

Springer Series in Cognitive Development

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Charles J. Brainerd

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Cognitive Strategy Research

Psychological Foundations

Edited by
Michael Pressley and Joel R. Levin



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Series Preface

For some time now, the study of cognitive development has been far and away the most active discipline within developmental psychology. Although there would be much disagreement as to the exact proportion of papers published in developmental journals that could be considered cognitive, 50% seems like a conservative estimate. Hence, a series of scholarly books devoted to work in cognitive development is especially appropriate at this time.

The *Springer Series in Cognitive Development* contains two basic types of books, namely, edited collections of original chapters by several authors, and original volumes written by one author or a small group of authors. The flagship for the Springer Series is a serial publication of the “advances” type, carrying the subtitle *Progress in Cognitive Development Research*. Each volume in the *Progress* sequence is strongly thematic, in that it is limited to some well-defined domain of cognitive-developmental research (e.g., logical and mathematical development, development of learning). All *Progress* volumes will be edited collections. Editors of such collections, upon consultation with the Series Editor, may elect to have their books published either as contributions to the *Progress* sequence or as separate volumes. All books written by one author or a small group of authors are being published as separate volumes within the series.

A fairly broad definition of cognitive development is being used in the selection of books for this series. The classic topics of concept development, children’s thinking and reasoning, the development of learning, language development, and memory development will, of course, be included. So, however, will newer areas such as social-cognitive development, educational applications, formal modeling, and philosophical implications of cognitive-developmental theory. Although it is

anticipated that most books in the series will be empirical in orientation, theoretical and philosophical works are also welcome. With books of the latter sort, heterogeneity of theoretical perspective is encouraged, and no attempt will be made to foster some specific theoretical perspective at the expense of others (e.g., Piagetian versus behavioral or behavioral versus information processing).

C. J. Brainerd

Preface

This is one of two companion volumes on cognitive strategy research within the *Springer Series in Cognitive Development*. These volumes were motivated by the large number of studies in recent years on cognitive strategy training, studies that have appeared in the developmental, educational, and clinical literatures. The present volumes summarize much of the most important work on the topic, juxtaposing diverse applications and theoretical perspectives. We hope that by bringing together so many different approaches, the volumes will promote general knowledge about strategies that will integrate future research and practice.

This volume is concerned with the development of cognitive strategies, and the training of both cognitive and social-behavioral strategies in various contexts. As editors, we have provided introductory comments for each of the three major sections of the book. Readers interested in quickly identifying the major themes developed in the volume should begin with these introductions.

The authors were not asked to provide exhaustive reviews of research. Instead, we wanted them to summarize exemplary research studies and programs of research. In doing so, authors were requested to provide a discussion of what the term “strategy” meant in their particular domain. Authors were also asked to present a brief historical account of strategy research in their area, and to suggest future research directions. We feel that the authors succeeded in separating the wheat from the chaff, providing references to much of the best research available in the cognitive strategy field.

In order to promote continuity from chapter to chapter, and to assist readers in identifying themes that cut across chapters, we inserted cross-references in each contribution to other chapters in the volumes. In many ways this was a difficult

task for us because of the many potential interconnections that could have been built, and because we did not want to clutter the chapters with cross-references. Thus, we inserted only what we regarded to be the most relevant citations across the two volumes, which appear in the authors' running text.

Editorial work on this book was supported partially by a grant to Michael Pressley from the Natural Sciences and Engineering Research Council of Canada. Joel Levin's participation was supported in part by a grant from the National Institute of Education to the Wisconsin Center for Education Research. We also wish to acknowledge the encouragement and assistance of the Series Editor, Charles Brainerd, and the staff of Springer-Verlag.

Michael Pressley
Joel R. Levin

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