

The Learning Theory of Piaget & Inhelder

Jeanette McCarthy Gallagher
D. Kim Reid



Foreword by Piaget and Inhelder

The Learning Theory Of Piaget Inhelder

J. M. Gallagher



The Learning Theory Of Piaget Inhelder:

The Learning Theory of Piaget and Inhelder Jeanette McCarthy Gallagher,D. Kim Reid,2002 The first compilation of research and concepts from genetic epistemology that directly addresses issues related to learning The Learning Theory of Piaget and Inhelder emphasizes Piaget s biological model and the importance of regulatory mechanisms rather than stage theory Consequently the impact of feedback from observables in modifying the actions of a person engaged in an activity an idea directly related to traditional learning theory is a key concept in this book Furthermore this text uniquely addresses Barbel Inhelder s important contributions to the Genevan School particularly with respect to her empirical investigations of teaching learning interactions and student strategizing The book also summarizes Piaget s latest thinking on equilibration as well as the Geneven studies on contradiction awareness reflexive abstraction and correspondence as they relate directly or indirectly to learning of all children including children with disabilities Most significantly this volume incorporates essential aspects of Piaget s biological model that were previously available only in untranslated works Finally easily accessible speeches on developmental psychology the theory of stages problems of equilibration and creativity given by Piaget and Inhelder are included in their entirety The foreword to the book was written by Piaget and Inhelder Theory for Education Greg Dimitriadis,George Kamberelis,2006 Provides a pithy introduction to key contemporary thinkers their lives major works and ideas as they pertain to teaching *History of Early Childhood Education* V. Celia Lascarides,Blythe F. Hinitz,2013-05-13 History of Early Childhood Education presents a thorough and elegant description of the history of early childhood education in the United States This book of original research is a concise compendium of historical literature combining history with the prominent and influential theoretical background of the time Covering historical threads that reach from ancient Greece and Rome to the early childhood education programs of today this in depth and well written volume captures the deep tradition and the creative knowledge base of early care and education History of Early Childhood Education is an essential resource for every early childhood education scholar student and educator Piaget's Theory of Cognitive and Affective Development Barry J. Wadsworth,1989 Cognition and emotions in children **Piaget's Theory** Geoffrey Brown,Charles Desforges,2013-01-11 This book was first published in 1979 The authors examinePiaget s Theory starting by considering and commenting on the kinds of question one must ask of a scientific theory None of the questions demands an absolute answer Theories are judged in some respects with reference to competing theories In other respects they are judged against our sense of scientific progress In subsequent chapters the authors look at Piaget s theory in detail with such issues in mind They also endeavour to locate Piaget s theory in the context of other views of intellectual development In that section we focus on the issue we first nominated that is the problem of making choices about the kinds of question to ask and the kinds of data to select **Ergonomics for Children** Rani Lueder,Valerie J. Berg Rice,2007-07-25 Providing guidance on a broad range of issues for young children and adolescents Ergonomics for Children Designing

Products and Places for Toddlers to Teens give you a deep understanding of how children develop and how these developmental changes can influence the design of products and places for children Copiously illustrated with photos and o

