## **CONTENTS**

#### PREFACE xi

## PART I INTRODUCTION

1 THE NATURE OF UNDERSTANDING 1

	Understanding and Mental Models 3	
	Nature of Understanding 7	
	Understanding and Reasoning 10	
	Understanding and Cognitive Development	14
	Outline of the Book 17	
Ai	RT II GENERAL PROCESSES	
2	MENTAL MODELS AND REPRESENTATIONS	21
4		
	The Nature of Mental Models 22	
	Representations 24	
	Knowledge Representation 34	
	Origins of Mental Models 51	
	Empirical Techniques 65	
	impireur recimiques	
	Builling	
	Appendix 2.A Structure and Structure	
	Mapping 71	
	Appendix 2.B The Dimensionality Metric	73

~~		 N I	T	
CO	N	N	13	

3	CAPACITY AND COMPLEXITY 75
	Resources 77 Alternate Concepts of Capacity 103 Architecture of Working Memory 133 Does Processing Capacity Change With Age? 134 Summary and Conclusions 139 Appendix 3.A Symbolic Representation 142
4	BASIC LEARNING PROCESSES IN COGNITIVE DEVELOPMENT 143
	Acquiring Declarative Knowledge Additional Learning Principles Rule Modification Processes Transfer of Learning 162 Constraints and Learning Strategy Selection and Development Summary and Conclusions 180
5	ANALOGIES AND STRUCTURE-MAPPING PROCESSES 183
	Theory of Analogy 183 Process Models of Analogies 192 Children's Analogical Reasoning Ability Children's Uses of Analogies 211 Other Applications of Structure Mapping Learning Sets and Task Complexity Summary and Conclusions 233
PAF	RT III THEORY
6	HOW UNDERSTANDING DEVELOPS: A COGNITIVE DEVELOPMENTAL THEORY  237
	Understanding 237 Learning 241 Natural Reasoning Processes 248 Task Complexity and Processing Capacity 251 Comparison With Other Theories 261 Analysis of Structure-Mapping Levels 269 Summary Postulates 272

CONTENTS

# PART IV DOMAIN-SPECIFIC PROCESSES AND CONCEPTS

7	INFERENCES AND HYPOTHESIS TESTING 277
	Transitivity 277 Categorical and Conditional Syllogisms 297 Pragmatic Reasoning Schemas 306 Pragmatic Reasoning Schemas and Mental Models Children's Deductive Inferences 313 Logical Necessity 315 Children's Categorical Inferences 319 Induction and Mental Models 321 Mental Models and Hypothesis Testing 322 Multidimensional Hypothesis Testing 327 Summary and Conclusions 331 Appendix 7.A Hypothesis-Testing Predictions 332
8	CLASSIFICATION, QUANTIFICATION, AND CONSERVATION  Classification 339  Quantification 364  Conservation 402  Summary and Conclusions 411
9	SCIENTIFIC CONCEPTS 413  Balance Scale 413  Predictions 420  Acquisition Processes 422  Computational Models 426  Mechanics 428  The Novice-Expert Shift 432  Representation and the Novice-Expert Shift 433  The Concept of Time 437  The Rutherford Analogy 439  Coding the Rutherford Analogy 441  Appearance-Reality and Concept of Mind 442  Empirical Observations 443  Factors That Influence Children's Interpretations 445  Mental Models Theories 451  Toward an Analogical Reasoning Model of the Concept of Mind 453
	Learned Contingencies and Rules 464

339

x CONTENTS

Implications of the Current Theory for Concept of Mind 466
Summary and Conclusions 467

### PART V CONCLUSIONS

10 CONCLUDING COMMENTS 469

Learning 470
Capacity and Complexity 471
Reasoning Processes 475

REFERENCES 479

AUTHOR INDEX 505

SUBJECT INDEX 513