

The Principles of Genetic Epistemology

Jean Piaget

Jean Piaget: Selected Works

Volume VII



The Principles Of Genetic Epistemology Leptistmologie Gntique

Hugh G. Petrie



The Principles Of Genetic Epistemology Lepistmologie Gntique:

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.

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

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 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 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 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

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

Early Childhood Development: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2018-12-07 A focus on the developmental progress of children before the age of eight helps to inform their future successes including their personality social behavior and intellectual capacity However it is difficult for experts to pinpoint best learning and parenting practices for young children Early Childhood Development Concepts Methodologies Tools and Applications is an innovative reference source for the latest research on the cognitive socio emotional physical and linguistic development of children in settings such as homes community based centers health facilities and school Highlighting a range of topics such as cognitive development parental involvement and school readiness this multi volume book is designed for educators healthcare professionals parents academicians and researchers interested in all aspects of early childhood development

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

Making Minds Petra Hauf, Friedrich Försterling, 2007-03-22 Social stimuli are important proximate determinants of human thought action and behaviour But does the social environment also have deeper profounder and possibly more distal impact on more lasting psychological structures and forms generalizing across time and domains such as traits self consciousness abilities and talents This volume takes an interdisciplinary approach to the question of if how and how far the mind is socially fabricated Philosophical contributions address conceptual

tools for analyses of how person perceivers shape the psychological structures of the person perceived Social psychologists consider some of the more local mechanisms of mind making including self fulfilling prophecies attributions and self verification Moreover they address the dramatic consequences of being ostracised From a clinical perspective it is investigated how patients immediate social environment e g the family impacts on schizophrenic relapse In addition developmental psychologists report on investigations of the role of social factors e g imitative learning for the development of the social self Finally an ethological perspective demonstrates the susceptibility of animals to social stimuli These papers were previously published as Interaction Studies 6 1 and 6 3 2005

Understanding Changes In Time Switzerland.

Jacques Montangero University of Geneva,2003-12-16 This text provides an analysis of how children come to be able to understand the dynamic nature of causality how processes take place through time The author studies the capabilities and limitations of 7 12 year old children in order to assess their conception of evolutionary processes His study follows on from Piaget s work on causality and is intended to contribute to the literature on theory of mind and children s scientific development The book draws on experimental studies of diachronic thinking in children and adults and discusses the importance of a well developed diachronic perspective for cognition

Handbook of International Research in

Mathematics Education Lyn D. English,2002-03 This state of the art Handbook brings together important mathematics education research that makes a difference in both theory and practice research that anticipates problems and needed knowledge before they become impediments to progress interprets future oriented problems into researchable issues presents the implications of research and theory development in forms that are useful to practitioners and policymakers and facilitates the development of research communities to focus on neglected priorities or strategic opportunities The volume represents a genuine attempt by contributors from around the world to advance the discipline rather than simply review what has been done and what exists The Handbook was developed in response to a number of major global catalysts for change including the impact of national and international mathematics comparative assessment studies the social cultural economic and political influences on mathematics education and research the influence of progressively sophisticated and available technology and the increasing globalization of mathematics education and research From these catalysts have emerged specific priority themes and issues for mathematics education research in the 21st century Three key themes were identified for attention in this volume life long democratic access to powerful mathematical ideas advances in research methodologies and influences of advanced technologies Each of these themes is examined in terms of learners teachers and learning contexts with theory development as an important component of all these aspects Dynamic and forward looking the Handbook of International Research in Mathematics Education is distinguished by its focus on new and emerging theoretical models perspectives and research methodologies its uniformly high standard of scholarship and its emphasis on the international nature of mathematics education research It is an essential volume for all researchers professionals and

students interested in mathematics education research in particular and more generally in international developments and future directions in the broad field of educational research

Allegorical Speculation in an Oral Society Robert Cancel,1989-01-01

Sub-Imperialism Revisited Adrián Sotelo Valencia,2017-06-06 Does the growing economic might of regional superpowers like Brazil mean that dependency theory of the 1960s was all wrong The answer to this and many other enigmas of development is found in Sub Imperialism Revisited a theoretically rigorous study by the brilliant Mexican analyst Adri n Sotelo Valencia In analysing the 21st Century conditions of Latin America Sotelo systematically explores the concept of sub imperialism as advanced in the pioneering work of Ruy Mauro Marini Himself a former student of Marini Sotelo elucidates the explanatory power of a fully Marxist conception of imperialism and underdevelopment while providing considerable insight into opposing conceptions of dependency This timely book ultimately enables readers to appreciate why radical dependency theory remains more relevant today than ever

