

SOCIAL COGNITION

DEFINITION

Social cognition refers to the processes by which people think about and interpret themselves, others, and the social world. It encompasses how individuals perceive social stimuli, the inferences they make about these stimuli, and how these perceptions influence behavior.

EXAMPLES

- **Attribution Theory:** People try to determine why others do what they do, often attributing their actions to either internal dispositions or external situations.
- **Stereotyping:** Based on limited information, individuals might categorize others into groups and make broad generalizations about their characteristics.

Social Cognition And Social Development

Harry McGurk



Social Cognition And Social Development:

Social Cognition and Social Development E. Tory Higgins, Diane N. Ruble, William W. Hartup, 1985-07-26 In psychology there has been an explosion of interest in what has come to be called social cognition How do people categorise and conceptualise social situations obligations and relationships And what are the implications of their categorisations and conceptualisations for behaviour Developmental and social psychologists are currently converging on the developmental roots of social cognitive abilities This timely 1983 book offers a useful overview of research and theory concerning social cognition and social behaviour in children at the time of this book's publication A full range of theoretical approaches is represented key problems are systematically reviewed and research programmes and perspectives of leading psychologists in the field are summarised

The Development of Social Cognition Suzanne Hala, 1997 This book presents a lively up to date examination of both the classical issues and contemporary understanding of theory and research in social cognitive development

The Development of Social Cognition and Communication Bruce D. Homer, Catherine S. Tamis-LeMonda, 2013-12-02 For young children two of the most important tasks they face are learning how to communicate and learning how to think about themselves and the social world around them The premise of this book is that these two tasks are inherently linked The communicative routines and language that children learn enable new modes of cognition which in turn allow for more complex social interactions The model of early child development that emerges is one in which equal importance is given to the socio cultural context in which children are developing and to the role played by children in actively constructing their own knowledge The book is organized into four thematic sections each introduced by an integrative overview The first section Language and Cognition examines the function of language in young children's lives The second section Intentionality and Communication explores young children's understanding of intentions and their verbal and non verbal communication The third section Theory of Mind and Pedagogy examines the ways in which developments in cognitive and communicative skills transform children's participation in the process of teaching and learning The final section Narrative and Autobiographical Memory looks at the effects of narrative on young children's understanding of themselves and their world This book will be of great interest to anyone concerned with young children's learning and development

Social Cognition George Butterworth, Paul Light, 1982

Social Cognition Jessica Sommerville, Jean Decety, 2016-09-13 Social Cognition brings together diverse and timely writings that highlight cutting edge research and theories on the development of social cognition and social behavior across species and the life span The volume is organized according to two central themes that address issues of continuity and change both at the phylogenetic and the ontogenetic level First it addresses to what extent social cognitive abilities and behaviors are shared across species versus abilities and capacities that are uniquely human Second it covers to what extent social cognitive abilities and behaviors are continuous across periods of development within and across the life span versus their change with age This volume offers a fresh

perspective on social cognition and behavior and shows the value of bringing together different disciplines to illuminate our understanding of the origins mechanisms functions and development of the many capacities that have evolved to facilitate and regulate a wide variety of behaviors fine tuned to group living *Social-Cognitive Development in Context* Felicisima C. Serafica,2015-06-19 The relationship between the cognitive and social spheres of human functioning and their context has long been regarded by social and behavioural scientists as a central theoretical issue By the early 1980s a number of empirical studies had further elucidated the nature of this relationship but no attempt had been made to present a coherent picture of the research and developments in this increasingly popular area of study Originally published in 1982 the topics covered in this book filled the gap admirably They present a view of the development of aspects of the self and of self other relations and how these two lines of development interact within a given context All the contributions attempt to portray the child s developing awareness of the self in relation to the social world but all consider it from different perspectives and in varying degrees of detail This useful collection by a number of well known contributors should still be of great value to students of developmental and social psychology **Early Social Cognition** Philippe Rochat,2014-05-12 In recent years much stimulating research has emerged on children s theories of mind construed as the understanding of others intentions beliefs and desires In this context there is a renewed interest in the developmental origins of social cognition This book is an expression of this new interest assembling current conceptualizations and research on the precursors of joint engagement language and explicit theories of mind The focus is on what announces such remarkable development The book is divided into four parts Part I deals with the nature and development of social cognition in infancy Each contribution provides a different view of the important features of social cognition in the first months of life Part II presents recent empirical findings on the developing ability by young infants to detect whether caretakers and social partners are attentive and responsive to their own behavior in social exchanges Part III focuses on the early development of infants ability to monitor others in their action their gazing their animacy and their emotion Part IV offers a commentary on the contributions as a whole discussing the basic theoretical assumptions guiding current research on early social cognition The author identifies the conceptual strengths and weaknesses of the work presented and suggests interesting avenues for future research The Relationship Between Social and Cognitive Development Willis F. Overton,2013-05-13 Published in the year 1983 The Relationship Between Social and Cognitive Development is a valuable contribution to the field of Developmental Psychology *Childhood Social Development* Harry McGurk,1992 This book provides an account of research in action and debate in progress in a selection of areas of childhood social development where significant progress is underway The chapters are written by an eminent group of British and American developmental psychologists each of whom has made primary contributions to research in the areas covered in the volume The contributors were invited to reflect upon the current scene in social developmental research and to develop their own distinctive viewpoint and contribution to the field The book addresses

