Piagets Theory Of Cognitive And Affective Development Foundations Of Constructivism | 747041c90e38d034fb3e74fc68e05e97

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An Introduction to Theories of Human Development
Piaget's Theory of Cognitive Development
Encyclopedia of the Sciences of Learning
The Development of Children's Thinking
Jean Piaget
How Children Learn
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Cognitive Development

Jean Piaget, renowned Swiss developmental psychologist and epistemologist, is best known for his groundbreaking studies with children, which led him to develop a landmark theory of cognitive development. Gelpolph A. Kohnstamm's Jean Piaget: Children and the Inclusion Problem is a critical study of a cornerstone of Piaget's theory. This theory holds that a child's ability to solve problems of class inclusion marks the beginning of the period of concrete (logical) operations at about seven or eight years of age. Kohnstamm's experiments show, however, that with directive teaching methods, most children of five can already learn to solve inclusion problems. His results make him question the basic assumption of Piaget's theory that logical operations can only develop in firmly connected groupings of operations, not in isolation. The author argues that experimenters must therefore show that children who come to master one kind of operation should also show transference to other operations of the same grouping. As a result, he questions the real existence in brain functioning of the hypothesized groupings of operations in Piaget's theory. This book is a revised edition of the 1967 original and includes a new introduction and epilogue. The original book was published in the Netherlands, not in the United States. Therefore it has reached only a negligible US audience and has sadly escaped the attention of many interested in Piaget's developmental theory. This challenge to Piaget's theory is an invaluable resource for cognitive, developmental, and educational psychologists.

Piaget and His School: The major new text which is ideal for those embarking on the study of Psychology for the first time. Written by experienced teachers and lecturers, it provides a lively, accessible and comprehensive account of the subject. The text features: a- chapter objectives and chapter summaries; b- information boxes expanding on key issues discussed in the text; c- ample illustrations including figures, diagrams, photographs and cartoons; d- self-assessment questions to enable students to test their understanding; e- on-page glossary definitions of highlighted key terms; f- exercises at regular intervals to help consolidate students' learning; and g- annotated further reading lists at the end of each chapter.

Cognitive Development Today: At the end of the day, what is crucial is to enable educationalists to promote and apply their own metatheories and models of child development which they feel comfortable with and which enable children to develop. Peter Sutherland should be credited with making a significant contribution towards achieving this fundamental goal. "Educational Psychology in Practice " this book deserves to become a classic in the field. Will appeal alike to academic students in higher education and to serving teachers." "BPS Educational Review Section " This book provides a general outline of the dominant schools of thought on cognitive development, with a focus on Piaget. His views are outlined and a range of critical responses and alternatives are detailed. The author examines the application of these schools of thought to teaching pre-school, primary and secondary children. Each chapter includes a summary and questions for discussion. The book concludes with a glossary of terms.

Conceptual Development: "This classic study examines a problem that stands at the heart of society: How does a child distinguish between right and wrong?" "Professor Piaget and his colleagues begin their investigation by analyzing the "rules of the game" - in this case a seemingly simple game of marbles - as handed down from one group of children to another. They observe the child's total acceptance of the consensus rules and describe the moral pressure of the group on the individual. Piaget proceeds to an analysis of lying, cheating, adult authority, punishment, and responsibility, noting and evaluating the changing attitudes of growing children toward these "moral realities." "The book concludes with a comparison of the findings of this significant study with those theories in social psychology and sociology that bear directly on the moral development of the child."--BOOK JACKET.

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Piaget's Theory of Cognitive Development

Studies in Cognitive Growth: "The organization of reality occurs, as we shall see, to the extent that the self is freed from itself by finding itself and so assigns itself a place as a thing among things, an event among events. The transition from chaos to cosmos, which we shall study in the perception and representation of the world in the first two years, is brought about through an elimination of egocentrism comparable to that which we have described on the plane of the child's reflective thought and logic." - P. xiii.

Piaget's Theory of Intelligence: "Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naive theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and - as a result of the emergence of computer technologies - especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The Encyclopedia of the Sciences of Learning provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear and precise
explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences.

