

## Index

---

- active helping, of infants and toddlers, 10
- active learning
  - of children, 89
  - of infants, 89, 93–94
  - performance, working memory and, 131–132
  - through question-asking, 123–124
- adaptiveness, 23–24
- ecological learning and, 126–128
- question-asking efficiency and, 130, 136
- social, physical environment connection and, 183
- adolescents
  - argument skills support by, 239
  - inquiry learning studies of, 236–237
  - questions from, 232
- adults
  - comprehension and repair signals for, 44
  - constraint-seeking questions of, 128
  - conversational glitch and clarifying questions, 46
  - expectancy violations of, 92
  - infants learning environments and, 93–95
  - pointing not universal in, 106
  - questions posing and response by, 3
  - reliable information for infants by, 94
- affective attitudes, 2–3
  - of anger, 13
  - basic, 7
  - of curiosity, 13
  - of fear, 13
- affective mental states, 42
- American Samoa, 193–194
- anger
  - as affective attitude, 13
  - motivation and, 13
- animals, 306
  - curiosity and, 8, 14–15
  - knowledge, children concept development of, 167–170
  - metacognitive awareness of, 17
  - motivation and, 7–8
- as natural kind, 167
- relevant knowledge in domain of, 167, 168
- reward-based learning and, 14–15
- anticipatory looking, of infants and toddlers, 10
- appraisal mechanisms
  - emotions and, 23–24
  - relevance and, 23
- arguments
  - dialogic engagement for skills in, 240–241
  - education environment fostering of, 4
  - evidence and, 239
  - inquiry and learning in, 238–241
  - Q&A format in, 239–240
  - skills, adolescent development of, 239
- asymmetrical knowledge, caregiver and, 40–41
- attention
  - information gain through selective, 90–91
  - joint-attention behaviors, 13–14
- attentional scaffolding, 66
- attentional search, 7
- authority relations, 200
- automation, in education, 233
- auxiliary questions, 219, 227
- awareness. *See also* metacognitive awareness
  - of belief and ignorance, 15–16, 39
- basic affective attitudes, 7
- behavior, observation of own, 9
- Behavior Outlook Norwegian Developmental Study (BONDS), 217
- belief, 24. *See also* false belief
  - children awareness of, 15–16, 39
  - empty belief files and, 11, 12
  - I think statements and, 18
  - ignorance awareness and, 15
  - metacognitive awareness and, 16
  - motivation and, 7–8, 13
  - negative question-answering and, 19–20

## 322 Index

- belief (cont.)  
 neutral, of preschoolers, 239  
 positive question-answering and question-asking, 17–18  
 propositional attitudes of, 15–16  
 question-answering and, 11–12  
*A Biographical Sketch of an Infant* (Darwin), 96  
 bipolar division, in epistemic classifications, 285–286  
 Bloom's taxonomy, 284–285  
 BONDS. *See* Behavior Outlook Norwegian Developmental Study
- caregiver, 44  
 asymmetrical knowledge and, 40–41  
 causal questions response by, 133–134  
 infant, toddler interrogative behavior and, 12–13, 15  
 information to and from, 12–13  
 inquiry and input by, 156–157  
 pointing and informative, 33, 34, 101  
 pointing and labeling by, 33–34, 104–105  
 question benefits and drawbacks, 313–314  
 reward-based learning and, 14
- categories  
 children interest in, 183  
 classroom and, 4  
 of concepts, 294  
 of questions, 169
- categorization skills  
 constraint-seeking questions and, 130–131  
 20 question game and, 130–131
- causal inferences, 66, 255  
 counterfactuals and, 264, 266
- causal information, 58  
 from explanation questions, 186
- causal predictions, explanation and, 255
- causal questions  
 caregiver response to, 133–134  
 in science, 287–289, 290, 291–292
- causal reasoning tasks  
 counterfactuals with what if questions, 252  
 explanation with why questions, 252  
 multiple explanation with why else questions, 252
- causality  
 inquiry learning on, 235  
 kind continuum and, 165  
 of preschoolers, 81
- CHAT conventions, of CHILDES, 218
- Child Language Data Exchange System (CHILDES) database, 185–186  
 CHAT conventions of, 218  
 on children questions, 31–32, 287  
 on explanation-seeking questions, 185–186, 189–190, 200–201  
 on fact-seeking questions, 57, 77–78  
 on information-seeking questions, 54–55, 103  
 on SES, 80, 189–190
- child-directed speech, questions in, 212–213
- CHILDES. *See* Child Language Data Exchange System
- children. *See also* infants; preschoolers; toddlers  
 active learning of, 89  
 animals knowledge concept development by, 167–170  
 belief and curiosity awareness of, 15–16, 39  
 categories interest of, 183  
 CHILDES database on questions of, 31–32, 287  
 cross-cultural studies and questions of, 76–82  
 explanation importance to, 65–66  
 explanation-seeking questions, of advantaged and WEIRD, 63  
 generated explanation, 60, 64–65  
 I think statements metacognitive awareness by, 18–19  
 ignorance and uncertainty monitoring by, 34–35, 39–40  
 information-seeking in older, 105  
 knowledge gap of, 145  
 learning from judgments by, 63–65  
 metacognitive awareness of, 41  
 monitoring of other people ignorance or knowledge, 40  
 nature questions of, 82–83  
 observation and view of world by, 158–159  
 question-asking learning efforts of, 185–186  
 questions importance to, 52–53  
 science task and questions of, 83–84  
 shapes domain concept development of, 170–176  
 small-scale traditional societies and questions of, 196–197  
 socio-cultural perspective on questions of, 196–197

