Alison Gopnik

List of Publications by Year
in descending order

Version: 2024-02-01

125	12,541	36303 51	27406 106
papers	citations	h-index	g-index

131	131	131	4518
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	How we know our minds: The illusion of first-person knowledge of intentionality. Behavioral and Brain Sciences, 1993, 16, 1-14.	0.7	955
2	A Theory of Causal Learning in Children: Causal Maps and Bayes Nets.. Psychological Review, 2004, 111, 3-32.	3.8	831
3	Early reasoning about desires: Evidence from 14- and 18-month-olds.. Developmental Psychology, 1997, 33, 12-21.	1.6	821
4	Why the Child's Theory of Mind Really Is a Theory. Mind and Language, 1992, 7, 145-171.	2.3	808
5	The theory theory. , 1994, , 257-293.		532
6	Reconstructing constructivism: Causal models, Bayesian learning mechanisms, and the theory theory.. Psychological Bulletin, 2012, 138, 1085-1108.	6.1	431
7	Causal learning mechanisms in very young children: Two-, three-, and four-year-olds infer causal relations from patterns of variation and covariation.. Developmental Psychology, 2001, 37, 620-629.	1.6	393
8	Detecting Blickets: How Young Children Use Information about Novel Causal Powers in Categorization and Induction. Child Development, 2000, 71, 1205-1222.	3.0	386
9	Early acquisition of verbs in Korean: a cross-linguistic study. Journal of Child Language, 1995, 22, 497-529.	1.2	319
10	Young Children's Understanding of Changes in Their Mental States. Child Development, 1991, 62, 98.	3.0	303
11	Theoretical explanations of children's understanding of the mind. British Journal of Developmental Psychology, 1991, 9, 7-31.	1.7	265
12	Scientific Thinking in Young Children: Theoretical Advances, Empirical Research, and Policy Implications. Science, 2012, 337, 1623-1627.	12.6	262
13	Preschool children learn about causal structure from conditional interventions. Developmental Science, 2007, 10, 322-332.	2.4	243
14	Young children's ability to identify the sources of their beliefs.. Developmental Psychology, 1991, 27, 390-397.	1.6	238
15	Causal learning across domains.. Developmental Psychology, 2004, 40, 162-176.	1.6	218
16	Childrenâ€™s imitation of causal action sequences is influenced by statistical and pedagogical evidence. Cognition, 2011, 120, 331-340.	2.2	216
17	Mechanisms of theory formation in young children. Trends in Cognitive Sciences, 2004, 8, 371-377.	7.8	198
18	Changes in cognitive flexibility and hypothesis search across human life history from childhood to adolescence to adulthood. Proceedings of the National Academy of Sciences of the United States of America, 2017, 114, 7892-7899.	7.1	183

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19	Conceptual Coherence in the Child's Theory of Mind: Training Children to Understand Belief. Child Development, 1996, 67, 2967-2988.	3.0	160
20	Cross-linguistic differences in early semantic and cognitive development. Cognitive Development, 1996, 11, 197-225.	1.3	155
21	Explanation as Orgasm*. Minds and Machines, 1998, 8, 101-118.	4.8	154
22	Infants learn about objects from statistics and people.. Developmental Psychology, 2011, 47, 1220-1229.	1.6	149
23	Conceptual and Semantic Development as Theory Change: The Case of Object Permanence. Mind and Language, 1988, 3, 197-216.	2.3	144
24	Conditional probability versus spatial contiguity in causal learning: Preschoolers use new contingency evidence to overcome prior spatial assumptions.. Developmental Psychology, 2007, 43, 186-196.	1.6	142
25	Young Children Infer Causal Strength From Probabilities and Interventions. Psychological Science, 2005, 16, 678-683.	3.3	139
26	When children are better (or at least more open-minded) learners than adults: Developmental differences in learning the forms of causal relationships. Cognition, 2014, 131, 284-299.	2.2	135
27	Bayesian networks, Bayesian learning and cognitive development. Developmental Science, 2007, 10, 281-287.	2.4	124
28	Do linguistic differences lead to cognitive differences? A cross-linguistic study of semantic and cognitive development. First Language, 1990, 10, 199-215.	1.2	119
29	Childhood as a solution to exploreâ€“exploit tensions. Philosophical Transactions of the Royal Society B: Biological Sciences, 2020, 375, 20190502.	4.0	119
30	Just do it? Investigating the gap between prediction and action in toddlersâ€™ causal inferences. Cognition, 2010, 115, 104-117.	2.2	117
31	The Scientist as Child. Philosophy of Science, 1996, 63, 485-514.	1.0	112
32	When Younger Learners Can Be Better (or at Least More Open-Minded) Than Older Ones. Current Directions in Psychological Science, 2015, 24, 87-92.	5.3	111
33	Words and plans: early language and the development of intelligent action. Journal of Child Language, 1982, 9, 303-318.	1.2	110
34	The power of possibility: causal learning, counterfactual reasoning, and pretend play. Philosophical Transactions of the Royal Society B: Biological Sciences, 2012, 367, 2202-2212.	4.0	109
35	Probabilistic models, learning algorithms, and response variability: sampling in cognitive development. Trends in Cognitive Sciences, 2014, 18, 497-500.	7.8	96
36	Developing the Idea of Intentionality: Children's Theories of Mind. Canadian Journal of Philosophy, 1990, 20, 89-113.	0.9	91