Cognitive Development and Working Memory 3-System Theory of the Cognitive Brain: A Post-Piagetian Approach to Cognitive Development puts forward Olivier Houde’s 3-System theory of the cognitive brain, based on numerous post-Piagetian psychological and brain imaging data acquired from children and adults. This groundbreaking theory simultaneously anchors itself in a deep understanding of the history of psychology and fuels current debates on thinking, reasoning and cognitive development. Spanning the long-term history of psychology, from Plato and Aristotle to more current experimental psychology, this pioneering work goes beyond the approaches of Kahneman (i.e. System 1 theory) and Piaget (i.e. System 2 theory) to put forward a theory in which the inhibitory-control system (i.e. System 3) takes precedence. Houde argues that the brain contains a third control system located in the prefrontal cortex which is dedicated to inhibiting Kahneman’s intuitive heuristics system and activating Piaget’s logical algorithms system anywhere in the brain on a case-by-case basis, depending on the goal and context of the task. 3-System Theory of the Cognitive Brain simultaneously explains the early logical abilities discovered in babies, the dynamic, strategic and non-linear process of cognitive development in children, and the fast heuristics and biases observed in adults. Houde considers the exciting implications of this theory on neuro-education using examples from the classroom. This book is essential reading for students and researchers in cognitive development and education, child psychology, reasoning and neurosciences.

The Description of Cognitive Development

Cognitive Development: The contribution of this volume to the literature on peer learning is its focus on approaches that reflect a common concern with cognitive processes based in developmental, information processing, or more generally, constructivist perspectives on peer learning. Although the clear importance of the social context of peer learning is not ignored, the volume’s emphasis is on the cognitive growth that occurs within the learning environment. Any discussion of peer learning involves consideration of who is learning, how the role of peers with whom one works can be conceptualized, what it is that peers learn together, what changes as a result of the interaction, and how we can know what occurs in groups or what has been learned. The chapters in this book speak to these questions. The key question underlying many of these others is why we should worry about the intricacies of peer interaction. Both the practical and theoretical reasons for doing so are delineated. The developmental theory presented in the introduction lays the foundation for the later descriptions of specific techniques, though many of the techniques reflect a range of other influences as well. Part I presents the implications of the work of two major theorists in

Play, Dreams and Imitation in Childhood This book was first published in 1979.

Disease Control Priorities, Third Edition (Volume 8) The intellectual development of human beings from birth to adulthood is a fascinating phenomenon. Understanding the constraints that limit children’s intelligence, as well as discovering methods to improve it, has always been a challenging undertaking for developmental psychologists. This book presents a unique attempt to address these issues by establishing a dialogue between neo-Piagetian theorists and researchers specialized in typical and atypical working memory development. The book integrates recent advances in studies of working memory development with theoretical perspectives to promote common research. It provides novel approaches on the role of working memory in the development of cognitive and higher-order skills, as well as in the development of normal and atypical cognition and the role of working memory in the development of cognitive and higher-order skills. The opening section, the main proponents of this tradition develop their theories of cognitive development in terms of available mental attention, processing efficiency, speed, inhibition and relational complexity. The second part of the book addresses the mechanisms that underpin the increase in working memory capacity and the respective roles of processing efficiency, storage capacity, and the use of reactivation processes of memory traces such as rehearsal. Finally, the central role played by working memory in atypical development and learning difficulties is examined. This book provides psychologists, students and researchers who are interested in the role of working memory in atypical development and learning difficulties. Written by eminent groups of outstanding researchers in the areas of working memory, attention, and cognitive development.

An Introduction to Theories of Human Development Piagetian theory was once considered able to describe the structure and development of human thought. As a result, it generated an enthusiasm that it could direct education to develop new teaching methods, particularly in science and mathematics. However, disillusionment with Piagetian theory came rather quickly because many of its structural and developmental assumptions appeared incongruent with empirical evidence. In recent years several neo-Piagetian theories have been proposed which try to preserve the strengths of Piaget’s theory, while eliminating its weaknesses. At the same time several other models have been advanced originating from different epistemological traditions, such as cognitive/differential psychology or socio-historical approaches. Originally published in 1992, this title was unique in representing most of these theories and traditions. Specifically, the authors focus their work on the educational implications of their research. The chapters are organised in three parts: the first part presents some widely known models of cognitive development and discusses their implications for different aspects of education; the second part is devoted to learning and cognitive acceleration; while part three highlights teaching methods that would improve the acquisition of particular skills in specific areas. Written by an eminent group of truly international contributors, this title will still be useful to students and researchers in cognitive development and education, as well as educational policy makers.

