Alison Gopnik

List of Publications by Year
in descending order

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125 papers	12,541 citations	36203 51 h-index	27345 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. Cognition, 2022, 218, 104940.	1.1	27
2	The future of human behaviour research. Nature Human Behaviour, 2022, 6, 15-24.	6.2	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. Cognition, 2022, 225, 105102.	1.1	4
6	Computational ethics. Trends in Cognitive Sciences, 2022, 26, 388-405.	4.0	12
7	Ask me why, don't tell me why: Asking children for explanations facilitates relational thinking. Developmental Science, 2022, , e13274.	1.3	0
8	The Future of Women in Psychological Science. Perspectives on Psychological Science, 2021, 16, 483-516.	5.2	59
9	Culture moderates the relationship between self-control ability and free will beliefs in childhood. Cognition, 2021, 210, 104609.	1.1	14
10	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.	1.2	3
11	Distinct electrophysiological signatures of task-unrelated and dynamic thoughts. Proceedings of the National Academy of Sciences of the United States of America, 2021, 118, .	3.3	30
12	Young Children Are Wishful Thinkers: The Development of Wishful Thinking in 3â€•to 10â€Yearâ€Old Children. Child Development, 2020, 91, 1166-1182.	1.7	10
13	What Does â€œMindâ€Wanderingâ€•Mean to the Folk? An Empirical Investigation. Cognitive Science, 2020, 44, e12908.	0.8	4
14	Can a perceptual task be used to infer conceptual representations?: A reply to Glorioso, Kuznar, Pavlic, & Povinelli. Cognition, 2020, 214, 104414.	1.1	0
15	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.	1.8	11
16	Transformations and Transfer: Preschool Children Understand Abstract Relations and Reason Analogically in a Causal Task. Child Development, 2020, 91, 1898-1915.	1.7	16
17	Childhood as a solution to exploreâ€“exploit tensions. Philosophical Transactions of the Royal Society B: Biological Sciences, 2020, 375, 20190502.	1.8	119
18	How to Help Young Children Ask Better Questions?. Frontiers in Psychology, 2020, 11, 586819.	1.1	10

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19	Learning what to change: Young children use â€œdifference-makingâ€•to identify causally relevant variables.. Developmental Psychology, 2020, 56, 275-284.	1.2	10
20	Sticking to the Evidence? A Behavioral and Computational Case Study of Microâ€Theory Change in the Domain of Magnetism. Cognitive Science, 2019, 43, e12765.	0.8	13
21	Life history, love and learning. Nature Human Behaviour, 2019, 3, 1041-1042.	6.2	2
22	Shake it baby, but only when needed: Preschoolers adapt their exploratory strategies to the information structure of the task. Cognition, 2019, 193, 104013.	1.1	18
23	Rational Higherâ€Order Belief Revision in Young Children. Child Development, 2019, 90, 91-97.	1.7	13
24	Causal Learning Across Culture and Socioeconomic Status. Child Development, 2019, 90, 859-875.	1.7	12
25	Childrenâ€™s developing theory of mind and pedagogical evidence selection.. Developmental Psychology, 2019, 55, 286-302.	1.2	19
26	The development of structural thinking about social categories.. Developmental Psychology, 2018, 54, 1735-1744.	1.2	52
27	Discriminating relational and perceptual judgments: Evidence from human toddlers. Cognition, 2017, 166, 23-27.	1.1	21
28	Explaining Constrains Causal Learning in Childhood. Child Development, 2017, 88, 229-246.	1.7	45
29	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.	3.3	183
30	How Universal Are Free Will Beliefs? Cultural Differences in Chinese and U.S. 4â€•and 6â€Yearâ€Olds. Child Development, 2016, 87, 666-676.	1.7	32
31	The early emergence and puzzling decline of relational reasoning: Effects of knowledge and search on inferring abstract concepts. Cognition, 2016, 156, 30-40.	1.1	31
32	Which Counterfactuals Matter? A Response to Beck. Cognitive Science, 2016, 40, 257-259.	0.8	11
33	Childrenâ€™s causal inferences from conflicting testimony and observations.. Developmental Psychology, 2016, 52, 9-18.	1.2	26
34	Learning to Learn From Stories: Children's Developing Sensitivity to the Causal Structure of Fictional Worlds. Child Development, 2015, 86, 310-318.	1.7	68
35	Ensemble perception of size in 4â€“5â€yearâ€old children. Developmental Science, 2015, 18, 556-568.	1.3	39
36	Bayesian models of child development. Wiley Interdisciplinary Reviews: Cognitive Science, 2015, 6, 75-86.	1.4	38

