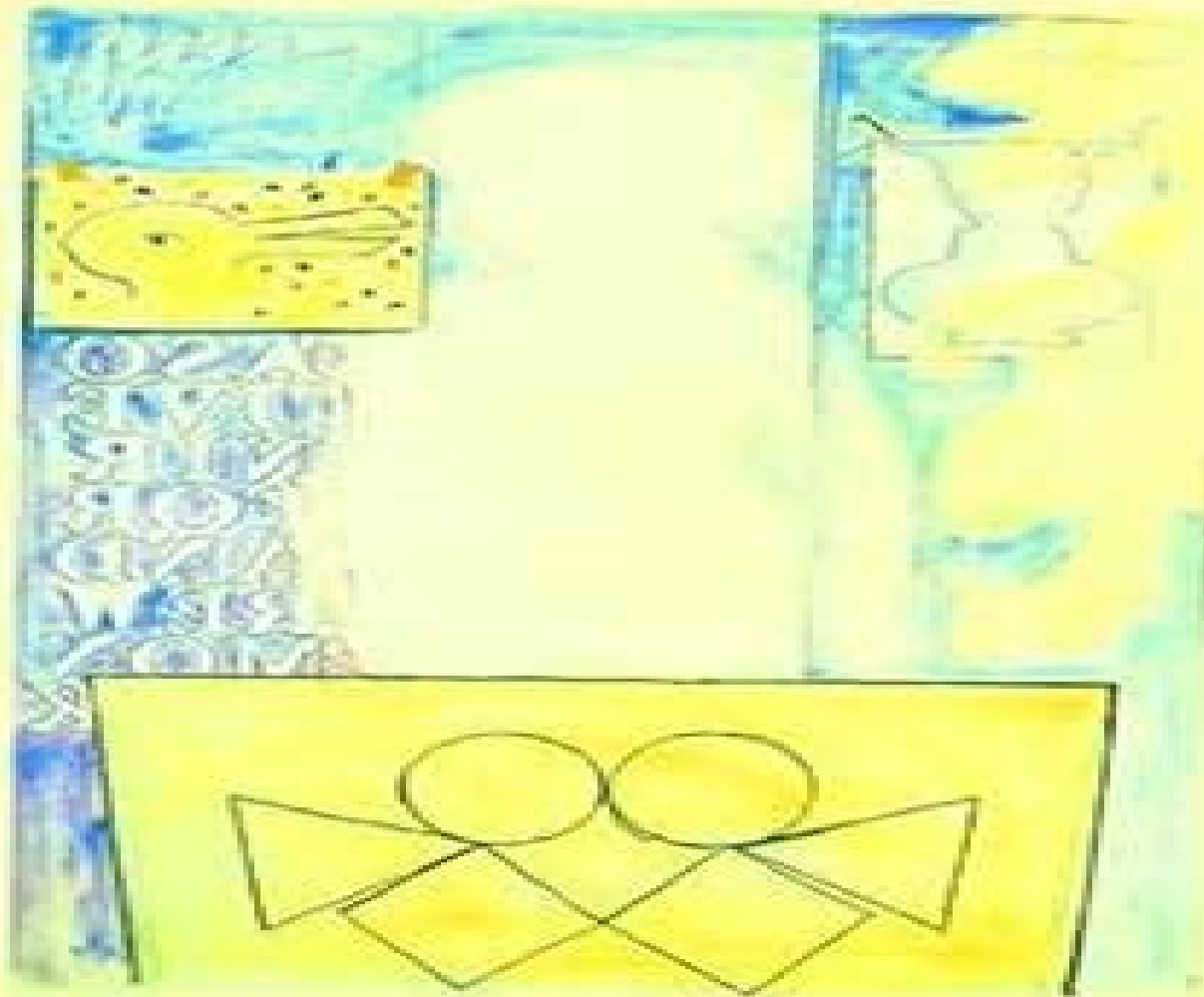




Words, Thoughts, and Theories

Alison Gopnik and Andrew N. Meltzoff

Words Thoughts And Theories Learning Development And Conceptual Change

David Danks, Emiliano Ippoliti



Words Thoughts And Theories Learning Development And Conceptual Change:

