

Alison Gopnik

List of Publications by Year in descending order

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Version: 2024-02-01

125
papers

12,541
citations

36303

51
h-index

27406

106
g-index

131
all docs

131
docs citations

131
times ranked

4518
citing authors

#	ARTICLE	IF	CITATIONS
1	Children are more exploratory and learn more than adults in an approach-avoid task. <i>Cognition</i> , 2022, 218, 104940.	2.2	27
2	The future of human behaviour research. <i>Nature Human Behaviour</i> , 2022, 6, 15-24.	12.0	28
3	Causal Models and Cognitive Development. , 2022, , 593-604.		1
4	Scientific Thinking and Reasoning in Infants and Young Children. , 2022, , 299-317.		0
5	The development of creative search strategies. <i>Cognition</i> , 2022, 225, 105102.	2.2	4
6	Computational ethics. <i>Trends in Cognitive Sciences</i> , 2022, 26, 388-405.	7.8	12
7	Ask me why, don't tell me why: Asking children for explanations facilitates relational thinking. <i>Developmental Science</i> , 2022, , e13274.	2.4	0
8	The Future of Women in Psychological Science. <i>Perspectives on Psychological Science</i> , 2021, 16, 483-516.	9.0	59
9	Culture moderates the relationship between self-control ability and free will beliefs in childhood. <i>Cognition</i> , 2021, 210, 104609.	2.2	14
10	How is the hypothesis space represented? Evidence from young children's active search and predictions in a multiple-cue inference task.. <i>Developmental Psychology</i> , 2021, 57, 1080-1093.	1.6	3
11	Distinct electrophysiological signatures of task-unrelated and dynamic thoughts. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2021, 118, .	7.1	30
12	Young Children Are Wishful Thinkers: The Development of Wishful Thinking in 3- to 10-Year-Old Children. <i>Child Development</i> , 2020, 91, 1166-1182.	3.0	10
13	What Does "Mind-Wandering" Mean to the Folk? An Empirical Investigation. <i>Cognitive Science</i> , 2020, 44, e12908.	1.7	4
14	Can a perceptual task be used to infer conceptual representations?: A reply to Glorioso, Kuznar, Pavlic, & Povinelli. <i>Cognition</i> , 2020, 214, 104414.	2.2	0
15	Introduction to special issue: "Life history and learning: how childhood, caregiving and old age shape cognition and culture in humans and other animals". <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2020, 375, 20190489.	4.0	11
16	Transformations and Transfer: Preschool Children Understand Abstract Relations and Reason Analogically in a Causal Task. <i>Child Development</i> , 2020, 91, 1898-1915.	3.0	16
17	Childhood as a solution to explore "exploit tensions. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2020, 375, 20190502.	4.0	119
18	How to Help Young Children Ask Better Questions?. <i>Frontiers in Psychology</i> , 2020, 11, 586819.	2.1	10

