

## Cognitive Development Today Piaget And His Critics And

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 academics and 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.

This second edition of Piaget for Educators represents a happy balance of the theoretical & practical aspects of Piaget's theory.

Jean Piaget was one of the most significant contributors to our current understanding of how children think and learn, from birth through to adolescence. In this comprehensive and accessible new book, Ann Marie Halpenny and Jan Pettersen capture the key concepts and principles of Piaget's fascinating work on children's thinking, and explore how thinking evolves and develops from infancy through the early years and beyond. Areas covered in

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Introducing Piaget include: key milestones and achievements in children's thinking; understanding the physical world through senses and movement in infancy; supporting the emergence of symbolic thought and language in the early years; understanding object permanence; implications of egocentric thinking in early childhood learning and development. Throughout the book, the consequences of these developments for children's social, emotional and intellectual development are discussed. Updates on Piaget's theory are also outlined with reference to more recent work on cognitive development in childhood. Each chapter provides a concise summary of material presented through a consideration of the implications for practice in working with children. A glossary of key Piagetian terms is also included. With a particular focus on how Piaget's principles and concepts can be applied to children in early childhood, this exciting new book is an invaluable resource for teachers, practitioners and students with an interest in learning and development in the early years. A revised introduction to Piaget's thought incorporates research done by scholars of the "Genevan School" to discuss Piaget's theory of knowledge, the notion of identity, empirical and reflective abstraction, and the process of equilibration

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 a topic in more detail than any large

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text-book can, allowing teacher and student to select material exactly to suit any particular course or project. Especially written for those students new to higher-level study, whether at school. College or university, the books include the following designed features to help with technique: practise essays with specialist commentary to show how to achieve a higher grade chapter summaries and summaries of key research glossary and further reading progress and review exercises. Series editors: Cara Flanagan is a Reviser for AS and A2 level Psychology and an experienced teacher and examiner. Philip Banyard is Associate Senior Lecturer in Psychology at Nottingham Trent University and a Chief Examiner for AS and A2 level Psychology.

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.

Published in the year 1983, *The Relationship Between Social and Cognitive Development* is a valuable contribution to the field of Developmental Psychology.

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

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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.

Cognitive Development Today Piaget and His Critics SAGE

Cognitive Development and Cognitive Neuroscience: The Learning Brain is a thoroughly revised edition of the bestselling Cognitive Development. The new edition of this full-colour textbook has been updated with the latest research in cognitive neuroscience, going beyond Piaget and traditional theories to demonstrate how emerging data from the brain sciences require a new

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theoretical framework for teaching cognitive development, based on learning. Building on the framework for teaching cognitive development presented in the first edition, Goswami shows how different cognitive domains such as language, causal reasoning and theory of mind may emerge from automatic neural perceptual processes. Cognitive Neuroscience and Cognitive Development integrates principles and data from cognitive science, neuroscience, computer modelling and studies of non-human animals into a model that transforms the study of cognitive development to produce both a key introductory text and a book which encourages the reader to move beyond the superficial and gain a deeper understanding of the subject matter. Cognitive Development and Cognitive Neuroscience is essential for students of developmental and cognitive psychology, education, language and the learning sciences. It will also be of interest to anyone training to work with children.

This second edition of *The Child as Thinker* has been thoroughly revised and updated to provide an informed and accessible overview of the varied and extensive literature on children's cognition. Both theory and research data are critically examined and educational implications are discussed. After a brief discussion of the nature and subject of cognition, Sara Meadows reviews children's thinking in detail. She discusses the ways children remember and

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organise information in general, the acquisition of skills such as reading, writing and arithmetic, and the development of more complex reasoning as children grow to maturity. As well as studies that typically describe a generalised child, the book also reviews some of the main areas relevant to individual differences in normal cognitive development, and critically examines three major models of cognitive development. In outlining the work of Piaget, information-processing accounts and neo-Vygotskian theories, she also evaluates their different explanations of cognitive development and their implications for education. Finally, the book examines biological and social factors that may be involved in normal and suboptimal cognitive development. Sara Meadows provides an important review of the crucial issues involved in understanding cognitive development and of the new data and models that have emerged in the last few years. This book brings together areas and approaches that have hitherto been independent, and examines their strengths and weaknesses. *The Child as Thinker* is essential reading for all students of cognitive development. *Development of Adult Thinking* is a timely synthesis and evaluation of the current knowledge and emerging issues relating to adult cognitive development and learning. Focusing on psychological and educational cutting-edge research as well as giving an overview of the key theorists such as Piaget and Kohlberg,