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37	Developing intuitions about free will between ages four and six. Cognition, 2015, 138, 79-101.	1.1	85
38	When Younger Learners Can Be Better (or at Least More Open-Minded) Than Older Ones. Current Directions in Psychological Science, 2015, 24, 87-92.	2.8	111
39	No conclusive evidence that corvids can create novel causal interventions. Proceedings of the Royal Society B: Biological Sciences, 2015, 282, 20150796.	1.2	4
40	Inferring action structure and causal relationships in continuous sequences of human action. Cognitive Psychology, 2015, 76, 30-77.	0.9	35
41	Causal learning from probabilistic events in 24â€monthâ€olds: an action measure. Developmental Science, 2015, 18, 175-182.	1.3	41
42	Toddlers Infer Higher-Order Relational Principles in Causal Learning. Psychological Science, 2014, 25, 161-169.	1.8	65
43	Probabilistic models, learning algorithms, and response variability: sampling in cognitive development. Trends in Cognitive Sciences, 2014, 18, 497-500.	4.0	96
44	Explaining prompts children to privilege inductively rich properties. Cognition, 2014, 133, 343-357.	1.1	78
45	Win-Stay, Lose-Sample: A simple sequential algorithm for approximating Bayesian inference. Cognitive Psychology, 2014, 74, 35-65.	0.9	86
46	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.	1.1	135
47	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.	1.2	23
48	The Child as Econometrician: A Rational Model of Preference Understanding in Children. PLoS ONE, 2014, 9, e92160.	1.1	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. Child Development, 2013, 84, 443-454.	1.7	53
50	Rational variability in childrenâ€™s causal inferences: The Sampling Hypothesis. Cognition, 2013, 126, 285-300.	1.1	85
51	Pretense, Counterfactuals, and Bayesian Causal Models: Why What Is Not Real Really Matters. Cognitive Science, 2013, 37, 1368-1381.	0.8	71
52	Sensitive perception of a personâ€™s direction of walking by 4-year-old children.. Developmental Psychology, 2013, 49, 2120-2124.	1.2	9
53	The power of possibility: causal learning, counterfactual reasoning, and pretend play. Philosophical Transactions of the Royal Society B: Biological Sciences, 2012, 367, 2202-2212.	1.8	109
54	Learning about causes from people: Observational causal learning in 24-month-old infants.. Developmental Psychology, 2012, 48, 1215-1228.	1.2	65