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19	Learning what to change: Young children use "difference-making" to identify causally relevant variables.. <i>Developmental Psychology</i> , 2020, 56, 275-284.	1.6	10
20	Sticking to the Evidence? A Behavioral and Computational Case Study of Micro-Theory Change in the Domain of Magnetism. <i>Cognitive Science</i> , 2019, 43, e12765.	1.7	13
21	Life history, love and learning. <i>Nature Human Behaviour</i> , 2019, 3, 1041-1042.	12.0	2
22	Shake it baby, but only when needed: Preschoolers adapt their exploratory strategies to the information structure of the task. <i>Cognition</i> , 2019, 193, 104013.	2.2	18
23	Rational Higher-Order Belief Revision in Young Children. <i>Child Development</i> , 2019, 90, 91-97.	3.0	13
24	Causal Learning Across Culture and Socioeconomic Status. <i>Child Development</i> , 2019, 90, 859-875.	3.0	12
25	Children's developing theory of mind and pedagogical evidence selection.. <i>Developmental Psychology</i> , 2019, 55, 286-302.	1.6	19
26	The development of structural thinking about social categories.. <i>Developmental Psychology</i> , 2018, 54, 1735-1744.	1.6	52
27	Discriminating relational and perceptual judgments: Evidence from human toddlers. <i>Cognition</i> , 2017, 166, 23-27.	2.2	21
28	Explaining Constrains Causal Learning in Childhood. <i>Child Development</i> , 2017, 88, 229-246.	3.0	45
29	Changes in cognitive flexibility and hypothesis search across human life history from childhood to adolescence to adulthood. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2017, 114, 7892-7899.	7.1	183
30	How Universal Are Free Will Beliefs? Cultural Differences in Chinese and U.S. 4- and 6-Year-Olds. <i>Child Development</i> , 2016, 87, 666-676.	3.0	32
31	The early emergence and puzzling decline of relational reasoning: Effects of knowledge and search on inferring abstract concepts. <i>Cognition</i> , 2016, 156, 30-40.	2.2	31
32	Which Counterfactuals Matter? A Response to Beck. <i>Cognitive Science</i> , 2016, 40, 257-259.	1.7	11
33	Children's causal inferences from conflicting testimony and observations.. <i>Developmental Psychology</i> , 2016, 52, 9-18.	1.6	26
34	Learning to Learn From Stories: Children's Developing Sensitivity to the Causal Structure of Fictional Worlds. <i>Child Development</i> , 2015, 86, 310-318.	3.0	68
35	Ensemble perception of size in 4-5-year-old children. <i>Developmental Science</i> , 2015, 18, 556-568.	2.4	39
36	Bayesian models of child development. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2015, 6, 75-86.	2.8	38

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37	Developing intuitions about free will between ages four and six. <i>Cognition</i> , 2015, 138, 79-101.	2.2	85
38	When Younger Learners Can Be Better (or at Least More Open-Minded) Than Older Ones. <i>Current Directions in Psychological Science</i> , 2015, 24, 87-92.	5.3	111
39	No conclusive evidence that corvids can create novel causal interventions. <i>Proceedings of the Royal Society B: Biological Sciences</i> , 2015, 282, 20150796.	2.6	4
40	Inferring action structure and causal relationships in continuous sequences of human action. <i>Cognitive Psychology</i> , 2015, 76, 30-77.	2.2	35
41	Causal learning from probabilistic events in 24-month-olds: an action measure. <i>Developmental Science</i> , 2015, 18, 175-182.	2.4	41
42	Toddlers Infer Higher-Order Relational Principles in Causal Learning. <i>Psychological Science</i> , 2014, 25, 161-169.	3.3	65
43	Probabilistic models, learning algorithms, and response variability: sampling in cognitive development. <i>Trends in Cognitive Sciences</i> , 2014, 18, 497-500.	7.8	96
44	Explaining prompts children to privilege inductively rich properties. <i>Cognition</i> , 2014, 133, 343-357.	2.2	78
45	Win-Stay, Lose-Sample: A simple sequential algorithm for approximating Bayesian inference. <i>Cognitive Psychology</i> , 2014, 74, 35-65.	2.2	86
46	When children are better (or at least more open-minded) learners than adults: Developmental differences in learning the forms of causal relationships. <i>Cognition</i> , 2014, 131, 284-299.	2.2	135
47	Of babies and birds: complex tool behaviours are not sufficient for the evolution of the ability to create a novel causal intervention. <i>Proceedings of the Royal Society B: Biological Sciences</i> , 2014, 281, 20140837.	2.6	23
48	The Child as Econometrician: A Rational Model of Preference Understanding in Children. <i>PLoS ONE</i> , 2014, 9, e92160.	2.5	51
49	Did She Jump Because She Was the Big Sister or Because the Trampoline Was Safe? Causal Inference and the Development of Social Attribution. <i>Child Development</i> , 2013, 84, 443-454.	3.0	53
50	Rational variability in children's causal inferences: The Sampling Hypothesis. <i>Cognition</i> , 2013, 126, 285-300.	2.2	85
51	Pretense, Counterfactuals, and Bayesian Causal Models: Why What Is Not Real Really Matters. <i>Cognitive Science</i> , 2013, 37, 1368-1381.	1.7	71
52	Sensitive perception of a person's direction of walking by 4-year-old children. <i>Developmental Psychology</i> , 2013, 49, 2120-2124.	1.6	9
53	The power of possibility: causal learning, counterfactual reasoning, and pretend play. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2012, 367, 2202-2212.	4.0	109
54	Learning about causes from people: Observational causal learning in 24-month-old infants. <i>Developmental Psychology</i> , 2012, 48, 1215-1228.	1.6	65

