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	Nota di contenuto	Intro Contents Acknowledgments I. The Foundations of Scientific Thinking 1. How Do We Develop the Capacity to Think Scientifically? What Is Scientific Thinking? Scientific Thinking in Childhood I: Content Knowledge Scientific Thinking in Childhood II: Doing Science Scientific Thinking in Childhood III: Defining "Science" Outline of the Book 2. The Evolution of Rational Constructivism Theory Theory (or the Child-as-Scientist Metaphor) A Problem with the Child-as-Scientist Metaphor Causal Reasoning as Associative Learning Constraining Causal Inferences Bridging Statistical Learning to Causal Models What Are Causal Graphical Models? Blicket Detectors Back to Associative Reasoning Bayesian Inference A Concern about Mechanisms Levels of Explanation 3. Beyond Rational Constructivism Nonindependence Where Does a Concept of "Cause" Come From? Active Learning The Social Nature of Learning Questions of Explanations 4. Variables Relating Causal Reasoning to Scientific Thinking Age Complexity Use of Scientific Content Observing versus Generating Data Recognizing and Using the Control of Variables

	Strategy Learning from Exploration and Play Diagnosis and Belief Revision Metacognition Building Bridges II. Bridging Causal Reasoning to Scientific Thinking 5. A New Blicket Detector Task How the Task Works Adults' Performance Children's Performance Further Uses of the New Blicket Detector Task 6. Contextualization in Causal Reasoning and Scientific Thinking The Role of Contextualization in Adult Reasoning The Role of Contextualization in Development (or, What's Fantasy Got to Do with It?) Context in Causal Reasoning and Scientific Thinking Blickets to Butterflies Comparing Contexts Blicket-saurus. 7. Causal Reasoning and the Development of Metacognitive Thinking: Cross-Sectional and Longitudinal Investigations The Disagreement Task School Partnership and Longitudinal Sample Performance on the Disagreement Task Performance on Causal Reasoning Tasks Relations between the Causal Reasoning Task and the Disagreement Task Relations to Standardized Metrics of Academic Achievement What Do These Data Tell Us about the Relation between Causal Reasoning and Science Education? III. Children's Explicit Definitions of Abstract Concepts 8. Children's Definitions of "Science" Intensions and Extensions Children's Conceptions of "Science" "What Is Science?" Testing the Relation between Definitions of "Science" and Measures of Scientific Thinking Do Definitions of "Science" Relate to Scientific Thinking? "Is That Science?" Children's Understanding of What Makes an Investigation Scientific Developing an Understanding of What Makes an Investigation Scientific Developing an Understanding of When Learning Happens Children's Understanding of the Relations between Learning and Play "What Is Pretending?" The Continued Adventures of Moe the Troll Building Fictional Works Imagination and Causal Reasoning Counterstout Thinking in Development Possibility and Probability The Role of Inhibition Imagination and
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