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Abstract
The purpose of this study was to construct a child-driven metadata schema by understanding children's cognitive processes and behaviors during book selection. Existing knowledge organization systems including metadata schemas and previous literature in the metadata domain have shown that there is a no specialized metadata schema that describes children's resources that also is developed by children. It is clear that children require a new or alternative child-driven metadata schema. Child-driven metadata elements reflected the children's cognitive perceptions that could allow children to intuitively and easily find books in an online cataloging system. The literature of development of literacy skills claims that the positive experiences of selecting books empower children's motivation for developing literacy skills. Therefore, creating a child-driven metadata schema not only contributes to the improvement of knowledge organization systems reflecting children's information behavior and cognitive process, but also improves children's literacy and reading skills.

Broader research questions included what metadata elements do children like to use? What elements should a child-driven metadata schema include? In order to answer these research questions, a triangulated qualitative research design consisting of questionnaires, paired think-aloud, interview, and diaries were used with 22 child participants between the ages of 6 and 9. A holistic understanding of the children's cognitive processes during book selection as a foundation of a child-driven metadata schema displays an early stage of an ontological contour for a children's knowledge organization system. A child-driven metadata schema constructed in this study is apt to include different metadata elements from those metadata elements existing in current cataloging standards. A child-driven metadata schema includes five classes such as story/subject, character, illustration, physical characteristics, and understandability, and thirty three metadata elements such as character's names and images, book cover's color, shape, textured materials, engagement element, and tone. In addition, the analysis of the relationship between emergent emotional vocabularies and cognitive factors and facets illustrated the important role of emotion and attention in children's information...
Indeed, in a child of average abilities, the difference is less marked between VIQ and PIQ in case of difficulty on the performance scale, because here VIQ scores do not reach as high a level as for children with “high-level potentialities.” Hence, there are differences that can be attributed to methodological bias between studies that recruit their “high-level potentialities” child populations in psychologist consultant populations [31, 33] rather than in the general population. From birth, biological maturing processes are continuously at work. In the intrauterine environment, the speed of maturation of the nervous and neuromuscular systems can be modified under the influence of the environment, whether internal or external, and genetic and extracellular environmental factors can interact. Early evidence that bilingual children solved nonverbal conflict tasks differently from monolingual children was reported in a study by Bialystok and Majumder. Eight-year-old children were given a variety of nonverbal problems to solve, some of which contained perceptual distraction. From studies of bilingual language switching and non-linguistic cognitive control, and from the meta-analysis cited earlier, it seems likely that the neural focus of cognitive control in bilinguals lies in bilateral frontal regions. In order to facilitate information transfer between the hemispheres, it is also possible that prolonged bilingual experience alters anatomical structures in addition to cortical functional networks. Social Cognitive Analysis of Gender Role Development and Functioning. Social cognitive theory of gender development and differentiation. Kay Bussey Macquarie University. However, gender-schematic processing is unrelated to either children’s or adult’s gender conduct or the findings are inconsistent across different measures of gender schematization (Bem, 1981; Carter & Levy, 1988; Edwards & Spence, 1987; Signorella, 1987). A gender schema is not a monolithic entity. Children do not categorize themselves as “I am girl” or “I am a boy” and act in accordance with that schema invariantly across situations and activity domains. Rather they vary in their gender conduct depending on a variety of circumstances. Variability is present a