

The Principles of Genetic Epistemology

Jean Piaget

Jean Piaget: Selected Works

Volume VII

ROUTLEDGE



The Principles Of Genetic Epistemology Leptismologie Antique

Hugh G. Petrie



The Principles Of Genetic Epistemology Epistemologie Gntique:

The Theory of Objectification Luis Radford, 2021-04-06 The Theory of Objectification A Vygotskian Perspective on Knowing and Becoming in Mathematics Teaching and Learning presents a new educational theory in which learning is considered a cultural historical collective process The theory moves away from current conceptions of learning that focus on the construction or acquisition of conceptual contents Its starting point is that schools do not produce only knowledge they produce subjectivities too As a result learning is conceptualised as a process that is about knowing and becoming Drawing on the work of Vygotsky and Freire the theory of objectification offers a perspective to transform classrooms into sites of communal life where students make the experience of an ethics of solidarity responsibility plurality and inclusivity It posits the goal of education in general and mathematics education in particular as a political societal historical and cultural endeavour aimed at the dialectical creation of reflexive and ethical subjects who critically position themselves in historically and culturally constituted mathematical discourses and practices and who ponder new possibilities of action and thinking The book is of special interest to educators in general and mathematics educators in particular as well as to graduate and undergraduate students

The Dilemma of Enquiry and Learning Hugh G. Petrie, 2011 The dilemma named in Hugh G. Petrie's title was stated by Meno in Plato's dialogue of that name A man cannot enquire about that which he knows or about that which he does not know for if he knows he has no need to enquire and if not he cannot for he does not know the very subject about which he is to enquire Petrie argues that Meno's dilemma poses the fundamental epistemological question for education How is learning possible He examines a variety of familiar approaches to learning from the open classroom to back to basics and finds that each of these approaches attempts to grasp one horn of the dilemma to the exclusion of the other The examination of previous attempts to resolve the dilemma of enquiry and learning prepares the way for Petrie's proposed solution He defines learning as an adaptation of thought and action to the demands of the natural and social world This process has two major components assimilation and accommodation corresponding to the two traditional ways of attacking the dilemma Assimilation is explained using the insights of control systems theory while results in evolutionary epistemology are brought to bear on the question of accommodation Petrie shows that only a reflective equilibrium between assimilation and accommodation will allow for a resolution of the Meno dilemma In the course of his presentation the author challenges a number of educational dogmas including the beliefs that clear and unambiguous goals can be stated for learning that theory can be applied to practice that subjective tests are inferior to objective tests and that the intelligence of a child makes a difference to educational policy The book outlines new approaches to commonplace educational phenomena such as testing and to radical phenomena such as conversion experiences It makes novel practical suggestions for the use of activity perceptual training and metaphor in a variety of learning situations

Jean Piaget Webster R. Callaway, 2001 Jean Piaget is often considered to be one of the most important thinkers of the 20th century in the field of cognition The author of this book

challenges Piaget's frequent dual use of the meanings of words within the same paragraph. Extensive comparisons and examples of this extraordinary phenomenon are presented. Conclusions are offered to explain Piaget's intent. Contents: Introduction, The Absolute Subject, Piaget's Dual System, The Marvellous Monad, Activities of the Absolute, Appendix, Bibliography. **The Cambridge Companion to Piaget** Ulrich Müller, Jeremy I. M. Carpendale, Leslie Smith, 2009-08-31. The Cambridge Companion to Piaget provides a comprehensive introduction to different aspects of Jean Piaget's work.

