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Early Theories: Preformationism, Locke, and Rousseau The two great pioneers in child psychology were John Locke and Jean-Jacques Rousseau. Locke was the father of environmentalism and learning theory; his heirs are scientists such as Ivan Pavlov and B. F. Skinner. Rousseau began the developmental tradition in psy-

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The result of extensive scholarship and consultation with leading scholars, this text introduces students to twenty-four theorists and compares and contrasts their theories on how we develop as individuals. Emphasizing the theories that build upon the developmental tradition established by Rousseau, this text also covers theories in the environmental/learning tradition.

This book covers twenty-two theories of development and their implication on education. It also introduces readers to the theorists behind the theories in a lively and easily accessible manner. Comparing and contrasting the theories covered, the book focuses on theorists who follow the developmental tradition of Rousseau - such as Gesell, Piaget, and Montessori - and their belief that we grow largely from our inner promptings and spontaneous discoveries at different times throughout our lifetimes. In addition, the author looks at theorists in the environmental/learning tradition. For anyone interested in the philosophy of child rearing and education, relative to a child's growth and the growth of our society as a

For undergraduate/graduate courses in Theories of Development, Child Development, Child Psychology, Human Development, and Lifespan Development. The result of extensive scholarship and consultation with leading scholars, this classic text introduces students to twenty-four theorists and compares and contrasts their theories on how we develop as individuals. Emphasizing the theories that build upon the developmental tradition established by Rousseau, this text also covers theories in the environmental/learning tradition.

A classic in the field, this third edition will continue to be the book of choice for advanced undergraduate and graduate-level courses in theories of human development in departments of psychology and human development. This volume has been substantially revised with an eye toward supporting applied developmental science and the developmental systems perspectives. Since the publication of the second edition, developmental systems theories have taken center stage in contemporary developmental science and have provided compelling alternatives to reductionist theoretical accounts having either a nature or nurture emphasis. As a consequence, a developmental systems orientation frames the presentation in this edition. This new edition has been expanded substantially in comparison to the second edition. Special features include: * A separate chapter focuses on the historical roots of concepts and theories of human development, on philosophical models of development, and on developmental contextualism. * Two new chapters surrounding the discussion of developmental contextualism--one on developmental systems theories wherein several exemplars of such models are discussed and a corresponding chapter wherein key instances of such theories--life span, life course, bioecological, and action theoretical ones--are presented. * A new chapter on cognition and development is included, contrasting systems' approaches to cognitive development with neo-nativist perspectives. * A more differentiated treatment of nature-oriented theories of development is provided. There are separate chapters on behavior genetics, the controversy surrounding the study of the heritability of intelligence, work on the instinctual theory of Konrad Lorenz, and a new chapter on sociobiology. * A new chapter concentrates on applied developmental science.

Understanding child development is essential to ensuring a full and rounded psychological grounding, but given the complex nature of the topic it can be a real challenge. Child Development: Concepts and Theories takes a step back to focus just on the key concepts of child development that all students must learn. With this book, their first encounters with theories and their applications will mean that they can move on with a firm foundation in child development. Central to this, is understanding how these theories or concepts are applied in the real world and how psychologists engage with them in research. This book gives clear and detailed examples to bring the subject to life. Each chapter features case studies that run throughout the chapter and develop as the students' own understanding does. Written for undergraduates, the book will become essential to any student wanting a key to unlock the world of child development. Jean Mercer is Professor Emerita of Psychology at Stockton University, New Jersey, and writes a blog, "Childmyths", at http://childmyths.blogspot.com

Intended for courses on theories of human development, this new text presents nine theories grouped into three major families - those that emphasize biological systems; those that emphasize environmental factors; and those that emphasize a dynamic interaction between biological and environmental forces. The nine theories selected have a long and productive history in human development and continue to evolve as a result of new insights. The inclusion of social role theory and life course theory expand the book's relevance to the study of adulthood and aging. Grouping the theories by families enhances students' ability to think critically about theoretical ideas, assess the strengths and weaknesses of each theory, and gain a deeper understanding of how each theory guides research and application. The three families are introduced with a brief overview of the unique perspectives of each theory and the rationale for grouping these theories together. Discussion of each theory includes: the historical and cultural context in which the theory was developed; an overview of key concepts and important ideas; new directions in contemporary scientific work; a research example illustrating how the theory has been tested and modified; an application showing how the theory has guided the design of an intervention or program; an analysis of how the theory answers basic questions about human development; and a critique highlighting the theories' strengths and weaknesses. Theories of Human Development serves as a text in advanced undergraduate and/or beginning graduate courses in theories of human development. Its clear organization and engaging writing style make it accessible to students with a minimal background in human development.

Innovative tools and techniques for the development and design of software systems are essential to the problem solving and planning of software solutions. Software Design and Development: Concepts, Methodologies, Tools, and Applications brings together the best practices of theory and implementation in the development of software systems. This reference source is essential for researchers, engineers, practitioners, and scholars seeking the latest knowledge on the techniques, applications, and methodologies for the design and development of software systems.

The third edition of 'Concepts and Theories of Human Development' describes and critically evaluates - through the lens of developmental systems theories - the key conceptual issues and theoretical approaches to understanding human development across

Network governance has received much attention within the fields of public administration and policy in recent years, but surprisingly few books are designed specifically to help students, researchers, and practitioners examine key concepts, synthesise the growing body of literature into reliable frameworks, and to bridge the theory-practice gap by exploring network applications. Network Governance: Concepts, Theories, and Applications is the first textbook to focus on interorganizational networks and network governance from the perspective of public policy and administration, asking important questions such as: How are networks designed and developed? How are they governed, and what type of leadership do they require? To whom are networks accountable, and when are they effective? How can network governance contribute to effective delivery of public services and policy implementation? In this timely new book, authors Naim Kapucu and Qian Hu define and examine key concepts, propose exciting new theoretical frameworks to synthesize the fast-growing body of network research in public policy and administration, and provide detailed discussion of applications. Network Governance offers not only a much-needed systematic examination of existing knowledge, but it also goes much further than existing books by discussing the applications of networks in a wide range of management practice and policy domains-including natural resource management, environmental protection, public health, emergency and crisis management, law enforcement, transportation, and community and economic development. Chapters include understudied network research topics such as power and decision-making in interorganizational networks, virtual networks, global networks, and network analysis applications. What sets this book apart is the introduction of social network analysis and coverage of applications of social network analysis in the policy and management domains. PowerPoint slides and a sample syllabus are available for adopters on an accompanying website. Drawing on literature from sociology, policy sciences, organizational studies, and economics, this textbook will be required reading for courses on network governance, collaborative public management, cross-sector governance, and collaboration and partnerships in programs of public administration, public affairs, and public policy.