Words, Thoughts, and Theories Alison Gopnik, Andrew N. Meltzoff, 1998-09-01 Words Thoughts and Theories articulates and defends the theory theory of cognitive and semantic development the idea that infants and young children like scientists learn about the world by forming and revising theories a view of the origins of knowledge and meaning that has broad implications for cognitive science Gopnik and Meltzoff interweave philosophical arguments and empirical data from their own and other s research Both the philosophy and the psychology the arguments and the data address the same fundamental epistemological question How do we come to understand the world around us Recently the theory theory has led to much interesting research However this is the first book to look at the theory in extensive detail and to systematically contrast it with other theories It is also the first to apply the theory to infancy and early childhood to use the theory to provide a framework for understanding semantic development and to demonstrate that language acquisition influences theory change in children The authors show that children just beginning to talk are engaged in profound restructurings of several domains of knowledge These restructurings are similar to theory changes in science and they influence children s early semantic development since children s cognitive concerns shape and motivate their use of very early words But in addition children pay attention to the language they hear around them and this too reshapes their cognition and causes them to reorganize their theories

Reconsidering Conceptual Change: Issues in Theory and Practice Margarita Limón, L. Mason, 2007-05-08 The chapters in this volume derive from a symposium held in Madrid Spain from 6 8 November 1998 Organized and supported by the Aut noma University of Madrid the meeting was part of the activities of the Special Interest Group SIG on Conceptual Change of the European Association for Research on Learning and Instruction EARLI coordinated by the editors of this book The volume brings together contributions from leading researchers investigating the role of conceptual change to enhance meaningful learning in the classroom The aim of the volume is to present the state of the art on a topic that has become very relevant to explaining how students and people in general build their knowledge and incorporate new concepts and ideas The volume keeps the four main sessions in which the symposium was articulated They were structured around both theoretical and practical issues of conceptual change Particular attention was paid to discussing the characteristics of individuals prior knowledge and to the more recent topic of how to integrate social motivational and contextual aspects of learning within conceptual change research Parts 1 and 2

Meta-cognition Michael F. Shaughnessy, Marcel Veenman, Cynthia Kleyn Kennedy, 2008 Over the past two decades the word metacognition has become a regularly used part of our language and vocabulary in both psychology and education Many research articles have been written about it the conceptualisation of this construct has expanded and conferences abound with investigations and empirical research into various facets of this domain This book provides some of the most recent research by scholars from various parts of the world It includes differing perspectives some empirical some theory driven and some application papers

The book focuses on metacognition and its relevance to gifted and highly able students. Many of the papers focus directly and specifically on this; others are more tangential in nature.

Museum Learning Jill Hohenstein, Theano Moussouri, 2017-10-16 As museums are increasingly asked to demonstrate not only their cultural but also their educational and social significance, the means to understand how museum visitors learn becomes ever more important. And yet learning can be conceptualised and investigated in many ways. Coming to terms with how theories about learning interact with one another and how they relate to evidence-based learning can be confusing at best. *Museum Learning* attempts to make sense of multiple learning theories whilst focusing on a set of core learning topics in museums. Importantly, learning is considered not just as a cognitive characteristic as some perspectives propose but also as affective, taking into consideration interests, attitudes, and emotions and as a social practice situated in cultural contexts. This book draws attention to the development of theory and its practical applications in museum situations such as aquariums, zoos, botanical gardens, and historical re-enactment sites among others. This volume will be of interest to museum studies students, practitioners, and researchers working in informal learning contexts and will help them to reflect on what it means to learn in museums and create more effective environments for learning.

GeoSpatial Semantics M. Andrea Rodriguez, 2005-11-16 This book constitutes the refereed proceedings of the First International Conference on GeoSpatial Semantics (GeoS 2005) held in Mexico City, Mexico, in November 2005. The 15 revised full papers presented together with 4 short papers were carefully reviewed and selected from 42 submissions. The papers are organized in topical sections on theories for the semantics of geospatial information, formal representations for geospatial data, similarity comparison of spatial data sets, ontology-based spatial information retrieval, and geospatial semantic Web.

Language and Concept Acquisition from Infancy Through Childhood Jane B. Childers, 2020-02-03 This book examines the role of experience-based learning on children's acquisition of language and concepts. It reviews, compares, and contrasts accounts of how the opportunity to recognize and generalize patterns influences learning. The book offers the first systematic integration of three highly influential research traditions in the domains of language and concept acquisition: Statistical Learning, Structural Alignment, and the Bayesian learning perspective. Chapters examine the parameters that constrain learning, address conditions that optimize learning, and offer explanations for cases in which implicit exemplar-based learning fails to occur. By exploring both the benefits and challenges children face as they learn from multiple examples, the book offers insight on how to better enable children's early unsupervised learning about language and concepts. Topics featured in this book include: Competing models of statistical learning and how learning might be constrained by infants' developing cognitive abilities; How experience with multiple exemplars helps infants understand space and other relations; The emergence of category-based inductive reasoning during infancy and early childhood; How children learn individual verbs and the verb system over time; How statistical learning leads to aggregation and abstraction in word learning; Mechanisms for evaluating others' reliability as sources of knowledge when learning new