Piaget’s Theory The field of educational psychology draws from a variety of diverse disciplines including human development across the life span, measurement and statistics, learning and motivation, and teaching. And within these different disciplines, many other fields are featured including psychology, anthropology, education, sociology, public health, school psychology, counseling, history, and philosophy. In fact, when taught at the college or university level, educational psychology is an ambitious course that undertakes the presentation of many different topics all tied together by the theme of how the individual can best function in an “educational” setting, loosely defined as anything from pre-school through adult education. Educational psychology can be defined as the application of what we know about learning and motivation, development, and measurement to statistics in educational settings (both school- and community-based).

Cognitive Development The contribution of this volume to the literature on peer learning is its focus on approaches that reflect a common concern with cognitive processes based in developmental, information processing, or more generally, constructivist perspectives on peer learning. Although the clear importance of the social context of peer learning is not ignored, the volume’s emphasis is on the cognitive growth that occurs within the learning environment. Any discussion of peer learning involves consideration of who is learning, how the role of peers with whom one works can be conceptualized, what it is that peers learn together, what changes as a result of the interaction, and how we can know what occurs in groups or what has been learned. The chapters in this book speak to these questions. The key question underlying many of these others is why we should worry about the intricacies of peer interaction. Both the practical and theoretical reasons for doing so are delineated. The developmental theory presented in the introduction lays the foundation for the later descriptions of specific techniques, though many of the techniques reflect a range of other influences as well. Part I presents the implications of the work of two major theorists in
cognitive development, Piaget (Ch. 1) and Vygotsky (Ch. 2). In Part II, six chapters describe a variety of peer learning techniques or models of collaboration, many of which are influenced by the work of Piaget and Vygotsky. The chapters in Part III consider the role of the teacher and the skills needed when using peer learning as an instructional strategy. The Conclusion points to areas in which further research is needed. This volume is based on original papers presented by the contributing authors in November 1996 at the Rutgers Invitational Symposium on Education on Cognitive Skills and Learning With Peers.

Encyclopedia of the Sciences of Learning "What is most impressive about this book is its intelligence, its sophistication, and its charm. . . . This book presents Piaget's work and his person better than anything else that I know about."—David Elkind, Tufts University "The tone is one of constant movement from the most ordinary to the most abstruse. There are 14 conversations with 'le Patron,' some in 1969, some in 1975, and several more with co-workers in various fields. . . . In Mr. Bringuière's book, in a pleasant informal way, we see a sophisticated non-scientist exploring Piaget's domain with the master. Some of Piaget's best-known findings about children as explained along the way, but Mr. Bringuière has ways of bringing out the relation of this psychological work to the whole of Piaget's enterprise, and we get a good sense of the man and his work."—Howard E. Gruber, New York Times Book Review

The Development of Children's Thinking The works published by the Swiss psychologist Jean Piaget and his associates during the past forty years constitute the largest repository of knowledge about the cognitive development of children that is available anywhere, and Piaget's general theory of intellectual development rivals, in scope and comprehensiveness, Freud's theory of personality development Here is a self-contained general summary of Piaget's theory, written at a relatively nontechnical level. It is suitable for use in a variety of courses in psychology and education—child psychology, child development, educational psychology, learning, psychological systems, general psychology, and others. It will also interest professionals and educated laymen as a timely exposition of ideas that are attracting the attention of increasing numbers of American psychologists. In order to convey the complexities of the theory to readers who have had no previous contact with it, the author uses a number of unusual pedagogical devices. He first outlines the theory in an introduction that students can read with increasing comprehension as they study the text. The main part of the book is an elucidation of the Piagetian periods of intellectual development, with enough illustrations of Piaget's research activities to give the theory meaning. The author frequently reproduces passages from Piaget's clinical observations with Piaget's interpretations deleted, so that the reader can assess his own understanding and better appreciate Piaget's style of inquiry. In an epilogue, the author discusses the educational implications of Piaget's work.

