19th Advanced Course

Thinking, Reasoning, and Development

30 June – 2 July 2010

Friday morning, July 2, 2010

9h 00 **U. Goswami**, University of Cambridge
The development of reasoning by analogy

Abstract:
Reasoning by analogy was defined by Piaget as a late-developing skill, characteristic of the period of formal operations. More recent research suggests that analogy is available from infancy, and is a core cognitive skill. Following an analysis of Piaget and Sternberg's early work on analogy, this lecture will review more recent research on reasoning by analogy, beginning with the work conducted by Goswami and Brown (1989, 1990) with children aged 3 to 6 years. It will be suggested that as long as children are reasoning about familiar relational structure, there is early availability of analogy. In terms of developmental theory, this position suggests that analogy should play an important role in learning in many core domains. Relevant work in the "foundational domains" of biology, physics and psychology will then be reviewed, along with relevant work on the transfer of learning, on learning to read, and in mathematics.