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The Origin of the idea of chance in children

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Origin Of The Idea Of Chance In Children

Jean Piaget



Origin Of The Idea Of Chance In Children:

The Origin of the Idea of Chance in Children (Psychology Revivals) Jean Piaget, Barbel Inhelder, 2014-08-01

Although originally published in France in 1951 this English translation was not published until 1975 The book supplements the authors previous publications on the development of thought in the child and is the result of two preoccupations how thought that is in the process of formation acts to assimilate those aspects of experience that cannot be assimilated deductively for example the randomly mixed and the necessity of discovering how the mental processes work in the totality of spontaneous and experimental searchings that make up what is called the problem of induction Induction is a sifting of our experiences to determine what depends on regularity what on law and what on chance The authors examine the formation of the physical aspects of the notion of chance they study groups of random subjects and of special subjects and they analyse the development of combining operations which contributes to determining the relationship between chance probability and the operating mechanisms of the mind

The Origin of the Idea of Chance in Children Jean Piaget, Bärbel Inhelder, 1975-01-01 Originally published in France 1951 by Presses Universitaires de France as La genese de l idee de hasard chez l enfant

The origin of the idea of chance in children: a replication study C M. Lloyd, 1977

Architectures of Chance Yeoryia Manolopoulou, 2017-03-02 Architectural discourse and practice are dominated by a false dichotomy between design and chance and governed by the belief that the architect's role is to defend against the indeterminate In Architectures of Chance Yeoryia Manolopoulou challenges this position arguing for the need to develop a more creative understanding of chance as aesthetic experience and critical method and as a design practice in its own right Examining the role of experimental chance across film psychoanalysis philosophy fine art and performance this is the first book to comprehensively discuss the idea of chance in architecture and bring a rich array of innovative practices of chance to the attention of architects Wide ranging and through a symbiotic interplay of drawing and text Architectures of Chance makes illuminating reading for those interested in the process and experience of design and the poetics and ethics of chance and space in the overlapping fields of architecture and the aleatoric arts

Constructive Evolution Michael Chapman, 1988-06-24 This book represents an attempt to understand the evolution of Jean Piaget's basic ideas in the context of his own intellectual development Piaget sought to elucidate human knowledge by studying its origins and development In this book Michael Chapman applies the same method to Piaget's own thinking Dr Chapman shows that some of the Swiss psychologist's essential ideas originated in adolescent philosophical speculations about the relation between science and value These same ideas were then developed step by step in Piaget's investigations of children's cognitive development Dr Chapman claims that Piaget's use of developmental psychology as a means for addressing questions about the evolution of knowledge has been misunderstood by psychologists approaching his work exclusively from the perspectives of their own discipline Reconstructing Piaget's intellectual biography makes possible a better understanding of the questions he originally

posed and the answers he subsequently provided Dr Chapman concludes with an assessment of Piaget's relevance for contemporary psychology and philosophy and suggests ways in which Piagetian theory might be further developed

The Origin of the Idea of Chance in Children Jean Piaget, 1975 Originally published in France 1951 by Presses Universitaires de France as *La genese de l idee de hasard chez l enfnt*

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

Piaget Or the Advance of Knowledge Jacques Montangero, Danielle Maurice-Naville, 2013-06-17 This unusual volume presents an overview of Jean Piaget's work in psychology from his earliest writings to posthumous publications It also contains a glossary of the essential explanatory concepts found in this work The focus is on Piaget's psychological studies and on the underlying epistemological theses The book may be consulted in various ways depending on whether one is looking for an introduction to Piaget's theory details about a particular concept a survey of his body of work or a historical perspective Readers who are relatively unfamiliar with Piaget's ideas and seek access to them through this book will not necessarily proceed in the same way as those who are acquainted with Piaget's work and wish to refresh synthesize or complete their knowledge The volume is divided into two major sections with several subdivisions as follows The Chronological Overview presents Piaget's early ideas and the most important sources of his inspiration and reviews his research work dividing it into four main periods plus a transitional one The Glossary covers a number of explanatory concepts which are essential to Piaget's theory

Philosophy, Psychiatry and Neuroscience Edward M. Hundert, 1989 This book proposes a new unified view of the mind which integrates the insights of philosophers psychologists and neuroscientists Through a detailed discussion of major theories from all these and related disciplines the author gradually reveals fundamental links between these previously unconnected approaches to human thought and experience The author has studied medicine philosophy mathematics and history and is currently a practising psychiatrist and a teacher at the Harvard Medical School He discusses diverse fields of thought with depth and

clarity and his unique perspective should stimulate a re evaluation of our traditional approaches to the mind

Children's Logical and Mathematical Cognition C.J. Brainerd, 2012-12-06 For some time now the study of cognitive development has been far and away the most active discipline within developmental psychology Although there would be much disagreement as to the exact proportion of papers published in developmental journals that could be considered cognitive 50% seems like a conservative estimate Hence a series of scholarly books to be devoted to work in cognitive development is especially appropriate at this time The Springer Series in Cognitive Development contains two basic types of books namely edited collections of original chapters by several authors and original volumes written by one author or a small group of authors The flagship for the Springer Series will be a serial publication of the advances type carrying the subtitle Progress in Cognitive Development Research Each volume in the Progress sequence will be strongly thematic in that it will be limited to some well defined domain of cognitive developmental research e g logical and mathematical development semantic development All Progress volumes will be edited collections Editors of such collections upon consultation with the Series Editor may elect to have their books published either as contributions to the Progress sequence or as separate volumes All books written by one author or a small group of authors will be published as separate volumes within the series A fairly broad definition of cognitive development is being used in the selection of books for this series

