Précis of *Beyond modularity: A developmental perspective on cognitive science*

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Abstract: *Beyond modularity* attempts a synthesis of Fodor's anticonstructivist nativism and Piaget's antinativist constructivism. Contra Fodor, I argue that (1) the study of cognitive development is essential to cognitive science, (2) the modularity/central processing dichotomy is too rigid, and (3) the mind does not begin with prespecified modules; rather, development involves a gradual process of "modularization." Contra Piaget, I argue that: (1) development rarely involves stage-like domain-general change and (2) domain-specific predispositions give development a small but significant kickstart by focusing the infant's attention on proprietary inputs. Development does not stop at efficient learning. A fundamental aspect of human development ("representational redescription") is the hypothesized process by which information that is in a cognitive system becomes progressively explicit knowledge to that system. Development thus involves two complementary processes of progressive modularization and progressive "explicitation." Empirical findings on the child as linguist, physicist, mathematician, psychologist, and notator are discussed in support of the theoretical framework. Each chapter concentrates first on the initial state of the infant mind/brain and on subsequent domain-specific learning in infancy and early childhood. It then questions to explore data on older children's problem solving and theory building, with particular focus on evolving cognitive flexibility. Emphasis is placed throughout on the status of representations underlying different capacities and on the multiple levels at which knowledge is stored and accessible. Finally, consideration is given to the need for more formal developmental models, and a comparison is made between representational redescription and neo-Darwinian explanations of development. In conclusion, I consider what is special about human cognition by speculating on the status of representations underlying the structure of behavior in other species.

Keywords: cognitive development; connectionism; domain-specific/domain-general; modularity; nativism/constructivism; other species; phase versus stage; representational redescription

> It is less illogical than it first appears to speak
> of instincts for inventiveness.
> [Mayer 1944, p. 80]

1. Taking the developmental perspective seriously

Beyond modularity: A developmental perspective on cognitive science (Karmiloff-Smith 1992a) not only aims to reach developmental psychologists, but also strives to persuade cognitive scientists to treat cognitive development as a serious theoretical science contributing to the discussion of how the human mind/brain develops and is organized internally, and not merely as a cute empirical database addressing the question of the age at which external behavior can be observed. Nowadays much of the literature focuses on what cognitive science can offer the study of development. In *Beyond modularity* I concentrate on what a developmental perspective can offer cognitive science and attempt to pinpoint what is specifically human about human cognition.

As Piaget's conception of the sensorimotor infant is being severely undermined by new paradigms for studying infancy, the battle between nativism and constructivism once again rears its rather anconstructivist head. In *Beyond modularity*, I do not choose between these two epistemological stances, one arguing for predominantly built-in, domain-specific knowledge, and the other for a minimum innate underpinning to subsequent domain-general learning. Rather, I suggest that nativism (when redefined within a truly epigenetic perspective of genetic expression rather than genetic unfolding), on the one hand, and Piaget's constructivism, on the other, are complementary in fundamental ways, and that the ultimate theory of human cognition will encompass aspects of both. *Beyond modularity* is intended to excite the reader about the possibilities of a developmental perspective embracing both domain-specific predispositions and constructivism and to demonstrate that one can attribute various innate processes/structures to the human neonate without denying the crucial roles of the physical and sociocultural environments and without jeopardizing the deep-seated conviction that we are special — creative, cognitively flexible, capable of conscious reflection, novel invention, and occasional inordinate stupidity.

Developmental psychologists of the Piagetian school

Beyond Modularity A Developmental Perspective On Cognitive Science

José Luis Bermúdez

Beyond Modularity A Developmental Perspective On Cognitive Science:

