

# Contents

|                                                                                                    |           |
|----------------------------------------------------------------------------------------------------|-----------|
| <b>1 Learning About Cognitive Activities</b>                                                       | <b>1</b>  |
| 1.1 Conceptual Knowledge, Phenomenological Awareness<br>and Social Experience                      | 3         |
| 1.1.1 Conceptual Knowledge About Cognitive Activities<br>and Mental States                         | 4         |
| 1.1.2 Sources of Information About Cognitive Activities                                            | 5         |
| 1.1.3 Patterns of Influence                                                                        | 6         |
| 1.2 Summary                                                                                        | 8         |
| References                                                                                         | 9         |
| <b>2 Conceptual Knowledge About Cognitive Activities</b>                                           | <b>13</b> |
| 2.1 Levels of Understanding                                                                        | 16        |
| 2.1.1 Occurrence Knowledge                                                                         | 16        |
| 2.1.2 Organizational Knowledge                                                                     | 30        |
| 2.1.3 Epistemological Thought and Metacognitive Theories                                           | 32        |
| 2.2 Developmental Trends                                                                           | 36        |
| 2.3 Summary                                                                                        | 38        |
| References                                                                                         | 39        |
| <b>3 Phenomenological Awareness: Consciousness and the Development<br/>of Cognitive Monitoring</b> | <b>45</b> |
| 3.1 Theories of Consciousness and Metacognition                                                    | 46        |
| 3.2 Phenomenological Awareness of Five Aspects of Cognition                                        | 48        |
| 3.2.1 Informational Content                                                                        | 48        |
| 3.2.2 Information Source                                                                           | 50        |
| 3.2.3 Feelings of Effort or Difficulty                                                             | 52        |
| 3.2.4 Feelings of Certainty or Uncertainty                                                         | 53        |
| 3.2.5 Emotions Associated with Cognitive States<br>or Activities                                   | 54        |
| 3.3 Summary                                                                                        | 56        |
| References                                                                                         | 56        |

|          |                                                                                                                          |    |
|----------|--------------------------------------------------------------------------------------------------------------------------|----|
| <b>4</b> | <b>Social Experience as a Source of Information</b>                                                                      |    |
|          | <b>About Mental Events</b> . . . . .                                                                                     | 61 |
| 4.1      | Learning in Social Context: Theoretical Perspectives . . . . .                                                           | 61 |
| 4.2      | Observation . . . . .                                                                                                    | 63 |
| 4.3      | Social Interaction. . . . .                                                                                              | 64 |
| 4.3.1    | Family Structure . . . . .                                                                                               | 65 |
| 4.3.2    | Parenting Style . . . . .                                                                                                | 65 |
| 4.3.3    | Language and Conversation . . . . .                                                                                      | 66 |
| 4.3.4    | Implications for Children's Understanding Cognitive<br>Activities . . . . .                                              | 68 |
| 4.4      | Formal Education, Metacognitive Knowledge and<br>Epistemological Development . . . . .                                   | 70 |
| 4.5      | Cultural Variation . . . . .                                                                                             | 72 |
| 4.6      | Summary . . . . .                                                                                                        | 73 |
|          | References . . . . .                                                                                                     | 74 |
| <b>5</b> | <b>Patterns of Influence Among Phenomenological Awareness,<br/>Social Experience and Conceptual Knowledge.</b> . . . . . | 79 |
| 5.1      | Phenomenological Awareness and Conceptual Knowledge . . . . .                                                            | 80 |
| 5.2      | Social Experience and Phenomenological Awareness. . . . .                                                                | 81 |
| 5.3      | Social Experience and Conceptual Knowledge . . . . .                                                                     | 82 |
| 5.4      | Conceptual Knowledge, Phenomenological Awareness<br>and Social Experience . . . . .                                      | 83 |
| 5.5      | Processes of Learning . . . . .                                                                                          | 83 |
|          | References . . . . .                                                                                                     | 88 |
| <b>6</b> | <b>Conclusion.</b> . . . . .                                                                                             | 91 |
| 6.1      | Developmental Questions . . . . .                                                                                        | 92 |
| 6.2      | Three Perspectives on Children's Understanding of the Mind . . .                                                         | 92 |
| 6.3      | Directions for Future Research . . . . .                                                                                 | 94 |
|          | References . . . . .                                                                                                     | 97 |

<http://www.springer.com/978-1-4614-2247-1>

Children's Discovery of the Active Mind  
Phenomenological Awareness, Social Experience, and  
Knowledge About Cognition

Pillow, B.H.

2012, XI, 99 p. 1 illus., Softcover

ISBN: 978-1-4614-2247-1