- clarification, 42–46, 302–303
  - comprehension and, 43–44
  - information-seeking questions for, 33, 44
  - obligation and, 42, 43
  - peers and, 44
  - question and answer sequence in, 42, 43
  - repair sequences for, 43
  - temporal gap in, 42
- clarification questions, 45
  - for conversational glitch, 46
  - for feasible and impossible requests, 46
  - of preschoolers, 43, 44, 45, 46
  - for problematic and unproblematic questions, 45–46
- classrooms
  - categories of questions and, 4
  - inquiry support in, 238, 314–316
  - LIDO use for examination of, 243, 244–246
  - student questions in, 282
  - triadic discourse in, 282
- cognition. *See also* metacognition; social cognition
  - SES influence on, 133–134
- cognitive development
  - information-seeking and, 103, 107
  - question-asking role in, 2, 51
  - socialization and, 187, 203
  - why questions and, 183
- cognitive flexibility, 305–306
  - diminishing with age, 232
- cognitive mental states, 42
- cognitive regulation test, students SES and, 241–242
- cognitive scaffolding, 66–67
- Common Core State Standards, on shape knowledge, 165–166
- comprehension, 55–56
  - adults and repair signals for, 44
  - clarification and, 43–44
  - language, at 4 years, 224
  - learning and, 53
  - metacognitive awareness of glitches in, 47
  - reading, 43–44
- comprehension monitoring, 55–56
  - in early childhood, 56
  - on-line, 43
- concepts, 2–3
  - animal knowledge and development of, 167–170
  - categories of, 294
  - of curiosity, 10
  - shapes domain and development of, 170–176
  - thinks, 10–11, 12, 17
  - of wh-questions, 15
- confirmation questions, 286
- consolidation questions, 286–287
- constraint-seeking questions, 121–122, 123–124, 127, 129, 305
  - of adults, 128
  - categorization skills and, 130–131
  - executive function and, 131–132
- contexts
  - dialogic, 240
  - of epistemic classifications, 287
  - ignorance and features of, 23–24
  - individual writing, 240
  - research on learning, 271
  - sensitive language, 187
  - social, questions in WEIRD countries and, 188–192
- control of variables strategy (CVS)
  - counterfactuals and, 266–267
  - science and, 118–119
- conversational glitch, clarification questions for, 46
- conversations, turn taking in, 43
- core knowledge
  - curiosity and, 10
  - of infants, 9–10
- counterfactual
  - causal inferences and, 264, 266
  - CVS and, 266–267
  - effectiveness of, 264–265
  - hypotheses in, 267–268
  - learning and inference support of, 265–268
  - mental simulation mindset and, 264–265
  - prompts, 268
  - reasoning, 267
  - summary and limitations of, 262–269
  - wh-questions and, 4
- cross-cultural differences, 3, 77
  - children questions studies in, 76–82
  - deficit assumptions avoidance in, 74–76
  - in explanation-seeking questions, 190
  - inquiry and, 157–158
  - in nature and children questions, 82–83
  - in science task and children questions, 83–84
  - strengths-based approach to, 75
- cultural environment, 3
- cultural learning, 8
- culture, 74, 306
  - deficit assumptions avoidance and, 74–76
  - environment and, 3

## 324 Index

- culture (cont.)  
 inquiry and, 157–158  
 non-Western, 3  
 question-asking and question-answering  
 across, 73, 310–311
- curiosity, 301–302, 303–304  
 affective attitude of, 13  
 animals and, 8, 14–15  
 children awareness of, 15–16, 39  
 concept of, 10  
 core knowledge and, 10  
 as first-order questioning attitude, 7, 8  
 information gap theory of, 6–7, 145–146  
 learning and importance of, 6  
 learning expanded through, 22–23  
 metacognition and, 6–7, 10  
 neural activity from epistemic, 102  
 observation driven by, 73
- CVS. *See* control of variables strategy
- Darwin, Charles  
 on pointing, 96  
 on shrug, 36
- decision tasks, word/non-word, 20–21
- deficit assumption, 74  
 cross-cultural differences and, 74–76  
 harm of, 76
- deprivation theory of curiosity. *See*  
 information gap theory of curiosity
- development, 308. *See also* cognitive  
 development; language development
- cultural learning and, 8  
 infant questioning attitudes and, 6  
 information sources and, 149–150  
 metacognition role in, 302  
 questioning across, 2–3
- dialogic contexts, 240  
 prior personal knowledge in, 240
- dialogic engagement, for argument skills,  
 240–241
- dialogic scaffolding, teachers and, 243
- direct instruction, 1, 119, 225, 246,  
 313–314
- direct questions, 218
- discourse goals, of teachers, 295
- disequilibrium, in knowledge, 89, 185
- domain  
 animal knowledge case, 167–170  
 general knowledge, 164, 253, 259  
 specific knowledge, 156, 164, 166–167
- early childhood  
 comprehension monitoring in, 56  
 ignorance study, 37  
 verbal questioning development in, 4
- ecological learning, 305  
 adaptiveness and, 126–128
- education. *See also* classrooms; elementary  
 school; students; teachers  
 automation and individualization in, 233  
 inquiry learning, 234–238  
 question-asking research in, 2  
 self-guided learning, 233–234  
 traditional schooling and, 232
- educational environment, 3  
 explanation questions in, 189  
 questioning, inquiry and argument  
 fostered by, 4
- educators. *See also* teachers  
 agency promoted by, 233  
 self-guided learning and, 233
- EEG. *See* electroencephalography
- EIG. *See* expected information gain
- elaboration questions, 286–287
- electroencephalography (EEG), on  
 question-asking neural activity,  
 135–136
- elementary school  
 shape knowledge for, 165–166  
 verbal questioning in, 4
- emotions. *See also* curiosity  
 appraisal mechanisms and, 23–24  
 fear, 8, 13
- empty belief files, 11, 12
- environment  
 cultural and educational, 3  
 infant expectancy violation and, 9–10  
 learning, 3  
 physical, 183  
 social, 51–52, 93–95, 183
- epistemic, 30–31  
 curiosity, neural activity from, 102  
 motive, 31–32
- epistemic classifications  
 bipolar division of, 285–286  
 Bloom's taxonomy, 284–285  
 classroom implications, 292–296  
 confirmation questions and, 286  
 consolidation questions, 286–287  
 context of, 287  
 elaboration questions and, 286–287  
 existing frameworks for, 283–292  
 generic question stems, 293  
 introduction to, 281–283  
 key question framework, 293–294  
 Nursing Intervention Classification  
 system, 284  
 reciprocal peer-questioning stems, 293  
 in science, 287–289  
 summary of, 297

