

# Fiji National University

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## NEWSPAPERS

From fast-breaking events to slowly evolving trends, researchers can dive into unprecedented news coverage for up-to-date information and the building blocks for historical research. More than 900 full-text newspapers from around the world are featured in ProQuest Central, including: *The Wall Street Journal*, *The New York Times*, *Washington Post*, *The Globe and Mail*, and *Financial Times*. ProQuest also now offers as an add-on exclusive access to 85 U.S. local and regional newspapers from renowned publisher Gannett.



## SOCIAL SCIENCES

Professionals and students alike will find a wide selection of valuable publications in ProQuest Central for the study of sociology, political science, and other social science topics. Top titles include: *Human Relations*, *Journal of Canadian Studies*, *The American Behavioral Scientist*, *Smithsonian*, *Journal of Popular Culture*, *Social Forces*, *Families in Society*, *New Statesman*, and *The Weekly Standard*.



## SCIENCE & TECHNOLOGY

For scientific and technical resources, users need look no further than ProQuest Central. This database includes information on computers, chemistry, earth sciences, engineering, robotics, and more. Key titles include: *Chemical Week*, *Electronic Engineering Times*, *Mechanical Engineering*, *Alternatives Journal*, *Environment*, *Journal of Climate*, *Oil & Gas Journal*, and *Popular Science*.



## HEALTH SCIENCES

ProQuest Central is the prescription for comprehensive health and medical subjects coverage. It includes databases such as ProQuest Health and Medical Complete, ProQuest Nursing & Allied Health Source, and Medical Evidence Matters. *The Lancet*, *Journal of Nursing Education*, *American Family Physician*, and *American Journal of Public Health* are just some of the titles included. Beyond publications, ProQuest Central includes other great health sciences tools, such as:

**Video Resources**—Video clips from Emmy® Award-winning Medcom help nursing students close the gap between theoretical and practical learning. Topics include assessment, procedures, prevention, and more. The brief, easily digestible clips are indexed with metadata, making it easy for the user to quickly find relevant information.

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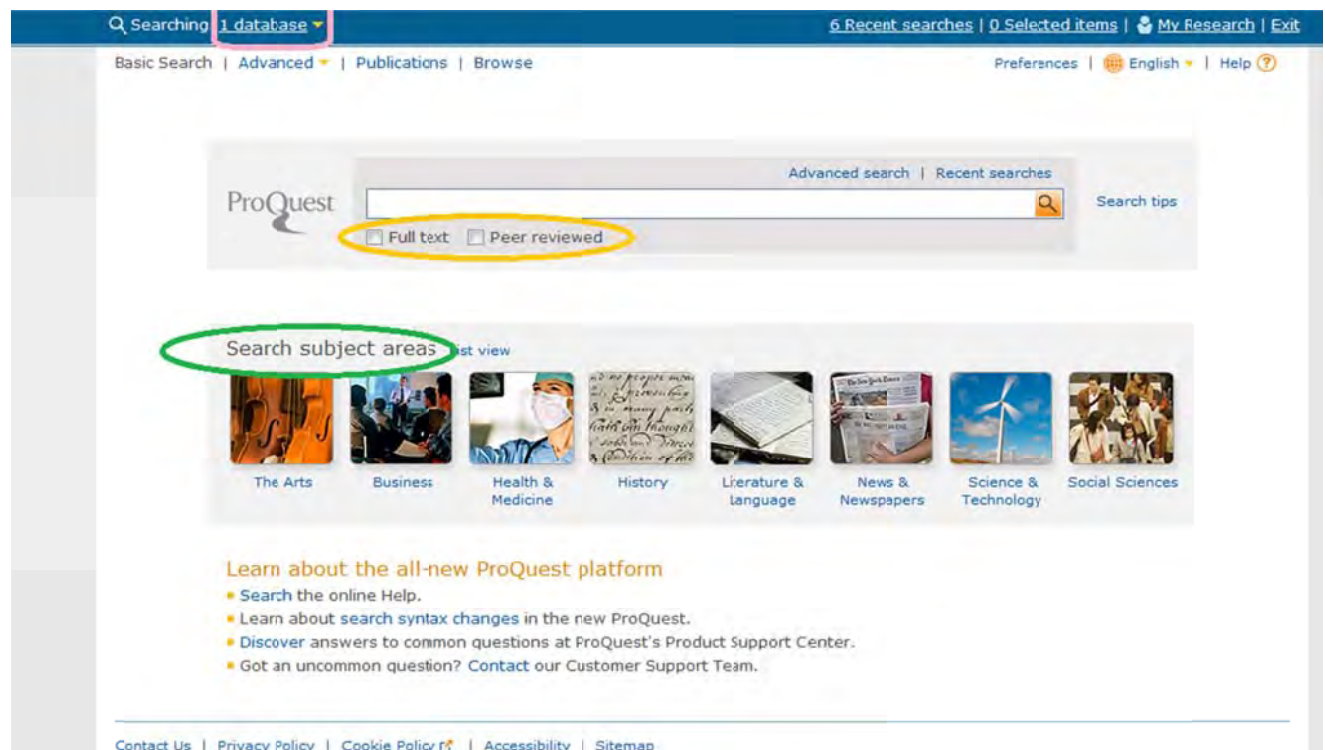
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Dhesi, Aitar S. *International Journal of Social Economics* 37.9 (2010): 703-716.

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2 **Social Development in Hong Kong: Development from Mainland China** Preview

Chua, Hoi-wai; Wong, Anthony Ki W; Shek, Daniel T; L. *Social Indicators Research* 95.3 (Feb 2010): 535-551.