Jean Piaget 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.

How Children Learn A collection of essays covering a broad range of topics, including day care, the roots of homosexuality, generational conflict, and children's concepts of life and death. "Richly suggestive."—Contemporary Psychology

Measurement and Piaget The Development of Children's Thinking offers undergraduate and graduate students in psychology and other disciplines an introduction to several core areas of developmental psychology. It examines recent empirical research within the context of longstanding theoretical debates. In particular, it shows how a grasp of classic theories within developmental psychology is vital for a grasp of new areas of research such as cognitive neuroscience that have impacted on our understanding of how children develop. The focus of this book will be on infancy and childhood, and it looks at: Theories and context of development How developmental psychology attempts to reconcile influences of nature and nurture Communication in infancy as a precursor to later thinking Language development in primates and young children Cognitive and social development, including the child's understanding of the mind How studies of moral reasoning reflect upon our understanding of development

Child Development and Education Cognitive Development provides a detailed and accessible account of three main areas: theories of cognitive development, the development of measured intelligence and the development of moral understanding. The theories of Piaget, Vygotsky, Eisenburg and Bruner are discussed. The book is suitable for the AQA-A A2 level examination and students studying cognitive development for the first time at undergraduate level. The Routledge Modular Psychology series is a completely new approach to introductory level psychology, tailor-made for the new modular style of teaching. Each book covers material in less depth than any large textbook can, allowing teacher and student to select material exactly to suit any particular course or project.

Developing Thinking An Introduction to Theories of Human Development provides a comprehensive view of the primary theoretical models of human development including those from the biological, psychoanalytic, behavioral, and cognitive developmental perspectives. Along with a brief discussion of a historical background for each of these approaches, this book examines the application of these theories to various aspects of human development, such as the effectiveness of early intervention, individual differences, adolescence, and sociobiology.

The Moral Judgement of the Child Provides a comprehensive grounding in broadly based topics that cover the wide expanse of child behavior and development issues covering the major conceptual areas of child development: learning, behavior, and emotions.

Conversations with Jean Piaget

Piaget's Theory of Cognitive and Affective Development Directed at students of cognitive development at all levels, this book presents three themes which are central to Piaget's description of cognitive development, but which students often fail to appreciate. In the first three chapters the themes are introduced and illustrated with reference to Piaget's empirical findings. The next chapter presents examples of ways in which some of the themes have received insufficient attention in the psychological literature on Piaget's theory. This chapter, giving the author's reinterpretation of many of the most famous 'anti-Piaget' findings in the literature, is probably the most controversial part of the book. The final chapter discusses the themes' attractive features and problems.
Piaget's Theory This enduring classic of educational thought offers teachers and parents deep, original insight into the nature of early learning. John Holt was the first to make clear that, for small children, “learning is as natural as breathing.” In this delightful yet profound book, he looks at how we learn to talk, to read, to count, and to reason, and how we can nurture and encourage these natural abilities in our children.

The SAGE Encyclopedia of Intellectual and Developmental Disorders The aim of this fourth edition remains the same - to introduce students to Piaget's theory of how children construct and acquire knowledge. It has been updated and revised to incorporate the most important developments in Piagetian theory over the last several years.

