CHDV 242 – 9/7/10
World Views/Piaget

I. World views and Developmental theory:
    A. World views (metatheories):
- Mechanism
- Organicism
- Dialecticism
- Contextualism

    B. Discussion
Consider how these developmentally based world views might influence practice, e.g.,
- How might an elementary-school teacher teach if s/he had this perspective?
- How might a therapist work with a child who was having difficulty with peers?

II. Piaget
    A. Philosophy and biology meets child psychology:
- Children were a <u>means</u> to understand development of knowledge

    B. Foundations:
        1) Genetic Epistemology
        2) biological approach
        3) structuralism
        4) Stage approach
        5) Methodology/ clinical method
        6) Mechanisms of development:
- Equilibration
- Adaptation (Assimilation and Accommodation)
- Organization

III. Piaget's Stages
    A. Sensorimotor Stage
        1. Major accomplishments/limitations
        2. Substages:
- Reflexive schemes
- Primary circular reactions:
- Secondary circular reactions
- Coordination of secondary reactions
- Tertiary Circular reactions
- Mental representation

        3. Mental representation characterized by:
- **object permanence**
- **deferred imitation**
- **make-believe play** = pretend play

        4. Research evidence

B. Preoperational Stage
    1. Major accomplishments
    2. Limitations
        ▪ Egocentrism
        ▪ Lack of logical thought
        ▪ Appearance/reality
    3. Research

C. Concrete operations
    1. Accomplishments
        • Mental Operations
        • Conservation
        • Hierarchical Classification
    2. Limitations
    3. Research

D. Formal operations
    1. Accomplishments:
        • Hypothetico-deductive reasoning
        • Propositional thought
    2. Research

DISCUSSION
Evaluation of Piaget's theory (talk with your neighbor…)
    1. Strengths? Limitations?

    2. How does the lack of cross-cultural similarities in performance on Piagetian Tasks in various research studies weaken Piaget's theory?

    3. Why do you think Piaget has had such a pervasive influence, especially in education?

IV. Neo-Piagetian approaches
    A. Case
        1. stage-like progression based on changes in children's representations of events
        objects:
        2. mechanisms
        3. differences between Case and Piaget

    B. Fischer – Skill Theory
        1. Assumptions
        2. Differences between Fischer and Piaget
Discussion: How are these theories an improvement over Piaget? Do you see any usefulness in terms of practice? What sorts of research questions do these theories and methodologies suggest?

    C. Recent research
        1. Domain specific concepts
        2. Infant research
        3. Mechanisms of development
        4. Neuroscience