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Kallio and the team of expert contributors offer a holistic view on the development of adult thinking, representing perspectives from developmental, moral, and social psychology, as well as education and philosophy. These topics are divided into three sections: Adult cognitive and moral development, Perspectives of adult learning, and Open questions and new approaches, offering introduction, analysis, and directions for future research. This text is essential reading for students and researchers in developmental psychology and related courses as well as adult educators and teachers working in adult education.

This text 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 detailed in various chapters.

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.

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company.

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 naïve 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

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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.

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This definitive volume is the result of collaboration by top scholars in the field of children's cognition. New edition offers an up-to-date overview of all the major areas of importance in the field, and includes new data from cognitive neuroscience and new chapters on social cognitive development and language. Provides state-of-the-art summaries of current research by international specialists in different areas of cognitive development. Spans aspects of cognitive development from infancy to the onset of adolescence. Includes chapters on symbolic reasoning, pretend play, spatial development, abnormal cognitive development and current theoretical perspectives.

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

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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.

This best-selling introduction to Jean Piaget's theory shows readers how children construct and acquire knowledge related to current constructivist approaches. This text is well-regarded as a work that preserves the historically important research done by Jean Piaget. The Classics Edition retains all of the content of the previous edition and contains updates in critical areas by Barry Wadsworth and a foreword by William Gray, Dean of the School of Education, University of Toledo.

A Students' Guide to Piaget is a students' guide to the work of Jean Piaget, one of the most influential thinkers in contemporary psychology. It discusses Piaget's multifarious epistemological interests, his developmental psychology, and his solutions to the problems of mathematical epistemology. Piaget's contributions to education, as well as his early work on children's language and cognitive development, are also examined. This book is comprised of 10 chapters and begins with an overview of the major problem that confronts students when they

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first encounter Piaget's work: why he has done it. Piaget's attempt to answer some very important questions in the branch of philosophy called epistemology is also considered. The next chapter introduces the reader to the basic concepts of Piaget's psychology and his concern with the development of intelligence. The discussion then turns to his views about the sensorimotor phase, pre-operational thinking, and operational thinking in children. A brief summary of developmental periods in Piaget's psychology is presented, and his solutions to the problems of mathematical epistemology are outlined. The remaining chapters focus on Piaget's preoccupation with genetic epistemology, his contributions to education, and his work on children's language and cognitive development. The final chapter analyzes some of the objections that have been raised or may be raised to Piaget's work. This monograph will be a useful resource for psychology students.

This book is the outcome of a long and passionate debate among world experts about two of the most pivotal figures of psychology: Jean Piaget and Lev Vygotsky. The occasion was a week-long advanced course held at the Jean Piaget Archives in Geneva. The most interesting outcome of the meeting is that, in spite of differences in aims and scopes (epistemogenesis versus psychogenesis), in units of analysis (events versus action) and in social contents

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(Swiss capitalism versus Soviet communism) both Piaget and Vygotsky reached a similar conclusion: knowledge is constructed within a specific material and social context. Moreover, their views complement each other perfectly: where Vygotsky insists on varieties of psychological experiences, Piaget shows how, out of diversity, grows universality, so much so that the most communist of the two is not necessarily the one who was so labelled. This book is not only of interest to developmental, social and learning psychologists, but also deals with issues pertinent to education, epistemology, language, thought and cognition, anthropology and philosophy. It is likely to shed some light on the state of affairs in psychology for the general reader too, because it is clear and precise, straightforward and uses virtually no jargon.