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37	Linguistic and cognitive abilities in infancy: when does language become a tool for categorization?. Cognition, 2001, 80, B11-B20.	2.2	90
38	Win-Stay, Lose-Sample: A simple sequential algorithm for approximating Bayesian inference. Cognitive Psychology, 2014, 74, 35-65.	2.2	86
39	Rational variability in childrenâ€™s causal inferences: The Sampling Hypothesis. Cognition, 2013, 126, 285-300.	2.2	85
40	Developing intuitions about free will between ages four and six. Cognition, 2015, 138, 79-101.	2.2	85
41	Categorization and Naming: Basic-Level Sorting in Eighteen-Month-Olds and Its Relation to Language. Child Development, 1992, 63, 1091-1103.	3.0	83
42	The Blicket Within: Preschoolers' Inferences About Insides and Causes. Journal of Cognition and Development, 2007, 8, 159-182.	1.3	81
43	Explaining prompts children to privilege inductively rich properties. Cognition, 2014, 133, 343-357.	2.2	78
44	Bayes and Blickets: Effects of Knowledge on Causal Induction in Children and Adults. Cognitive Science, 2011, 35, 1407-1455.	1.7	72
45	Pretense, Counterfactuals, and Bayesian Causal Models: Why What Is Not Real Really Matters. Cognitive Science, 2013, 37, 1368-1381.	1.7	71
46	A shift in childrenâ€™s use of perceptual and causal cues to categorization. Developmental Science, 2000, 3, 389-396.	2.4	68
47	Learning to Learn From Stories: Children's Developing Sensitivity to the Causal Structure of Fictional Worlds. Child Development, 2015, 86, 310-318.	3.0	68
48	Learning about causes from people: Observational causal learning in 24-month-old infants.. Developmental Psychology, 2012, 48, 1215-1228.	1.6	65
49	Toddlers Infer Higher-Order Relational Principles in Causal Learning. Psychological Science, 2014, 25, 161-169.	3.3	65
50	Duck or rabbit? Reversing ambiguous figures and understanding ambiguous representations. Developmental Science, 2001, 4, 175-183.	2.4	63
51	The Future of Women in Psychological Science. Perspectives on Psychological Science, 2021, 16, 483-516.	9.0	59
52	Semantic and cognitive development in 15- to 21-month-old children. Journal of Child Language, 1984, 11, 495-513.	1.2	57
53	Did She Jump Because She Was the Big Sister or Because the Trampoline Was Safe? Causal Inference and the Development of Social Attribution. Child Development, 2013, 84, 443-454.	3.0	53
54	The development of structural thinking about social categories.. Developmental Psychology, 2018, 54, 1735-1744.	1.6	52

