

Louis Oppenheimer
Jaan Valsiner
Editors

The Origins of Action

Interdisciplinary and
International Perspectives



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The Origins Of Action Interdisciplinary And International Perspectives

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The Origins of Action Louis Oppenheimer, Jaan Valsiner, 2012-12-06 The Proliferation of Action Theories and Their Applications Jaan Valsiner and Louis Oppenheimer Our contemporary psychology becomes satiated by references to action and activity Over the recent decade numerous theoretical perspectives have appeared all of which operate with the notion of action Ajzen 1985 Eckensberger Keller Lantermann 1980 each of which define it see Oppenheimer Chapter 1 of this volume Likewise the empirical literature in child psychology is filled with action theoretic notions facilitated by the ease of seeing children acting within their environments at a pace that surpasses that of even the most hyperactive adult Of course the empirical discourse in contemporary psychology is highly limited by its empiricistic emphasis which dissociates empirical work from theoretically elaborate reasoning At times one can find in the literature an anything goes attitude as long as the umbrella theoretical notion under which the given empirical study looks consensually respectable the theoretical needs of research are satisfied and psychologists can continue to accumulate data in their pursuit of normal science The latter attitude to theory of course is but a convenient illusion For any serious hope for progress in any discipline the conceptual sphere must be explicitly developed further together with the empirical efforts This sentiment led us to organize a symposium at the conference of the Society for Research in Child Development SRCD in Baltimore Maryland in 1987 The presentations at that symposium gave us the idea of editing a book on the origins of action

The Origins of Action Louis Oppenheimer, Jaan Valsiner, 1991-05-28 The Proliferation of Action Theories and Their Applications Jaan Valsiner and Louis Oppenheimer Our contemporary psychology becomes satiated by references to action and activity Over the recent decade numerous theoretical perspectives have appeared all of which operate with the notion of action Ajzen 1985 Eckensberger Keller Lantermann 1980 each of which define it see Oppenheimer Chapter 1 of this volume Likewise the empirical literature in child psychology is filled with action theoretic notions facilitated by the ease of seeing children acting within their environments at a pace that surpasses that of even the most hyperactive adult Of course the empirical discourse in contemporary psychology is highly limited by its empiricistic emphasis which dissociates empirical work from theoretically elaborate reasoning At times one can find in the literature an anything goes attitude as long as the umbrella theoretical notion under which the given empirical study looks consensually respectable the theoretical needs of research are satisfied and psychologists can continue to accumulate data in their pursuit of normal science The latter attitude to theory of course is but a convenient illusion For any serious hope for progress in any discipline the conceptual sphere must be explicitly developed further together with the empirical efforts This sentiment led us to organize a symposium at the conference of the Society for Research in Child Development SRCD in Baltimore Maryland in 1987 The presentations at that symposium gave us the idea of editing a book on the origins of action

Concepts and Theories of Human Development Richard M. Lerner, 2018-04-19 Concepts and Theories of Human Development is the most comprehensive and in depth overview of the

foundational theoretical contributions to understanding human development and the influence of these contributions for contemporary research and application in developmental science Since its initial publication in 1976 it has been an essential resource for students and professionals alike and has become the go to book for graduate students studying for their comprehensive exam on human development In this new Fourth Edition Richard M Lerner concentrates his focus on advanced students and scholars already familiar with the basic elements of major psychological theories The book discusses the assumptions involved in such topics as stage theories the nature nurture issue the issue of continuity discontinuity and the important role of philosophical ideas about theories in particular metatheories in understanding the links between theory and research It particularly focuses on relational developmental systems RDS metatheory exploring its roots in the 1930s following its development into the present day and contrasting it with the fundamentally flawed genetic reductionist models that continue to be circulated by scientists the media and the general public It discusses implications of theory for research methods and for applications aimed at the promotion of health positive development and social justice among diverse people across the life span

The ^AOxford Handbook of Culture and Psychology Jaan Valsiner, 2013-12-15 Now in paperback The Oxford Handbook of Culture and Psychology is an internationally representative overview of the state of the art in cultural psychology

