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978-0-521-39769-8 - Intellectual Development  
Edited by Robert J. Sternberg and Cynthia A. Berg  
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Books on intellectual development usually cover one of two separate developmental periods: the formation of intelligence and basic cognitive skills that occurs until adolescence, and the maintenance, decline, or improvement of these intellectual skills across the adult life-span. Robert Sternberg and Cynthia Berg have integrated research on those two periods, in a comprehensive introduction to the major approaches to intellectual development. The six approaches covered are from the psychometric, Piagetian, neo-Piagetian, information-processing, learning, and contextual perspectives. Two chapters are devoted to each perspective, one on childhood and one on adulthood, and the authors have drawn connections between the two periods so that their accounts are tied together across the life-span.

Robert J. Sternberg is IBM Professor of Psychology and Education at Yale University and an author of many books, including *Metaphors of Mind*, *The Psychologist's Companion*, and *Beyond IQ: A Triarchic Theory of Human Intelligence*. Cynthia A. Berg is Assistant Professor in the Department of Psychology at the University of Utah.

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# Intellectual development

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To our children: *Sara and Seth Sternberg*  
*Erik Berg*

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## Preface

The goal of *Intellectual Development* is to provide in one volume a comprehensive yet readable introduction to the major approaches to the study of intellectual development during childhood and adulthood. Our text is unique in its crisscrossing of two major periods of development with six major approaches to development, yielding  $2 \times 6$ , or 12, chapters plus introductory and concluding chapters (for a total of 14). The two major periods of development, of course, are childhood and adulthood. The six major approaches are the psychometric, Piagetian, neo-Piagetian, information-processing, learning, and contextual. Thus, each of the main chapters deals with an approach to intellectual development, as realized through theory and research on either childhood or adulthood. Authors have drawn connections between the two periods, so that their accounts are tied together across the life-span.

Our book is intended as an advanced undergraduate or introductory graduate text – main or supplementary – but can be read as an introduction to the study of intellectual development by anyone interested in the field. By inviting authors who adhere to different approaches, we have been able to achieve a balance that would be difficult in a single-authored work, and we have also been able to give the flavor of each approach. Because the approaches are diverse, we have written introductory and concluding chapters that help tie the strands together.

We are grateful to our current editor, Julia Hough, for her support of the project, as well as to Susan Milmoë, the editor who originally contracted the project, and to Helen Wheeler, the editor who saw the project through most of its intermediate stages.