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55	Scientific Thinking in Young Children: Theoretical Advances, Empirical Research, and Policy Implications. Science, 2012, 337, 1623-1627.	6.0	262
56	Reconstructing constructivism: Causal models, Bayesian learning mechanisms, and the theory theory.. Psychological Bulletin, 2012, 138, 1085-1108.	5.5	431
57	Learning about Causes from People and about People as Causes. Advances in Child Development and Behavior, 2012, 43, 125-160.	0.7	4
58	Infants learn about objects from statistics and people.. Developmental Psychology, 2011, 47, 1220-1229.	1.2	149
59	Bayes and Blickets: Effects of Knowledge on Causal Induction in Children and Adults. Cognitive Science, 2011, 35, 1407-1455.	0.8	72
60	The Theory Theory 2.0: Probabilistic Models and Cognitive Development. Child Development Perspectives, 2011, 5, 161-163.	2.1	9
61	Childrenâ€™s imitation of causal action sequences is influenced by statistical and pedagogical evidence. Cognition, 2011, 120, 331-340.	1.1	216
62	A unified account of abstract structure and conceptual change: Probabilistic models and early learning mechanisms. Behavioral and Brain Sciences, 2011, 34, 129-130.	0.4	8
63	Probabilistic models as theories of children's minds. Behavioral and Brain Sciences, 2011, 34, 200-201.	0.4	7
64	Inferring Hidden Causal Structure. Cognitive Science, 2010, 34, 148-160.	0.8	25
65	Just do it? Investigating the gap between prediction and action in toddlersâ€™ causal inferences. Cognition, 2010, 115, 104-117.	1.1	117
66	A computational foundation for cognitive development: comment on Griffths et al. and McLelland et al.. Trends in Cognitive Sciences, 2010, 14, 342-343.	4.0	6
67	Rational constructivism: A new way to bridge rationalism and empiricism. Behavioral and Brain Sciences, 2009, 32, 208-209.	0.4	5
68	Why babies are more conscious than we are. Behavioral and Brain Sciences, 2007, 30, 503-504.	0.4	4
69	Conditional probability versus spatial contiguity in causal learning: Preschoolers use new contingency evidence to overcome prior spatial assumptions.. Developmental Psychology, 2007, 43, 186-196.	1.2	142
70	The Blicket Within: Preschoolers' Inferences About Insides and Causes. Journal of Cognition and Development, 2007, 8, 159-182.	0.6	81
71	Bayesian networks, Bayesian learning and cognitive development. Developmental Science, 2007, 10, 281-287.	1.3	124
72	Preschool children learn about causal structure from conditional interventions. Developmental Science, 2007, 10, 322-332.	1.3	243

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73	Reversing How to Think about Ambiguous Figure Reversals: Spontaneous Alternating by Uninformed Observers. Perception, 2006, 35, 709-715.	0.5	28
74	Ambiguous figure perception and theory of mind understanding in children with autistic spectrum disorders. British Journal of Developmental Psychology, 2005, 23, 159-174.	0.9	36
75	Young Children Infer Causal Strength From Probabilities and Interventions. Psychological Science, 2005, 16, 678-683.	1.8	139
76	Asynchrony in the cognitive and lexical development of young children with Williams syndrome. Journal of Child Language, 2005, 32, 427-438.	0.8	22
77	Children's causal inferences from indirect evidence: Backwards blocking and Bayesian reasoning in preschoolers. Cognitive Science, 2004, 28, 303-333.	0.8	42
78	Finding our inner scientist. Daedalus, 2004, 133, 21-28.	0.9	11
79	Mechanisms of theory formation in young children. Trends in Cognitive Sciences, 2004, 8, 371-377.	4.0	198
80	A Theory of Causal Learning in Children: Causal Maps and Bayes Nets.. Psychological Review, 2004, 111, 3-32.	2.7	831
81	Causal learning across domains.. Developmental Psychology, 2004, 40, 162-176.	1.2	218
82	Sorting and acting with objects in early childhood: an exploration of the use of causal cues. Cognitive Development, 2003, 18, 299-317.	0.7	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.. Developmental Psychology, 2001, 37, 620-629.	1.2	393
85	Duck or rabbit? Reversing ambiguous figures and understanding ambiguous representations. Developmental Science, 2001, 4, 175-183.	1.3	63
86	Linguistic and cognitive abilities in infancy: when does language become a tool for categorization?. Cognition, 2001, 80, B11-B20.	1.1	90
87	A shift in childrenâ€™s use of perceptual and causal cues to categorization. Developmental Science, 2000, 3, 389-396.	1.3	68
88	Detecting Blickets: How Young Children Use Information about Novel Causal Powers in Categorization and Induction. Child Development, 2000, 71, 1205-1222.	1.7	386
89	Explanation as Orgasm*. Minds and Machines, 1998, 8, 101-118.	2.7	154
90	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.	1.2	6