Intercultural Experience and Identity Lily Lei Ye,2018-06-13 This book examines the identity formation and negotiation of Chinese doctoral students in the UK and the opportunity for self transformation this experience offers As the largest group of international students in the English speaking world Mainland Chinese students encounter a range of difficulties and prospects that may be relevant to the wider international student community Using extensive qualitative and empirical data the author explores the narratives of eleven Chinese doctoral students at two British universities through a sociological perspective Balancing analysis with solid theoretical framework and the voices of the students themselves the author moves away from essentialism and othering instead shining a light on the effects of globalisation internationalisation and recent policy strategies This volume will be of interest and value to students and scholars of comparative and international education identity formation intercultural communication the sociology of education and study abroad

International Perspectives on Psychological Science: Cognition and neuropsychology Peter A. Frensch,Ralf Schwarzer,2010 Cognition and Neuropsychology is dedicated to summarizing and characterizing the current scientific research in three substantive content areas i Perception Attention and Action ii Social Cognition and iii Learning Memory and Development While some of the contributions focus on relatively narrow areas of research others adopt a much broader stance trying to understand and explain many different facets of behaviour across widely differing situations Some contributions even try to bridge the fundamental gap between behaviour and genetics The final part contains two chapters that discuss fundamental general issues in psychology such as the fate of mentalism and the significance of phenomenal analyses All chapters offer fascinating insights into current theorizing on the mind and are written by some of the best known scholars of our time

Nature of the Chemical Concept Keith S Taber,2019-04-29 The features of chemistry that make it such a fascinating and engaging subject to teach also contribute to it being a challenging subject for many learners Chemistry draws upon a wide range of abstract concepts which are embedded in a large body of theoretical knowledge As a science chemistry offers ideas that are the products of scientists

creative imaginations and yet which are motivated and constrained by observations of natural phenomena Chemistry is often discussed and taught largely in terms of non observable theoretical entities such as molecules and electrons and orbitals which probably seem as familiar and real to a chemistry teacher as Bunsen burners and yet comprise a realm as alien and strange to many students as some learners own alternative conceptions misconceptions may appear to the teacher All chemistry teachers know that chemistry is a conceptual subject especially at the upper end of secondary school and at university level and that some students struggle to understand many chemical ideas This book offers a step by step analysis and discussion of just why some students find chemistry difficult by examining the nature of chemistry concepts and how they are communicated and learnt The book considers the idea of concepts itself draws upon case studies of how canonical chemical concepts have developed explores how chemical concepts become represented in curriculum and in classroom teaching and discusses how conceptual learning and development occurs This book will be invaluable to anyone interested in teaching and learning and offers guidance to teachers looking to make sense of and respond to the challenges of teaching chemistry

Metaphor and Thought Andrew Ortony,1993-11-26 Metaphor and Thought first published in 1979 reflects the surge of interest in and research into the nature and function of metaphor in language and thought In this revised and expanded second edition the editor has invited the contributors to update their original essays to reflect any changes in their thinking Reorganised to accommodate the shifts in central theoretical issues the volume also includes six new chapters that present important and influential fresh ideas about metaphor that have appeared in such fields as the philosophy of language and the philosophy of science linguistics cognitive and clinical psychology education and artificial intelligence

Psychology Library Editions: History of Psychology Various,2021-08-19 Originally published between 1928 and 1987 the volumes in this set provide an interesting look back at how psychology has developed as a discipline and some of the problems it has encountered along the way It includes volumes focusing on the history of specific fields such as developmental and experimental psychology as well as examining the roots of psychological theory as a whole and how it has informed many of the fields of psychology we know today

A History of Clinical Psychology John M. Reisman,1991 A second edition of this book which details significant further developments in clinical psychology in the intervening twenty years Some of these are personality functioning diagnostic techniques and formulation and professional development

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