Beyond Modularity Annette Karmiloff-Smith,1995-09-25 Taking a stand midway between Piaget s constructivism and Fodor s nativism Annette Karmiloff Smith offers an exciting new theory of developmental change that embraces both approaches She shows how each can enrich the other and how both are necessary to a fundamental theory of human cognition Karmiloff Smith shifts the focus from what cognitive science can offer the study of development to what a developmental perspective can offer cognitive science In Beyond Modularity she treats cognitive development as a serious theoretical tool presenting a coherent portrait of the flexibility and creativity of the human mind as it develops from infancy to middle childhood Language physics mathematics commonsense psychology drawing and writing are explored in terms of the relationship between the innate capacities of the human mind and subsequent representational change which allows for such flexibility and creativity Karmiloff Smith also takes up the issue of the extent to which development involves domain specific versus domain general processes She concludes with discussions of nativism and domain specificity in relation to Piagetian theory and connectionism and shows how a developmental perspective can pinpoint what is missing from connectionist models of the mind **Beyond Modularity** ,1999 **Beyond Modularity** Annette Karmiloff-Smith,1992 **The MIT Encyclopedia of the Cognitive Sciences (MITECS)** Robert A. Wilson,Frank C. Keil,2001-09-04 Since the 1970s the cognitive sciences have offered multidisciplinary ways of understanding the mind and cognition The MIT Encyclopedia of the Cognitive Sciences MITECS is a landmark comprehensive reference work that represents the methodological and theoretical diversity of this changing field At the core of the encyclopedia are 471 concise entries from Acquisition and Adaptationism to Wundt and X bar Theory Each article written by a leading researcher in the field provides an accessible introduction to an important concept in the cognitive sciences as well as references or further readings Six extended essays which collectively serve as a roadmap to the articles provide overviews of each of six major areas of cognitive science Philosophy Psychology Neurosciences Computational Intelligence Linguistics and Language and Culture Cognition and Evolution For both students and researchers MITECS will be an indispensable guide to the current state of the cognitive sciences **A Roadmap for Cognitive Development in Humanoid Robots** David Vernon,Claes von Hofsten,Luciano Fadiga,2011-12-28 This book addresses the central role played by development in cognition The focus is on applying our knowledge of development in natural cognitive systems specifically human infants to the problem of creating artificial cognitive systems in the guise of humanoid robots The approach is founded on the three fold premise that a cognition is the process by which an autonomous self governing agent acts effectively in the world in which it is embedded b the dual purpose of cognition is to increase the agent s repertoire of effective actions and its power to anticipate the need for future actions and their outcomes and c development plays an essential role in the realization of these cognitive capabilities Our goal in this book is to identify the key design principles for cognitive development We do this by bringing together

insights from four areas enactive cognitive science developmental psychology neurophysiology and computational modelling This results in roadmap comprising a set of forty three guidelines for the design of a cognitive architecture and its deployment in a humanoid robot The book includes a case study based on the iCub an open systems humanoid robot which has been designed specifically as a common platform for research on embodied cognitive systems **Developmental Perspectives on Embodiment and Consciousness** Willis Overton,Ulrich Mueller,Judith Newman,2007-09-19 Until recently the body has been largely ignored in theories and empirical research in psychology particularly in developmental psychology Recently however several conceptions of the relation between body and mind have been developed Common among these conceptions is the idea that the body plays an important role in our emotional social and Progressing Science Education Keith S. Taber,2009-05-29 Exploring one of the central themes in science education theory this volume examines how science education can be considered as a scientific activity within a broad post positivist notion of science Many students find learning science extremely problematic whatever level of education they have reached At the end of the 1970s a new approach to tackling learning difficulties in science was developed drawing on ideas from psychology and cognitive science and centred on the way students build up new knowledge in reference to their existing ideas Constructivism became the dominant paradigm in science education research for two decades spawning a vast body of literature reporting aspects of learners ideas in different science topics However Constructivism came under fire as it was recognised that the research did not offer immediate and simple prescriptions for effective science teaching The whole approach was widely criticised in particular by those who saw it as having anti science leanings In this book the notion of scientific research programmes is used to understand the development limitations and potential of constructivism It is shown that constructivist work in science education fits into a coherent programme exploring the contingencies of learning science The author goes further to address criticisms of constructivism evaluate progress in the field and suggest directions for future research It is concluded that constructivism has provided the foundations for a progressive research programme that continues to guide enquiry into learning and teaching science Action As An Organizer of Learning and Development John J. Rieser,Jeffrey J. Lockman,Charles A. Nelson,2005-04-26 This is the 33rd volume in the Minnesota Symposium on Child Psychology held in October 2002 The symposium was held to honor the scientific and mentoring contributions of Anne Danielson Pick and Herbert L Pick Jr two longtime and beloved professors of the Institute of Child Development It focused on Action as an Organizer of Learning and Development and integrated the best and most innovative research on the role of action in perceiving and understanding Taken together the book captures the intellectual excitement that characterized the 33rd symposium and appeals to developmental psychologists particularly those interested in perceptual development **Movement and Action in Learning and Development** Ida Stockman,2004-03-24 This book presents theories and clinical practices for dealing with children diagnosed with pervasive developmental disability or PDD These are children who