'Language' and Intelligence in Monkeys and Apes Sue Taylor Parker, Kathleen Rita Gibson, 1994-01-28 This is the first collection of articles completely and explicitly devoted to the new field of comparative developmental evolutionary psychology that is to studies of primate abilities based on frameworks drawn from developmental psychology and evolutionary biology These frameworks include Piagetian and neo Piagetian models as well as psycholinguistic ones The articles in this collection originating in Japan Spain Italy France Canada and the United States represent a variety of backgrounds in human and nonhuman primate research including psycholinguistics developmental psychology cultural and physical anthropology ethology and comparative psychology The book focuses on such areas as the nature of culture intelligence language and imitation the differences among species in mental abilities and developmental patterns and the evolution of life histories and of mental abilities and their neurological bases The species studied include the African grey parrot cebus and macaque monkeys gorillas orangutans and both common and pygmy chimpanzees *The Development of the Concept of Space as Observed in Children's Drawings* Betsy Nan Hess-Behrens, 1973 *A Guide to the Theory, Administration, and Interpretation Of the Southern California Ordinal Scales of Development: Cognition—Second Edition* Stephen Dantzig, Psy. D., Betty Jean Fentiman, MA, Michael Duris, Ph. D., 2018-09-30 A Guide to the Theory Administration and Interpretation of the Southern California Scales of Development Scales of Cognition Second Edition takes a detailed look at the theory behind the scales of cognition as well as how to score and interpret the results The results indicate where the students assessed are functioning across the developmental spectrum from infancy through formal adult logic in a manner that is age independent The Guide details how to use the Scales with numerous groups of students with special needs ranging from students with intellectual disabilities physical disabilities learning disabilities autism bilingual students and others Cognition and language development is described with practical applications for working with preschool age students Educational and vocational implications of the various levels of cognitive development are presented Recommendations are suggested One third of proceeds will be donated to the United Cerebral Palsy Association of Hawaii The Philosophy of Psychology William O'Donohue, Richard F Kitchener, 1996-10-30 This major text provides the first comprehensive anthology of the key topics arising in the philosophy of psychology Bringing together internationally renowned authors including Herb Simon Karl Pribram Joseph Rychlak Ullin T Place and Adolf Gr um unbaum this volume offers a stimulating and informative addition to contemporary debate With the cognitive revolution of the 1960s there has been a resurgence of interest in the study of the philosophical assumptions and implications of psychology Several significant themes such as the foundations of knowledge behaviourism rationality emotion and cognitive science span both philosophy and psychology and are covered here along with a wide range of issues in the fields of folk psychology clinical psychology neurophysiology and professional

ethics Theories of Human Development Michael G. Green, John A. Piel, 2015-07-14 The authors have grouped the theories into three classical families which differ in their views relative to the prime motives underlying human nature They show how theories are specific examples of more general points of view called paradigms The theories chosen to represent the three paradigms the Endogenous Paradigm Exogenous Paradigm and the Constructivist Paradigm were selected because they met four criteria importance as judged by academic and research psychologists fertility as judged by the amount of research the theory has generated scope as judged by the variety of phenomena the various theories explain family resemblance as judged by how well each theory represents its paradigm The authors present the paradigm case in the lead chapter for each paradigm This paradigm case is the best example for the paradigm The authors explain why paradigm cases are important and give them more detailed treatment than other theories in the same paradigm **Knowledge and Development** J. M. Gallagher, 2012-12-06 IRVING E SIGEL This volume of essays is a broad gauged effort directed at reflections on the applicability of Piagetian theory to education Identification and de termination of the relevance of Piagetian theory to education is of course not new The bibliographies in this volume do attest to that assertion Then why the persistent interest and why still another volume Rather than deal with the relevance of each article to these issues let us deal with the basic question of why such continued interest in application of Piagetian theory to education and further raise the problem of the feasibility of such a task Three questions come immediately to mind Why the interest in applicability What are some of the problems that arise in application Is Piagetian theory applicable to education Why the continued interest in application of Piagetian theory in education The answer to this question resides in the sociological and educational issues that arose twenty years ago and still persist in American education namely the need to upgrade the quality of education by providing a coherent conceptual system with a developmental emphasis People gravitated to Piaget because it was the only major system sufficiently comprehensive as well as substantive While learning theories abound they do not tie together general cognitive development with specific relevant content areas e g development of such knowledge domains as number time space geometry etc Thus Piaget offers a development framework within which content areas are embedded Education, Arts, and Morality Doris B. Wallace, 2006-01-27 Inspired by Howard Gruber's Evolving Systems Approach these studies explore creativity in several domains The idea that the creative person embodies a system of loosely coupled sub systems knowledge purpose and affect that work together is viewed here in different chapters that explore this concept These include autobiographies of incarcerated youth curricula for moral and civic responsibility changing attitudes of readers to text romance novels as well as case studies of highly creative individuals such as George Bernard Shaw Gruber's approach provides concepts as well as methodological tools which the authors apply to diverse creative processes This book is a valuable resource for undergraduate as well as graduate level students interested in creativity development and education In addition to the intrinsic interest of each chapter the guiding theme of the book is the underlying theory of creativity Gruber's