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55	Scientific Thinking in Young Children: Theoretical Advances, Empirical Research, and Policy Implications. <i>Science</i> , 2012, 337, 1623-1627.	12.6	262
56	Reconstructing constructivism: Causal models, Bayesian learning mechanisms, and the theory theory.. <i>Psychological Bulletin</i> , 2012, 138, 1085-1108.	6.1	431
57	Learning about Causes from People and about People as Causes. <i>Advances in Child Development and Behavior</i> , 2012, 43, 125-160.	1.3	4
58	Infants learn about objects from statistics and people.. <i>Developmental Psychology</i> , 2011, 47, 1220-1229.	1.6	149
59	Bayes and Blickets: Effects of Knowledge on Causal Induction in Children and Adults. <i>Cognitive Science</i> , 2011, 35, 1407-1455.	1.7	72
60	The Theory Theory 2.0: Probabilistic Models and Cognitive Development. <i>Child Development Perspectives</i> , 2011, 5, 161-163.	3.9	9
61	Children's imitation of causal action sequences is influenced by statistical and pedagogical evidence. <i>Cognition</i> , 2011, 120, 331-340.	2.2	216
62	A unified account of abstract structure and conceptual change: Probabilistic models and early learning mechanisms. <i>Behavioral and Brain Sciences</i> , 2011, 34, 129-130.	0.7	8
63	Probabilistic models as theories of children's minds. <i>Behavioral and Brain Sciences</i> , 2011, 34, 200-201.	0.7	7
64	Inferring Hidden Causal Structure. <i>Cognitive Science</i> , 2010, 34, 148-160.	1.7	25
65	Just do it? Investigating the gap between prediction and action in toddlers' causal inferences. <i>Cognition</i> , 2010, 115, 104-117.	2.2	117
66	A computational foundation for cognitive development: comment on Griffiths et al. and McLelland et al.. <i>Trends in Cognitive Sciences</i> , 2010, 14, 342-343.	7.8	6
67	Rational constructivism: A new way to bridge rationalism and empiricism. <i>Behavioral and Brain Sciences</i> , 2009, 32, 208-209.	0.7	5
68	Why babies are more conscious than we are. <i>Behavioral and Brain Sciences</i> , 2007, 30, 503-504.	0.7	4
69	Conditional probability versus spatial contiguity in causal learning: Preschoolers use new contingency evidence to overcome prior spatial assumptions.. <i>Developmental Psychology</i> , 2007, 43, 186-196.	1.6	142
70	The Blicket Within: Preschoolers' Inferences About Insides and Causes. <i>Journal of Cognition and Development</i> , 2007, 8, 159-182.	1.3	81
71	Bayesian networks, Bayesian learning and cognitive development. <i>Developmental Science</i> , 2007, 10, 281-287.	2.4	124
72	Preschool children learn about causal structure from conditional interventions. <i>Developmental Science</i> , 2007, 10, 322-332.	2.4	243