- teacher input, processing, output questions, 285
- transformation questions and, 286
- epistemic gap, 32–33
  - of infants, 34
  - interrogative stance for, 33, 46–47
- epistemic questions, in science, 287–289, 290, 292
- ethnotheories, of parents, 84–85
- everyday life interaction, information gain from, 1
- evidence
  - arguments and, 239
  - inquiry and, 2–3
  - verbal questioning and, 4
- executive function, 13
  - constraint-seeking questions and, 131–132
  - inhibitory control and, 131–132, 155
  - inquiry and, 155
  - 20 question game and, 131–132
- expectancy violation, 41–42
  - of adults, 92
  - of infants, 9–10, 92–93
- expected information gain (EIG), 125, 146
- explanation, 52, 53, 57–58, 61–62, 66–67, 78, 302–303
  - advantage, 63, 64, 67
  - causal predictions and, 255
  - children generated, 60, 64–65
  - children importance of, 65–66
  - difficulties in, 68
  - generalizations from, 254–255, 256, 257
  - as goal-directed, 253
  - hypothesis construction from, 253–254, 255–256
  - learning by, 60–62
  - prompts and, 63–64
  - seeking of, 56–58
  - selective effects of, 257
  - simplicity preference for, 255–256, 257
  - summary and limitations of, 257–258
  - wh-questions for, 4
- explanation-seeking questions, 58–60
  - of advantaged and WEIRD children, 63
  - causal information from, 186
  - CHILDES database on, 185–186, 189–190, 200–201
  - effective prompts for, 253–257
  - parent response to, 185
  - SES and, 189–190
  - small-scale traditional countries rarity of, 199–200, 201–202, 203
  - about social causation, 185
  - in technological societies, 77–78
- exploration
  - exploratory search and, 7
  - infant information gain through, 91–93
  - exploratory search, 7
- fact-seeking questions, CHILDES database on, 57, 77–78
- false belief, 39, 41–42
  - tasks, 60–61, 62, 63
- fear
  - as affective attitude, 13
  - motivation and, 8, 13
- feasible requests, 46
- first-hand observation
  - information gain through, 1
  - questions and, 1
- first-order affective attitudes
  - of curiosity and interest, 22–23
  - direct motivation and, 22–23
  - verbal questions and, 22–23
- first-order questioning attitude, 21, 24
  - curiosity as, 7, 8
  - of infants and toddlers, 8–9
- formal learning environments, 3
- Garifuna (Belize), 192–193
- general questioning stance, 3
- generalizations, from explanations, 254–255, 256, 257
- generic question stems, 293
- gestures, 2–3. *See also* pointing
  - infant development of, 89–90
  - learning outcomes role of, 89–90
  - to provide and request information, 12–13, 146
  - to signal ignorance or uncertainty, 34–35, 38
- goal-directed explanations, 253
- growth
  - exchanges contribution to intellectual, 183
  - of questions, 3
  - research on psychological, 205
- guided play, self-directed inquiry and, 177–178
- harm, of deficit assumption, 76
- hints, 218–219
- hypothesis construction
  - from counterfactual, 267–268
  - from explanation, 253–254, 255–256
- hypothesis testing, in multiple explanations, 260–261
- hypothesis-scanning questions, 121–122, 123–124, 127, 129, 305