Dialogical Essays Lívia Mathias Simão, 2023-05-04 This book presents a collection of interrelated essays that analyze the theoretical foundations of semiotic cultural constructivism in psychology written by one of the pioneers in this field of research Dr L via Mathias Sim o senior professor at the Institute of Psychology of the University of S o Paulo Brazil In each of the five essays included in this book the author establishes a dialogue with key thinkers and intellectual traditions of dialogical approaches arriving at core points of I other relationships according to the perspective of semiotic cultural constructivism in psychology The first essay establishes a dialogue with Greek philosophers such as Parmenides and Aristotle In the second essay this dialogue is established with semiotic constructivist psychologists such as Jaan Valsiner Ragnar Rommetveit and Ivana Markov The third essay is a dialogue with the contributions of Ernst Boesch s symbolic action theory The fourth essay proposes a dialogue between semiotic cultural constructivists and Hans Georg Gadamer s hermeneutics Finally the fifth essay proposes how the philosophy of Emmanuel Levinas contributes to dialogical studies of I other in the context of semiotic cultural constructivism Originally published in Portuguese for the Brazilian market Dialogical Essays From Difference to Sharing in I Other Relationships is now published in English in an international edition that will be of interest to psychologists philosophers historians and other human and social scientists interested in epistemological ontological and ethical aspects of I other relationships from the perspective of semiotic cultural

constructivism and cultural psychology **Handbook of Child Psychology, Theoretical Models of Human Development** William Damon, Richard M. Lerner, 2006-05-19 Part of the authoritative four volume reference that spans the entire field of child development and has set the standard against which all other scholarly references are compared Updated

and revised to reflect the new developments in the field the Handbook of Child Psychology Sixth Edition contains new chapters on such topics as spirituality social understanding and non verbal communication Volume 1 Theoretical Models of Human Development edited by Richard M Lerner Tufts University explores a variety of theoretical approaches including life span life course theories socio culture theories structural theories object relations theories and diversity and development theories New chapters cover phenomenology and ecological systems theory positive youth development and religious and spiritual development

Social Competence in Developmental Perspective B.H. Schneider, Grazia Attili, Jacqueline Nadel, Roger P. Weissberg, 2012-12-06 What determines the focus of a researcher's interest the sources of inspiration for a study or the variables scrutinized If we were to examine the antecedents of these decisions they would surely emerge as accidents of circumstance the personal experiences of the researcher the inspiration of early mentors the influence of contemporary colleagues all tempered by the intellectual currents that nurture the researcher's hypotheses Among the accidents that mold the careers of researchers is geographic location The culture in which a research program emerges helps determine both its very subject and its method The primary purpose of this book is to assist those interested in the scientific study of children's social competence in transcending the boundaries imposed both by geography and by selective exposure to the highly diverse schools of thought that have led to interest in this field Most of these ideas were presented and exchanged at an Advanced Study Institute entitled Social Competence in Developmental Perspective held in Savoie France in July 1988 This Institute was attended by scholars from France England Northern Ireland Germany Italy Norway Spain Portugal Netherlands Canada the United States and Brazil Those who participated will recognize that the metamorphosis from lecture to chapter has necessitated many changes In order to accommodate the reader who may be unfamiliar with the field more attention has been paid here to identifying the theoretical contexts of the research described

Memory for Action Hubert D. Zimmer, Ronald L. Cohen, Melissa J. Guynn, Johannes Engelkamp, Reza Kormi-Nouri, Mary Ann Foley, 2001-06-28 The book presents in eight chapters our actual knowledge on memory for actions and it gives room to the proponents of the opposing models to develop their view for explaining action memory In Chapter one Hubert Zimmer and Ronald Cohen summarize the results of laboratory research on action i.e. memory for self performed actions In Chapter two Melissa Guynn Mark McDaniel and Gilles Einstein extend this field on memory for intended actions They present their view on the prospective memory of actions and they demonstrate the importance of automatic retrieval in prospective memory In the following chapter Johannes Engelkamp presents his motor oriented explanation of action memory He claims that output processes strongly contribute to memory for performed actions and that the information which is critical for memory is closely related to the information used in the motor control of overt performance Reza Kormi Nouri and Lars G. Nilsson Chapter four completely disagree with this position They argue that performing actions may cause specific processes but that nevertheless action memory is part of a unique episodic memory which stores all types of episodes in a

