



Preface

We were all young once. It follows that every psychological phenomenon you consider has a developmental history. For this simple reason, developmental psychology comprises one of the largest subdivisions within psychology, with huge numbers of scientific papers dedicated to attempting to answer the questions it poses. The journal *Developmental Psychology* receives the second highest number of submitted articles out of all of the American Psychological Association (APA) journals.

Developmental psychology is also a fast-paced and dynamic area of research; it continually combines with, integrates and informs other subdivisions of psychology to provide frequent, novel insights into how children grow and learn about the world around them. To provide some examples of this kind of synergy of developmental psychology with other disciplines and domains: advances in cognitive neuroscience enable advances in understanding of cognitive development and cognitive functions; likewise, changes in society have an important impact on the social and emotional development of gender identity and peer relationships. The impact of developmental psychology is equally wide; it stimulates new developments in educational practice for typically and atypically developing children, and informs health care for people of all ages across the lifespan. Importantly, though, it is an intrinsic interest in what makes us mature, and in how that relates to almost every other area of psychological understanding, that has kept developmentalists committed to researching and teaching developmental psychology. This is why we have written this book.

This new textbook builds on the successful foundation created by the US textbook written by Parke and Gauvain, but importantly brings a more international outlook to the content. It is with this in mind that we have looked to develop a text that offers an international approach appropriate for European courses in developmental psychology, encompassing a broader range of theories and research. Importantly, this means that we have not removed the excellent coverage of US research in the original book and simply replaced it with international alternatives, but have instead thought carefully about the most appropriate and open perspective to take in each chapter in terms of classic and contemporary research and theories. The book also combines classic and up-to-date research across the span of developmental psychology. We hope that instructors will agree that this provides a strong and balanced resource on which to base courses in developmental psychology.

The book is designed with first- and second-year undergraduate students in mind, and retains the topical approach of Parke and Gauvain. The structure begins with an introduction to aims and objectives of developmental psychology before moving on to introduce theoretical and methodological approaches to developmental psychology. After these first three chapters the book then covers the field through a consideration of development in key topic areas. Throughout the book there is a strong emphasis on the connection between the different areas: biological, emotional, cognitive and social.

Overall, we have tried to ensure that this edition offers a broad overview of the discipline without having to 'dumb down' the content. We think that it provides a strong introduction to both the classic and contemporary literature available internationally, in an accessible and engaging way for both students and instructors.

OUR APPROACH IN THIS BOOK

Balanced theoretical perspectives

The topical approach of the book allows for a sophisticated presentation of the theories that guide research in the many areas of developmental psychology. We have attempted to show in each chapter how thinking about important questions has changed through critiques and revisions of classic theories in accordance with up-to-date empirical findings. We aim to provide a balanced presentation of the grand and classic theories, with acknowledgement of the more specialized theories that are important in particular areas.

While the theoretical approaches that are most popular vary from region to region, we have attempted as far as is possible to portray the field in a balanced way offering at the same time a holistic overview of the major topics for developmental psychology. In order to achieve this we have added new topics and chapters to the original US format of the book and have extensively revised other areas. Also, to highlight the importance of how research in different areas and different theoretical approaches can influence and inform one another we have therefore included cross-links in every chapter to highlight some of the main ways in which students and instructors can think about linking material across the book.

Basic and applied research

Throughout the book you will see a focus on a data-driven approach to understanding development. We believe that this is important if university education is to stimulate new generations of researchers who will apply their scientific acumen to investigating new questions about development. You will see this empirical emphasis particularly in the methods chapter (Chapter 3), but we have also taken the opportunity to remind students about the methods developmentalists use through our coverage of each individual topic. Perhaps the clearest way in which this is achieved is through the Research Close-Up boxes (detailed below). While this book covers research methods that are employed across psychology as a discipline, there are of course some methodological approaches that are unique to developmental psychology. Particular emphasis is therefore placed on developmental methodologies.

Thus, we advocate a consideration of ‘basic’ research into development throughout the book. However, we also place particular emphasis on how understanding the broadest implications and applications of this research can provide further insights. Basic research can enable us to understand real-life problems and, conversely, insights gained from applying the results of scientific investigation can help improve research and sharpen theoretical understanding. This emphasis of basic research and application is brought into focus by the pedagogical features we employ throughout the book. Each chapter contains two types of pedagogical boxes: Research Close-Up (which present single research studies in detail, giving students a sense of how research is carried out) and Applied Developmental Psychology (which discuss instances of how developmental research has been applied outside of the purely academic domain).

International approach

Developmental psychology is an international discipline. As such, we have opted not to focus explicitly on any particularly region with regard to theories and research. Our aim is to provide students with an international and holistic introduction to the discipline; this means using the most appropriate research and examples for a given topic. Based on our location, there is some natural bias towards the European region and local research, but we do not offer this at the expense of key US or broader international research.

This approach is reflected in both the research and theoretical presentation across the book. There are certain theories and topics that were not covered in the US edition but are deemed important by a wider international community. These topics and theories have been included in our revised edition. We provide more detail regarding the adaptation next.

