



Thinking, Reasoning, and Development



Call for abstracts

The Archives Jean Piaget organize from June 30 to July 2, 2010 the 19th Advanced Course. The aim of this biannual conference is to group the best specialists of a domain around a topic that has a particular relevance for Jean Piaget's theory and developmental psychology. One of the most important aspects of Piaget's theory has probably been his interest in the development of thinking and reasoning. Describing intellectual

development as a progression towards a rational and logical way of thinking, he claimed that far from being a cognitive function among others, reasoning is the same as intelligent thinking. This provocative view was the source of a still-continuing debate about the nature and roots of human rationality. Thus, the next Advanced Course will be entitled **Thinking, Reasoning, and Development**. A series of 12 one-hour lectures given by the most prominent theorists of the field will offer a panorama of the recent advances in these topics.

The Advanced Course is devoted to any scholar, researcher or student interested in cognitive development, thinking, and reasoning who are invited to submit posters related to these topics.

Please visit our website www.archivespiaget.ch for registration and submission details, or contact: Cecile.Ballaz@unige.ch

Submission deadline for poster April 17, 2010



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1205 Genève
Suisse

30 June – 2 July 2010

Invited speakers

R. Byrne (Trinity College Dublin)

The rational imagination: How people create alternatives to reality

J. Evans (University of Plymouth)

Dual processes theories of thinking and reasoning: Facts and fallacies

V. Girotto (University IUAV of Venice)

Rational inferences about uncertainty in infancy and childhood

U. Goswami (University of Cambridge)

The development of reasoning by analogy

P. Klaczynski (University of Northern Colorado)

Magical thinking through development: The case of stigmatization

H. Markovits (Université du Québec à Montréal)

The development of abstract conditional reasoning

D. Moshman (University of Nebraska)

Epistemic cognition and development

I. Noveck (Université de Lyon 2 - CNRS)

From sentence meaning to human reasoning

W. F. Overton (Temple University)

A competence-procedural and developmental approach to logical reasoning

V. Reyna (Cornell University)

Risk, rationality, and development: A Fuzzy-Trace theory approach

R. Siegler (Carnegie Mellon University)

Relations between learning and development

P. Barrouillet (Université de Genève)

Dual processes and mental models in the development of conditional reasoning