## 326 Index

- I think statements  
 belief and, 18  
 indirect uses in speech of, 18–19  
 metacognitive awareness and, 18–19
- ignorance, 8  
 awareness of, 15–16  
 children monitoring of, 34–35, 39–40  
 context features and, 23–24  
 early childhood study on, 37  
 gestures to signal, 34–35, 38  
 infant and toddler awareness of, 13  
 information-seeking and, 32–33  
 mental verb know and, 38–40  
 metacognitive awareness of, 16–17  
 monitoring and expression of, 34–42  
 negative question-answering and belief of, 19–20  
 of other people, children monitoring of, 40  
 primates monitoring of, 34–35  
 shrug as expression of, 37–38  
 signals and expression of, 35, 47
- impossible requests, 46
- Independent Samples Mann-Whitney test, 175
- indirect instruction, information gain from, 1
- indirect questions, 218–219
- indirect uses, of I think statements, 18–19
- individual writing contexts, 240
- individualization, in education, 233
- infants. *See also* information gain, of infants;  
 interrogative behavior  
 active helping of, 10  
 active learning of, 89, 93–94  
 anticipatory looking of, 10  
 core knowledge of, 9–10  
 development and questioning attitudes of, 6  
 empty belief files and, 11, 12  
 epistemic gap and, 34  
 expectancy violation of, 9–10, 92–93  
 first-order questioning attitudes of, 8–9  
 ignorance awareness of, 13  
 inferences and, 12  
 information-requesting gestures of, 89–90  
 knowledge acquisition and, 13, 95–96  
 learning environment of, 89  
 metacognition awareness of, 8–9, 43–44  
 mindreading of, 8–9, 10, 12–13  
 motivations for pointing of, 99–101  
 observation reliance by, 183  
 pointing and labeling request, 33–34, 104–105  
 pointing gestures history, 96–97  
 predictive looking by, 41–42  
 proto points of, 97  
 question-answering behavior of, 6  
 question-asking behavior of, 6, 34  
 social cognition of, 97–98  
 social environment of, 93–95
- inferences, 252–253, 271  
 causal, 66, 255, 264, 266  
 constraint of, 4  
 empty belief files and, 11  
 explanation and why questions, 253–258  
 infants and, 12  
 multiple explanations and, 262  
 of preschoolers, 252  
 of toddlers, 252
- informal learning environment, 3
- information  
 to and from caregiver, 12–13  
 gestures to provide and request, 12–13  
 ongoing, interactive exchange of, 3  
 social environment and, 51–52
- information gain, 305  
 from direct instruction, 1  
 from everyday life interaction, 1  
 through first-hand observation, 1  
 individual sources of, 1  
 question quality measured by, 124–126
- information gain, of infants  
 adult reliable information for, 94  
 through exploration, 91–93  
 in-group preferences for, 94–95  
 knowledge construction through explicit requests, 95–96  
 through selective attention, 90–91  
 uncertainty and, 95
- information gap theory of curiosity, 6–7, 145–146
- information source, 20 question game and, 150
- information-seeking, 54–55  
 cognitive development and, 103, 107  
 ignorance states and, 32–33  
 in infants learning environment, 90–95  
 infants pointing motive of, 90, 101–102  
 learning driven from, 102–103  
 nonverbal strategies for, 3–4  
 in older children, 105  
 semantic memory and, 41  
 socialization of, 1  
 study on, 44, 52, 53, 54–55, 195  
 technology and, 118  
 toddlers and, 32  
 toy conditions study coding for, 173–174  
 verbal strategies for, 3–4

- information-seeking questions
  - CHILDES database on, 54–55, 103
  - for clarification, 33, 44
  - content codes for, 195
  - prompted and unprompted, 173–174
  - requests compared to, 188
  - socio-cultural perspective and, 198
- in-group preferences, for infant
  - information, 94–95
- inhibition, 305–306
- inhibitory control, executive function and, 131–132, 155
- innate connection, in interrogative behavior, 13–14
- inquiry, 158–159, 302–303, 305
  - adult questions posing, response and, 3
  - argument and, 238–241
  - caregiver input and, 156–157
  - classrooms support of, 238, 314–316
  - conclusion or continuance evaluation, 152–153
  - culture and, 157–158
  - decision for what to ask, 146–149
  - domain-specific interest and knowledge, 156
  - education environment fostering of, 4
  - evidence and, 2–3
  - executive function and, 155
  - individual differences in, 154–158
  - instruction, 238
  - language skills, 154–155
  - preschooler engagement of, 145–146
  - preschooler evaluation of, 152–153
  - preschooler process of, 144
  - self-directed, 173, 175–176, 177–178
  - social cognition and, 154
  - whom to ask selection in, 149–152
  - working memory skills and, 155
- inquiry learning, 234–238
  - adolescent studies on, 236–237
  - on causality, 235
  - elements of, 234–235
  - science and, 235
  - single-cause explanations in, 235–237
  - teacher support of, 238
- instruction
  - direct, 1, 119, 225, 246, 313–314
  - inquiry, 238
  - metacognition and, 44
  - questions redirection of, 1
  - scaffolding and, 66
  - statement-based, 225
  - teacher style of, 242, 246
  - understanding of, 43–44
- instrumental motivation, 7, 23
- interaction engine, 43
- interest
  - learning and importance of, 6
  - learning expanded through, 22–23
- interpretation, metacognitive awareness and, 18–19
- interrogative behavior, of infants and toddlers, 12–15, 24
  - caregivers and, 12–13, 15
  - gestures for, 12–13
  - innate connection in, 13–14
  - of pointing, 13–14, 90
  - reward-based learning and, 14, 15
- interrogative stance
  - early emergence of, 33–34, 46–47
  - for epistemic gap, 33, 46–47
- intrinsic motivation, 6–7, 23
- Japan, polite language requests, 190–191
- joint-attention behaviors, 13–14
- judgment
  - children learning from, 63–65
  - probabilistic reasoning and, 133
- key question framework, 293–294
- kinds
  - continuum, 165, 176–177
  - natural, 164–165, 167
  - nominal, 164–165, 176–177
- knowledge, 65–66
  - asymmetrical, 40–41
  - children monitoring of, 39–40
  - disequilibrium on, 89, 185
  - gap, of children, 145
  - general domain, 164, 253, 259
  - infant and toddler acquisition of, 13, 95–96
  - infant explicit information requests and, 95–96
  - mental verb know functions on, 39
  - of other people, children monitoring of, 40
  - from question-asking, 23
  - questions for construction of, 281
  - specific domain, 156, 164, 166–167
- labeling
  - infants pointing request for, 33–34, 104–105
  - pointing object-label association, 102–103
  - questions for, 197
- language development
  - mother's impact on, 4
  - pointing linked to, 96, 97–99