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55	The acquisition of gone and the development of the object concept. Journal of Child Language, 1984, 11, 273-292.	1.2	51
56	The Child as Econometrician: A Rational Model of Preference Understanding in Children. PLoS ONE, 2014, 9, e92160.	2.5	51
57	Do Young Children Reverse Ambiguous Figures?. Perception, 1994, 23, 635-644.	1.2	46
58	Explaining Constrains Causal Learning in Childhood. Child Development, 2017, 88, 229-246.	3.0	45
59	Theories and illusions. Behavioral and Brain Sciences, 1993, 16, 90-100.	0.7	44
60	Three types of early word: the emergence of social words, names and cognitive-relational words in the one-word stage and their relation to cognitive development. First Language, 1988, 8, 49-69.	1.2	42
61	Children's causal inferences from indirect evidence: Backwards blocking and Bayesian reasoning in preschoolers. Cognitive Science, 2004, 28, 303-333.	1.7	42
62	Causal learning from probabilistic events in 24â€•monthâ€olds: an action measure. Developmental Science, 2015, 18, 175-182.	2.4	41
63	Ensemble perception of size in 4â€“5â€yearâ€old children. Developmental Science, 2015, 18, 556-568.	2.4	39
64	Bayesian models of child development. Wiley Interdisciplinary Reviews: Cognitive Science, 2015, 6, 75-86.	2.8	38
65	Ambiguous figure perception and theory of mind understanding in children with autistic spectrum disorders. British Journal of Developmental Psychology, 2005, 23, 159-174.	1.7	36
66	Inferring action structure and causal relationships in continuous sequences of human action. Cognitive Psychology, 2015, 76, 30-77.	2.2	35
67	How Universal Are Free Will Beliefs? Cultural Differences in Chinese and U.S. 4â€•and 6â€Yearâ€Olds. Child Development, 2016, 87, 666-676.	3.0	32
68	The early emergence and puzzling decline of relational reasoning: Effects of knowledge and search on inferring abstract concepts. Cognition, 2016, 156, 30-40.	2.2	31
69	Distinct electrophysiological signatures of task-unrelated and dynamic thoughts. Proceedings of the National Academy of Sciences of the United States of America, 2021, 118, .	7.1	30
70	Reversing How to Think about Ambiguous Figure Reversals: Spontaneous Alternating by Uninformed Observers. Perception, 2006, 35, 709-715.	1.2	28
71	The future of human behaviour research. Nature Human Behaviour, 2022, 6, 15-24.	12.0	28
72	Children are more exploratory and learn more than adults in an approach-avoid task. Cognition, 2022, 218, 104940.	2.2	27

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73	Childrenâ€™s causal inferences from conflicting testimony and observations.. Developmental Psychology, 2016, 52, 9-18.	1.6	26
74	Inferring Hidden Causal Structure. Cognitive Science, 2010, 34, 148-160.	1.7	25
75	From people, to plans, to objects. Journal of Pragmatics, 1985, 9, 495-512.	1.5	23
76	Of babies and birds: complex tool behaviours are not sufficient for the evolution of the ability to create a novel causal intervention. Proceedings of the Royal Society B: Biological Sciences, 2014, 281, 20140837.	2.6	23
77	Asynchrony in the cognitive and lexical development of young children with Williams syndrome. Journal of Child Language, 2005, 32, 427-438.	1.2	22
78	Imitation, cultural learning and the origins of â€œtheory of mindâ€• Behavioral and Brain Sciences, 1993, 16, 521-523.	0.7	21
79	Causal maps and Bayes nets: a cognitive and computational account of theory-formation. , 2002, , 117-132.		21
80	Discriminating relational and perceptual judgments: Evidence from human toddlers. Cognition, 2017, 166, 23-27.	2.2	21
81	Childrenâ€™s developing theory of mind and pedagogical evidence selection.. Developmental Psychology, 2019, 55, 286-302.	1.6	19
82	Shake it baby, but only when needed: Preschoolers adapt their exploratory strategies to the information structure of the task. Cognition, 2019, 193, 104013.	2.2	18
83	Transformations and Transfer: Preschool Children Understand Abstract Relations and Reason Analogically in a Causal Task. Child Development, 2020, 91, 1898-1915.	3.0	16
84	Sorting and acting with objects in early childhood: an exploration of the use of causal cues. Cognitive Development, 2003, 18, 299-317.	1.3	14
85	Culture moderates the relationship between self-control ability and free will beliefs in childhood. Cognition, 2021, 210, 104609.	2.2	14
86	Sticking to the Evidence? A Behavioral and Computational Case Study of Microâ€Theory Change in the Domain of Magnetism. Cognitive Science, 2019, 43, e12765.	1.7	13
87	Rational Higherâ€Order Belief Revision in Young Children. Child Development, 2019, 90, 91-97.	3.0	13
88	Causal Learning Across Culture and Socioeconomic Status. Child Development, 2019, 90, 859-875.	3.0	12
89	Computational ethics. Trends in Cognitive Sciences, 2022, 26, 388-405.	7.8	12
90	Finding our inner scientist. Daedalus, 2004, 133, 21-28.	1.8	11

