

## Review Questions.

1. In Piaget's theory, what are the sources of continuity and discontinuity in cognitive development? Provide an example of each. For example, what would be an example of equilibration?
2. How does the object concept develop? According to Piaget, what does this development indicate about infants' thinking? What evidence indicates that Piaget's interpretation of the A-not-B error is mistaken?
3. How did Piaget interpret failure on the conservation tasks? What did he think failure indicated about children's thinking? What did he think success indicated about children's thinking?
4. Why did Piaget give children the pendulum problem?
5. In what ways do the sociocultural, information-processing, and core-knowledge approaches address weaknesses in Piaget's theory?
6. According to the information processing approach, children improve their ability to solve problems as a result of improved planning and analogical reasoning. Why do children fail to plan in situations where it would be adaptive? What obstacles do children face in analogical reasoning?
7. What evidence indicates that children's basic cognitive processes improve with age?
8. What evidence supports the core-knowledge approach to infant cognition?
9. How do the Piagetian, information-processing, and core-knowledge theories offer unique contributions to the improvement of educating children? Provide an example of each.
10. What evidence indicates that humans possess a language acquisition device?
11. What evidence suggests that children have certain assumptions about language before they learn the meanings of words?
12. What evidence suggests that children use grammatical structure before they actually speak in fully grammatical sentences? Why is analogical reasoning unlikely to be helpful in acquiring grammar?
13. What environmental support is there for the acquisition of language? Does the evidence suggest that all, some, or none of this support is necessary for the acquisition of grammar? Justify your answer with experimental findings.
14. How do humans use symbolic reference in ways that other species do not?
15. What does gesture tell us about language?