## 328 Index

- language development (cont.)  
 socialization and, 187, 203  
 Language Development Project, 37  
 language disparities, SES and, 99  
 language skills, inquiry and, 154–155  
 language socialization, theories of, 184  
 leaky-competitive-accumulator process, 21  
 learning  
 through argument, 238–241  
 comprehension and, 53  
 cultural, 8  
 curiosity and interest expansion with,  
 22–23  
 curiosity importance for, 6  
 drive for, 3  
 ecological, 126–128, 305  
 future research on questions support of,  
 269–271  
 information-seeking driving of, 102–103  
 through inquiry, 234–238  
 interest importance for, 6  
 introduction to, 51–52  
 mother's impact on, 4  
 question-asking role in, 2  
 research on contexts of, 271  
 reward-based, 14–15, 24  
 self-guided, 233–234  
 shapes, challenges of, 176–178  
 learning environment  
 formal, 3  
 informal, 3  
 learning environment, of infants, 89, 90–95  
 adults in, 93–95  
 exploration information gain, 91–93  
 selective attention information gain,  
 90–91  
 LIDO. *See* low-inference discourse  
 observation  
 Logoli (Kenya), questions in, 193  
 low-inference discourse observation  
 (LIDO) protocol, 243  
 teachers use of, 244–246  
 maternal questions  
 forms of, 213–214  
 functions of, 214–216, 220, 228  
 usage of, 212  
 maternal questions study, 216–217,  
 225–228  
 BONDS use in, 217  
 child age and maternal questions form  
 and function, 221  
 child concurrent task success, 223–224  
 child development relationship and,  
 222–223  
 child language measures and outcome,  
 219–220  
 direct questions in, 218, 221  
 indirect questions in, 218–219, 221  
 informational function of questions,  
 218–219, 220, 221  
 language comprehension at 4 years, 224  
 linguistic question forms, 219, 221–222  
 maternal education and, 222  
 problem-solving task performance  
 in, 219  
 results of, 220–225  
 sample, procedure and measures, 217  
 structured problem-solving tasks in, 218  
 transcription in, 218  
 math, shape knowledge and, 165–166  
 memory. *See also* working memory  
 -based choices study, 16  
 search, 7  
 semantic, 41  
 mental simulation mindset, counterfactuals  
 and, 264–265  
 mental states  
 affective and cognitive, 42  
 neo-Cartesian accounts of, 9  
 ontogeny and, 9  
 person-neutral lessons about, 40  
 questions about, 103  
 mental verb know, 38–40  
 knowledge functions for, 39  
 metacognition, 2–3, 132–133, 302  
 curiosity and, 6–7, 10  
 defined, 6  
 infant and toddler awareness of, 8–9,  
 43–44  
 instruction and, 44  
 reasoning and, 17  
 uncertainty and, 3  
 metacognitive awareness  
 animal, 17  
 belief and, 16  
 Carruthers on, 41  
 of children, 41  
 of comprehension glitches, 47  
 I think statements by children and, 18–19  
 of ignorance, 16–17  
 mindreading, interpretation and, 18–19  
 negative question-answering and, 20  
 from question-asking, 23  
 metacognitive explanations, 64  
 mindreading  
 of infants, 8–9, 10, 12–13  
 metacognitive awareness and, 18–19  
 question-asking system and, 12–13  
 self-knowledge and, 9



- of toddlers, 10
- want and think components of, 10–11
- mirror-neuron activation, of infants and toddlers, 10
- monetization, in small-scale traditional societies, 194
- mothers. *See also* maternal questions; maternal questions study
  - child-directed speech of, 212–213
  - early parent-child interactions and scaffolding, 216
  - language development impacted by, 4
  - learning impacted by, 4
- motivation
  - anger and, 13
  - animals and, 7–8
  - belief and, 7–8, 13
  - direct, first-order affective attitudes and, 22–23
  - fear and, 8, 13
  - infants pointing, 99–101
  - instrumental, 7, 23
  - intrinsic, 6–7, 23
  - Sully research on, 29
- motivational scaffolding, 66
- multiple explanation, of why else, 258–262
  - hypothesis testing in, 260–261
  - inferences and, 262
  - learning and inference support of, 260–261
  - prompts effectiveness for, 258–260
  - summary and limitations of, 261–262
- naming errors study, 38
- natural kind, 164–165
  - animals as, 167
- naturalistic observations, 152–153, 185–186
  - in small-scale traditional societies, 192, 194–196
- nature, children questions about, 82–83
- negative question-answering, 19–22
  - ignorance and belief in, 19–20
  - metacognitive awareness and, 20
  - verbal disclaimers and, 19–20, 37, 47
  - word/non-word decision tasks and, 20–21
- neo-Cartesian accounts
  - of mental states, 9
  - psychology research programs and, 9
- neural activity
  - EEG on, 135–136
  - from epistemic curiosity, 102
  - from pointing, 33, 34
- Newars (Nepal), questions in, 193
- nominal kind, 164–165, 176–177
  - of shapes, 165
- non-circular explanations, 80
- non-cognitive attitudes, 2–3
- non-informative responses, 54–56, 57, 58
- non-interrogative pointing, 16
- non-verbal gestures. *See* gestures
- nonverbal questioning attitudes, 3–4
- non-Western cultures, 3
- Nursing Intervention Classification system, 284
- object-label association, in pointing, 102–103
- obligation, clarification and, 42, 43
- observation, 79–80, 190
  - children view of world from, 158–159
  - on classroom science, 75–76
  - curiosity driven, 73
  - first-hand, 1
  - infant reliance on, 183
  - naturalistic, 152–153, 185–186, 192, 194–196
  - of own behavior, 9
- on-line monitoring, of comprehension, 43
- ontogeny, mental states and, 9
- ontological questions, in science, 287–289, 290–291
- open questions
  - future research on, 134–136, 270–271
  - pointing and, 106–107
- orbitofrontal cortex, reward-based learning and, 14–15
- parental questions
  - function and implication of, 214–215
  - pedagogical, 215
  - wh-questions, 213–214, 226–227
  - yes-no questions, 213–214
- parents, 52
  - ethnotheories of, 84–85
  - explanation-seeking questions response from, 185, 191
  - SES and home language usage by, 74–75
- passages of intellectual search, of Tizard and Hughes, 31, 78
- PBL. *See* problem-based learning
- pedagogical questions, 212–213, 215
  - study on, 216
- peers, clarification and, 44
- personal knowledge, dialogic context and, 240
- physical environment, 183