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73	Reversing How to Think about Ambiguous Figure Reversals: Spontaneous Alternating by Uninformed Observers. <i>Perception</i> , 2006, 35, 709-715.	1.2	28
74	Ambiguous figure perception and theory of mind understanding in children with autistic spectrum disorders. <i>British Journal of Developmental Psychology</i> , 2005, 23, 159-174.	1.7	36
75	Young Children Infer Causal Strength From Probabilities and Interventions. <i>Psychological Science</i> , 2005, 16, 678-683.	3.3	139
76	Asynchrony in the cognitive and lexical development of young children with Williams syndrome. <i>Journal of Child Language</i> , 2005, 32, 427-438.	1.2	22
77	Children's causal inferences from indirect evidence: Backwards blocking and Bayesian reasoning in preschoolers. <i>Cognitive Science</i> , 2004, 28, 303-333.	1.7	42
78	Finding our inner scientist. <i>Daedalus</i> , 2004, 133, 21-28.	1.8	11
79	Mechanisms of theory formation in young children. <i>Trends in Cognitive Sciences</i> , 2004, 8, 371-377.	7.8	198
80	A Theory of Causal Learning in Children: Causal Maps and Bayes Nets.. <i>Psychological Review</i> , 2004, 111, 3-32.	3.8	831
81	Causal learning across domains.. <i>Developmental Psychology</i> , 2004, 40, 162-176.	1.6	218
82	Sorting and acting with objects in early childhood: an exploration of the use of causal cues. <i>Cognitive Development</i> , 2003, 18, 299-317.	1.3	14
83	Causal maps and Bayes nets: a cognitive and computational account of theory-formation. , 2002, , 117-132.		21
84	Causal learning mechanisms in very young children: Two-, three-, and four-year-olds infer causal relations from patterns of variation and covariation.. <i>Developmental Psychology</i> , 2001, 37, 620-629.	1.6	393
85	Duck or rabbit? Reversing ambiguous figures and understanding ambiguous representations. <i>Developmental Science</i> , 2001, 4, 175-183.	2.4	63
86	Linguistic and cognitive abilities in infancy: when does language become a tool for categorization?. <i>Cognition</i> , 2001, 80, B11-B20.	2.2	90
87	A shift in children's use of perceptual and causal cues to categorization. <i>Developmental Science</i> , 2000, 3, 389-396.	2.4	68
88	Detecting Blickets: How Young Children Use Information about Novel Causal Powers in Categorization and Induction. <i>Child Development</i> , 2000, 71, 1205-1222.	3.0	386
89	Explanation as Orgasm*. <i>Minds and Machines</i> , 1998, 8, 101-118.	4.8	154
90	Theories vs. Modules: To the Max and Beyond A Reply to Poulin-Dubois and to Stich and Nichols. <i>Mind and Language</i> , 1998, 13, 450-456.	2.3	6

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91	Wanting to Get It Right: Commentary on Lillard and Joseph. <i>Child Development</i> , 1998, 69, 994.	3.0	2
92	What can externalism do for psychologists?. <i>Behavioral and Brain Sciences</i> , 1998, 21, 73-74.	0.7	0
93	Early reasoning about desires: Evidence from 14- and 18-month-olds.. <i>Developmental Psychology</i> , 1997, 33, 12-21.	1.6	821
94	Cross-linguistic differences in early semantic and cognitive development. <i>Cognitive Development</i> , 1996, 11, 197-225.	1.3	155
95	Conceptual Coherence in the Child's Theory of Mind: Training Children to Understand Belief. <i>Child Development</i> , 1996, 67, 2967-2988.	3.0	160
96	The Scientist as Child. <i>Philosophy of Science</i> , 1996, 63, 485-514.	1.0	112
97	Reply to Commentators. <i>Philosophy of Science</i> , 1996, 63, 552-561.	1.0	7
98	How to understand beliefs. <i>Behavioral and Brain Sciences</i> , 1995, 18, 398-400.	0.7	6
99	Early acquisition of verbs in Korean: a cross-linguistic study. <i>Journal of Child Language</i> , 1995, 22, 497-529.	1.2	319
100	The theory theory. , 1994, , 257-293.		532
101	Do Young Children Reverse Ambiguous Figures?. <i>Perception</i> , 1994, 23, 635-644.	1.2	46
102	The Psychopsychology of the Fringe. <i>Consciousness and Cognition</i> , 1993, 2, 109-112.	1.5	0
103	How we know our minds: The illusion of first-person knowledge of intentionality. <i>Behavioral and Brain Sciences</i> , 1993, 16, 1-14.	0.7	955
104	Theories and qualities. <i>Behavioral and Brain Sciences</i> , 1993, 16, 44-45.	0.7	0
105	Theories and illusions. <i>Behavioral and Brain Sciences</i> , 1993, 16, 90-100.	0.7	44
106	Imitation, cultural learning and the origins of "theory of mind". <i>Behavioral and Brain Sciences</i> , 1993, 16, 521-523.	0.7	21
107	Categorization and Naming: Basic-Level Sorting in Eighteen-Month-Olds and Its Relation to Language. <i>Child Development</i> , 1992, 63, 1091-1103.	3.0	83
108	Why the Child's Theory of Mind Really Is a Theory. <i>Mind and Language</i> , 1992, 7, 145-171.	2.3	808