The Oxford Handbook of Cognitive Archaeology, 2024-03-12. Cognitive Archaeology is a relatively young though fast growing discipline. The intellectual heart of cognitive archaeology is archaeology, the discipline that investigates the only direct evidence of the actions and decisions of prehistoric people. Its theories and methods are an eclectic mix of psychological, neuroscientific, paleoneurological, philosophical, anthropological, ethnographic, comparative, aesthetic, and experimental theories, methods, and models, united only by their focus on cognition. The Oxford Handbook of Cognitive Archaeology is a landmark publication showcasing the theories, methods, and accomplishments of archaeologists who investigate the human mind, including its evolutionary development, its ideation, thoughts, and beliefs, and its very nature through material forms. The volume encompasses the wide spectrum of the discipline, showcasing contributions from more than 50 established and emerging scholars from Europe, Africa, Asia, Australia, and the Americas. Prominent among these are contributions that discuss the epistemological frameworks of both the evolutionary and ideational approaches and the leading theories that ground interpretations. Significantly, the majority of chapters deliver substantive contributions that analyze specific examples of material culture from the oldest known stone tools to ceramic and rock art traditions of the recent millennium. These examples include the gamut of methods and techniques, including typology, replication studies, chaînes opératoires, neuroarchaeology, ethnographic comparison, and the direct historical approach. In addition, the book begins with retrospective essays by several of the pioneers of cognitive archaeology, presenting a broad range of state-of-the-art investigations into cognitive abilities, tackling thorny issues like the cognitive status of Neandertals, and concluding with speculative essays about the future of an archaeology of mind and of the mind itself. **Piaget's Conception of Evolution** John Gerard Messerly, 1996. The first full-length study of Jean Piaget as a philosopher and evolutionist, Messerly traces Piaget's earliest conjectures about knowledge through its further developments to its mature formulation as genetic epistemology. Messerly analyzes Piaget's constructivist theory of the evolution of human knowledge as continuous with yet partially transcending the biological process of adaptation to the environment. Messerly's study serves as an invitation to further explorations with Piaget's theory and will interest philosophers, biologists, and psychologists. **The Philosophy of Psychology** William O'Donohue, Richard F. Kitchener, 1996-10-28. 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 Grünbaum, 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

Constructive Evolution Michael Chapman, 1988-06-24 This book represents an attempt to understand the evolution of Jean Piaget's basic ideas in the context of his own intellectual development Piaget sought to elucidate human knowledge by studying its origins and development In this book Michael Chapman applies the same method to Piaget's own thinking Dr Chapman shows that some of the Swiss psychologist's essential ideas originated in adolescent philosophical speculations about the relation between science and value These same ideas were then developed step by step in Piaget's investigations of children's cognitive development Dr Chapman claims that Piaget's use of developmental psychology as a means for addressing questions about the evolution of knowledge has been misunderstood by psychologists approaching his work exclusively from the perspectives of their own discipline Reconstructing Piaget's intellectual biography makes possible a better understanding of the questions he originally posed and the answers he subsequently provided Dr Chapman concludes with an assessment of Piaget's relevance for contemporary psychology and philosophy and suggests ways in which Piagetian theory might be further developed

Advances in Design, Music and Arts III Daniel Raposo, João Neves, Ricardo Silva, Luísa Correia Castilho, Rui Dias, 2024-12-01 This book presents cutting edge methods and findings that are expected to contribute to significant advances in the areas of communication design fashion design interior design and product design as well as musicology and other related areas It especially focuses on the role of digital technologies and on strategies fostering creativity collaboration education as well as sustainability and accessibility in the broadly intended field of design Gathering the first volume of the proceedings of the 9th EIMAD conference held in hybrid format from 27 to 29 June 2024 and organized by the School of Applied Arts of the Polytechnic Institute of Castelo Branco in Portugal this book offers a timely guide and a source of inspiration for designers of all kinds advertisers artists and entrepreneurs as well as educators and communication managers

The Institutionalization of Social Welfare Mikael Holmqvist, 2012-08-21 Today most countries rely on formally organized welfare programs in some cases to the extent that they are labeled welfare states These programs which have been constructed over the last decades make up a larger national and international system of good intentions Overall it appears inconceivable to imagine civilized society without a comprehensive organizational system of social welfare Social welfare has become a holy cow in many societies an institutionalized aspect of modern life But how does the institutionalization of social welfare occur through the concrete activities it enacts and why does the institutionalization of social welfare appear to be so particularly successful in relation to other institutionalizing phenomena These are central problems for any sociological analysis of contemporary society's organization and are the main locus of attention of this book

Holmqvist explores how a social welfare organization becomes a self evident phenomenon by medicalizing its environment a way of solving social problems by viewing and treating them as medical problems This study generates new understandings of how institutionalization of organizations comes about and contributes fresh insight to the area of social welfare policies

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