## 330 Index

- pointing, 4, 33, 46–47, 100, 303–304  
 adults not universal, 106  
 caregiver labeling and, 33–34, 104–105  
 Darwin on, 96  
 history of infant, 96–97  
 infant information-seeking motive of, 90, 101–102  
 infant motivations for, 99–101  
 infant proto points and, 97  
 informative caregiver and, 33, 34, 101  
 as interrogative behavior, 13–14, 90  
 intervention condition, 98–99  
 language development link with, 96, 97–99  
 neural activity from, 33, 34  
 non-interrogative, 16  
 object-label association in, 102–103  
 open questions and, 106–107  
 primates and, 96  
 question-asking relationship with, 103–105, 107–108  
 retention from, 33, 34  
 scaffolding of, 98  
 social cognition and, 97–98  
 WEIRD countries and, 106
- positive question-answering, 17–19  
 belief and, 17–18  
 I think statements and, 18–19  
 undifferentiated thinks concept and, 17
- prediction tasks, 60–61, 62
- predictive looking, by infants, 41–42
- preschoolers  
 causality of, 81  
 clarification questions of, 43, 44, 45, 46  
 comprehension monitoring of, 55  
 epistemic gap and, 46–47  
 inferences of, 252  
 inquiry engagement by, 145–146  
 inquiry evaluation of, 152–153  
 inquiry process of, 144  
 neutral beliefs of, 239  
 question-asking of, 144  
 relevant knowledge in shape domain, 167  
 scaffolding and question effectiveness, 147–148  
 SES impact on, 133–134  
 on shapes defining characteristics, 166  
 uncertainty monitoring of, 132–133
- primates  
 ignorance and uncertainty monitoring by, 34–35  
 pointing and, 96  
 social learning and, 32
- probabilistic reasoning, 133
- problematic requests, 45–46
- problem-based learning (PBL), 234
- problem-solving tasks, 216–217  
 in mothers question study, 218
- prompts  
 counterfactual, 268  
 effectiveness, for why questions, 253–257  
 explanation and, 63–64  
 information-seeking questions and, 173–174  
 multiple explanation and, 258–260
- propositional attitudes, of belief, 15–16
- proto points, of infants, 97
- psychology  
 question-asking research in, 2  
 research, neo-Cartesian accounts and, 9
- Q&A format, in arguments, 239–240
- qualitative approach, to question-asking, 120–122, 123–124, 135–136. *See also* 20 question game
- quantitative approach, to question-asking, 124–126, 135–136
- EIG and, 125  
 question-asking strategies with age increase, 125
- question and answer sequence, in  
 clarification  
 temporal gap in, 42  
 turn taking and, 43
- question-answering  
 behavior, of infants, 6  
 belief and, 11–12  
 across culture, 73  
 exchanges of, 54  
 explanation of, 20–21  
 mindreading system and, 12–13  
 negative, 19–22  
 positive, 17–19
- question-asking, 4, 303–304. *See also* 20 question game  
 active learning through, 123–124  
 belief and positive, 17–18  
 capacity for, 301–304  
 children efforts to learn by, 185–186  
 cognitive development and learning role of, 2, 51  
 across culture, 73, 310–311  
 across development, 307  
 developmental changes in, 118–120  
 education research on, 2  
 EEG on efficiency of, 135–136  
 infant behavior of, 6, 34  
 learning impacted by, 184  
 metacognitive awareness and knowledge from, 23