Language, Literacy, and Cognitive Development addresses the impact of language and literacy on cognitive development. Top researchers examine the cognitive significance of the growth in children's ability to express themselves symbolically, whether that involves communicating linguistically, mathematically, logically, or through some other symbol system expressed in speech, gesture, notations, or some other means. The book contributes to refining and answering questions regarding the nature, origin, and development of symbolic communication in all its forms, and their consequences for the cognitive

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development of the younger child at home and the older child at school. *Child Development: Theories and Critical Perspectives* provides an engaging and perceptive overview of both well-established and recent theories in child and adolescent psychology. This unique summary of traditional scientific perspectives alongside critical post-modern thinking will provide readers with a sense of the historical development of different schools of thought. The authors also place theories of child development in philosophical and cultural contexts, explore links between them, and consider the implications of theory for practice in the light of the latest thinking and developments in implementation and translational science. Early chapters cover mainstream theories such as those of Piaget, Skinner, Freud, Maccoby and Vygotsky, whilst later chapters present interesting lesser-known theorists such as Sergei Rubinstein, and more recent influential theorists such as Esther Thelen. The book also addresses lifespan perspectives and systems theory, and describes the latest thinking in areas ranging from evolutionary theory and epigenetics, to feminism, the voice of the child and Indigenous theories. The new edition of *Child Development* has been extensively revised to include considerable recent advances in the field. As with the previous edition, the book has been written with the student in mind, and includes a number of useful pedagogical features including further reading, discussion

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questions, activities, and websites of interest. *Child Development: Theories and Critical Perspectives* will be essential reading for students on advanced courses in developmental psychology, education, social work and social policy, and the lucid style will also make it accessible to readers with little or no background in psychology.

Piaget's influence on psychology has been profound. His pathbreaking investigations and theories of cognitive development have set child psychology moving in entirely new directions. His bold speculations have provided the inspiration for the work of others. His studies have been the subject of many books and countless articles. And, significantly, his influence has spread to other disciplines and is having an ever-growing impact on the general culture at large. Here Jean Piaget, with the assistance of his long-time collaborator Bärbel Inhelder, offers a definitive presentation of the developmental psychology he has elaborated over the last forty years. This comprehensive synthesis traces each stage of the child's cognitive development, over the entire period of childhood, from infancy to adolescence.

The Classic Edition of Dolph Kohnstamm's *Jean Piaget, Children and the Class-Inclusion Problem*, first published in 1967, includes a new introduction by the author, describing for readers the original context for his work, how the field has

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moved forward and the ongoing relevance of this volume. This enduring text offers a critical study of a cornerstone of Piaget's theory that a child's ability to solve problems of class-inclusion marks the beginning of the period of concrete (logical) operations at about 7 or 8 years of age. Kohnstamm's experiments show, however, that, with a teaching method that provokes children's authentic logical thinking processes, most children of 5 can already learn to solve a variety of class-inclusion problems, up to a level where they can even invent similar but new problems themselves. These results question the basic assumption of Piaget's theory that logical operations can only develop in firmly connected groupings of operations. Kohnstamm 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. This insightful volume questions the real existence in brain functioning of Piaget's families of logical operations. No experimental proof of such families has ever been demonstrated, and thus is solely an assumption in Piaget's theory. This challenge to Piaget's theory is an invaluable resource for students and scholars of cognitive, developmental and educational psychology.

Children's play is a universal human activity, and one that serves a significant purpose in personal development. Throughout this volume, which is an extension

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of the 33rd Annual Meeting of the Jean Piaget Society, the editors and contributors explore assumptions about play and its status as a unique and universal activity in humans. As a whole, *Play and Development* delves into three lines of research concerning this topic: examining these assumptions from an ethological perspective, exploring the view of research that shows play to be socially and culturally constructed, and looking at varied applications of play in the different contexts of childhood. Topics covered in this volume include: evolutionary foundations and functions of play children's play as cultural interpretation the use of imagination in children's play the imaginary companions created by children and adults This volume will be of interest to scholars and researchers in the fields of developmental psychology and cognitive development, and will be sought out by active researchers and practitioners in the field.

