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## Peer Interaction and Scientific Reasoning Processes in Preschoolers

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**Peer Interaction and Scientific Reasoning Processes in Preschoolers**

An Intra-individual Approach

by

*Marlenny Guevara Guerrero*

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1. Providing problem solving with an appropriate level of challenge can prompt not only the use of complex reasoning skills, but also the engagement between dyadic partners (this dissertation).
2. Interventions in classrooms should actively support various ways of interaction and not only collaborative work as a relevant and valid context for learning (this dissertation).
3. Because children display their understanding in the form of both actions and verbalizations, educational settings should provide activities to promote both (this dissertation).
4. While solving problems, preschool children tend to work individually instead of in collaboration (this dissertation).
5. Preschool children are not only able to discover regularities in problem-solving tasks, but also to adjust this newly acquired knowledge to new and more complex tasks (this dissertation).
6. Inter- and intra-individual variability of children's behaviors are the signature of the idiosyncratic nature of psychological processes (this dissertation)
7. In order to understand the relationship between interaction and reasoning, a process-oriented approach and the use of methods focused on real-time behavior are required (this dissertation).
8. Short- and long-term changes in dyadic interaction and reasoning are not a mere response to changes in the context, but the result of a dynamic soft-assembled process (this dissertation).
9. "It is looking at things for a long time that ripens you and gives you a deeper meaning." – Vincent van Gogh
10. "All cases are unique, and very similar to others" – T.S. Elliot