

NECESSARY KNOWLEDGE

Piagetian Perspectives on Constructivism

Leslie Smith

PSYCHOLOGY LIBRARY EDITIONS:
CHILD DEVELOPMENT



Necessary Knowledge Piagetian Perspectives On Constructivism

Leslie Smith



Necessary Knowledge Piagetian Perspectives On Constructivism:

Necessary Knowledge Leslie Smith, 1993 The main conclusion drawn in this text is that Piaget's accounts of the construction of necessary knowledge continue to have an intelligible and respectable bases **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 *The Development of Thinking and Reasoning* Pierre Barrouillet, Caroline Gauffroy, 2013-06-26 Thinking and reasoning are key activities for human beings In this book a distinguished set of contributors provides a wide readership with up to date scientific advances in the developmental psychology of thinking and reasoning both at the theoretical and empirical levels The first part of the book illustrates how modern approaches to the study of thinking and reasoning have gone beyond the Piagetian legacy through the investigation of avenues previously not explored and by demonstrating that young children have higher capacities than was assumed within the Piagetian tradition The second part focuses upon theoretical and empirical investigations of the interplay between logic and intuition in reasoning and decision making and how these forms of thinking evolve with age through the general framework of what is known as dual process theories Contrary to Piaget's claim it becomes apparent that elaborate adult reasoning could rely on some form of intuition The *Development of Thinking and Reasoning* provides psychologists educators and everyone interested in child development with an integrated and up to date series of chapters written by prominent specialists in the areas of thinking reasoning and decision making Representing Development David Marco Carre, Jaan Valsiner, Stefan Hampl, 2016-07-15 *Representing Development* presents the different social representations that have formed the idea of development in Western thinking over the past three centuries Offering an acute perspective on the current state of developmental science and providing constructive insights into future pathways the book draws together twelve

contributors with a variety of multidisciplinary and international perspectives to focus upon development in fields including biology psychology and sociology Chapters and commentaries in this volume present a variety of perspectives surrounding social representation and development addressing their contemporary enactments and reflecting on future theoretical and empirical directions The first section of the book provides an historical account of early representations of development that having come from life science has shaped the way in which developmental science has approached development Section two focuses upon the contemporary issues of developmental psychology neuroscience and developmental science at large The final section offers a series of commentaries pointing to the questions opened by the previous chapters looking to outline the future lines of developmental thinking This book will be of particular interest to child psychologists educational psychologists and sociologists or historians of science as well as academics and students interested in developmental and life sciences

The Role of the University in the Preparation of Teachers the late Robert Roth,2005-08-04 This work addresses a subject of common interest in western countries that of the apparently diminishing role of universities in the education of teachers

EdPsych Modules Cheryl Cisero Durwin,Marla Reese-Weber,2016-12-01 Now with SAGE Publications Cheryl Cisero Durwin and Marla Reese Weber s EdPsych Modules uses an innovative implementation of case studies and a modular format to address the challenge of effectively connecting theory and research to practice Each module is a succinct stand alone topic that represents every subject found in traditional chapter texts and can be used in any order for maximum flexibility in organizing your course Each of the book s eight units of modules begins with a set of four case studies early childhood elementary middle school and secondary and ends with Assess and Reflect and Evaluate questions and activities to encourage comprehension and application of the research and theories presented The case approach and the extensive pedagogy that support it allows students to constantly see the applications of the theories and research that they are studying in the text