Piaget's Theory of Cognitive and Affective Development This new text consists of parts of Bornstein and Lamb's Developmental Science, 6th edition along with new introductory material that as a whole provides a cutting edge and comprehensive overview of cognitive development. Each of the world-renowned contributors masterfully introduces the history and systems, methodologies, and measurement and analytic techniques used to understand human cognitive development. The relevance of cognition is illustrated through engaging applications. Each chapter reflects the current state of the field in cognitive development and features an introduction, an overview of the field, a chapter summary, and numerous classical and contemporary references. As a whole, this highly anticipated text illuminates substantive phenomena in cognitive developmental science and its relevance to everyday life. Students and instructors will also appreciate the book's online resources. For each chapter, the website features: chapter outlines; a student reading guide; a glossary of key terms and concepts; and suggested readings with hotlinks to journal articles. Only instructors are granted access to the test bank with multiple-choice, short-answer, and essay questions; PowerPoints with all of the text's figures and tables; and suggestions for classroom discussion/assignments. The book opens with an introduction to cognitive development as well as an overview of developmental science in general—its history and theory, the cultural orientation to thinking about human development, and the manner in which empirical research is designed, conducted, and analyzed. Part 2 focuses on the field's major substantive areas: neuroscience and genetics, physical and motor development, perception, and cognitive and language development. Intended for advanced undergraduate and/or beginning graduate courses on cognitive development taught in departments of psychology, human development and family studies, and education, researchers in these areas will appreciate this book’s cutting-edge coverage.

Cognitive Development This book examines a key issue in current cognitive theories - the nature of representation. Each chapter is characterized by attempts to frame hot topics in cognitive development within the landscape of current developmental theorizing and the past legacy of genetic epistemology. The chapters address four questions that are fundamental to any developmental line of inquiry: How should we represent the workings and contents of the mind? How does the child construct mental models during the course of development? What are the origins of these models? and What accounts for the novelties that are the products and producers of developmental change? These questions are situated in a historical context, Piagetian theory, and contemporary researchers attempt to trace how they draw upon, depart from, and transform the Piagetian legacy to revisit classic issues such as the child's awareness of the workings of mental life, the child's ability to represent the world, and the child's growing ability to process and learn from experience. The theoretical perspectives covered include constructivism, connectionism, theory-theory, information processing, dynamical systems, and social constructivist approaches. The research areas span imitation, mathematical reasoning, biological knowledge, language development, and theory of mind. Written by major contributors to the field, this work will be of interest to students and researchers wanting a brief but in-depth overview of the contemporary field of cognitive development.

Encyclopedia of Child Behavior and Development How children’s thinking develops and how it can be developed in education are among the most important questions in psychology. Studies of cognition in adults need to be supplemented by the developmental perspective, which often transforms them. Educational objectives will be most efficiently achieved only if we understand children’s thought. Like all important problems, the nature of developing thinking is far from simple. A wide variety of different approaches have been taken to it, and in the few years before publication had come together to produce new understanding and new ideas. Originally published in 1983, each chapter in this book addresses itself to major issues in the area and the advances that were being made at the time.

Life-Span Development Inhelder in her introduction. The reason for this unity is that explanatory adequacy can be attained only by exploring the formative and constructive aspects of development. To explain a psychologic reaction or a cognitive mechanism (at all levels, including that of scientific thought) is not simply to describe them, but to comprehend the processes by which they were formed; failing that, one can but note results without grasping their meaning. JEAN PIACET VI Man distinguishes himself from other creatures primarily by his abstract reasoning capacity and his ability to communicate his knowledge by highly complex symbolic processes. What is called his “symbolic” and “cognitve” capacities are the key to his power to transfer his knowledge and to apply it to new situations. There are few scientists who have explored the universe of cognit tion, and contributed to the understanding of the realm of knowledge, with greater genius, care, and scientific intuition than Jean Piaget and his longtime collaborator Barbel Inhelder. Professor Inhelder and her assistant Dr. Harold Chipman realized this book in spite of the heavy load of research, teaching, and administrative duties in a rapidly expanding Institute. It is therefore a particular pleasure for me to present this book.

Neo-Piagetian Theories of Cognitive Development The Cambridge Companion to Piaget provides a comprehensive introduction to different aspects of Jean Piaget’s work.