have a wide range of disabilities that affect their participation in even the most routine events of daily life such as eating dressing bathing and so on Unlike many who are diagnosed with classic autism however these children seem to have normal social behavior normal physical appearance the ability to learn hear see and move their bodies at will in other words none of the well known reasons that cause autistic and other children to develop differently These children have the use of all their senses but their brains are unable to process the information that is fed through them While much new research is being done in genetics and neurobiology to explain why something in these children has gone fundamentally wrong with their development clinicians and therapists who deal with them on a daily basis have needed to develop practical therapies based on how the children react to their environments Movement and Action in Learning and Development suggests that when therapists plan treatment strategies children s experiences and interactions with the world should be given the same consideration as the limits of their biological makeups Too often children diagnosed with PDD are lumped into therapy groups for the classically autistic where the focus tends to be on the distance senses hearing and vision Case studies presented in the first half of the book suggest that for children with PDD there is a disconnect between the brain and the tactile kinesthetic senses that involve body movement and physical interaction with the world Movement in turn seems to be connected to perception interpretation of the world around and ultimately the acquisition of knowledge For children with PDD normal learning seems to be limited not only by their tactile kinesthetic sense but also by the lack of collaboration between all the senses The second half of the book demonstrates how these new theories translate into clinical practices

The Cambridge Handbook of Computational Cognitive Sciences Ron Sun,2023-05-11 The Cambridge Handbook of Computational Cognitive Sciences is a comprehensive reference for this rapidly developing and highly interdisciplinary field Written with both newcomers and experts in mind it provides an accessible introduction of paradigms methodologies approaches and models with ample detail and illustrated by examples It should appeal to researchers and students working within the computational cognitive sciences as well as those working in adjacent fields including philosophy psychology linguistics anthropology education neuroscience artificial intelligence computer science and more *Child Psychology* Lawrence Balter,Catherine S. Tamis-LeMonda,2016-02-26 This third edition of Child Psychology continues the tradition of showcasing cutting edge research in the field of developmental science including individual differences dynamic systems and processes and contexts of development While retaining a similar structure to the last edition this revision consists of completely new content with updated programmatic research and contemporary research trends and interests The first three sections highlight research that is organized chronologically by age Infancy Childhood and Adolescence Within each section individual chapters address contemporary research on a specific area of development such as learning cognition social and emotional development at that period in childhood The fourth section Ecological Influences emphasizes contextual influences relevant to children of all ages including risk and protective processes family and neighborhood context race and ethnicity

peer relations the effects of poverty and the impact of the digital world Child Psychology also features a unique focus on four progressive themes First emphasis is placed on theory and explanation the why and how of the developmental process Second explanations of a transactional and multidimensional nature of development are at the forefront of all chapters Third the multi faceted approach to development highlights contextual influences and cultural diversity among children from different communities and backgrounds Finally methodological innovation is a key concern and research tools presented across chapters span the full array available to developmental scientists who focus on different systems and levels of analysis The thoroughness and depth of this book in addition to its methodological rigor make it an ideal handbook for researchers practitioners policy makers and advanced students across a range of disciplines including psychology education economics and public policy *Infant Development* J. Gavin Bremner,Alan Slater,George Butterworth,1997 An account of recent research into infant development the text includes 13 chapters writen by British and North American infancy researchers Although the chapters are organized along conventional lines into sections on perceptual cognitive and social development the emphasis appearing both within chapters and in the linking editorial passages within sections is on links between perceptual cognitive and social aspects of development Thus new findings on infant perception are related to both old and new accounts of cognitive developemnt and links are drawn between these topics and the development of social interaction and language Attention is given to both traditional approaches such as Piagetian theory and more recent approaches such as direct perception and dynamic systems theory There is also a chapter devoted to interpreting infant development from a psychoanalytic perspective *Handbook of Intraindividual Variability Across the Life Span* Manfred Diehl,Karen Hooker,Martin J. Sliwinski,2014-12-08 Intraindividual variability IIV of human development and behavior across the entire life span is explored in this new book Leading researchers summarize recent findings on the extent role and function of IIV in human development with a focus on how when and why individuals change over time The latest theoretical methodological and technological advances are reviewed The book explores the historical and theoretical background and challenges of IIV research along with its role and function in childhood adolescence and adulthood Edited to maximize consistency and accessibility each chapter includes an introduction and a review of the research and most explore future directions new theoretical developments and conclusions and implications Readers are shown that by focusing on the individual as a unit of analysis across different time scales conditions and situations researchers can effectively demonstrate behavioral and developmental regularities at different points of the life span As such this book is a must have for anybody interested in IIV research The book explores New designs and methods for the analysis of intensive repeated measures data The importance of real time data for more time sensitive and ecologically valid measurements The role and function of intraindividual variability in behavior and development across the life span from infancy to later life Numerous examples of how intraindividual variability research is conducted Topics and findings that are commonly treated in disparate bodies of

