



Child Development (8th Edition)

By Laura E. Berk

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Long considered THE standard text in child development, the Eighth Edition of this best-selling topical approach to child development continues its tradition of being the most current and comprehensive text available.

Laura Berk, renowned professor and researcher in the field of child development, has revised her *Child Development* text, adding new pedagogy, a heightened emphasis on the interplay between biology and environment, expanded coverage of culture, and an enhanced focus on education, health, and social issues, including many social policy topics addressed throughout the text. Berk's revision provides contemporary and cohesive coverage on contexts for development, including but also extending beyond the family to peers, schooling, media, neighborhoods, communities, and societal values and priorities.

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Child Development (8th Edition) By Laura E. Berk Bibliography

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Editorial Review

Review

Praise for Child Development, 8/e

"I remember having Laura Berk's text on Child Development in my own undergraduate class. I thoroughly enjoyed the text then, walking away with a deeper appreciation of child development. Reading the latest version just confirms my original view of the text, and having devoted my graduate and professional life to the study of developmental issues, I find the text to be nuanced, engaging and stimulating."

- **Geoff Navara**, Trent University, Canada

"This text is my favorite in the field and I plan to continue to use it. The book is current, accurate, comprehensive, balanced, and well written."

- **Rebecca Bigler**, University of Texas at Austin

"...I enjoy teaching with this book....I have used this textbook for many years and find the coverage most appropriate, including the balance between theory, research, and practical issues."

- **Cecilia Wainryb**, University of Utah

"The overall organization and coverage of Berk's text are excellent. The chapters cohere and interweave quite nicely. Each chapter opens with an appealing, almost personal invitation to explore that chapter's content. I like all the features used throughout the text. The text is multicultural without losing sight of the universals in child development. Each edition of Child Development features cutting-edge material."

- **John Gibbs**, Ohio State University

"I would adopt this textbook and advocate its adoption to colleagues."

- **Tracy Vaillancourt**, McMaster University, Canada

"I think Berk's book offers our professors and students the most comprehensive coverage of child development...This book well reflects Dr. Berk's scholarship. It covers the most important issues, trends and cutting-edge topics in the field of child development..."

- **Wenfan Yan**, Indiana University of Pennsylvania

"Berk has a long-standing reputation as a strong text for developmental courses, students always rate it highly, and the text and graphics are a pleasure to read and view."

- **Doug Symons**, Acadia University, Canada

"This is a great book from which to teach...[it] covers a great deal of territory and is very comprehensive. ... the material is well organized and I like the developmental approach that is taken within each of the main topics. Berk has addressed the most important issues, trends and cutting edge topics very well... The visuals in the text are clear, appropriate, informative, and appealing. ... The material is presented at an appropriate reading level; it is interesting, clear and well organized."

- **Nina Howe**, Concordia University, Canada

"Berk has always done an admirable job of covering the essentials and adhering to the latest research on each and every topic...I have always been impressed with Dr. Berk's choices for coverage... I really like

how the text is organized with a diverse array of things to appeal to the distracted undergraduate reader. Berk has a gift for summarizing a great deal of the most relevant research and still making it accessible to students. .. It pushes students but does not overwhelm them. It is well written and therefore accessible...Dr. Berk is remarkably responsive to suggestions for further enhancement; each edition is improved in a judicious manner.

- **David Nelson**, Brigham Young University

“The overall organization of the material is excellent; it is clear and logical.”

- **Lorinda Camparo**, Whittier College

“The text is very well written and researched, and I would recommend it to a colleague...”

- **Ellen Altermatt**, Hanover College

Praise for Multicultural/Diversity coverage:

“The depth and breadth of the coverage of diversity and multicultural issues were excellent.”

- **Wenfán Yan**, Indiana University of Pennsylvania

“I loved the [diversity and multi-cultural issues] sections — they were among my favorites because I felt I really learned something.”

- **Scott P. Johnson**, New York University

“A clear and obvious effort has been made to cover issues in cross-cultural research and to be inclusive of diversity...Good inclusion of gender similarities and differences.”

- **Lorraine Taylor**, University of North Carolina, Chapel Hill

“I think that cross-cultural research is increasingly a substantial portion of the research on child development...she has done a good job of being sensitive to many of these issues.”

- **David Nelson**, Brigham Young University

“The text has given? multicultural examples from other countries including non-Western ones, and not just cultural groups within the U.S.”

- **Doug Symons**, Acadia University, Canada

Praise for Pedagogy:

“The **stories and vignettes** provide students with real-world examples of various theoretical or empirical constructs. Students comment specifically that connecting abstract constructs to real-world behaviors is especially effective and engaging...”

