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explore and develop this main premise by first introducing the historical assumptions about babies and then contrasting that with research within the field of developmental psychology for infants, which started around the 1970s.

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speaking to intelligent, perceptive adults who simply want to learn, books about babies typically just give advice, heavy on the how-to and light on the why. The authors write, "It's as if the only place you could read about evolution was in dog-breeding manuals, not in Stephen Jay ...

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The Scientist in the Crib: What Early Learning Tells Us About the Mind: Alison Gopnik, Andrew N. Meltzoff, Patricia K. Kuhl: 9780688177881: Amazon.com: Books.

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Andrew N. Meltzoff, Ph.D. Patricia K. Kuhl, Ph.D. (HarperCollins, New York, 2000) Andrew N. Meltzoff and Patricia K. Kuhl, two of the authors of *The Scientist in the Crib*, are the Co-Directors of the Institute for Learning and Brain Sciences. Click the links below to

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read an excerpt from the book, which neuropsychologist Howard Gardner described as a "masterful synthesis of the latest findings about the minds of children."

### **Scientist in the Crib Excerpt | Institute for Learning and ...**

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This exciting book by three pioneers in the

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new field of cognitive science discusses important discoveries about how much babies and young children know and learn, and how much parents naturally teach them. It argues that evolution designed us both to teach and learn, and that the drive to learn is our most important instinct. It also reveals as fascinating insights about our adult capacities and how even young children -- as well as adults -- use some of the same methods that allow scientists to learn so much about the world. Filled with surprise at every turn, this vivid, lucid, and often funny book gives us a new view of the inner

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life of children and the mysteries of the mind.

A review of research on learning and infancy, drawn from hundreds of case studies, shows how children by the age of three are virtual learning machines and discusses how parents can help this learning process.

Learning begins in the first days of life. Scientists are now discovering how young children develop emotionally and intellectually, and are beginning to realize that from birth babies already know a

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staggering amount about the world around them. In the first book of its kind for a popular audience, three leading US scientists draw on twenty-five years of research in philosophy, psychology, computer science, linguistics and neuroscience to reveal what babies know and how they learn it.

For most of us, having a baby is the most profound, intense, and fascinating experience of our lives. Now scientists and philosophers are starting to appreciate babies, too. The last decade has witnessed a revolution in our understanding of infants and young children.

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Scientists used to believe that babies were irrational, and that their thinking and experience were limited. Recently, they have discovered that babies learn more, create more, care more, and experience more than we could ever have imagined. And there is good reason to believe that babies are actually smarter, more thoughtful, and even more conscious than adults. This new science holds answers to some of the deepest and oldest questions about what it means to be human. A new baby's captivated gaze at her mother's face lays the foundations for love and morality. A toddler's unstoppable

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explorations of his playpen hold the key to scientific discovery. A three-year-old's wild make-believe explains how we can imagine the future, write novels, and invent new technologies. Alison Gopnik - a leading psychologist and philosopher, as well as a mother - explains the groundbreaking new psychological, neuroscientific, and philosophical developments in our understanding of very young children, transforming our understanding of how babies see the world, and in turn promoting a deeper appreciation for the role of parents.

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"Alison Gopnik, a ... developmental psychologist, [examines] the paradoxes of parenthood from a scientific perspective"--

This text articulates and defends the 'theory theory' of cognitive and semantic development, the idea that infants and young children, like scientists, learn about the world by forming and revising theories.

As a research neuroscientist, Lise Eliot has made the study of the human brain her life's work. But it wasn't until she was pregnant with her first child that she became

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intrigued with the study of brain development. She wanted to know precisely how the baby's brain is formed, and when and how each sense, skill, and cognitive ability is developed. And just as important, she was interested in finding out how her role as a nurturer can affect this complex process. How much of her baby's development is genetically ordained--and how much is determined by environment? Is there anything parents can do to make their babies' brains work better--to help them become smarter, happier people? Drawing upon the exploding research in this field as well as the stories of real

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children, *What's Going On in There?* is a lively and thought-provoking book that charts the brain's development from conception through the critical first five years. In examining the many factors that play crucial roles in that process, *What's Going On in There?* explores the evolution of the senses, motor skills, social and emotional behaviors, and mental functions such as attention, language, memory, reasoning, and intelligence. This remarkable book also discusses: how a baby's brain is "assembled" from scratch the critical prenatal factors that shape brain development how the birthing

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process itself affects the brain which forms of stimulation are most effective at promoting cognitive development how boys' and girls' brains develop differently how nutrition, stress, and other physical and social factors can permanently affect a child's brain Brilliantly blending cutting-edge science with a mother's wisdom and insight, *What's Going On in There?* is an invaluable contribution to the nature versus nurture debate. Children's development is determined both by the genes they are born with and the richness of their early environment. This timely and important book

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shows parents the innumerable ways in which they can actually help their children grow better brains.

Seeking Understanding: The Lifelong Pursuit to Build the Scientific Mind explores the multiple ways in which the human mind grows in understanding of the self and the world as an essential dimension of transformative learning along the lifespan.

Ever wonder what is going on in a baby's brain? Or how you can best nurture a child's natural development? Or why exactly Bach is

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better than Mozart for babies? This book will explain why. *Developing Young Minds* is a must-have for new parents or caregivers of young children

Most parents today have accepted the message that the first three years of a baby's life determine whether or not the child will grow into a successful, thinking person. But is this powerful warning true? Do all the doors shut if baby's brain doesn't get just the right amount of stimulation during the first three years of life? Have discoveries from the new brain science really proved that

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parents are wholly responsible for their child's intellectual successes and failures alike? Are parents losing the "brain wars"? No, argues national expert John Bruer. In *The Myth of the First Three Years* he offers parents new hope by debunking our most popular beliefs about the all-or-nothing effects of early experience on a child's brain and development. Challenging the prevailing myth -- heralded by the national media, Head Start, and the White House -- that the most crucial brain development occurs between birth and age three, Bruer explains why relying on the zero to three

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standard threatens a child's mental and emotional well-being far more than missing a few sessions of toddler gymnastics. Too many parents, educators, and government funding agencies, he says, see these years as our main opportunity to shape a child's future. Bruer agrees that valid scientific studies do support the existence of critical periods in brain development, but he painstakingly shows that these same brain studies prove that learning and cognitive development occur throughout childhood and, indeed, one's entire life. Making hard science comprehensible for all readers, Bruer

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marshals the neurological and psychological evidence to show that children and adults have been hardwired for lifelong learning. Parents have been sold a bill of goods that is highly destructive because it overemphasizes infant and toddler nurturing to the detriment of long-term parental and educational responsibilities. The Myth of the First Three Years is a bold and controversial book because it urges parents and decision-makers alike to consider and debate for themselves the evidence for lifelong learning opportunities. But more than anything, this book spreads a message of hope: while there

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are no quick fixes, conscientious parents and committed educators can make a difference in every child's life, from infancy through childhood, and beyond.

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