

# Jean Piaget: Consensus and Controversy

Modgil, Sohan

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# Jean Piaget Consensus And Controversy

**Carl Ratner**



## **Jean Piaget Consensus And Controversy:**

*Jean Piaget* Sohan Modgil, Celia Modgil, 1982-01-01      *Jean Piaget* Bärbel Inhelder, 1982      *Jean Piaget* S. Modgil, C. Modgil, G. Brown, 2013-01-11 This volume contains the proceedings of the conference Jean Piaget 1896 1980 A British Tribute The Continuing Debate held at Brighton Polytechnic on 22 23 May 1981 The collection of papers goes beyond a particular event which took place at a specific time It stands on its own as a sustained inquiry as to how Piaget's theory is seen in relation to a range of areas of knowledge Pairs of academics from various disciplines who have worked on aspects of Piagetian theory engaged in for and against debates The scope of the volume is therefore interdisciplinary      The Cambridge Companion to Piaget Ulrich Müller, Jeremy I. M. Carpendale, Leslie Smith, 2009-08-24 Jean Piaget 1896 1980 was listed among the 100 most important persons in the twentieth century by Time magazine and his work with its distinctive account of human development has had a tremendous influence on a range of disciplines from philosophy to education and notably in developmental psychology The Cambridge Companion to Piaget provides a comprehensive introduction to different aspects of Piaget's work in a manner that does not eschew engagement with the complexities of subjects or debates yet is accessible to upper level undergraduate students Each chapter is a specially commissioned essay written by an expert on the subject matter Thus the book will also be of interest to academic psychologists educational psychologists and philosophers

**Working with Piaget** Anastasia Tryphon, Jacques Voneche, 2013-05-13 For fifty years Bärbel Inhelder 1913 1997 was the research companion of Jean Piaget In this unique volume published in her honour leading international researchers examine the various aspects of her work and ideas and her contribution to developmental psychology Following an initial chapter establishing Inhelder's stature as an independent researcher in her own right the various research topics that she explored are reviewed and discussed with specific reference to her own perspective and in the chronological order in which she approached them While the book explores Inhelder's work with her more famous colleague it also highlights areas of research in which her ideas were at variance with those of Piaget such as mental imagery and areas in which her innovations have not been fully recognised such as her discovery of the formal operations stage an event usually attributed to Piaget and her introduction of longitudinal studies in the field of cognitive development Her research viewpoint and contribution in other fields such as mental retardation learning and cross cultural issues in development are also discussed The final chapter written by Inhelder herself deals with experimental reasoning in children and adolescents and provides a glimpse of her creativity      **Jean Piaget** Richard Kohler, 2014-10-23 Jean Piaget was one of the great thinkers of the twentieth century His influence on developmental psychology education and epistemology has been enormous This text undertakes a

reconstruction of the contexts and intellectual development of Piaget's numerous texts in the wide ranging fields of biology philosophy psychoanalysis child psychology social psychology theology logic epistemology and education Richard Kohler reconstructs the often overlooked theological basis of Piaget's theories and analyses the influence this had upon the various

areas of his research and reflections particularly in relation to education

**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

**Critical Readings on Piaget** Leslie Smith, 2002-09-26 First published in 1996 Routledge is an imprint of Taylor Francis an informa company

**Self-Regulation and Autonomy** Bryan W. Sokol, Frederick M. E. Grouzet, Ulrich Müller, 2013-11-18 Self regulation and autonomy have emerged as key predictors of health and well being in several areas of psychology This timely volume brings together eminent scholars at the forefront of this research which is taking place in disciplines including developmental psychology developmental neuroscience social psychology and educational psychology The contributors present ideas and research findings on the development of self regulation and autonomy including their biological bases antecedents and consequences Editors Bryan W Sokol Frederick M E Grouzet and Ulrich Müller have shaped the volume's multidisciplinary perspective on self regulation and autonomy to reflect the legacy of Jean Piaget the trailblazing developmental psychologist whose work drew on a diverse body of research