words The Search for Invariance SI hypothesis and its role in facilitating causal learning Language and Concept Acquisition from Infancy Through Childhood is an essential resource for researchers clinicians and related professionals and graduate students in infancy and early child development applied linguistics language education child school and developmental psychology and related mental health and education services Building Theories David Danks,Emiliano Ippoliti,2018-01-18 This book explores new findings on the long neglected topic of theory construction and discovery and challenges the orthodox current division of scientific development into discrete stages the stage of generation of new hypotheses the stage of collection of relevant data the stage of justification of possible theories and the final stage of selection from among equally confirmed theories The chapters written by leading researchers offer an interdisciplinary perspective on various aspects of the processes by which theories rationally should and descriptively are built They address issues such as the role of problem solving and heuristic reasoning in theory building how inferences and models shape the pursuit of scientific knowledge the relation between problem solving and scientific discovery the relative values of the syntactic semantic and pragmatic view of theories in understanding theory construction and the relation between ampliative inferences heuristic reasoning and models as a means for building new theories and knowledge Through detailed arguments and examinations the volume collectively challenges the orthodox view s main tenets by characterizing the ways in which the different stages are logically temporally and psychologically intertwined As a group the chapters provide several attempts to answer long standing questions about the possibility of a unified conceptual framework for building theories and formulating hypotheses Modal Justification via Theories Bob Fischer,2016-12-15 This monograph articulates and defends a theory based epistemology of modality TEM According to TEM someone justifiably believe an interesting modal claim if and only if a she justifiably believes a theory according to which that claim is true b she believes that claim on the basis of that theory and c she has no defeaters for her belief in that claim The book has two parts In the first the author motivates TEM sets out the view in detail and defends it against a number of objections In the second the author considers whether TEM is worth accepting To argue that it is the author sets out criteria for choosing between modal epistemologies concluding that TEM has a number of important virtues However the author also concedes that TEM is cautious it probably implies that we are not justified in believing some interesting modal claims that we might take ourselves to be justified in believing This raises a question about TEM s relationship to Peter van Inwagen s modal skepticism which the author explores in detail As it turns out TEM offers a better route to modal skepticism than the one that van Inwagen provides But rather than being a liability the author argues that this is a further advantage of the view Moreover he argues that other popular modal epistemologies do not fare better they cannot easily secure more extensive modal justification than TEM The book concludes by clarifying TEM s relationship to the other modal epistemologies on offer contending that TEM need not be a rival to those views but can instead be a supplement to them Merleau-Ponty and the Ethics of Intersubjectivity Anya Daly,2016-05-31 This book draws on Merleau Ponty s

phenomenology psychology neuroscience and Buddhist philosophy to explicate Merleau Ponty s unwritten ethics Daly contends that though Merleau Ponty never developed an ethics per se there is significant textual evidence that clearly indicates he had the intention to do so This book highlights the explicit references to ethics that he offers and proposes that these allied to his ontological commitments provide the basis for the development of an ethics In this work Daly shows how Merleau Ponty s relational ontology in which the interdependence of self other and world is affirmed offers an entirely new approach to ethics In contrast to the top down ethics of norms obligations and prescriptions Daly maintains that Merleau Ponty s ethics is a bottom up ethics which depends on direct insight into our own intersubjective natures the I within the we and the we within the I insight into the real nature of our relation to others and the particularities of the given situation Merleau Ponty and the Ethics of Intersubjectivity is an important contribution to the scholarship on the later Merleau Ponty which will be of interest to graduate students and scholars Daly offers informed readings of Merleau Ponty s texts and the overall approach is both scholarly and innovative

The Cambridge Handbook of Childhood Multilingualism Anat Stavans,Ulrike Jessner,2022-08-25 Childhood multilingualism has become a norm rather than an exception This is the first handbook to survey state of the art research on the uniqueness of early multilingual development in children growing up with more than two languages in contact It provides in depth accounts of the complexity and dynamics of early multilingualism by internationally renowned scholars who have researched typologically different languages in different continents Chapters are divided into six thematic areas following the trajectory environment and conditions underlying the incipient and early stages of multilingual children s language development The many facets of childhood multilingualism are approached from a range of perspectives showcasing not only the challenges of multilingual education and child rearing but also the richness in linguistic and cognitive development of these children from infancy to early schooling It is essential reading for anyone interested in deepening their understanding of the multiple aspects of multilingualism seen through the unique prism of children

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