HIGHLIGHTS OF THE ADAPTATION

Several changes were made to the table of contents for this adaptation that reflect the teaching needs in our local region.

- The introductory chapter in Parke and Gauvain offered an introductory description of the field, followed by coverage of theory and research. Here we have separated theories and methods into separate chapters and in doing so have expanded coverage. This revision thus offers a stronger introduction to the key theories and methods at the beginning of the book; we feel that this more thorough introduction will provide a stronger grounding for understanding the research when presented later in the book topic by topic.
- The chapters on prenatal development, infancy and children's growth have been replaced by topics that we feel more accurately reflect research trends in developmental psychology today. Rather than choosing to separate out research on these early parts of the lifespan we have integrated infancy and prenatal development into the topic-based chapters.
- Three new chapters describe: (1) the biology of development (covering genetic inheritance, epigenetics, and the development of the brain and nervous system); (2) physical growth (covering prenatal growth, childbirth and the maturation of the body); and (3) perceptual and sensorimotor development (which covers the development of perceptual and motor abilities).
- The cognitive development chapters have been revised in content so that they now separate in terms of focus on the development of knowledge and structure of knowledge (with emphasis on the theories of Piaget and Vygotsky) and then on the development of cognitive functions (according to an information processing approach).
- We have merged two of the social chapters: the family, and peers and friends. This now offers a holistic overview of parents, peers and social relationships, as well as the interplay between them.
- Finally, we have added a new chapter on adult development. Although the majority of research in developmental psychology is aimed at the child, it is important for students to understand that development does not simply stop after adolescence. The development in adulthood is slightly different and offers its own challenges, but many of the key themes from the main topics can be extended into adulthood. Here we focus on a few key issues to illustrate continued development.

In addition to the structural changes above, each chapter includes new information and research that is more international. We have highlighted some of the key content and research inclusions below:

Chapter 2: Theories in Developmental Psychology

- Main theories discussed sequentially, starting with behaviourism, through to the latest developmental neuroscience
- Inclusion of John Bowlby
- Brief introduction to Piaget and Vygotsky (which is followed up in more detail in Chapter 9)
- Improved coverage of information processing models (in particular the connectionist approach)

Chapter 3: Research Methods in Developmental Psychology

- New content on interviewing children
- Expanded section on biological measures, including fMRI, NIRS and PET
- New section on qualitative research methods

Chapter 4: The Biology of Development: Genes, Nervous System, Brain and Environment

- Increased coverage of brain specialization
- New coverage of epigenetics
- New section on candidate genes, pleiotropy and polygenicity

Chapter 5: Physical Development: Growing a Body

- Improved contextualization of the role of physical growth in human development
- Broadened section on factors affecting the foetus, including both maternal and paternal factors
- Increased coverage of sexual maturation and the role it plays in social development

Chapter 6: Perceptual and Sensorimotor Development

- Improved coverage of multisensory perceptual development, including more research on tactile perceptual abilities
- Expanded coverage of visual perceptual development, including the latest perspectives on the development of face perception
- Revised coverage of motor development, with a new specific focus on the development of links between perceptual and motor skills

Chapter 7: Emotional Development and Attachment

- Expanded coverage of children's understanding of facial expressions
- Revised attachment coverage

Chapter 8: Language and Communication

- Increased coverage of pointing, joint attention and crying
- Additional coverage of phonological development, including research on dyslexia

Chapter 9: Cognitive Development: Origins of Knowledge

- More in-depth analysis of Vygotskian and Piagetian positions on cognitive development, and critiques of these approaches
- A new section on social cognitive development, which includes coverage of Theory of Mind

Chapter 10: The Development of Cognitive Functions

- More up-to-date coverage of memory development including recent infant research on short-term memory and sensory memory
- A new section on executive functions

Chapter 11: Intelligence, Achievement and Learning

- Expanded assessment coverage to include the Cognitive Assessment System and Raven's Matrices
- Individual differences in intelligence expanded
- New coverage of executive functions and working memory in education
- Expanded achievement coverage

Chapter 12: Parents, Peers and Social Relationships

- Revised parents and family section
- Expanded coverage of parental versus peer influence
- Coverage of bullying included

Chapter 13: Social Identities: Gender, Gender Roles and Ethnicity

- Extended biological coverage of gender differences
- Revised section on media impact on gender identity
- New coverage of ethnicity

Chapter 14: Morality, Altruism and Aggression

- Extended section on Piaget's theory
- Neuropsychological and socioemotional approaches
- Revised section on prosocial behaviour

Chapter 15: Developmental Psychopathology

- Revised for *DSM-V* update due 2013 (with proposed and expected changes)
- Expanded critique of classification and the systems available
- Revised coverage of ADHD and autism, including key international research

Chapter 16: Development in Adulthood

- Brand new chapter
- Focus on the cognitive decline in intelligence, problem solving and memory
- Social focus on relationships and happiness in later life, particularly with regard to romantic relationships