**Models Of Cognitive Development** Ken Richardson, 2019-07-12 In spite of its obvious importance and popularity the field of cognitive development remains highly fragmented due to the vast diversity of models of what knowledge and reasoning are and how they develop This new Classic Edition of Models of Cognitive Development aims to overcome this barrier through its careful introduction illustrated examples and approach to helping students think more critically about the subject In this significant work Richardson provides students researchers and comparative theoreticians with a cohesive understanding of the area by organizing diverse schools frameworks and approaches according to a much smaller set of underlying assumptions or preconceptions which themselves can be historically interrelated By understanding

these it s possible to find pathways around the area more confidently as a whole to see the wood as well as the theoretical trees and be able to react to individual models more critically and constructively The Classic Edition of this core text will be essential reading for undergraduate and graduate students of cognitive development Life-Span Development and Behavior Paul B. Baltes,David L. Featherman,Richard M. Lerner,2014-02-04 This serial publication continues to review life span research and theory in the behavioral and social sciences particularly work done by psychologists and sociologists conducting programmatic research on current problems and refining theoretical positions Each volume introduces excellent peer reviewed empirical research into the field of life span development while presenting interdisciplinary viewpoints on the topic Often challenging accepted theories this series is of great interest to developmental personality and social psychologists *Outstanding Early Childhood Practice in ICT* Hui-Yun Sung,John Siraj-Blatchford,Natalia Kucirkova,2020-08-18 This is the only early years guide available to combine ICT pedagogy and practice perfect for starting children off to computing technology and a user friendly and completely accessible text This book will show practitioners how they can cover the foundation stage curriculum for ICT and prepare the children for the new computing curriculum for KS1 It will provide pedagogical clarity and show schools and pre schools what it is that they need to be doing to demonstrate outstanding practice Computational thinking will also be extended beyond the use of computers and its relevance to supporting the child s wider cognitive development and learning will be emphasised *Psychology: The Key Concepts* Graham Richards,2008-08-18 Psychology The Key Concepts is a comprehensive overview of 200 concepts central to a solid understanding of Psychology and includes the latest recommendations from the British Psychology Society BPS The focus is on practical uses of Psychology in settings such as nursing education and human resources with topics ranging from Gender to Psychometrics and Perception The Dialectics of Seeing Susan Buck-Morss,1991-07-01 Walter Benjamin s magnum opus was a book he did not live to write In The Dialectics of Seeing Susan Buck Morss offers an inventive reconstruction of the Passagen Werk or Arcades Project as it might have taken form Working with Benjamin s vast files of citations and commentary which contain a myriad of historical details from the dawn of consumer culture Buck Morss makes visible the conceptual structure that gives these fragments philosophical coherence She uses images throughout the book to demonstrate that Benjamin took the debris of mass culture seriously as the source of philosophical truth The Paris Arcades that so fascinated Benjamin as they did the Surrealists whose materialist metaphysics he admired were the prototype the 19th century ur form of the modern shopping mall Benjamin s dialectics of seeing demonstrate how to read these consumer dream houses and so many other material objects of the time from air balloons to women s fashions from Baudelaire s poetry to Grandville s cartoons as anticipations of social utopia and simultaneously as clues for a radical political critique Buck Morss plots Benjamin s intellectual orientation on axes running east and west north and south Moscow Paris Berlin Naples and shows how such thinking in coordinates can explain his understanding of dialectics at a standstill She argues for the

continuing relevance of Benjamin's insights but then allows a set of afterimages to have the last word     The Study Of Primary Education Colin Conner, Brenda Lofthouse, 2003-10-04 The four books are intended to be used by students taking BEd or PGCE courses and by teachers in service taking diploma or higher degree courses in primary education The material extracted can be used by tutors as a focus for seminars or as reading to back up lectures and by students as a source for essays or as a starting point for further reading The books are not intended to be read straight through from cover to cover but can be selectively and flexibly used at various stages in the course For convenience the extracts have been organized into a number of sections Volume 1 comprises extracts which examine primary education from historical ideological philosophical sociological and psychological perspectives Volume 2 deals with curriculum studies Volume 3 with school organization and management and Volume 4 with teaching and classroom studies Because of limitations of space primary education has been confined to the education of children aged 5 to 11 though the compilers acknowledge that in doing so they may offend those teachers in nursery or middle schools who regard themselves justifiably as primary practitioners     *Education, Culture and Critical Thinking* Ken Brown, 2018-12-17 Published in 1998 Interest in the subject of critical thinking has mounted seeking ways to transcend rote learning and to remedy a widely perceived lack of critical analytical abilities amongst school students A growing literature on teaching thinking and problem solving maintains this commitment reflecting a common belief that thinking skills of a general nature can not only be identified but can be taught successfully The paucity of empirical evidence that intellectual skills thus identified actually transfer between domains of thought or subject matters has done little to diminish faith in the possibility that this is achievable The principal message of this book is that theories of critical thinking which disregard its historical origins and dialectical traditional character are likely to be seriously flawed All human societies exhibit problem solving abilities often of a high order all language and thought is fundamentally criteriological Relevant distinctions between critical thought and its alternative are found in history and culture in dialogue and criticism not just in the operations of individual minds The critical traditions embody a sovereign principle a criterion of the effectiveness of educational institutions to represent the legacy and social liberties and democratic values in which they are deeply enmeshed

