

# Contents

<b>Introduction</b> . . . . .	ix
Evelyne CLÉMENT	
<b>Chapter 1. Measures of Flexibility</b> . . . . .	1
Célia MAINTENANT and Gaëlle BODI	
1.1. Introduction. . . . .	1
1.2. Why measure flexibility?. . . . .	1
1.2.1. Cognitive flexibility in everyday life . . . . .	1
1.2.2. Associated pathologies. . . . .	3
1.3. How can we measure flexibility? . . . . .	3
1.3.1. The different types of assessment . . . . .	4
1.3.2. Which measure for which flexibility? . . . . .	13
1.4. Conclusion . . . . .	16
1.5. References . . . . .	16
<b>Chapter 2. Development of Cognitive Flexibility.</b> . . . . .	23
Agnès BLAYE	
2.1. Introduction. . . . .	23
2.2. Main study paradigms and some developmental points of reference . . . . .	25
2.3. How can we account for perseveration behaviors in the preschool years?. . . . .	29
2.4. Beyond perseveration . . . . .	32

2.5. Flexibility: a question of goal management . . . . .	35
2.5.1. Goal maintenance . . . . .	35
2.5.2. The processing of goal cues . . . . .	36
2.5.3. Toward an optimal sequencing of the information gathering process: from reactive to proactive control. . . . .	38
2.5.4. Metacognition and processing of goal cues. . . . .	41
2.6. From imposed flexibility to self-regulated flexibility . . . . .	41
2.7. Conclusion . . . . .	43
2.8. References . . . . .	44
<b>Chapter 3. Metacognition and Flexibility: What are the Theoretical Links and What Links have been Observed? . . . . .</b>	<b>53</b>
Valérie PENNEQUIN	
3.1. Introduction. . . . .	53
3.2. Metacognition . . . . .	54
3.3. Executive functions . . . . .	58
3.4. The common features between metacognition and executive functions . . . . .	60
3.4.1. Conceptual common features . . . . .	60
3.4.2. Empirical results on the links between metacognition and executive functions . . . . .	63
3.4.3. The links between flexibility and metacognition . . . . .	64
3.5. Conclusion . . . . .	68
3.6. References . . . . .	70
<b>Chapter 4. Critical Thinking and Flexibility . . . . .</b>	<b>77</b>
Calliste SCHEIBLING-SÈVE, Elena PASQUINELLI and Emmanuel SANDER	
4.1. Introduction. . . . .	77
4.2. Characterizing critical thinking to foster its development . . . . .	78
4.2.1. Philosophical approaches . . . . .	78
4.2.2. Psychological approaches . . . . .	80
4.2.3. Forms of critical thinking education . . . . .	83
4.3. The critical mind, a flexible mind? . . . . .	87
4.3.1. The cognitive building blocks of critical thinking . . . . .	88
4.3.2. Changing the perspective . . . . .	90
4.3.3. The role of metacognition . . . . .	91
4.3.4. Barriers to flexibility: the role of intuitive conceptions and inappropriate categorizations . . . . .	93

4.4. Developing critical thinking skills through multiple categorization. . .	97
4.4.1. Multiple categorization. . . . .	97
4.4.2. Operationalization through research in a school context . . . . .	100
4.5. Conclusion . . . . .	103
4.6. References . . . . .	105

## **Chapter 5. Successful Solution Discovery and Cognitive Flexibility . . . . . 113**

Evelyne CLÉMENT

5.1. Introduction. . . . .	113
5.2. Cognitive flexibility in problem solving . . . . .	114
5.2.1. What is defined as a problem? . . . . .	114
5.2.2. Familiar knowledge about the world, problem solving and transfer . . . . .	115
5.2.3. Strategic flexibility, representational flexibility and solution discovery. . . . .	121
5.3. Flexibility, creativity and academic performance . . . . .	126
5.3.1. Flexibility and creativity: what links? . . . . .	127
5.3.2. Cognitive flexibility and academic performance. . . . .	129
5.3.3. Creativity and academic performance . . . . .	131
5.4. Conclusion . . . . .	134
5.5. References . . . . .	135

## **Chapter 6. Transfer of Learning and Flexibility in Childhood . . . . . 143**

Jérôme CLERC and Laureen JOSSERON

6.1. Introduction. . . . .	143
6.1.1. The child who transfers: a little history . . . . .	144
6.1.2. Surface, structure, context. . . . .	144
6.2. Transfer of learning: a developmental overview . . . . .	147
6.2.1. The transfer of perceptual properties . . . . .	148
6.2.2. Transfer by imitation . . . . .	148
6.2.3. Solution transfer by analogy . . . . .	149
6.2.4. The transfer of cognitive strategies. . . . .	150
6.3. Transfer and flexibility . . . . .	152
6.3.1. Transfer and conceptual flexibility. . . . .	152
6.3.2. Transfer and attentional flexibility . . . . .	155
6.4. Conclusion . . . . .	161
6.5. References . . . . .	163

---

<b>Chapter 7. Cognitive Flexibility and Analogy</b> . . . . .	175
Lucas RAYNAL	
7.1. Introduction. . . . .	175
7.2. The role of prior knowledge in analogy . . . . .	176
7.2.1. Analogy: encoding, retrieval and mapping . . . . .	176
7.2.2. Prior knowledge and encoding . . . . .	178
7.2.3. Prior knowledge and analogical retrieval . . . . .	181
7.2.4. Prior knowledge and mapping . . . . .	184
7.3. Cognitive flexibility as a key process in analogy-making. . . . .	188
7.3.1. The abstract recoding process. . . . .	188
7.3.2. Abstract recoding and the implementation of challenging analogies . . . . .	190
7.3.3. Comparison to promote flexibility and analogy . . . . .	193
7.4. Conclusion . . . . .	195
7.5. References . . . . .	196
<b>Chapter 8. Context, Content Effects and Flexibility</b> . . . . .	203
Hippolyte GROS and Katarina GVOZDIC	
8.1. Introduction. . . . .	203
8.2. Context, concepts and flexibility . . . . .	205
8.2.1. The categorical ambiguity of concepts . . . . .	205
8.2.2. The role of prior knowledge. . . . .	207
8.3. Representing situations and tasks . . . . .	209
8.3.1. Problem solving in the service of the study of reasoning. . . . .	209
8.3.2. The notion of problem representation . . . . .	210
8.3.3. Content effects as mediators of flexibility? . . . . .	214
8.3.4. Robust influences . . . . .	216
8.4. Semantic recoding and cognitive flexibility. . . . .	219
8.4.1. Semantic recoding, a lever for flexibility in school? . . . . .	219
8.4.2. New perspectives to explore . . . . .	222
8.5. Conclusion . . . . .	224
8.6. References . . . . .	226
<b>List of Authors</b> . . . . .	233
<b>Index</b> . . . . .	235