Evolving Systems Approach and illustrates the unusual breadth and flexibility of that theory **Piaget's Theory** Harry Beilin, Peter B. Pufall, 2013-04-15 This volume marks the 20th Anniversary Symposium of the Jean Piaget Society Some of the American contributors were among the first to introduce Piaget to developmental and educational psychology in the United States while some of the international contributors worked with Piaget to develop his program of genetic epistemology and continue to make significant contributions to it Within this volume the possibility of Piaget's paradigm is reviewed not only as the stuff of normal science yielding fascinating empirical questions that linger within it but also and more importantly as the stuff of revolutionary science with continuing potential to comprehensively structure our thinking about developmental theory The constructive contribution Piaget's theory has for developmental theory emerges as four central themes in the volume understanding the intentional or semantic aspect of mental life without abandoning the Piagetian assumption that is rational and committed to truth testing examining mental life and its development as a dialectical relation of function and structure a relation Piaget introduced in his study of the developmental relation between procedural and operational knowledge exploring new and interdisciplinary perspectives on equilibration as the driving force of constructive adaptive processes understanding social and historical forces in individual and cultural development not necessarily as forces antithetical to Piaget's perspective but as forces that take on new meaning within his framework which avoids erroneous dichotomies such as the distinction between subjective and objective knowledge **The Psychology of Women and Gender** Nicole M. Else-Quest, Janet Shibley Hyde, 2017-12-07 A psychology of women textbook that fully integrates transgender research issues and concerns With clear comprehensive and cutting edge coverage *The Psychology of Women and Gender* Half the Human Experience delivers an authoritative analysis of classical and up to the minute research from a feminist psychological viewpoint Authors Nicole M Else Quest and Janet Shibley Hyde examine the cultural and biological similarities and differences between genders noting how they are often a result of inequality The Ninth Edition emphasizes rigorous methodology and reviewing and evaluating empirical evidence helping demystify the scientific process in this field of study Hands on applications through case studies that integrate research from other disciplines give students further experience with key issues This proven resource equips students with a strong foundation for understanding the dynamic influences of gender sexual orientation and ethnicity in the context of psychology and society along with strategies for thinking critically about popular culture and using psychological science to improve people's lives and promote gender equality *Young Children Reinvent Arithmetic* Constance Kamii, 1999 In this fully revised second edition of the classic *Young Children Reinvent Arithmetic* Constance Kamii describes and develops an innovative program of teaching arithmetic in the early elementary grades Kamii bases her educational strategies on renowned constructivist Jean Piaget's scientific ideas of how children develop logico mathematical thinking Written in collaboration with a classroom teacher and premised upon the conviction that children are capable of much more than teachers and parents generally realize the book provides a

rich theoretical foundation and a compelling explanation of educational goals and objectives Kamii calls attention to the ways in which traditional textbook based teaching can be harmful to children s development of numerical reasoning and uses extensive research and classroom tested studies to illuminate the efficacy of the approach This book is full of practical suggestions and developmentally appropriate activities that can be used to stimulate numerical thinking among students of varying abilities and learning styles both within and outside of the classroom In this new edition of her important book Connie Kamii demonstrates scholarship not just in what she has written but in her willingness to incorporate new ideas and findings Many people update their books few assiduously revise them confronting what they believe to be past errors or gaps in their thinking Such intellectual honesty along with consistent connections between theory and practice make this book a solid contribution to mathematics education of young children Douglas Clements State University of New York at Buffalo The development of young children s logico mathematical knowledge is at the heart of this text Similar to the first edition this revision provides a rich theoretical foundation as well as child centered activities and principles of teaching that support problem solving communicating reasoning making connections and representing mathematical ideas In this great resource for preservice and in service elementary teachers Professor Kamii continues to help us understand the implications of Piagetian theory Frances R Curcio New York University