similar way In the following chapter Mary Ann Foley and Hilary Ratner put action memory in the broader context of activity memory Everyday actions are usually performed in social contexts and they are goal oriented This aspect is seldom relevant in laboratory research but the authors show that it is of importance for everyday memory Then two brief chapters follow in which Nilsson and Kormi Nouri on the one hand and Engelkamp on the other hand mutually comment on each others position In the closing chapter Hubert Zimmer discusses the presented different attempts in parallel He is doing this by taking into account the different processes and brain modules which are necessary for a successful control of actions Advances in Child Development and Behavior ,1994-12-23 Advances in Child Development and Behavior is intended to ease the task faced by researchers instructors and students who are confronted by the vast amount of research and theoretical discussion in child development and behavior The serial provides scholarly technical articles with critical reviews recent advances in research and fresh theoretical viewpoints Volume 25 offers perspectives on children s activity memory spatial representation social reasoning and metacognitive development Career Development in Childhood and Adolescence ,2007-01-01 In the past few years many career theorists have noted the dearth of literature in the area of career development in childhood and adolescence A growing need for integrating theory and research on the early stages of vocational development within a systemic life span developmental approach has been articulated This volume the first book dedicated to career development of children and adolescents provides a broad and comprehensive overview of the current knowledge about the key career processes that take place in this age group Each of the eighteen chapters represents an in depth examination of a specific aspect of career development with a focus on integrating modern career theory and ongoing research and further developing theory practice connections in understanding child and adolescent career behaviour Twenty six authors leading experts from eight countries provide a state of the art summary of the current thinking in the field and outline directions for future empirical work and practice **The Self in European and North American Culture** J.H. Oosterwegel,R.A. Wicklund,2012-12-06 How diverse or potentially overlapping are the numerous self models self theories and directions of self research It has become clear that the processes associated with the self are complex and diverse and that many of the approaches associated with the self have been pursued in isolation Moreover the fact of there being different traditions within developmental and social psychology as well as different traditions in Europe and North America has also led to a certain cacophony when we examine the self field as a whole The chapters here confront these differences trying to come to terms with phenomena that are overarching that extend through the dimensions of developmental psychology social psychology motivation psychology and parts of clinical psychology The book as whole gives a clear presentation of the issues questions and phenomena that surface in research fields known as self psychology **The Routledge Handbook of Media Use and Well-Being** Leonard Reinecke,Mary Beth Oliver,2016-06-23 The Routledge Handbook of Media Use and Well Being serves as the first international review of the current state of this fast developing area of research The volume provides a

multifaceted perspective on the beneficial as well as the detrimental effects of media exposure on psychological health and well being As a first mover it will define the field of media use and well being and provide an essential resource for research and teaching in this area The volume is structured along four central considerations Processes presents concepts that provide a theoretical bridge between media use and well being such as psychological need satisfaction recovery from stress and strain self presentation and self enhancement or parasocial interactions with media characters providing a comprehensive understanding of the underlying processes that drive psychological health and well being through media Moderators examines both risk factors that promote negative effects on well being and protective factors that foster positive media effects Contexts bridges the gap between theory and real life by illustrating how media use can influence well being and satisfaction in very different life domains covering the full spectrum of everyday life by addressing the public private and work spheres Audiences takes a look at the influence of life phases and life situations on the interplay of media use and well being questioning whether various user groups differ with regard to the effects of media exposure Bringing together the expertise of outstanding international scholars from multiple disciplines including communication media psychology social psychology clinical psychology and media education this handbook sheds new light on the role of media in influencing and affecting emotions

The Handbook of Life-Span Development, Volume 1 Richard M. Lerner, Willis F.

Overton, 2010-12-14 In the past fifty years scholars of human development have been moving from studying change in humans within sharply defined periods to seeing many more of these phenomenon as more profitably studied over time and in relation to other processes The Handbook of Life Span Development Volume 1 Cognition Biology and Methods presents the study of human development conducted by the best scholars in the 21st century Social workers counselors and public health workers will receive coverage of the biological and cognitive aspects of human change across the lifespan

A Primer in Positive Psychology Christopher Peterson, 2006-07-27 Positive psychology is the scientific study of what goes right in life from birth to death and at all stops in between It is a newly christened approach within psychology that takes seriously as a subject matter those things that make life most worth living Everyones life has peaks and valleys and positive psychology does not deny the valleys Its signature premise is more nuanced but nonetheless important What is good about life is as genuine as what is bad and therefore deserves equal attention from psychologists Positive psychology as an explicit perspective has existed only since 1998 but enough relevant theory and research now exist concerning what makes life most worth living to fill a book suitable for a semester long college course This is that book and it covers the topics of concern to this new field

