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By Laura E. Berk

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Editorial Review

Review

“One of the best textbooks I have ever reviewed. You do a great job of using research-based material, provide clear statements describing complicated issues, provide useful summaries, and write in a way that enhances student interest and learning.”— Dale Lund, California State University, San Bernardino

“Berk's textbook provides a structured and interesting journey through life. The students feel engaged and challenged. I feel confident that they will leave my course knowledgeable about social, developmental, emotional, cognitive, and neurological dimensions of being a developing human.”—Carla Bluhm, College of Coastal Georgia

“The writing style is extremely fluid, easy to read, and engaging.”—Cheryl Anagnopoulos, Black Hills State University

“The research is absolutely current, relevant, and well-integrated throughout the text.”— Lori Bica, University of Wisconsin, Eau Claire

“Laura Berk has included more diversity content (in both regular text and various boxes) than in any other comparable text. Bravo for Berk.”—Tracie Blumentritt, University of Wisconsin, La Crosse

“Laura Berk's text includes the most comprehensive, up-to-date information. Her presentation of research-based content is enhanced with real-life examples with which students can identify. The text is a fascinating read that delves into multicultural content and controversial issues related to all aspects of human development.” — Holly Beth Beard, Midlands Technical College

“The coverage of research and information relevant to cross-cultural differences ... highlights how another culture's practices might reflect an improvement over the ones that are familiar to us.”—Debra McGinnis, Oakland University

“This text does a good job of highlighting some of the more positive aspects related to aging.”—Melinda Heinz, Iowa State University,

“The tables, charts, photos and ... specific pedagogical tools enhanced the experience rather than being a distraction.”— Joseph Kishton, University of North Carolina, Wilmington

“I think students need stories to serve as frameworks for thinking about developmental concepts, and this text provides that.”—Mary Ann Erickson, Ithaca College

“I have happily used various editions of Laura Berk's text for more than ten years. Popular with students and faculty alike, Berk's work is thoroughly grounded in robust scientific research and is readable, timely, and interesting.” — Ann Kaiser Stearns, Community College of Baltimore County

From the Back Cover

What Reviewers Are Saying...

“[This text] is not only the best textbook in the field of human development but the single best textbook I have ever reviewed. It is thorough, research-based, theoretically sound, engaging, interesting, personable and compassionate in tone.....a very rare set of qualities..”

*Dale Lund, University of Utah

“[I appreciate the]great use of concrete, real-life examples of the various concepts throughout the chapter. This is incredibly helpful for students’ learning and retention of the material.”

*Tracie Blumentritt, University of Wisconsin-La Crosse

“One of the strengths of this book is a sense that we are learning from someone who is both a great scholar and a very wise and experienced person. Berk has credibility on both a professional and personal level.”

*David Shwalb, Southeastern Louisiana University

“I was very impressed with this text... Chapter 8 on social and emotional development in early childhood is outstanding.”

*Byron, Egeland, University of Minnesota

“I especially like the way Dr. Berk addresses policy in this text... the social issues boxes are very useful in engaging students in topics of real-life importance that go beyond the individual.”

*Ashley Maynard, University of Hawaii

“Bravo! Boy, was I favorably impressed! The photos are BEAUTIFUL.”

*Laura Thompson, New Mexico State University

Berk has written a phenomenal chapter [on death and dying]... It is through, sensitive, and well written.”

Cheryl Anagnopoulos, Black Hills State University

“The author has done a very good job of presenting critical issues in a straightforward, understandable manner. Students have commented on the usefulness of the text, and stated they particularly like the milestone tables, vignettes, and end-of-chapter summaries. Students have also commented that the author manages to make potentially difficult concepts easy to understand.”

*Marita Kloseck, University of Western Ontario

About the Author

Laura E. Berk is a distinguished professor of psychology at Illinois State University, where she has taught 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 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*. She has also been featured on National Public Radio's *Morning Edition* and in *Parents Magazine*, *Wondertime*, and *Reader's Digest*.

Berk has served as a research editor for *Young Children* and a consulting editor for *Early Childhood Research Quarterly*. Currently, she is an associate editor for 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 article on social development for *The Child: An Encyclopedic Companion*; 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). She is the coauthor of the forthcoming chapter on make-believe play and self-regulation in the *Sage Handbook of Play in Early Childhood*.

Berk's books include *Private Speech: From Social Interaction to Self-Regulation*; *Scaffolding Children's Learning: Vygotsky and Early Childhood Education*; *Landscapes of Development: An Anthology of Readings*; and *A Mandate for Playful Learning in Preschool: Presenting the Evidence*. In addition to *Exploring Lifespan Development*, she is author of the best-selling texts *Child Development and Infants, Children, and Adolescents*, and *Development Through the Lifespan* published by Pearson. 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 and chair of the Chicago advisory board of Jumpstart, a nonprofit organization that provides intensive 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.

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