issues in social development from infancy to adolescence The topics examined include interactions between biological and social factors in social development sex role development the development of friendships the role of peer interaction in social and cognitive development and the influence of cultural artifacts in the social and cognitive development of children Although each chapter is concerned with a different aspect of social development there are a number of themes that recur throughout the volume One concerns the nature of social development the acquisition of social understanding and the development of social skills are not individual achievements of children reared in isolation Rather they are the outcome of social processes in which the developing child engages sometimes in an unequal partnership with experienced adults at other times in more equal partnership with peers and playmates In both cases the development change is a constructive outcome A second recurrent theme is a concern for developmental researchers to take fuller account than they may traditionally have done of the nature of the cultural settings in which social development occurs Different cultures have different customs and artifacts and these can constrain development in different ways This issue is considered throughout the book and is the specific focus of the final chapter

Social Cognition and the Acquisition of Self Michael Lewis, 2012-12-06 It is always enlightening to inquire about the origins of a research endeavor or a particular theoretical approach Beginning with the observation of the mental life of the infant in 1962 Michael Lewis has contributed to the change in the view of the infant as an insensate mass of confusion to a complex and intellectual being Anyone fortunate enough to have participated in the infancy research of the 1960s knows how exciting it was to have discovered in this small creature such a full and complex organism More central to the origins of this work was the perception of the infant as an interactive not a reactive organism and as one who influenced its social environment and constructed its cognitive life not one who just passively received information Other areas of psychology had already begun to conceptualize the organism as active and interactive even while developmental psychologists still clung to either simple learning paradigms social reinforcement theories or reflexive theories Even though Piaget had proposed an elaborate interactive theory it was not until the late 1960s that his beliefs were fully implemented into developmental theory and practice A concurrent trend was the increase of concern with mother infant interactions Ainsworth 1969 Bowlby 1969 Goldberg Lewis Goldberg 1969 which provided the impetus for the study of social and emotional as well as cognitive development

Variability and Individual Differences in Early Social Perception and Social Cognition Jessica Sommerville, Alia Martin, Talee Ziv, 2016-06-10 Over the past three decades mounting evidence has suggested that infants social perceptual and social cognitive abilities are considerably richer than was once thought By the end of the second year of life infants discriminate faces along various social dimensions attend to and understand others goals and intentions use the emotions of others to guide their learning and behavior attribute dispositional characteristics to other agents and make basic social evaluations What has also become clear is that there is a great deal of variability in infants social perception and cognition A critical outstanding question concerns the nature and

meaning of such variability The proposed Research Topic welcomes papers addressing cutting edge questions regarding variability and individual differences in early social perception and social cognition The goal of these papers is to investigate overarching questions in this domain which are necessary to move the field forward Variability in early social perception and social cognition among other domains in infancy and early childhood is often attributed to noise or overlooked in favor of focusing on age related changes Yet recent work suggests that variability in social perceptual and social cognitive tasks reliably inter relates and predicts real world social behaviors For example infants everyday experience with different face categories predicts individual differences in face processing infants production of goal directed actions predicts their simultaneous understanding of these actions and variability in social attention during the second year of life is related to theory of mind during the preschool years These findings suggest that variability in performance on social perception and social cognition tasks is not merely a nuisance variable but rather may provide the key to addressing significant questions regarding the nature of infants social perception and social cognition and the processes that underlie developmental change Acknowledging and closely examining and investigating variability in early social perceptual and social cognitive abilities may represent a powerful approach for understanding development in at least two ways First variability can signal transitional points in the developmental onset of a given ability Thus such variability and the extent to which variability relates to experience and or other abilities can be used to test hypotheses regarding mechanisms that underlie developmental changes Second variability can represent more enduring individual differences between infants In this case critical questions arise regarding the source of individual differences that is what factors shape the emergence of individual differences and whether such early individual differences contribute to the development of more advanced and sophisticated forms of social cognition and behavior The goal of this Research Topic will be to encourage researchers to take variability in early social perception and cognition seriously Papers that give variability center stage and are aimed at addressing the value of variability for identifying developmental mechanisms as well as investigating the existence source and antecedents of early individual differences in social perception and social cognition are welcomed Taken together the contributed papers will provide integral new information to the study of social perception and social cognition over the first three years of life

