



Eliot-Pearson Department of Child Development
invites you to a brown bag lunch discussion on

How can we encourage scientific reasoning in children?

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Abstract: In my recent research, I have been creating formal science curriculum and informal after-school programming to promote science learning and, in addition, disposition to reason scientifically. I've been designing for middle school children, and my designs are based cognitive and socio-cultural results about how people learn. Children do, indeed, learn science. They indeed begin to reason scientifically. Most exciting, many of the children begin to act in ways that suggest that they are thinking about themselves as scientific reasoners and recognizing the times when scientific reasoning is appropriate. That is, they are well on their ways to a scientific reasoning disposition. When we interview the children, their teachers, and their parents, we find additional evidence of that development.

So far, our work has been based on the cognitive and socio-cultural learning literatures and has been aimed at middle school children. We have not incorporated developmental literature, nor have we yet considered how to address younger children. I will briefly present our curriculum and program designs and results for middle schoolers, and then I hope to hear your ideas about what the developmental literature has to say about promoting such identity-formation and disposition-building among younger children.

**Monday, October 26, 2009
12:00 – 1:00pm
Stevens Library, Room 157
105 College Avenue, Medford**

for more information: Martha Pott (martha.pott@tufts.edu)

for driving directions: <http://ase.tufts.edu/epcd/directions.asp>