This book uses the paradigm of the child as a problem solver to examine various theories of cognitive development.

Focusing on collaborative tasks that are undertaken with other children or adults, the author explores a broad range of contemporary theoretical perspectives that could account for children's thinking and learning. In particular, she asks whether social interaction is the key to improvement in problem-solving skills, or whether the skills and abilities that the child brings to the task are paramount. The book draws on several studies, including the author's own research into dyadic problem solving.

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