The Construction of Reality in the Child Connect with Lifespan Development and connect with success. Inform and driven by research. At McGraw-Hill, we have spent thousands of hours with you and your students, working to understand the key needs and concerns you face in Human Development courses. The most common topics raised include managing the vast amount of content inherent to a Lifespan course and ensuring the dependability of the assigned material—is it current and accurate? The result of this research is John Santrock's Life-Span Development. Life-Span Development ensures students complete and understand the assigned material in a number of ways: Santrock's hallmark Learning Goals pedagogy provides a comprehensive roadmap to the text material, clearly pointing out the core concepts fundamental to students’ learning and performance. Our adaptive study tool, LearnSmart, increases students’ efficacy in studying by identifying what they know, and more importantly what they don’t know, providing immediate remediation for the areas in which they are struggling. At the same time, instructors have access to powerful, visual reports allowing them to quickly see where students’ strengths and weaknesses lie. Connect is the only integrated learning system that empowers students by continuously adapting to deliver precisely what they need, when they need it, and how they need it, so that your class time is more engaging and effective. The 14th edition continues with the connections theme to help students better understand the concepts among the different aspects of life-span development. This recurring theme of connections—Developmental Connections, Topical Connections, Connecting Development to Life, Connecting with Careers, and Connections through Research—ties together concepts from across chapters to reinforce the learning process and connects the material to students’ everyday lives and future aspirations. Our Milestones of Development video series helps bring the course material to life, allowing students to witness development as it unfolds. And of course, all of the text material is informed by Life-Span Development’s unique board of expert consultants—a who’s who of developmental psychology—who make sure the material is as accurate and up-to-date as possible.

Encyclopedia of Educational Psychology More children born today will survive to adulthood than at any time in history. It is now time to emphasize health and development in middle childhood and adolescence—developmental phases that are critical to health in adulthood and the next generation. Child and Adolescent Health and Development explores the benefits that accrue from sustained and targeted
interventions across the first two decades of life. The volume outlines the investment case for effective, costed, and scalable interventions for low-resource settings, emphasizing the cross-sectoral role of education. This evidence base can guide policy makers in prioritizing actions to promote survival, health, cognition, and physical growth throughout childhood and adolescence.

The Cambridge Companion to Piaget Tying together almost four decades of neo-Piagetian research, Cognitive Development provides a unique critical analysis and a comparison of concepts across neo-Piagetian theories. Like Piaget, neo-Piagetian theorists take a constructivist approach to cognitive development, are broad in scope, and assume that cognitive development is divided into stages with qualitative differences. Unlike Piaget, however, they define the increasing complexity of the stages in accordance with the child’s information processing system, rather than in terms of logical properties. This volume illustrates these characteristics and evidences the exciting possibilities for neo-Piagetian research to build connections both with other theoretical approaches such as dynamic systems and with other fields such as brain science.

The opening chapter provides a historical orientation, including a critical distinction between the "logical" and the "dialectical" Piaget. In subsequent chapters the major theories and experimental findings are reviewed, including Pascual-Leone's Theory of Constructive Operators, Halford's structuralist theory, Fischer's dynamic systems approach to skills, Case's theory of Central Conceptual Structures, Siegler's microgenetic approach, and the proposals of Mounoud and Karmiloff-Smith, as well as the work of others, including Demetriou and de Ribaupierre. The interrelation of emotional and cognitive development is discussed extensively, as is relevant non-neo-Piagetian research on information processing. The application of neo-Piagetian research to a variety of topics including children's problem solving, psychometrics, and education is highlighted. The book concludes with the authors' views on possibilities for an integrated neo-Piagetian approach to cognitive development.

Introductory Psychology "Piaget's work is a cornerstone in development. His writing is long and laborious. He takes six pages to tell us that a 2 month old exhibits imitation behaviors. He was not an expert in parsimony. In his defense the translation from French is a bit awkward. What French I can read, of his work it is smoother than this translation. Case study gold, quoted as fact as if he had done something more significant than watch his own children and write down their behavior. No experimentally designed trials here. It's funny the same people and institutions who tout his great methods of research criticize Freud for his exact same research method: the case study. Many devout Piaget loyalists have never even read his original work. They've only been exposed to his work by text books in class. For this reason alone, I urge everyone to read as much source material as possible. Piaget is no exception. Get it, read it, make your own interpretation. Love it or hate it, you'll be wiser for the effort"--Amazon.com.

3-System Theory of the Cognitive Brain

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