*Necessary Knowledge* Leslie Smith, 2017-12-06 Originally published in 1993 this monograph addresses a central problem in Piaget's work which is the temporal construction of necessary knowledge The main argument is that both normative and empirical issues are relevant to a minimally adequate account of the development of modal understanding This central argument embodies three main claims One claim is philosophical Although the concepts of knowledge and necessity are problematic there is sufficient agreement about their core elements due to the fundamental difference between truth value and modality Any account of human rationality has to respect this distinction The second claim is that this normative distinction is not always respected in psychological research on the origins of knowledge where emphasis is placed on the procedures and methods used to gain good empirical evidence An account of the initial acquisition of knowledge is not

thereby an account of its legitimation in the human mind The third claim relates to epistemology Intellectual development is a process in which available knowledge is used in the construction of better knowledge The monograph identifies features of a modal model of intellectual construction whereby some form of necessary knowledge is always used Intellectual development occurs as the reduction of modal errors through the differentiation and coordination of available forms of modal understanding Piaget's work continues to provide distinctive and intelligible answers to a substantive and outstanding problem

*Vygotsky's Sociohistorical Psychology and its Contemporary Applications* Carl Ratner, 2013-06-29 The social character of psychological phenomena has never been easy to comprehend Despite the fact that an intricate set of social relations forms our most intimate thoughts feelings and actions we believe that psychology originates inside our body in genes hormones the brain and free will Perhaps this asocial view stems from the alienated nature of most societies which makes individual activity appear to be estranged from social relations One might have thought that the emergence of scientific psychology would have disclosed the social character of activity had overlooked Unfortunately a century and a half of naive experience half of psychological science has failed to comprehend the elusive social character of psychological phenomena Psychological science has evidently been subjugated by the mystifying ideology of society This book aims to comprehend the social character of psychological functioning I argue that psychological functions are quintessentially social in nature and that this social character must be comprehended if psychological knowledge and practice are to advance The social nature of psychological phenomena consists in the fact that they are constructed by individuals in the process of social interaction they depend upon properties of social interaction one of their primary purposes is facilitating social interaction and they embody the specific character of historically bound social relations This viewpoint is known as sociohistorical psychology It was articulated most profoundly and comprehensively by the Russian psychologists Lev Vygotsky and Alexander Luria during the 1920s and 1930s

*Intersections With Attachment* Jacob L. Gewirtz, William M. Kurtines, Jacob L. Lamb, 2013-05-13 Attachment has long been a key area of social development Work on attachment processes has involved a variety of species as well as humans in diverse cultures and at various points in the life cycle This volume presents research devoted to the meaning and implications of the attachment concept including possible indices of attachment the role of learning whether or not attachment is best treated as continuous or discontinuous and considerations for viewing attachment as a trait across environmental settings or as a process with functions that operate differently in disparate settings Other psychological process concepts such as imprinting relationships and identification are also discussed Because the contributors are active researchers and theorists this volume may help establish trends and determine directions to shape literature on attachment for years to come

*Concept Development in the Secondary School* Peter Langford, 2016-03-10 Originally published in 1987 this book introduces the reader to work on the intellectual development of adolescents relevant to the secondary school teacher It covers the teaching of English history geography economics politics legal studies physics

chemistry biology and mathematics Although it emphasises the continuing importance of Piaget's thought the book aims to introduce readers to the non Piagetian research that had taken place in recent years



## Decoding **Jean Piaget Consensus And Controversy**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Jean Piaget Consensus And Controversy**," a mesmerizing literary creation penned with a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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