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3 **Human and Social Capital Development for Self Efficacy of University Graduates: Bases for Development of Society** Preview

Raza, Shoukat Ali; Hashmi, Muhammad Aamir; Iqbal, Ashi; Shaikh, Faiz Ali; Naqvi, Abir Hassan. *Asian Social Science* 7.9 (Sep 2011): 214-254.

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Vallotton, Claire D; Ayoub, Catherine C. *Social Development* 19.3 (Aug 2010): 601-626.

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2

[Constructing an understanding of mind: The development of children's social understanding within social interaction](#)[Preview](#)Carpendale, Jeremy I M; Lewis, Charlie. *Behavioral and Brain Sciences* 27.1 (Feb 2004): 79-96; discussion 96-151.Cited by (300) [References \(587\)](#)[Citation/Abstract](#) [Full text - PDF \(682 KB\)](#)

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[The World Social Situation: Development Challenges at the Outset of a New Century](#)[Preview](#)Estes, Richard J. *Social Indicators Research* 98.3 (Sep 2010): 363-402.

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Constructing an understanding of mind: The development of children's social understanding within social interaction

Carpendale, Jeremy I M; Lewis, Charlie. *Behavioral and Brain Sciences* 27.1 (Feb 2004): 79-96; discussion 96-151.

**Abstract (summary)** [Translate](#)

Theories of children's developing understanding of mind tend to emphasize either individualistic processes of theory formation, maturation, or introspection, or the process of enculturation. However, such theories must be able to account for the accumulating evidence of the role of social interaction in the development of social understanding. We propose an alternative account, according to which the development of children's social understanding occurs within triadic interaction involving the child's experience of the world as well as communicative interaction with others about their experience and beliefs (Chapman 1991; 1999). It is through such triadic interaction that children gradually construct knowledge of the world as well as knowledge of other people. We contend that the extent and nature of the social interaction children experience will influence the development of children's social understanding. Increased opportunity to engage in cooperative social interaction and exposure to talk about mental states should facilitate the development of social understanding. We review evidence suggesting that children's understanding of mind develops gradually in the context of social interaction. Therefore, we need a theory of development in this area that accords a fundamental role to social interaction, yet does not assume that children simply adopt socially available knowledge but rather that children construct an understanding of mind within social interaction. [PUBLICATION ABSTRACT]

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Subject: Behavioral sciences

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BEHAVIORAL AND BRAIN SCIENCES (2004) 27, 79-151  
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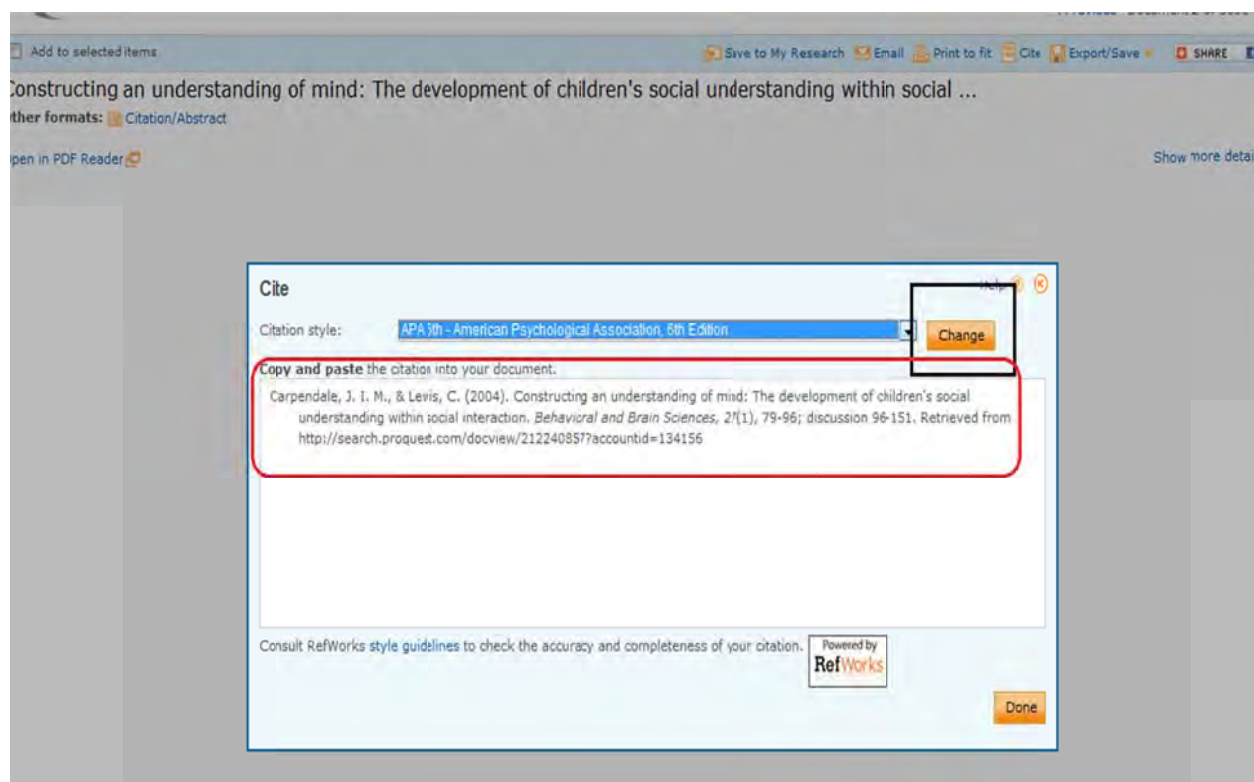
Constructing an understanding of mind: The development of children's social understanding within social interaction

Jeremy I. M. Carpendale  
Department of Psychology, Simon Fraser University, Burnaby BC, V5A 1S6

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