engaged in order to examine the possible evolution of children's thinking in this age range. Further research should also aim to explore which of these interpretative mechanisms may in fact constitute an obstacle to the educational process and subsequently to the evolution of children's thought. Finally, it would also be very interesting to study the possible changes that specially designed teaching interventions, based on the interpretative mechanisms that have emerged from this study, would promote in students' mental representations about the mechanism of vision.

References