The **summaries** are comprehensive and the italicized essay-type questions for various sections within the summary may be used as effective study guides for students as they organize reading material conceptually...**Social Issues boxes, Cultural Influence boxes, and Biology and Environment boxes** are current and may be used to foster discussion and debate. ...**[Milestones Tables are]** wonderful! My students and I find the **visual material** to be helpful without being overwhelming or distracting.”

- **Lorinda Camparo**, Whittier College

“**[Stories and Vignettes About Children]** Love this!! It gives a nice concrete example of a topic(s) discussed in the chapter. It helps [students] understand the relevant material. It also sets up the chapter well. ...**[Ask Yourself questions]** Great part of the chapter!! A nice way for the students to quiz themselves on the material they just read or studied. I definitely think this is very helpful for my students....**[Biology and**

Environment boxes] ...these boxes help bring these concrete concepts to the forefront and make it more meaningful to the students.”

- **Catherine J. Massey**, Slippery Rock University

“**Stories and Vignettes About Children]** Great! They really help to keep the book easy to read and interesting. [**Chapter Introductions and End-of-Chapter Summaries]** Very helpful! It is a good way to preview and review what was covered in the chapter. I especially like the format of the end-of-chapter summaries. It starts with questions (or tasks) followed by the answers. This not only summarized major concepts of the chapter, it also provided a good writing example for undergraduate students. [**Applying What We Know]** Very Important. I think students learn more when they see connections of what they know with the ‘real world’ with useful strategies.”

- **Wenfan Yan** , Indiana University of Pennsylvania

“I especially appreciate the sections on ‘**From Research to Practice**’, ‘**Social Issues**’, ‘**Ask Yourself questions**’ and ‘**Applying What We Know**’ — they always give me great ideas for fostering in-class discussions that help students see how the research and theory they study are manifested in the real world. My students always appreciate the **stories and vignettes** embedded in the text.”

- **Cecilia Wainryb**, University of Utah

.” ..The **end of chapter summaries** are great; students love these. [**Social Issues boxes]** provide additional perspectives on topics that students generally find relevant in the real world, so they are a nice touch...The **photos and tables** make the material interesting and personal.”

- **Lorraine Taylor**, University of North Carolina, Chapel Hill

“[**Stories and Vignettes About Children]** are particularly effective as they bring the concepts to life. [**Chapter Introductions and End-of-Chapter Summaries]**...are great so that the reader can at a glance review the central concepts of the chapter...[**Social Issues boxes]** are particularly helpful in understanding how central concepts apply to everyday life. They also make clear how complex child development issues tend to be.”

- **David Nelson**, Brigham Young University

“The **boxed items** take complex issues and present them in clear, concise and interesting ways. **Ask Yourself review sections**...raise pertinent questions that highlight the critical issues, but also get the student to think beyond the immediate question to how it might be applied and connected to other material in the book. Also, by getting students to reflect on their own life experiences, they can make a clearer link to the issues.”

- **Nina Howe**, Concordia University, Canada

“**Stories and Vignettes About Children** — These are great, and capture students’ interest and attention. . . . Students love the photos and tables and illustrations are excellent...**Chapter Introductions and End-of-Chapter Summaries, Social Issues boxes, Cultural Influences boxes, Biology & Environment boxes, From Research to Practice Tables, Applying What We Know, In-Text Key Terms with Definitions, End-of-Chapter Term List and End-of-Book Glossary** — ALL excellent.

- **Simone Nguyen**, University of North Carolina, Wilmington

“[Ask Yourself questions] are well-written and should help instructors guide their students toward more sophisticated thinking. From Research to Practice tables link research to practice which is critical in enhancing student engagement.”

- **Ellen Altermatt**, Hanover College

Praise for coverage of Research:

“The research is relevant, current, accurate and well-integrated in the text. Berk does an excellent job of cross referencing information across the text and reminding students about theory and research that is relevant across different chapters. There is also a nice integration of appropriate statistics and graphs to explain various findings.”

- **Nina Howe**, Concordia University, Canada

“I am very impressed by Dr. Berk’s effort to bring the students up-to-date research. She has done an excellent job integrating the current, relevant research throughout the text. The references provide thorough coverage of information presented in the text.”

- **Wenfan Yan**, Indiana University of Pennsylvania

“...presents complex theories and research in a way that is accessible to students...presents a very thorough view of each of the theories, and discusses in depth recent research that either confirms or presents evidence inconsistent with the theory.”

- **Beth Casey**, Boston College

“Berk has always done an admirable job of covering the essentials and adhering to the latest research on each and every topic.”

