Piagetian and post-Piagetian conceptions of development and their implications for science education in early childhood

Inagaki K.

Early childhood research quarterly

1992; 7(1):115-133

ARTICLE IDENTIFIERS

DOI: 10.1016/0885-2006(92)90022-Q

PMID: unavailable PMCID: not available

JOURNAL IDENTIFIERS

LCCN: not available pISSN: 0885-2006 eISSN: not available OCLC ID: not available CONS ID: not available

US National Library of Medicine ID: not available

This article was identified from a query of the SafetyLit database.