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109	Theoretical explanations of children's understanding of the mind. <i>British Journal of Developmental Psychology</i> , 1991, 9, 7-31.	1.7	265
110	Young children's ability to identify the sources of their beliefs.. <i>Developmental Psychology</i> , 1991, 27, 390-397.	1.6	238
111	Young Children's Understanding of Changes in Their Mental States. <i>Child Development</i> , 1991, 62, 98.	3.0	303
112	Children's Theories: <i>Understanding the Representational Mind</i> . Josef Perner. MIT Press, Cambridge, MA, 1991. xiv, 348 pp., illus. \$35. A Bradford Book. Learning, Development, and Conceptual Change.. <i>Science</i> , 1991, 254, 737-738.	12.6	0
113	Children's Theories: <i>Understanding the Representational Mind</i> . Josef Perner. MIT Press, Cambridge, MA, 1991. xiv, 348 pp., illus. \$35. A Bradford Book. Learning, Development, and Conceptual Change.. <i>Science</i> , 1991, 254, 737-738.	12.6	0
114	Developing the Idea of Intentionality: Children's Theories of Mind. <i>Canadian Journal of Philosophy</i> , 1990, 20, 89-113.	0.9	91
115	Do linguistic differences lead to cognitive differences? A cross-linguistic study of semantic and cognitive development. <i>First Language</i> , 1990, 10, 199-215.	1.2	119
116	Conceptual and Semantic Development as Theory Change: The Case of Object Permanence. <i>Mind and Language</i> , 1988, 3, 197-216.	2.3	144
117	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. <i>First Language</i> , 1988, 8, 49-69.	1.2	42
118	Nelson K. (ed.), <i>Children's language</i> , Vol. 3. Hillsdale, N.J.: Erlbaum, 1982. Pp. xvi + 505.. <i>Journal of Child Language</i> , 1985, 12, 696-697.	1.2	0
119	From people, to plans, to objects. <i>Journal of Pragmatics</i> , 1985, 9, 495-512.	1.5	23
120	The acquisition of <i>gone</i> and the development of the object concept. <i>Journal of Child Language</i> , 1984, 11, 273-292.	1.2	51
121	Semantic and cognitive development in 15- to 21-month-old children. <i>Journal of Child Language</i> , 1984, 11, 495-513.	1.2	57
122	In search of a theory of learning. <i>Behavioral and Brain Sciences</i> , 1984, 7, 627-628.	0.7	0
123	Words and plans: early language and the development of intelligent action. <i>Journal of Child Language</i> , 1982, 9, 303-318.	1.2	110
124	Title is missing!. <i>Journal of Child Language</i> , 1981, 8, 495-499.	1.2	6
125	Title is missing!. <i>Journal of Child Language</i> , 1981, 8, 657-659.	1.2	0