- pointing relationship with, 103–105, 107–108
- during preschool years, 144
- psychology research on, 2
- qualitative approach to, 120–122, 123–124, 135–136
- quantitative approach to, 124–126, 135–136
- in small-scale traditional societies, 197–199
- social cognition and, 32
- social learning and, 302–303
- sociocultural context of, 185–186, 187–188, 197–199
- universal, 307–311
- WEIRD countries data, 307
- in Western industrialized societies, 197–199
- question-asking efficiency
  - adaptiveness and, 130, 136
  - improvement to, 128–130
- questioning attitudes, 6–9, 15–16, 303–304
- questions. *See also specific question types*
  - from adolescents, 232
  - auxiliary, 219, 227
  - benefits and drawbacks of caregiver, 313–314
  - categories of, 169
  - in child-directed speech, 212–213
  - children importance of, 52–53
  - in classroom, 282
  - components of, 303
  - confirmation, 286
  - consolidation, 286–287
  - elaboration, 286–287
  - first-hand investigations and, 1
  - generation of, 304–307
  - in infancy, 9–12
  - information gain to measure quality of, 124–126
  - instruction redirection by, 1
  - for knowledge construction, 281
  - for labeling, 197
  - learning role of, 312
  - about mental states, 103
  - open, pointing and, 106–107
  - about questions and explanations, 65, 311
  - across social contexts, in WEIRD countries, 188–192
  - TOM, 197–198
- reading comprehension, 43–44
- reasoning
  - counterfactual, 267
  - metacognition and, 17
  - in multiple explanations, 260–261
  - probabilistic, 133
  - wh-questions and, 4
- reciprocal peer-questioning stems, 293
- relevance, appraisal mechanisms and, 23
- relevant knowledge, 166
  - in animal domain, 167, 168
  - in shape domain, 165, 167–168, 170, 171, 177, 178–179
- repair sequences
  - adult comprehension and, 44
  - for clarification, 43
- requests, 188
  - feasible and impossible, 46
  - information-seeking compared to, 188
  - Japan polite language, 190–191
  - problematic and unproblematic, 45–46
  - socialization and, 187–188
- research, 29, 30–31
  - early approaches to, 29–33
  - future agenda for, 4–5
  - on human purpose, 29
  - on learning contexts, 271
  - motivation, 29
  - on motivation, 30
  - open questions future, 134–136
  - psychology, neo-Cartesian accounts and, 9
  - socio-cultural perspective implications, 204–205
  - on why questions, 30
- retention, from pointing, 33, 34
- reward-based learning, 24
  - animals and, 14–15
  - caregiver and, 14
  - infant and toddler interrogative behavior and, 14, 15
  - orbitofrontal cortex and, 14–15
- scaffolding
  - attentional, 66
  - cognitive, 66–67
  - instruction and, 66
  - motivational, 66
  - of pointing, 98
  - preschoolers question effectiveness and, 147–148
  - 20 question game and, 129
- science
  - causal questions, 287–289, 290, 291–292
  - CVS and, 118–119
  - epistemic classifications in, 287–289

## 332 Index

- science (cont.)  
 epistemic questions, 287–289, 290, 292  
 inquiry learning and, 235  
 observation on classroom, 75–76  
 ontological questions, 287–289, 290–291  
 students increased autonomy in, 242  
 task, children questions about, 83–84
- search  
 attentional, 7  
 exploratory, 7  
 memory, 7
- selective attention of infants, for information gain, 90–91
- selective trust, 149, 150–151
- self-directed inquiry, 173, 175–176  
 guided play and, 177–178
- self-explanation effect, 67
- self-guided learning, 233–234  
 educators and, 233  
 individualization and automation in, 233  
 of PBL, 234
- self-knowledge, mindreading and, 9
- self-regulation, 241
- semantic memory, information-seeking and, 41
- SES. *See* socioeconomic status
- shapes  
 Common Core State Standards on, 165–166  
 defining characteristics of, 166  
 domain, children concept development of, 170–176  
 knowledge, 166, 178–179  
 learning challenges on, 176–178  
 nominal kind of, 165  
 relevant knowledge and, 165, 167, 168, 170, 171, 177, 178–179  
 toy conditions study of, 172–173  
 “Shapes Toddler Preschool” app, toy conditions and, 172–173
- shrug, 36–37  
 Darwin on, 36  
 ignorance expression and, 37–38  
 of toddlers, 47
- signals  
 ignorance and uncertainty expression by, 35  
 toddler capacities for, 47
- simplicity preference, for explanation, 255–256, 257
- single-cause explanations, in inquiry learning, 235–237
- single-word why questions, 78–79
- small-scale traditional societies, 197–199  
 of American Samoa, 193–194  
 children questions in, 196–197  
 explanation-seeking questions rarity in, 199–200, 201–202, 203  
 of Garifuna, 192–193  
 of Logoli, 193  
 monetization in, 194  
 naturalistic observations of, 192, 194–196  
 of Newars, 193  
 questions in, 192–197
- social cognition, 2–3, 60–61, 63  
 infant pointing and, 97–98  
 inquiry and, 154  
 question-asking and, 32
- social contexts, questions in WEIRD countries and, 188–192
- social environment  
 adaptiveness and physical environment connection, 183  
 of infants, 93–95  
 information and, 51–52
- social learning  
 primates and, 32  
 question-asking role and, 302–303  
 trust in testimony studies on, 51–52
- socialization, 205, 309–310  
 cognitive development and, 187, 203  
 of information-seeking, 1  
 language development and, 187, 203  
 requests and, 187–188  
 theories of language, 184, 203
- socio-cultural perspective, on questions, 183–185, 202–204, 307  
 in American Samoa, 193–194  
 authority relations and, 200  
 children questions and, 196–197  
 in Garifuna, 192–193  
 information-seeking question and future behaviors, 198  
 Japan polite language requests, 190–191  
 labeling questions, 197  
 in Logoli, 193  
 naturalistic observations in, 192, 194–196  
 in Newars, 193  
 question-asking about and to whom, 197–199  
 question-asking and learning efforts, 185–186  
 of question-asking behavior, 187–188  
 research implications, 204–205  
 in small-scale traditional societies, 192–197  
 social setting and, 198–199  
 study results on, 199–202