The Power of Interest for Motivation and Engagement K Ann Renninger, Suzanne Hidi, 2015-11-19 The Power of Interest for Motivation and Engagement describes the benefits of interest for people of all ages Using case material as illustrations the volume explains that interest can be supported to develop and that the development of a person s interest is always motivating and results in meaningful engagement This volume is written for people who would like to know more

about the power of their interests and how they could develop them students who want to be engaged educators and parents wondering about how to facilitate motivation business people focusing on ways in which they could engage their employees and associates policy makers whose recognition of the power of interest may lead to changes resulting in a new focus supporting interest development for schools out of school activity industry and business and researchers studying learning and motivation It draws on research in cognitive developmental educational and social psychology as well as in the learning sciences and neuroscience to demonstrate that there is power for everyone in leveraging interest for motivation and engagement

Early Childhood Mathematics Skill Development in the Home Environment Belinda

Blevins-Knabe, Ann M. Berghout Austin, 2016-10-17 This volume presents current research on the connections between the home and family environment on children's mathematics development Focusing on infancy through first grade it details the role of parents and other caregivers in promoting numeracy and the ways their active participation can prepare young children for learning about formal mathematics Research data answer key questions regarding the development of numeracy alongside cognitive and linguistic skills early acquisition of specific math skills and numeracy of children with atypical language skills The book also provides practical recommendations for parents and other caregivers as well as implications for future research studies and curriculum design Included in the coverage Ways to optimize home numeracy environments Individual differences in numerical abilities Cross cultural comparisons and ways to scaffold young children's mathematical skills Mathematics and language in the home environment Center based and family based child care Games and home numeracy practice Early Childhood Mathematics Skill Development in the Home Environment is an essential resource for researchers graduate students and professionals in infancy and early childhood development child and school psychology early childhood education social work mathematics education and educational psychology

International Review of Research in Mental Retardation, 2001-03-19 International Review of Research in Mental Retardation is an ongoing scholarly look at research into the causes effects classification systems syndromes etc of mental retardation Contributors come from wide ranging perspectives including genetics psychology education and other health and behavioral sciences

Motivation, Emotion, and Cognition David Yun Dai, Robert J. Sternberg, 2004-07-13 The central argument of this book is that cognition is not the whole story in understanding intellectual functioning and development To account for inter individual intra individual and developmental variability in actual intellectual performance it is necessary to treat cognition emotion and motivation as inextricably related Motivation Emotion and Cognition Integrative Perspectives on Intellectual Functioning and Development represents a new direction in theory and research on intellectual functioning and development portrays human intelligence as fundamentally constrained by biology and adaptive needs but modulated by social and cultural forces and encompasses and integrates a broad range of scientific findings and advances from cognitive and affective neurosciences to cultural psychology addressing fundamental issues of individual differences developmental

variability and cross cultural differences with respect to intellectual functioning and development By presenting current knowledge regarding integrated understanding of intellectual functioning and development this volume promotes exchanges among researchers concerned with provoking new ideas for research and provides educators and other practitioners with a framework that will enrich understanding and guide practice *Psychology of Adjustment* John Moritsugu, Elizabeth M. Vera, Jane Harmon Jacobs, Melissa Kennedy, 2016-09-09 *Psychology of Adjustment* The Search for Meaningful Balance combines a student focus with state of the art theory and research to help readers understand and adjust to life in a context of continuous change challenge and opportunity Incorporating existential and third wave behavioral psychology perspectives the authors emphasize the importance of meaning mindfulness and psychologically informed awareness and skill An inviting writing style examples from broad ethnic cultural gender and geographic areas ample pedagogical support and cutting edge topical coverage make this a psychological adjustment text for the 21st century **Writing and Motivation** Suzanne Hidi, Pietro Boscolo, 2006-11-01 The aim of this volume is to bring together contributions from international research on writing and motivation It not only addresses the basic question of how motivation to write can be fostered but also provides analyses of conceptual and theoretical issues at the intersection of the topics of motivation and writing What emerges from the various chapters is that the motivational aspects of writing represent a rich productive and partially still unexplored research field This volume is a step in the direction of a more systematic analysis of the problems as well as an effort to present and compare various models perspectives and methods of motivation and writing It addresses the implications of writing instruction based on the 2 main approaches to writing research cognitive and socio cultural It provides systematic analysis of the various models perspectives and methods of motivation and writing It brings together the international research available in this burgeoning field

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