Statistics in Early Childhood and Primary Education Aisling Leavy, Maria Meletiou-Mavrotheris, Efi Paparistodemou, 2018-07-23 This compilation focuses on the theory and conceptualisation of statistics and probability in the early years and the development of young children's ages 3-10 understanding of data and chance It provides a comprehensive overview of cutting edge international research on the development of young learners reasoning about data and chance in formal informal and non formal educational contexts The authors share insights into young children's statistical and probabilistic reasoning and provide early childhood educators and researchers with a wealth of illustrative examples suggestions and practical strategies on how to address the challenges arising from the introduction of statistical and probabilistic concepts in pre school and school curricula This collection will inform practices in research and teaching by providing a detailed account of current best practices challenges and issues and of future trends and directions in early statistical and probabilistic learning worldwide Further it will contribute to future research and theory building by addressing theoretical epistemological and methodological considerations regarding the design of probability and statistics learning environments for young children

How Children Learn Mathematics Richard W. Copeland, 1979

Do Our Children Have a Chance? José R. Molinas Vega, Ricardo Paes de Barros, Jaime Saavedra Chanduvi, Marcelo Giugale, Louise J. Cord, Carola Pessino, Amer Hasan, 2011-11-16 This volume reports on the status and evolution of human opportunity in Latin America and the Caribbean by tracking equity in access to key services using newly available data

Single by Chance, Mothers by Choice Rosanna Hertz, 2006-10 A unique window on the future of the family this book offers a gold mine of insight and reassurance for any woman contemplating having children outside of

marriage Children and the Good Life Sabine Andresen,Isabell Diehm,Uwe Sander,Holger Ziegler,2010-09-21 In April 2009 an inspiring international conference was held at Bielefeld on the topic Children and the Good Life New Challenges for Research on Children The focus was on how we can define and measure a good life for children growing up in the modern world This tied in with discussions on how convincing universalistic theories are what research on children can contribute and how children themselves can be integrated into the research process and debates on the good life Discourses and the production of knowledge on the good life or well being require a guiding idea or a theoretical frame This frame can come from the feminist ethic of care or from the Human and Children s Rights Convention from the idea of welfare or from the Capability Approach **Children's Source Monitoring** Kim P. Roberts,Mark Blades,2000-06 Papers on how children evaluate sources of information in order to build up a knowledge base **Aristotle's Concept of Chance** John Dudley,2012-02-23 This landmark book is the first to provide a comprehensive account of Aristotle s concept of chance Chance is invoked by many to explain order in the universe the origins of life even human freedom and happiness An understanding of Aristotle s concept of chance is indispensable for an appreciation of his views on nature and ethics views which have had a tremendous influence on the development of Western philosophy Author John Dudley analyzes Aristotle s account of chance in the Physics the Metaphysics in his biological and ethical treatises and in a number of his other works as well Important complementary considerations such as Aristotle s criticism of Presocratic philosophers particularly Empedocles and Democritus Plato s concept of chance the chronology of Aristotle s works and the relevance of Aristotle s work to evolution and quantum theory are also covered in depth This is an essential book for scholars and students of Western philosophy *Origins: A Sustainable Concept in Education* Fred Dervin,Hanna Ragnarsdóttir,2015-01-19 Although we live in an era of multiple identities and belongings origins still seem to matter For most people origins are obvious and transparent We all come from somewhere Yet talking about one s origins can be highly sensitive and problematic depending on our roles emotions interlocutors and contexts This volume problematizes the relativity instability and politics of the concept in the field of education The authors examine how origins are played upon in many and varied educational contexts and propose alternative ways of dealing with see reinventing origins This volume is original in several senses It is one of the first books to deal directly and honestly with the thorny concept of origins in education Balancing arguments for and against the advantages and drawbacks of origins the volume will appeal to confirmed and novice researchers practitioners and decision makers who struggle with these elements The volume is not a recipe book to be followed as such It offers fresh and sincere perspectives to current discussions on multiculturalism intersectionality and social justice in education around the world by tackling a somewhat taboo subject **The Chance of a Delaware Child** Mrs. Ina J. N. Perkins,1920 *Children's Folklore* Brian Sutton-Smith,Jay Mechling,Thomas W. Johnson,Felicia McMahon,2012-10-12 A groundbreaking collection of essays on a hitherto underexplored subject that challenges the existing stereotypical views of the trivial and

innocent nature of children's culture this work reveals for the first time the artistic and complex interactions among children Based on research of scholars from such diverse fields as American studies anthropology education folklore psychology and sociology this volume represents a radical new attempt to redefine and reinterpret the expressive behaviors of children The book is divided into four major sections history methodology genres and setting with a concluding chapter on theory Each section is introduced by an overview by Brian Sutton Smith The accompanying bibliography lists historical references through the present representing works by scholars for over 100 years

The book delves into Origin Of The Idea Of Chance In Children. Origin Of The Idea Of Chance In Children is an essential topic that needs to be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Origin Of The Idea Of Chance In Children, encompassing both the fundamentals and more intricate discussions.

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- The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Origin Of The Idea Of Chance In Children.

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