*Understanding Cognitive Development* provides a fresh, evidence-based research perspective on the story of children's cognitive development in the first ten years of human life. Starting with a brief survey of the key theoretical positions that have come to define developmental psychology, the textbook then focuses on the different cognitive abilities as they emerge throughout early development. Uniquely, it examines these in terms of their interdependence; that

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is how skills such as perception, memory, language and reasoning relate to one another. This holistic treatment allows students to see the many important intersections in this critical phase of human life development. This textbook employs a novel design that will be of immense help to both students and instructors and is intended to be read at two levels: at the first level, it provides a fully referenced explanatory account of experimental research on cognitive development with complete attention to the needs of students who have never been exposed to experimental methodology nor studies in cognitive development before. At the second level, and mapped directly onto numbered sub-sections within the text, the author uses illustrative panels designed along the lines of PowerPoint presentations to summarise studies and key findings, employing lots of pictorial material together with bullet-points to give vividness and texture to the material covered. These panels are replicated on the accompanying companion website in PowerPoint for lecturers and students to make further use of in teaching and revision. Revision points are provided at the end of every chapter. Rich in academic coverage, including a widespread database of the most important empirical research in the field, this textbook will be essential reading for students of cognitive development and developmental psychology across psychology and education.

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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.

For the first time, a report focuses specifically on middle childhood--a discrete, pivotal period of development. In this review of research, experts examine the physical health and cognitive development of 6- to 12-year-old children as well as their surroundings: school and home environment, ecocultural setting, and family and peer relationships.

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

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know about learning and motivation, development, and measurement and statistics to educational settings (both school- and community-based).

Originally published in 1987, the contributors bring their different orientations to the study of child development and genetic epistemology to show the continuing value of Piaget's theory and its fruitfulness in providing insights which permit the advancement of science. This volume contains the proceedings of the VIIth Advanced Course of the "Fondation Archives Jean Piaget", held at the University of Geneva in 1985. The lectures and discussions included in this volume will help the reader to understand Piaget in the context of twentieth-century science and philosophy and to consider the present and future of the theory, as it was seen at the time of original publication.

Psychology of education has long held a place in the curriculum for training teachers but what implications can psychological theory legitimately have for educational practice? In this book the author makes a direct attack on the current role of psychology in education, showing important differences between psychologists' and educators' interests in topics such as learning, motivation and development, and questioning the validity of many of Piaget's most fundamental ideas. He compares two developmental theories that superficially have much in common – Plato's and Piaget's – and focuses on their implications for learning in

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the classroom. He shows why Plato's theory (whether or not we agree with it) serves as a model of a useful educational theory and why Piaget's theory has no implications for education. He reaches the conclusion that psychological theories and research based on them are irrelevant to educational practice.

Jean Piaget is widely acknowledged as one of the most important scholars of the twentieth century. His passionate philosophical search for an understanding of the nature of knowledge led him to make major contributions to the study of child development and epistemology. But how did his early life in Neuchâtel inspire him to embark on this search? Taking a socio-historical and cultural perspective, this book outlines the development of Piaget's understanding of major issues regarding mind, faith, science, logic, peace, and social rights in a time of anxiety and world wars. The international and multidisciplinary contributors investigate Piaget the adolescent as he begins his quest for autonomy of reason and sets out to create his own explanatory system for cognitive growth. The latter part of the book goes on to consider the early reception of Piaget's work in different cultural contexts and his impact on issues of psychology and educational reform. Piaget's theoretical system can be seen as an expression of the values he developed during his childhood and adolescence as he searched for the conditions of reciprocal relationships and rational dialogues. Jean Piaget and Neuchâtel demonstrates that in today's climate, the questions Piaget addressed remain very relevant and invite new enquiries from different standpoints.

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This book will therefore be of interest to psychologists, educators, and philosophers. This book is published with the support of Pro Helvetia, Swiss Arts Council. Written in Kathleen M. Galotti's signature engaging style, this text is a dynamic examination of cognitive development from infancy through adolescence. Updated and reorganized throughout, the Second Edition of Cognitive Development weaves together a variety of theoretical perspectives while considering issues of research methodology. Introductory chapters cover theoretical and developmental frameworks and are followed by chronologically arranged chapters, giving undergraduate and graduate students an understanding of the "whole" child in an accessible, intuitive framework. 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. This definitive volume provides state-of-the-art summaries of current research by leading specialists in different areas of cognitive development. Forms part of a series of

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four Blackwell Handbooks in Developmental Psychology spanning infancy to adulthood. Covers all the major topics in research and theory about childhood cognitive development. Synthesizes the latest research findings in an accessible manner. Includes chapters on abnormal cognitive development and theoretical perspectives, as well as basic research topics. Now available in full text online via xreferplus, the award-winning reference library on the web from xrefer. For more information, visit [www.xreferplus.com](http://www.xreferplus.com)

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

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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.

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