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91	Wanting to Get It Right: Commentary on Lillard and Joseph. Child Development, 1998, 69, 994.	1.7	2
92	What can externalism do for psychologists?. Behavioral and Brain Sciences, 1998, 21, 73-74.	0.4	0
93	Early reasoning about desires: Evidence from 14- and 18-month-olds.. Developmental Psychology, 1997, 33, 12-21.	1.2	821
94	Cross-linguistic differences in early semantic and cognitive development. Cognitive Development, 1996, 11, 197-225.	0.7	155
95	Conceptual Coherence in the Child's Theory of Mind: Training Children to Understand Belief. Child Development, 1996, 67, 2967-2988.	1.7	160
96	The Scientist as Child. Philosophy of Science, 1996, 63, 485-514.	0.5	112
97	Reply to Commentators. Philosophy of Science, 1996, 63, 552-561.	0.5	7
98	How to understand beliefs. Behavioral and Brain Sciences, 1995, 18, 398-400.	0.4	6
99	Early acquisition of verbs in Korean: a cross-linguistic study. Journal of Child Language, 1995, 22, 497-529.	0.8	319
100	The theory theory. , 1994, , 257-293.		532
101	Do Young Children Reverse Ambiguous Figures?. Perception, 1994, 23, 635-644.	0.5	46
102	The Psychopsychology of the Fringe. Consciousness and Cognition, 1993, 2, 109-112.	0.8	0
103	How we know our minds: The illusion of first-person knowledge of intentionality. Behavioral and Brain Sciences, 1993, 16, 1-14.	0.4	955
104	Theories and qualities. Behavioral and Brain Sciences, 1993, 16, 44-45.	0.4	0
105	Theories and illusions. Behavioral and Brain Sciences, 1993, 16, 90-100.	0.4	44
106	Imitation, cultural learning and the origins of â€œtheory of mindâ€• Behavioral and Brain Sciences, 1993, 16, 521-523.	0.4	21
107	Categorization and Naming: Basic-Level Sorting in Eighteen-Month-Olds and Its Relation to Language. Child Development, 1992, 63, 1091-1103.	1.7	83
108	Why the Child's Theory of Mind Really Is a Theory. Mind and Language, 1992, 7, 145-171.	1.2	808

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109	Theoretical explanations of children's understanding of the mind. British Journal of Developmental Psychology, 1991, 9, 7-31.	0.9	265
110	Young children's ability to identify the sources of their beliefs.. Developmental Psychology, 1991, 27, 390-397.	1.2	238
111	Young Children's Understanding of Changes in Their Mental States. Child Development, 1991, 62, 98.	1.7	303
112	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.	6.0	0
113	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.	6.0	0
114	Developing the Idea of Intentionality: Children's Theories of Mind. Canadian Journal of Philosophy, 1990, 20, 89-113.	0.6	91
115	Do linguistic differences lead to cognitive differences? A cross-linguistic study of semantic and cognitive development. First Language, 1990, 10, 199-215.	0.5	119
116	Conceptual and Semantic Development as Theory Change: The Case of Object Permanence. Mind and Language, 1988, 3, 197-216.	1.2	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. First Language, 1988, 8, 49-69.	0.5	42
118	Nelson K. (ed.), Children's language, Vol. 3. Hilisdale, N.J.: Eribaum, 1982. Pp. xvi + 505.. Journal of Child Language, 1985, 12, 696-697.	0.8	0
119	From people, to plans, to objects. Journal of Pragmatics, 1985, 9, 495-512.	0.8	23
120	The acquisition of gone and the development of the object concept. Journal of Child Language, 1984, 11, 273-292.	0.8	51
121	Semantic and cognitive development in 15- to 21-month-old children. Journal of Child Language, 1984, 11, 495-513.	0.8	57
122	In search of a theory of learning. Behavioral and Brain Sciences, 1984, 7, 627-628.	0.4	0
123	Words and plans: early language and the development of intelligent action. Journal of Child Language, 1982, 9, 303-318.	0.8	110
124	Title is missing!. Journal of Child Language, 1981, 8, 495-499.	0.8	6
125	Title is missing!. Journal of Child Language, 1981, 8, 657-659.	0.8	0