Recent Advances in Cognitive-Developmental Theory

Charles J. Brainerd, 2012-12-06 For some time now the study of cognitive development has been far and away the most active discipline within developmental psychology Although there would be much disagreement as to the exact proportion of papers published in developmental journals that could be considered cognitive 50% seems like a conservative estimate Hence a series of scholarly books devoted to work in cognitive development is especially appropriate at this time The Springer Series in Cognitive Development contains two basic types of books namely edited collections of original chapters by several authors and original volumes written by one author or a small group of authors The flagship for the Springer Series is a serial publication of the advances type carrying the subtitle Progress in Cognitive Development Research Each volume in the Progress sequence is strongly thematic in that it is limited to some well defined domain of cognitive developmental research e g logical and mathematical development development of learning All Progress volumes will be edited collections Editors of such collections upon consultation with the Series Editor may elect to have their books published either as contributions to the Progress sequence or as separate volumes All books written by one author or a small group of authors are being published as separate volumes within the series

Pedagogical Applications and Social Effects of Mobile Technology

Integration Keengwe, Jared, 2013-02-28 With the rapid development of emerging technology tools the digital nature of learning environments continues to change traditional forms of education Therefore knowledge of these changes for incorporation into classroom instruction is necessary Pedagogical Applications and Social Effects of Mobile Technology Integration analyzes possible solutions over the concerns and issues surrounding mobile technology integration into the

classroom This book is an essential resource for professionals researchers and technology leaders interested in providing a direction for the future of classroom technology **Intellectual Development** Robert J. Sternberg, Cynthia A. Berg, 1992-03-27 Books on intellectual development typically separate development into distinct developmental periods the formation of intelligence and basic cognitive skills that occurs until adolescence and the maintenance decline or improvement of these intellectual skills across the adult life span Robert Sternberg and Cynthia Berg have integrated research on these two development periods by bringing together authors that provide a comprehensive overview to the major approaches to intellectual development The authors draw on six different approaches to intellectual development through childhood or adulthood psychometric Piagetian new Piagetian information processing learning and the contextual perspectives Common themes arise within and across particular perspectives which suggests that a more unified view of intellectual development may emerge as boundary lines between perspectives and developmental periods diminish

Cognition, Education, and Communication Technology PETER GARDENFORS, Petter Johansson, 2014-04-08 Cognition Education and Communication Technology presents some of the recent theoretical developments in the cognitive and educational sciences and implications for the use of information and communication technology ICT in the organization of school and university education Internationally renowned researchers present theoretical perspectives with proposals for and evaluations of educational practices Each chapter discusses different aspects of the use of ICT in education including the role of perceptual processes in learning external cognition as support for interactive learning the role of meta cognition simulation learning environments as cognitive tools the role of science controversy for knowledge integration the use of ICT in the development of educators and the role of narratives in education ICT has great potential for revolutionizing education Large investments of resources are being made often without a strong understanding of how ICT will or should be implemented The expectation is that students will show immediate improvements in terms of their motivation to learn and their learning achievements but reality is different Progress of ICT in education requires more than just computers in the classroom It demands an understanding of the complex processes contributing to human learning and how they interact with new technologies This text provides theoretical perspectives on the learning processes that can be used as a foundation for constructing pedagogically valuable tools based on ICT The combination of results from cognitive science and pedagogy with more practically oriented suggestions for how ICT can be used in various forms of education makes this book suitable for researchers and students in the cognitive and educational sciences as well as for practitioners and planners of education

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