Working with Piaget Anastasia Tryphon,Jacques Voneche,2013-05-13 For fifty years B rbel 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 *Engaging Students in Socially Constructed Qualitative Research Pedagogies* ,2022-05-20 This volume is an innovative practical contribution to the developing field of qualitative research pedagogy It is also applicable more broadly to the active teaching in higher education Based upon constructionist tenets this book contains three parts that offer strategies and approaches to actively engage students in qualitative inquiry Chapter authors with roots in six countries United States Lithuania Canada Israel China and Russia offer practical and creative strategies and theoretical foundations for engaging students in active learning of research The book will be of interest for instructors who wish to enhance their pedagogy and creativity in teaching and for students who will appreciate the inclusion of students assignments and authentic scenarios through which instructors support students in student learning and doing of qualitative research Sociocultural Research on Mathematics Education Bill Atweh,Helen Forgasz,Ben Nebres,2013-03-07 This volume the first to bring together research on sociocultural aspects of mathematics education presents contemporary and international perspectives on social justice and equity issues that impact mathematics education In particular it highlights the importance of three interacting and powerful factors gender social and cultural dimensions Sociocultural Research on Mathematics Education An International Perspective is distinguished in several ways It is research based Chapters report on significant research projects present a comprehensive and critical summary of the research findings and offer a critical discussion of research methods and theoretical perspectives undertaken in the area It is future oriented presenting recommendations for practice and policy and identifying areas for further research It deals with all aspects of formal and informal mathematics education and applications and all levels of formal schooling As the context of mathematics education rapidly changes with an increased demand for mathematically literate citizenship an increased awareness of issues of equity inclusivity and accountability and increased efforts for globalization of curriculum development and research questions are being raised more than ever before about the problems of teaching and learning mathematics from a non cognitive science perspective This book contributes significantly to addressing such issues and answering such questions It is especially relevant for researchers graduate students and policymakers in the field of mathematics education *Epistemic Cognition and Development* David Moshman,2014-12-05 Epistemic cognition the philosophical core of metacognition concerns people s knowledge about the justification and truth of beliefs Multiple literatures in psychology and education address aspects of epistemic cognition In the absence of a coherent conceptual framework however these literatures mostly fail to communicate with each other and often connect only loosely to genuine epistemology This complicates any effort to achieve a systematic theoretical understanding of epistemic cognition and its development Deanna Kuhn writes in her foreword Moshman is not the first to take on this challenge but he fulfills it elegantly and I think the most comprehensively and astutely After reviewing the basics of philosophical epistemology and cognitive psychology Epistemic Cognition and Development provides a compelling account of developmental change across childhood and beyond in knowledge about knowledge especially with

regard to fundamental conceptions of objectivity subjectivity rationality justification and truth This is followed by detailed consideration of domain specific epistemologies of science logic morality social convention history and identity including associated forms of reasoning The final section provides theoretical conclusions educational and social applications and suggestions for further research

Critical Readings on Piaget Leslie Smith,2002-09-26 First published in 1996

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The Role of the University in the Preparation of

Teachers Robert A. Roth,1999 This work addresses a subject of common interest in western countries that of the apparently diminishing role of universities in the education of teachers

Studies in Reflecting Abstraction Jean Piaget,2014-04-04 This translation of the French Recherches sur l'abstraction réfléchissante 1977 made available in English Piaget's only treatise on reflecting abstraction a process he came to attribute considerable importance to in his later thinking and which he believed to be responsible for many of the advances that take place in human development especially our understanding of

mathematics Rich with empirical research on reflecting abstraction at work in the thinking of 4 to 12 year olds the studies in this volume examine its role in many contexts of cognitive development such as reasoning about mathematics forming analogies putting objects in order by size and comparing the resulting series and navigating through a wire maze His theoretical discussions explore the relationships between reflecting abstraction and other central processes in his later theory such as generalization becoming conscious and equilibration as the differentiation of possibilities and their integration into necessities These discussions indicate which aspects of his later theorizing were settled and which require further thought and investigation *Studies in Reflecting Abstraction* will be of interest to developmental and cognitive psychologists educationalists philosophers and anyone who seeks to understand human knowledge and its development

Meta-cognition

Michael F. Shaughnessy,Marcel Veenman,Cynthia Kleyn Kennedy,2008 Over the past two decades the word metacognition has become a regularly used part of our language and vocabulary in both psychology and education Many research articles have been written about it the conceptualisation of this construct has expanded and conferences abound with investigations and empirical research into various facets of this domain This book provides some of the most recent research by scholars from various parts of the world It includes differing perspectives some empirical some theory driven and some application papers The book focuses on metacognition and its relevance to gifted and highly able students Many of the papers focus directly and specifically on this others are more tangential in nature

Reality By Design Joseph Petraglia,1998-02-01 In the first paragraphs of this volume the author identifies an authenticity paradox that the purported real worldness of a learning environment technique or task is so rhetorically potent that educators frequently call attention to it in pedagogical conversations to legitimize their undertakings while at the same time terms such as real world and authentic do not require and even resist precise delineation Using the language of authenticity as a keyhole through which to view contemporary educational theory Petraglia draws on theories of cognition education and knowledge to articulate the interdisciplinarity of

constructivism and to expose the unsettling combination of constructivism's social scientific and epistemological commitments. He argues that a full-bodied embrace of constructivist theory requires that educators forgo knowledge as we know it and recommends a rhetorical approach to constructivist instruction that recognizes the cultural, social, and behavioral practices which play an enormous role in defining learners' real worlds. Applying this critique to the field of educational technology, the author does not merely lament constructivist theory's current shortcomings but offers a means by which these shortcomings can be engaged and perhaps overcome.

