

EXPLICATING RECONCEPTUALIZATION AND INSIGHT IN INTELLECTUAL DEVELOPMENT: EVIDENCE AND EDUCATIONAL IMPLICATIONS**Andreas Demetriou***Department of Social Sciences, University of Nicosia*

The talk outlines a theory of changes in basic processes of the developing mind. The theory specifies a central core of inferential processes involving abstraction, representational alignment, and cognizance (AACog). AACog is self-propelled in that cognizance metarepresents abstractions and alignments generating new representations. This process develops in four cycles (prerepresentations, representations, concepts, and principles) involving two phases each (production of new mental blocks and block alignment). This sequence is related with changes in processing speed and working memory in overlapping cycles such that relations with speed are high at transitions across periods and relations with WM are high at alignment phases. Cognitive processes are organized in two major layers (i.e., processing efficiency and representational) which are gradually differentiated with age. WM predicts individual differences in learning AACog processes and AACog predict individual differences in learning in specialized domains. Insight about cognitive processes builds up in each cycle opening the way for transition to the next cycle. Implications for major disputes about development and relations with other theories are discussed. The implications for learning and learning to learning are discussed.