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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 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...
processing and seeking behaviors.

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6. Discussion: Grounded theory of holistic understanding of children's cognitive processes during book selection -

6.1. Holistic understanding of children's cognitive processes - 142

6.2. Children: A Comprehensive Multidisciplinary Ayyappan A1  The conditions leading to cognitive deficits in children are heterogeneous  

Aristotle (BC 384-322) in his Logic and Psychology of the brain through the analysis of cognitive deficits in brain- and Philosophy of Mind portrays cognitive domains pertaining to damaged subjects, leading to the elucidation of neurobiological memory, perception, and mental imagery. This approach will Management of cognitive deficits in children is quite challenging help to initiate preventive steps during appropriate period of since the plasticity of a growing brain is different from that of development, to identify remediable conditions, and to invent an adult brain in several aspects. To control for the context of children's development, iPIPS also includes questionnaires for teachers and parents.  

We further hypothesized that holistic perspectives about the phenomenon of PI, depicted in scenario descriptions of parental involvement activities and beliefs (sometimes referred to as “vignettes”), would allow us to assess a broad range of levels of involvement, expressed through a common set of PI facets, which themselves could be expressed in different levels of intensity. These authentic lived-experience PI scenarios are then employed like tradi-tional scale items for understanding different degrees and types of parental involvement in chil-dren's education.  

During two cognitive lab sessions with two different groups of psychologists, parents, and A schema is a model which a child develops, and continuously updates, thus adding to it’s complexity – for example, 'mother' and 'father' are similar though separate schemas which progressively become ever more divergent as the growing child adds detail. A process which he termed 'equilibration', Piaget thought, drives a child to reconcile each new piece of knowledge – by accommodation and assimilation – with what is already known. This theory, which is outlined in diagram form in Figure 1, explains 'trial-and-error' learning as the mind's attempt to restore a balanced state whilst new learnin...  

Like Piaget, Bruner took the view that a child's cognitive development took place in stages. Though more loosely age-dependent than Piaget's theory, Bruner's three stages are