- TOM questions, 197–198  
 in Western industrialized societies, 188–192  
 why questions and, 200–201
- socioeconomic status (SES), 81, 84, 142  
 CHILDES database on, 80, 189–190  
 cognition and executive function  
   impacted by, 133–134  
 cognitive regulation test of students and, 241–242  
 explanation-seeking questions and, 189–190  
 language disparities and, 99  
 parent language home usage and, 74–75  
 students, teachers and, 241  
 wh-questions and, 213–214  
 why questions and, 77
- statement-based instruction, 225
- story-telling, 75
- strengths-based approach  
   cross-cultural differences and, 75  
   story-telling and, 75
- students  
   cognitive regulation test of, 241–242  
   questions in classrooms, 282  
   science and increased autonomy of, 242  
   teachers and SES of, 241
- teachers  
   agency support by, 242  
   dialogic scaffolding by, 243  
   discourse goals of, 295  
   input, processing, output questions, 285  
   inquiry learning support of, 238  
   instructional style of, 242, 246  
   on intellectual autonomy, 241  
   learning environments creation by, 242  
   LIDO use of, 244–246  
   pedagogic questions by, 281  
   purposeful and goal-directed activities of, 241  
   questions wait time of, 283  
   SES students and, 241  
   skill development of, 241–246  
   student questions support by, 296
- technological societies, explanation-seeking questions in, 77–78
- technology, information-seeking and, 118
- temporal gap  
   in question and answer sequence, 42  
   in yes-no questions, 42
- theory of mind (TOM), 39, 63, 306  
 question-asking and, 103  
 questions, 197–198
- thinks concept. *See also* I think statements  
 infants and, 12  
 as mindreading component, 10–11  
 undifferentiated, 17
- toddlers. *See also* interrogative behavior  
 active helping of, 10  
 anticipatory looking of, 10  
 first-order questioning attitudes, 8–9  
 ignorance awareness and, 13, 37–38  
 inferences of, 252  
 information-seeking questions by, 32  
 knowledge acquisition and, 13  
 metacognition awareness of, 8–9, 43–44  
 mindreading of, 10  
 negative question-answering and, 20  
 question-answering behavior of, 6  
 question-asking behavior of, 6  
 shrug of, 47  
 signaling capacities of, 47  
 verbal questioning interpretation by, 17–19
- TOM. *See* theory of mind
- toy conditions study, of shapes, 172–173  
 information-seeking questions coding, 173–174  
 prompted and unprompted information-seeking questions in, 173–174  
 topic question proportion in, 230.120, 230.140. 175  
 unprompted questions in, 175–176
- transformation questions, 286
- triadic discourse, in classrooms, 282
- trust in testimony studies, 51–52
- truth-directed attitudes, 15–16
- turn taking, in conversations, 43
- 20 question game, as question-asking strategy, 121–122, 127, 305–306  
 categorization skills and, 130–131  
 executive functions and, 131–132  
 information source and, 150  
 scaffolding and, 129
- two-year olds and older  
 first-order affective attitudes of, 22–23  
 metacognitive awareness and knowledge of, 23
- uncertainty  
 children monitoring of, 34–35, 39–40  
 gestures to signal, 34–35, 38  
 metacognition and expression of, 3  
 monitoring, 132–133  
 primates monitoring of, 34–35  
 signals and expression of, 35, 47
- understanding  
 drive for, 3

## 334 Index

- understanding (cont.)
  - inferences and, 4
  - of instruction, 43–44
- undifferentiated thinks concept, 17
- universal questioning stance, 3
- unproblematic requests, 45–46
- unprompted questions, in toy conditions study, 175–176
- unprompted suggestions, 218
- verbal disclaimers, 19–20, 37, 47
- verbal questioning, 2–4, 16, 146–147
  - belief and ignorance awareness in, 15
  - in early childhood, 15
  - in elementary school, 4
  - evidence and, 4
  - first-order affective attitudes and, 22–23
  - toddler interpretation of, 17–19
  - wh-questions, 15
- verbal response, to yes-no questions, 212–213
- wait times, for teacher questions, 283
- want, as mindreading component, 10–11
- WEIRD. *See* Western, Educated, Industrialized, Rich, Developed
- Western, Educated, Industrialized, Rich, Developed (WEIRD) countries, 77–78, 79–80
  - explanation-seeing questions and, 63
  - pointing and, 106
  - question-asking and, 307
  - questions across social contexts in, 188–192
- what if questions. *See* counterfactual wh-questions (what, where, when), 45, 212–213
  - concepts of, 15
  - counterfactual and, 4
  - for explanation, 4
  - as parental questions, 213–214, 226–227
  - reasoning and, 4
  - SES and, 213–214
- why else questions. *See* multiple explanation
- why questions, 4, 15, 57, 58–59, 78
  - causal reasoning tasks and explanation with, 252
  - cognitive development and, 183
  - inferences and explanation in, 253–258
  - prompts effectiveness for, 253–257
  - research on, 30
  - SES and, 77
  - single-word, 78–79
  - socio-cultural perspective on, 200–201
  - why-chaining and, 78, 79–80
- word/non-word decision tasks, 20–21
- working memory, 305–306
  - active learning performance and, 131–132
  - inquiry and skills of, 155
- yes-no questions
  - as parental question, 213–214
  - temporal gap in, 42
  - verbal response to, 212–213