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The acquisition of conceptual knowledge in science by primary school children: group interaction and the understanding of motion down an incline
Thinking as argument; The microgenetic method: a direct means for studying cognitive development; Piaget and measurement II: empirical validation of the Piagetian model; Higher-order structure and relational reasoning: contrasting analogical and thematic relations; A life-span approach to object permanence; Magic: special but not excluded; C

Sommario/riassunto

This new collection of distinctive studies tracks developments in the most recent published work during the period 1990-95, with an integral guide and editorial commentary by Leslie Smith. A useful and compact text for students and researchers.
