

David F. Bjorklund

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David F. Bjorklund is an eminent scholar in the field of developmental psychology. He was born on June 13, 1949 in Worcester, Massachusetts. He received his bachelor's degree *cum laude* in psychology from the University of Massachusetts, Amherst in 1971. His graduate degrees include a master's in psychology from the University of Dayton in 1973 and a doctorate in developmental psychology from the University of North Carolina at Chapel Hill in 1976, as well as a Distinguished Alumnus Award in 2002. He received an Honorary Doctorate from the University of Bern, Switzerland in 2015. Bjorklund is currently a Professor of Psychology at Florida Atlantic University where he has taught graduate and undergraduate courses and conducted research for over 40 years. In addition to other honors, he received an Alexander von Humboldt Research Award and served as a Research Professor at the University of Würzburg, Germany. Bjorklund has also been a Visiting Professor/Fellow at the Max-Planck-Institute for Psychological Research in Germany, James I University in Spain, the University of Canterbury in New Zealand, and at the University of Georgia and Emory University in the United States. He has authored several textbooks, including *Psychology* (with Peter Gray), *Looking at Children: An Introduction to Child Development* (with Barbara Bjorklund), *Applied Child Study: A Developmental Approach* (with Anthony Pellegrini), *Child and Adolescent Development* (with Carlos Hernández Blasi), and is best known for *Children's Thinking: Cognitive Development and Individual Differences* (with Kayla Causey), now in its sixth edition, which is widely used in university courses on Cognitive Development. Bjorklund has served on the editorial boards of numerous journals, including *Developmental Review*, *Developmental Psychology*, *Evolutionary*

Psychology, the *Journal of Cognition and Development*, and as a contributing editor to *Parents* magazine. He served as Associate Editor for *Child Development* from 1997 to 2001 and for the *Journal of Experimental Child Psychology* (JECP) from 2005 to 2006. He has served as Editor of JECP since 2007.

Bjorklund has published more than 200 scholarly articles and chapters. He is the foremost expert on the development of memory during childhood in the field of cognitive developmental psychology. Since the beginning of his career, Bjorklund's experiments established the field's literature on age-related differences in free recall, including the effects of category typicality and relations and knowledge base. His research on strategy training and use elucidated the phenomenon of *utilization deficiencies*, which occur when strategy use does not benefit performance. Bjorklund also conducted experiments examining age differences children's eyewitness memory and suggestibility that were funded by the National Science Foundation. He edited two books on memory, including *Children's Strategies: Contemporary Views of Cognitive Development* and *False-Memory Creation in Children and Adults: Theory, Research, and Implications*.

Bjorklund is known as a founder of the field of *evolutionary developmental psychology*, which he defines as the application of the principles of modern evolutionary biology, including natural selection, to explain human development. This approach involves the study of genetic and ecological mechanisms underlying species-typical social and cognitive skills as well as gene-environment interactions (i.e., epigenetic processes) that facilitate adaptation of these skills to local conditions. His books on this topic include *The Origins of Human Nature: Evolutionary Developmental Psychology* (with Anthony Pellegrini) and *Origins of the Social Mind: Evolutionary Psychology and Child Development* (edited with Bruce Ellis). In his book *Why*

Youth is Not Wasted on the Young: Immaturity in Human Development (in English, Dutch, & Korean) and other articles, Bjorklund has challenged the view that childhood is merely preparation for adulthood, presenting evidence that *cognitive immaturity*, including infants' poor perceptual abilities and slow information processing and preschoolers' overestimations of their skills, plays a vital role in children's social, emotional, and cognitive development. He has also conducted research examining deferred imitation of object manipulation in juvenile chimpanzees and orangutans and foraging behaviors of Atlantic spotted dolphins.

Further Readings

Bjorklund, D. F. (1997). The role of immaturity in human development. *Psychological Bulletin*, 122, 153-169. <https://doi.org/10.1037/0033-2909.122.2.153>

Bjorklund, D. F. (2018). A metatheory for cognitive development (or "Piaget is dead" revisited). *Child Development*, 89(6), 2288-2302. <https://doi.org/10.1111/cdev.13019>

Bjorklund, D. F., & Causey, K. (2018). *Children's thinking: Cognitive development and individual differences* (6th ed.). Los Angeles, CA: Sage.

Bjorklund, D. F., Dukes, C., & Brown, R. D. (2009). The development of memory strategies. In M. L. Courage & N. Cowan (Eds.), *The development of memory in infancy and childhood* (pp. 145-175). New York: Psychology Press. <https://doi.org/10.4324/9780203934654>