Abstract

In this study, we identified 67 research trends that meet the criteria of this special issue. In the following pages, all the research trends will be reviewed, grouped into five categories: personal and social development, cognitive and linguistic development, developmental and educational contexts, cognition and instruction, and development and learning disabilities. A general overview of the area is obtained by dividing each category into subcategories, thus arranging the identified research trends in a four-level hierarchical structure. Taking into account this analysis, in our Conclusions section, we note the regularities with regard to the issues that have been studied the most, the predominant type of works, and, more important, the most noteworthy imbalances. We reached six conclusions: (1) Research on educational changes predominates over the study of developmental changes; (2) the study of formal education is predominant over informal education; (3) cognitive-linguistic aspects predominate over personal and social aspects; (4) application of knowledge predominates over the generation of new knowledge; (5) new educational-practice proposals predominate over the study of these educational practices; and (6) the study of change is not related to the proposals that promote change.