On Holy Ground: The Theory and Practice of Religious Education Liam Gearon, 2013-07-18 Religion has had notable and renewed prominence in contemporary public and political life. Religious questions have also been freshly examined in philosophy and theology, the natural sciences, the social sciences, psychology, phenomenology, politics, and the arts. These fields reflect complex, multi-disciplinary understandings of religion, some hostile, some accommodating. For religious education, this has all contributed to its own international renaissance. Religious education, in ensuring it is contemporary, shares with these fields the same criticality, the same distance between the study of religion and the religious life. Yet what are the grounds of this modern religious education? Through a systematic historical and contemporary cross-disciplinary analysis, answering this question is the ambitious task of the book. Chapters include philosophy, theology, and religious education; the natural sciences and religious education; the social sciences and religious education; psychology, spirituality, and religious education; phenomenology and religious education; the politics of religious education; the aesthetics of religious education. The central problem of all modern religious education remains this: what are the grounds of religious education when religious education is no longer grounded in the religious life, in the life of the holy? Although this primarily appears to be an epistemological problem, it soon becomes a moral and existential one. The book will be of key interest to teachers, theorists, and researchers working in religious education.

Reductionism and the Development of Knowledge Terrance Brown, Leslie Smith, 2003-01-30 The papers collected in this volume are all derived from the 29th Annual Symposium of JPS. The intent of the volume is to examine the issue of reductionism on the theoretical level in several sciences, including biology, psychology, sociology.

Adolescent Psychological Development David Moshman, 2005 The huge and fractured literature on adolescence challenges both students and scholars. For students, there is too much to learn and too little coherence across topics to enable deeper understanding. For scholars, there are few integrative visions to connect minitheories, research programs, and practical concerns. In the first edition of this advanced text, Moshman provided a constructivist synthesis of the literatures of cognitive, moral, and identity development from the classic universalist theories of Piaget, Kohlberg, and Erikson through the more pluralist research and theorizing of the late 20th century. Without assuming any prior knowledge of psychology, he introduced and coordinated basic concepts to enable students to wrestle with the questions of concern to experts and help experts see those concerns from a larger perspective. In this thoroughly updated second edition, Moshman develops his conceptualization of advanced psychological development in adolescence and early

adulthood and proposes in a new chapter a conception of rational moral identity as a developmental ideal Unlike the prototypical changes of early childhood advanced psychological development cannot be understood as progress through universal stages to a universally achieved state of maturity Progress is possible however through rational processes of reflection coordination and social interaction

Adolescent Rationality and Development David Moshman, 2004-12-13

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The Understanding of Causation and the Production of Action Peter Anthony White, 2018-10-24

This text is an attempt to trace out a line of development in the understanding of how things happen from origins in infancy to mature forms in adulthood There are two distinct but related ways in which people understand things as happening denoted by the terms causation and action This book is concerned with both The central claim and organizing principle of the book is that by the end of the second year of life children have differentiated two core theories of how things happen These theories deal with causation and action The two theories have a common point of origin in the infant's experience of producing actions but thereafter diverge both in content and in realm of application Once established the core theories of causation and action never change but form a permanent metaphysical underpinning on which subsequent developments in the understanding of how things happen are erected The story of development is therefore largely the story of how further concepts become attached to integrated with the core theories Although the developmental and adult literatures on causal understanding appear at first glance to have little in common in fact this appearance is illusory and the idea of two theories helps to bring the two literatures in contact with each other The book begins with a survey of the main philosophical ideas about causation and action Following this the possible origins of understanding in infancy are reviewed and separate chapters then deal with the development of understanding of action and causation through childhood This is then linked to the adult understanding of action and causation and the literature on adult

causal attribution and causal judgement is reviewed from this perspective

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