

Introduction to the course; psychology and education; development and learning; the wondrous world of children, Structuralism: Piaget's stage theory - Psychological functioning - organization and adaptation; the equilibration model; relations between learning and development, Feldman's theory of non-universal development, Vygotsky's socio-historical approach; Learning in the zone of proximal development, Information processing: What develops?, Nativism: philosophical origins; analogy with the visual system, Teachers' thinking: subject matter knowledge and pedagogical content knowledge, Neo-nativism and social cognitive development: Theory of mind, Teaching as a natural cognitive predisposition, Comparisons of theories and course summary

TEXT BOOKS/REFERENCES:

1. Strauss, S. (2000). Theories of cognitive development and their implications for curriculum development and teaching. In B. Moon, M. Ben-Peretz, and S. Brown, (Eds.), *Routledge International Companion to Education* (pp. 33-50). London: Routledge.
2. Siegler, R. S. (1986), *Children's Thinking*. Englewood Cliffs, NJ: Prentice-Hall.
3. Feldman, D. H. (1994), *Beyond Universals in Cognitive Development*, Norwood, NJ: Ablex Publishing Corp.
4. Van der Veer, R., & Valsiner, J. (1993). *Understanding Vygotsky: A Quest for Synthesis*. Oxford, UK: Blackwell.
5. Sfard, A. (1998). On two metaphors for learning and the dangers of choosing just one. *Educational Researcher*, 25, 4-13.
6. Frith, U. (2006). *Autism: Understanding the Enigma* (2nd edition.). Oxford: Blackwell.
7. Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15, 4-14.
8. M. Piatelli-Palmerini (Ed.), *Language and Learning: The Debate between Jean Piaget and Noam Chomsky*. Cambridge, MA: Harvard University Press.