### Contents

#### **1** AN INTRODUCTION TO AND HISTORY OF COGNITIVE PSYCHOLOGY

Cognitive Defined 3 Cognitive Psychology: A Brief History 3 Lockean and Kantian Views of Humankind 3 Lockean and Kantian Themes in American Psychology 4 Lockean and Kantian Themes in European Psychology 10 Summary 15

## **2** AN INFORMATION-PROCESSING VIEW OF COGNITION AND DEVELOPMENT

Assumptions Underlying the Study of Behavior 18 On the Nature of Theories 19 Structure of the Information-Processing System 19

A Synthesis Approach to Information Processing 20

An Analysis Approach to Information Processing 25 Summary 26

#### **3 PIAGET'S THEORY OF COGNITIVE DEVELOPMENT**

Piaget's View of Intellectual Structure 30 Adaptation and Organization 30
Four Stages of Development 32 The Sensorimotor Period 32 The Preoperational Period 36 The Period of Concrete Operational Thought 39 The Period of Formal Operational Thought 39
Neo-Piagetian Positions 41
Summary 42 17

1

### **4** AN INFORMATION-PROCESSING ACCOUNT OF PERCEPTUAL DEVELOPMENT

The Visual and Auditory Senses 46 Methodology 49 Visual Pattern Perception 50 Animate and Inanimate Objects 51 The Human Face 52 Visual Constancies 55 Depth Perception 55 Binocular and Motion Parallax 56 Part versus Whole Perception 57 Auditory Perception 59 The Coordination of Auditory and Visual Perception 60 Theories of Perceptual Development 61 Differentiation Theory 61 Prototype Theory 65 The Information-Processing View of Perception: A Critique 67 Summary 69

## **5** A PIAGETIAN VIEW OF PERCEPTION

Methodology 72 The Perception of Objects 72 The Perception of Space 74 The Perception of Time 78 The Perception of Causality 80 Piagetian View of Perceptual Development: A Critique 81 Does Intellectual Structure Organize Perception? 81 Does Perceptual Development Occur in a Steplike Sequence? 82 Is Perception Constructed from Action? 84 Summary and Synthesis 86

71

## **6** A MULTISTORE MODEL OF MEMORY

Three Storage Systems 90 Sensory Register 91 Trace Duration 91 Capacity 95 Code 95 Control Processes: Selective Attention 96 Short-Term Store 98 Trace Duration 98 Capacity 99 Code 99 Control Processes: Rehearsal, Chunking, Imagery, and Subjective Organization 102 Retrieval from Short-Term Store 105 Long-Term Store 106 Code and Organization 107 The Multistore Model of Memory: A Critique 110 Is There a Sensory Memory? 110 Are There Short- and Long-Term Stores? 111 How Does Information Get from Short-Term Store to Long-Term Store? 111 Summary 112

#### **7** A LEVELS-OF-PROCESSING MODEL OF MEMORY

Semantic and Nonsemantic Levels 116 Spread or Depth of Encoding 119 Encoding Specificity 123 Levels-of-Processing Model Of Memory: A Critique 124 Is It Possible to Measure Depth or Spread of Encoding? 124 How Do We Determine at What Level Information Is Processed? 125 What Role Does Intentionality Have in the Memory Process? 125 Is Retrieval Cue-Specific? 126 Summary and Synthesis 127

## **8** A PIAGETIAN MODEL OF MEMORY

Memory in a Broad and Narrow Sense 130 The Long-Term Improvement of Memory 131 Recognition, Reconstruction, and Recall 134 The Piagetian Model of Memory: A Critique 136 Does Memory Improve with Time? 136 Are Piagetian Studies of Memory Really the Study of Memory? 139 Are Recognition, Reconstruction, and Recall Determined by Genetic Factors? 139 Summary and Synthesis 140

#### **9** AN INFORMATION-PROCESSING APPROACH TO PROBLEM SOLVING 145

An Analysis Method for Problem Solving 147 The Blank-Trials Procedure 147 The Introtact Probe Procedure 149 Hypothesis Testing, Rule Knowledge, and Strategy Use 150 Problem Solving and Subprocess Deficiencies 152 Perception and Problem Solving 152 Memory and Problem Solving 153 Rule Instruction and Strategy Training 155 Direct Instruction 155 Modeling 156 Affective Factors and Problem Solving 158 A Systems-Modeling Method for Problem Solving 160 Information-Processing Views of Problem Solving: A Critique 164 Specifying the Mechanisms of Change 165 The Machine as a Metaphor 165 The Concern with Task Performance 166 Summary 166

#### **10** A PIAGETIAN APPROACH TO PROBLEM SOLVING

The Operationalization of Thought: Development of a System of Rules 170 Classification 171 Operations Underlying Classification 172 Empirical Support for Piaget's Explanation of Classification 173 Conservation 175 Number and Continuous Quantity 176 Seriation 181 Formal Operational Thought 184 Conservation of Volume 187 Combinatorial Operations and Isolation of Variables 188 Proportion, Probability, and Correlation 189 The Piagetian View of Problem Solving: A Critique 190 A Difference of Method 190 Is the Stage Concept Necessary? 191 A Neo-Piagetian Position 193 Summary and Synthesis 196

# **11** METACOGNITION

Metaperception 201 Metamemory 203 Metaprocessing Knowledge 206 Metacognition: A Critique 210 Summary 212

# 12 LANGUAGE AND COGNITION

Language as a Prerequisite of Thought 214 Language and Thought: Manifestations of a Common Core 217 Relevant Research 218 Correlation Studies 218

213

Comparisons of Children with Typical and Atypical Language 221 Verbal Training and Cognitive Development 222 Verbal Language as a Specialized Tool for Thought 224 Language as an Executive System 225 Summary 225

## 13 APPLICATIONS

Psychometric Applications 228 The Attitude toward Mental Testing 228 An Integration of Cognitive Theory and Psychometrics 229 Educational Applications 231 Assumptions Underlying an Extension of Cognitive Theory to Education 231 A Piagetian Approach to Education 232 An Information-Processing Approach to Education 234 A Comparison of Piagetian-and Information-Processing-Based Instructional Programs 235 An Application of Cognitive Theory to Education Programs for the Mentally Handicapped 236 Problems in the Extension of Cognitive Theory to Educational Practice 237 Therapeutic Applications 238 Summary 240

References 241