
discontinuities with

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the ancestral cultures have changed, yielding cross-generational discontinuities in the development and socialization of immigrants from the very same countries. *
the role of interdependence and independence in developmental scripts can account for

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historical continuities and discontinuities in development and socialization, both across and within cultures. These questions not only provide the unifying theme of this unique book but also a model for conceptualizing multi-culturalism within a unified framework for

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media on key aspects

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Highlighting how

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screen media impact cognitive development, the book addresses a topic often neglected amid societal concerns about pathological media use and vulnerability to media effects, such as aggression, cyber-bullying and Internet addiction. It addresses children

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and adolescents'

cognitive

development involving

their interactions with

parents, early

language

development,

imaginary play,

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In the 1990s it is no longer "news" that families do not operate independently from other social organizations and institutions. Instead, it is generally recognized that families are embedded in a complex set of

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relationships with other institutions and contexts outside the family. In spite of this recognition, a great deal remains to be discovered about the ways in which families are influenced by these outside agencies or how families influence the functioning of children and adults in these

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extra-familial Of
settings--school,
work, day-care, or
peer group contexts.

Moreover, little is
known about the
nature of the
processes that
account for this
mutual influence
between families and
other societal
institutions and
settings. The goal of

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this volume is to present examples from a series of ongoing research programs that are beginning to provide some tentative answers to these questions. The result of a summer workshop characterized by lively exchanges not only between speakers

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and the audience, but

among participants in

small group

discussions as well,

this volume attempts

to communicate some

of the dynamism and

excitement that was

evident at the

conference. In the

final analysis, this

book should stimulate

further theoretical and

empirical advances in

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Understanding how families relate to other contexts.

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce

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training, and policy. In

2000, *How People*

Learn: Brain, Mind,

Experience, and

School: Expanded

Edition was published

and its influence has

been wide and deep.

The report

summarized insights

on the nature of

learning in school-

aged children;

described principles

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for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological

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processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific

understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have

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been important
discoveries about
influences on
learning, particularly
sociocultural factors
and the structure of
learning
environments. How
People Learn II:
Learners, Contexts,
and Cultures provides
a much-needed
update incorporating
insights gained from

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this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning.

How People Learn II will become an indispensable resource to understand learning

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throughout the
lifespan for educators
of students and
adults.

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Chronologically
organized, Lifespan
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Context offers a unique perspective on the field by focusing on the importance of context—examining how the places, sociocultural environments, and ways in which we are raised influence who we become and how we grow and change. Author Tara L. Kuther integrates cutting-

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edge and classic research throughout the text to present a unified story of developmental science and its applications to everyday life. Robust pedagogy, student-friendly writing, and an inviting design enhance this exciting and inclusive exploration of the

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ways in which context informs our understanding of the lifespan.

How we raise young children is one of today's most highly personalized and sharply politicized issues, in part because each of us can claim some level of "expertise." The

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debate has intensified as discoveries about our development-in the womb and in the first months and years- have reached the popular media. How can we use our burgeoning knowledge to assure the well-being of all young children, for their own sake as well as for the sake of our

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nation? Drawing from new findings, this book presents important conclusions about nature-versus-nurture, the impact of being born into a working family, the effect of politics on programs for children, the costs and benefits of intervention, and other issues. The committee issues a

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Series of challenges to decision makers regarding the quality of child care, issues of racial and ethnic diversity, the integration of children's cognitive and emotional development, and more. Authoritative yet accessible, From Neurons to Neighborhoods

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presents the evidence about "brain wiring" and how kids learn to speak, think, and regulate their behavior. It examines the effect of the climate-family, child care, community- within which the child grows.

Decades of research have demonstrated

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that the parent-child dyad and the environment of the familyâ€"which includes all primary caregiversâ€"are at the foundation of children's well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their

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lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children

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build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents' lives;

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generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early

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childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure.

Additionally, parenting is increasingly being shaped by technology and increased access to information about

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parenting. Parenting Matters identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective

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with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes

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recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy,

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