Navigating the Social World Mahzarin R. Banaji, Susan A. Gelman, 2013-05-02 *Navigating the Social World* covers the development of social cognition from infancy into adolescence with a focus on the first decade of human life

The Development of Young Children's Social-Cognitive Skills Michael A. Forrester, 2013-10-23 Understanding how young children begin to make sense out of the social world has become a major concern within developmental psychology Over the last 25 years research in this area has raised a number of questions which mirror the confluence of interests from cognitive developmental and social developmental psychology The aims of this book are to consider critically the major themes and findings within this growing social cognitive developmental research and to present a new theoretical framework

for investigating children's social cognitive skills Beyond being the first major review of the literature in this area this synopsis articulates why contemporary theoretical ideas e.g information processing Piagetian and social interactionist are unlikely ever to provide the conceptual basis for understanding children's participative skills Building upon ideas both within and beyond mainstream developmental psychology the eco structural approach advocated seeks to draw together the advantages of the ecological approach in perceptual psychology with the considerable insights of the conversational analysts child language researchers and Goffman's analysis of social interaction This convergence is centred around the dynamic and participatory realities of engaging in conversational contexts the locus for acquiring social cognitive skills The framework provides the building blocks for models of developmental social cognition which can accommodate dynamic aspects of children's conversational skills This book then is a review of an important area of developmental psychology a new perspective on how we can study children's participatory social cognitive skills and a summary of supporting research for the framework advocated

Infant Social Cognition Michael E. Lamb, Lonnie R. Sherrod, 1981 First published in 1980 Routledge is an imprint of Taylor Francis an informa company

Handbook of Psychology, Developmental Psychology Irving B. Weiner, Donald K. Freedheim, 2003-01-03 This work provides an overview of cognitive intellectual personality and social development across the lifespan with attention to infancy early childhood middle childhood adolescence and early middle late adulthood Chapters cover a broad range of core topics including language acquisition identity formation and the role of family peers school and workplace influences on continuity and change over time

Social Cognition During Infancy Vincent Reid, Tricia Striano, 2019-02-04 From the fundamental processing of human movement through to the ability to interpret actions infancy research is only now taking up the challenge of social cognition over a variety of cognitive areas This special issue covers broad areas of social cognitive development and builds a cohesive picture of the diversity within this thriving area of developmental psychology This issue outlines and discusses changes in early development in terms of infant behaviour that may suggest how an infant with limited experience may nonetheless identify and attribute to other humans a privileged social cognitive status

How Children Develop Robert S. Siegler, Judy S. DeLoache, Nancy Eisenberg, 2006 In its first edition this highly anticipated textbook for the topically organized child development course provided a fresh non encyclopedic approach offering the latest straight from the research understanding of child development without overwhelming the student with inessential detail The new edition brings those hallmark features forward again providing a thoroughly contemporary streamlined introduction to the study of child development that emphasizes fundamental principles enduring themes and important recent studies Student friendly pedagogy a new chapter on gender and an enhanced media and supplements package further enrich this accessible engaging and informative text

Development of Social Cognition Suzanne Hala, 1997-04 The Development of Social Cognition presents a lively up to date examination of both the classical issues and contemporary understanding of theory and research in social cognitive development The initial chapters

highlight one of the central theoretical tensions in the field which is whether the development of understanding people is fundamentally different from understanding things Subsequent chapters are devoted to development across specific areas of social cognition from infancy through to adolescence The text ends with a comprehensive examination of the development of moral aspects of social cognition

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Childhood Social Development Harry McGurk, 2022-02-22 This book provides an account of research in action and debate in progress in a selection of areas of childhood social development where significant progress is underway The chapters are written by an eminent group of British and American developmental psychologists each of whom has made primary contributions to research in the areas covered in the volume The contributors were invited to reflect upon the current scene in social developmental research and to develop their own distinctive viewpoint and contribution to the field The book addresses issues in social development from infancy to adolescence The topics examined include interactions between biological and social factors in social development sex role development the development of friendships the role of peer interaction in social and cognitive development and the influence of cultural artifacts in the social and cognitive development of children Although each chapter is concerned with a different aspect of social development there are a number of themes that recur throughout the volume One concerns the nature of social development the acquisition of social understanding and the development of social skills are not individual achievements of children reared in isolation Rather they are the outcome of social processes in which the developing child engages sometimes in an unequal partnership with experienced adults at other times in more equal partnership with peers and playmates In both cases the development

change is a constructive outcome A second recurrent theme is a concern for developmental researchers to take fuller account than they may traditionally have done of the nature of the cultural settings in which social development occurs Different cultures have different customs and artifacts and these can constrain development in different ways This issue is considered throughout the book and is the specific focus of the final chapter

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