literature from various disciplines Part 1 provides a historical conceptual and methodological overview of the study of intraindividual variability IIV IIV during childhood and adolescence and its application in the investigation of development of language acquisition infant parent interactions development of motor skills cognitive development mood regulation and identity development are examined in Part 2 Part 3 focuses on IIV during adult development including its use in neuropsychological functioning and attention and in personality development and mood regulation IIV in the context of adults health behavior is also reviewed Part 4 examines the key issues and challenges of IIV research in human development such as whether IIV in adult development is an indicator of vulnerability or resilience the association between short term IIV and long term developmental change and multiple time scale design and analysis The volume concludes with a look at the future of intraindividual variation analysis Intended for advanced students and researchers in developmental psychology across the life span social personality and health psychology as well as sociology family studies gerontology education and medicine interested in intraindividual variability of behavior and its role in human development this book also serves as a text for graduate courses on longitudinal analysis multilevel modeling and or advanced data analysis offered in these departments Knowledge in human development or life course sociology and graduate level statistics is recommended <u>Philosophy of Psychology</u> José Luis Bermúdez,2005 Philosophy of Psychology is a well structured introduction to the nature and mechanisms of cognition and behaviour from one of the leaders in the field <u>Advances in Child Development and Behavior</u> Patricia J. Bauer,2009-08-03 Volume 37 of the Advances in Child Development and Behavior series includes 8 chapters that highlight some of the most recent research in developmental and educational psychology A wide array of topics are discussed in detail including the role of dyadic communication in infant social cognitive development space number and the atypically developing brain development from a behavioral genetics perspective nonhuman primate studies of individual differences in pathways of lifespan development the development of autobiographical memory origins and consequences the maturation of cognitive control and the adolescent brain the developmental origin of na ve psychology and children s reasoning about traits Each chapter provides in depth discussions of various developmental psychology specializations This volume serves as an invaluable resource for psychology researchers and advanced psychology students Goes in depth to address 10 different developmental and educational psychology topics A necessary resource for both psychology researchers and students

Installation Theory Saadi Lahlou,2018-02-08 Installation Theory The Societal Construction and Regulation of Behaviour provides researchers and practitioners with a simple and powerful framework to analyse and change behaviour Informed by a wide range of empirical evidence it includes an accessible synthesis of former theories ecological psychology activity theory situated action distributed cognition social constructionism actor network theory and social representations Installations are the familiar socially constructed apparatuses which elicit enable scaffold and control and make predictable most of our normal behaviour from shower cabins or airport check ins to family dinners classes or hospitals The book describes their

threefold structure with a new model enabling systematic and practical analysis of their components It details the mechanisms of their construction resilience and evolution illustrated with dozens of examples from restaurants to nuclear plant operation The book also provides a detailed analysis of the processes of creation and selection of innovations proposing a model for the maintenance and evolution of social systems   **Introducing Religion** Willi Braun,Russell T. McCutcheon,2016-04-08 The study of religion encompasses ordinary human social practice and is not limited to the extraordinary or divine Introducing Religion brings together leading international scholars in the field of religious studies to examine religion as integral to everyday social practice The book establishes a theoretical framework for the study of religion to analyse prayer ritual science morality and politics in relation to the world s major religions It will be of interest to students of theory and method in religious studies seeking a clear introduction to the multifaceted nature of religion   **Novel Developmental Perspectives on the Link Between Morality and Social Outcomes** Simona Carla Silvia Caravita,Miriam Beauchamp,Robert Thornberg,2022-04-22   *Contemporary Theories of Religion* Michael Stausberg,2009-06-19 Interest in theories of religion has never been greater Scholars debate single theoretical approaches in different scholarly journals while the new atheists such as Richard Dawkins and Daniel Dennett criticize the whole idea of religion For everyone eager to understand the current state of the field Contemporary Theories of Religion surveys the neglected landscape in its totality Michael Stausberg brings together leading scholars of the field to review and discuss seventeen contemporary theories of religion As well as scholars of religion it features anthropologists archaeologists classicists evolutionary biologists philosophers and sociologists Each chapter provides students with background information on the theoretician a presentation of the theory s basic principles an analysis of basic assumptions and a review of previous critiques Concluding with a section entitled Back and Forth Stausberg compares the different theories and points to further avenues of discussion for the future   **Change and Development** Eric Amsel,K. Ann Renninger,Ann Renninger,2013-05-13 This book and the symposium on which it was based were designed to cross the boundaries of subdiscipline and theoretical orientation to address four critical issues in understanding development explanation of change and development the nature and process of change forms of variability in performance and the promotion of change through application The chapters suggest that change and development in target systems from cells to selves may not be explainable assessable or promotable without careful reference to the context social and otherwise of the system and that the process of change and development may involve variability of the system in addition to periods of stability Together the chapters harken back to the spirit of the grand theory Instead of proposing a grand theory they provide an excellent foundation for considering the importance of an individual s or particular group s context and variability and discussions to facilitate thinking about what still needs to be worked out

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