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91	Which Counterfactuals Matter? A Response to Beck. Cognitive Science, 2016, 40, 257-259.	1.7	11
92	Introduction to special issue: â€˜Life history and learning: how childhood, caregiving and old age shape cognition and culture in humans and other animalsâ€™. Philosophical Transactions of the Royal Society B: Biological Sciences, 2020, 375, 20190489.	4.0	11
93	Young Children Are Wishful Thinkers: The Development of Wishful Thinking in 3â€•to 10â€Yearâ€Old Children. Child Development, 2020, 91, 1166-1182.	3.0	10
94	How to Help Young Children Ask Better Questions?. Frontiers in Psychology, 2020, 11, 586819.	2.1	10
95	Learning what to change: Young children use â€œdifference-makingâ€•to identify causally relevant variables.. Developmental Psychology, 2020, 56, 275-284.	1.6	10
96	The Theory Theory 2.0: Probabilistic Models and Cognitive Development. Child Development Perspectives, 2011, 5, 161-163.	3.9	9
97	Sensitive perception of a personâ€™s direction of walking by 4-year-old children.. Developmental Psychology, 2013, 49, 2120-2124.	1.6	9
98	A unified account of abstract structure and conceptual change: Probabilistic models and early learning mechanisms. Behavioral and Brain Sciences, 2011, 34, 129-130.	0.7	8
99	Probabilistic models as theories of children's minds. Behavioral and Brain Sciences, 2011, 34, 200-201.	0.7	7
100	Reply to Commentators. Philosophy of Science, 1996, 63, 552-561.	1.0	7
101	Title is missing!. Journal of Child Language, 1981, 8, 495-499.	1.2	6
102	How to understand beliefs. Behavioral and Brain Sciences, 1995, 18, 398-400.	0.7	6
103	Theories vs. Modules: To the Max and Beyond A Reply to Poulin-Dubois and to Stich and Nichols. Mind and Language, 1998, 13, 450-456.	2.3	6
104	A computational foundation for cognitive development: comment on Griffths et al. and McLelland et al.. Trends in Cognitive Sciences, 2010, 14, 342-343.	7.8	6
105	Rational constructivism: A new way to bridge rationalism and empiricism. Behavioral and Brain Sciences, 2009, 32, 208-209.	0.7	5
106	Why babies are more conscious than we are. Behavioral and Brain Sciences, 2007, 30, 503-504.	0.7	4
107	No conclusive evidence that corvids can create novel causal interventions. Proceedings of the Royal Society B: Biological Sciences, 2015, 282, 20150796.	2.6	4
108	What Does â€œMindâ€Wanderingâ€•Mean to the Folk? An Empirical Investigation. Cognitive Science, 2020, 44, e12908.	1.7	4

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109	Learning about Causes from People and about People as Causes. Advances in Child Development and Behavior, 2012, 43, 125-160.	1.3	4
110	The development of creative search strategies. Cognition, 2022, 225, 105102.	2.2	4
111	How is the hypothesis space represented? Evidence from young childrenâ€™s active search and predictions in a multiple-cue inference task.. Developmental Psychology, 2021, 57, 1080-1093.	1.6	3
112	Wanting to Get It Right: Commentary on Lillard and Joseph. Child Development, 1998, 69, 994.	3.0	2
113	Life history, love and learning. Nature Human Behaviour, 2019, 3, 1041-1042.	12.0	2
114	Causal Models and Cognitive Development. , 2022, , 593-604.		1
115	Title is missing!. Journal of Child Language, 1981, 8, 657-659.	1.2	0
116	In search of a theory of learning. Behavioral and Brain Sciences, 1984, 7, 627-628.	0.7	0
117	Nelson K. (ed.), Children's language, Vol. 3. Hilisdale, N.J.: Eribaum, 1982. Pp. xvi + 505.. Journal of Child Language, 1985, 12, 696-697.	1.2	0
118	The Psychopsychology of the Fringe. Consciousness and Cognition, 1993, 2, 109-112.	1.5	0
119	Theories and qualities. Behavioral and Brain Sciences, 1993, 16, 44-45.	0.7	0
120	What can externalism do for psychologists?. Behavioral and Brain Sciences, 1998, 21, 73-74.	0.7	0
121	Can a perceptual task be used to infer conceptual representations?: A reply to Glorioso, Kuznar, Pavlic, & Povinelli. Cognition, 2020, 214, 104414.	2.2	0
122	Children's Theories: Understanding the Representational Mind . Josef Perner. MIT Press, Cambridge, MA, 1991. xiv, 348 pp., illus. $35. A Bradford Book. Learning, Development, and Conceptual Change.. Science, 1991, 254, 737-738.	12.6	0
123	Children's Theories: Understanding the Representational Mind . Josef Perner. MIT Press, Cambridge, MA, 1991. xiv, 348 pp., illus. $35. A Bradford Book. Learning, Development, and Conceptual Change.. Science, 1991, 254, 737-738.	12.6	0
124	Scientific Thinking and Reasoning in Infants and Young Children. , 2022, , 299-317.		0
125	Ask me why, don't tell me why: Asking children for explanations facilitates relational thinking. Developmental Science, 2022, , e13274.	2.4	0