- **David Nelson**, Brigham Young University

“...[research] is one of the best features of this textbook...and this is one of the main reasons...why I keep going back to this text year after year.”

- **Cecilia Wainryb**, University of Utah

“Research selected is very appropriate, well presented, and an excellent - orientation to developmental literature.”

- **Doug Symons**, Acadia University, Canada

“I find the research current, relevant, accurate, and well integrated...:”

- **Laura DeRose**, Adelphi University

Praise for Individual Chapters:

“I find **Chapter 1: History, Theory, and Applied Directions**, a chapter focused on history, classic issues, and theories of child development, to be well written and organized.”

- **David Nelson**, Brigham Young University

“**Chapter 4: Infancy: Early Learning, Motor Skills, and Perceptual Capacities**. I think it’s a great chapter. It is comprehensive but doesn’t feel overly long. The book does a great job balancing the controversies surrounding use of visual preference measures, including habituation and imitation.”

- **Scott P. Johnson**, New York University

“**Chapter 5: Physical Growth**. One of the reasons I specifically chose Berk’s texts over other texts is due to her comprehensive and exhaustive coverage of physical development from preschool to late childhood... excellent coverage of each area of development.”

- **Lorinda Camparo**, Whittier College

“**Chapter 5: Physical Growth**. The chapter is very comprehensive, and the tables and figures are effective for students, especially visual learners.”

- **Laura DeRose**, Adelphi University

“Chapter 6: Cognitive Development: Piagetian, Core Knowledge, and Vygotskian Perspectives. I would rate the organization and coverage of the chapter quite highly. It presents a very thorough review of each of the theories, and discusses in depth recent research that either confirms or presents evidence inconsistent with the theory.”

- **Beth Casey**, Boston College

“Chapter 6: Cognitive Development: Piagetian, Core Knowledge, and Vygotskian Perspectives. The coverage of Piaget is excellent. I especially like the critical evaluation of the theory, and the section on Piaget and education.”

- **Scott P. Johnson**, New York University

“Chapter 8: Intelligence. The organization of the chapter is very good. The material is presented in a logical way and the content is more than appropriate.”

- **Tracy Vaillancourt**, McMaster University, Canada

“Chapter 10: Emotional Development. Excellent! The progression from the functions of emotion, to the development of emotional expression, to more social aspects of emotion, and finally to attachment, is logical and maximizes students’ ability to follow natural developmental sequences.”

- **Lorinda Camparo**, Whittier College

“Chapter 10: Emotional Development is an excellent chapter with definitive research cited in the appropriate areas...”

- **Doug Symons**, Acadia University, Canada

“Chapter 10: Emotional Development. This is one of the most comprehensive chapters on emotional development that I have come across and all the topics covered are relevant, well-researched, and clearly explained...the material discussed in this chapter is well-organized, described clearly, and research and theories were relevant, accurate, and well-integrated”

- **Laura K. Zimmermann**, Shenandoah University

“Chapter 12: Moral Development. There are many positive features in the organization of this chapter: [It] begins with a story/vignette that students can easily ‘digest’...throughout, the chapter includes many cross-references to other chapters in the book.

- **Cecilia Wainryb**, University of Utah

“Chapter 12: Moral Development. As far as research, the chapter is exceptionally strong.”

- **Geoff Navara**, Trent University, Canada

“Chapter 13: Development of Sex Differences and Gender Roles. Organization: Excellent. Research: I love the chapter. I found it to be very up-to-date, accurate, and balanced. Content: Again, this chapter is great.”

- **Rebecca Bigler**, University of Texas at Austin

“Chapter 14: The Family is very well organized and laid out in ways that make conceptual sense to me in terms of topics. It is guided by theory on family systems and is a very comprehensive review of issues related to the family. I like that it starts with a short historical perspective on families and Berk goes a good job of relating information back to theory and other research discussed previously in the book.”

- **Nina Howe**, Concordia University, Canada

“**Chapter 15: Peers, Media, and Schooling.** Great organization and nice coverage! I think this chapter does a great job of focusing on the role of peers, media and schooling in child development...The overall organization of the material is Excellent!”

- **Wenfan Yan** , Indiana University of Pennsylvania

“**Chapter 15: Peers, Media, and Schooling** is very well done. The chapter is easy to read and the sections and sub-sections are well arranged.”

- **Catherine J. Massey**, Slippery Rock University

From the Back Cover

Laura E. Berk
Child Development
Eighth Edition

20th Anniversary Year
The Cutting-Edge Standard

Read by more than half a million students worldwide!

Berk's *Child Development* has been the standard for twenty years. Now, this twentieth-anniversary edition builds on its long and successful history with the most cutting-edge research, pedagogy, and supplements package available! Laura Berk has taught thousands of students with diverse majors, future goals, interests, and needs. Her work is continually at the forefront of changes in the field. The eighth edition includes the most up-to-date scholarship while retaining all of the hallmark features for which Laura Berk's texts are known—unique story-telling, practical applications, meticulous research, and much more!

“This text is my favorite in the field and I plan to continue to use it. The book is current, accurate, comprehensive, balanced, and well written.”

–**Rebecca Bigler**, University of Texas at Austin

“Berk's *Child Development* has a long-standing reputation as a strong text for developmental courses; students always rate it highly; and the text and graphics are a pleasure to read and view.”

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“. . . I enjoy teaching with this book. . . . I have used this textbook for many years and find the coverage most appropriate, including the balance between theory, research, and practical issues.”

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–**Nina Howe**, Concordia University, Canada

About the Author

Laura E. Berk is a distinguished professor of psychology at Illinois State University, where she has taught child and human development to both undergraduate and graduate students for more than three decades. She received her bachelor's degree in psychology from the University of California, Berkeley, and her master's and doctoral degrees in child development and educational psychology from the University of Chicago. She has been a visiting scholar at Cornell University, UCLA, Stanford University, and the University of South Australia.

Berk has published widely on the effects of school environments on children's development, the development of private speech, and most recently, the role of make-believe play in development. Her research has been funded by the U.S. Office of Education and the National Institute of Child Health and Human Development. It has appeared in many prominent journals, including *Child Development*, *Developmental Psychology*, *Merrill-Palmer Quarterly*, *Journal of Abnormal Child Psychology*, *Development and Psychopathology*, and *Early Childhood Research Quarterly*. Her empirical studies have attracted the attention of the general public, leading to contributions to *Psychology Today* and *Scientific American*.

Berk has served as research editor for *Young Children* and consulting editor for *Early Childhood Research Quarterly* and the *Journal of Cognitive Education and Psychology*. She is a frequent contributor to edited volumes on early childhood development, having recently authored chapters on the importance of parenting, on make-believe play and self-regulation, and on the kindergarten child. She has also written the chapter on development for *The Many Faces of Psychological Research in the Twenty-First Century* (Society for the Teaching of Psychology), the chapter on social development for *The Chicago Companion to the Child*, the article on Vygotsky for the *Encyclopedia of Cognitive Science*, and the chapter on storytelling as a teaching strategy for *Voices of Experience: Memorable Talks from the National Institute on the Teaching of Psychology* (Association for Psychological Science). Berk's books include *Private Speech: From Social*

Interaction to Self-Regulation, Scaffolding Children's Learning: Vygotsky and Early Childhood Education, and Landscapes of Development: An Anthology of Readings. In addition to *Infants, Children, and Adolescents*, she is author of the best-selling texts *Child Development* and *Development Through the Lifespan*, published by Allyn and Bacon. Her book for parents and teachers is *Awakening Children's Minds: How Parents and Teachers Can Make a Difference*.

Berk is active in work for children's causes. In addition to service in her home community, she is a member of the national board of directors of Jumpstart, a nonprofit organization that provides early literacy intervention to thousands of low-income preschoolers across the United States, using college and university students as interveners. Berk is a fellow of the American Psychological Association, Division, 7: Developmental Psychology.

Users Review

From reader reviews:

Jose Reed:

Nowadays reading books are more than want or need but also work as a life style. This reading addiction give you lot of advantages. The huge benefits you got of course the knowledge the rest of the information inside the book in which improve your knowledge and information. The knowledge you get based on what kind of book you read, if you want drive more knowledge just go with knowledge books but if you want really feel happy read one using theme for entertaining for instance comic or novel. Typically the Child Development (8th Edition) is kind of guide which is giving the reader unpredictable experience.

Edward Thompson:

Information is provisions for anyone to get better life, information these days can get by anyone from everywhere. The information can be a knowledge or any news even restricted. What people must be consider if those information which is within the former life are challenging be find than now is taking seriously which one is suitable to believe or which one typically the resource are convinced. If you find the unstable resource then you obtain it as your main information we will see huge disadvantage for you. All those possibilities will not happen inside you if you take Child Development (8th Edition) as your daily resource information.

Elida Allman:

Many people spending their time frame by playing outside along with friends, fun activity together with family or just watching TV all day long. You can have new activity to invest your whole day by studying a book. Ugh, you think reading a book can definitely hard because you have to accept the book everywhere? It ok you can have the e-book, getting everywhere you want in your Touch screen phone. Like Child Development (8th Edition) which is having the e-book version. So , why not try out this book? Let's notice.

James Rodriguez:

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