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Piaget for Beginners by Adriana Serulnikov

Jean Piaget was a Swiss psychologist and is perhaps one of the most commonly used theorists in relation to child development. He was the first first psychologist to make a systematic study of cognitive development and subsequently he placed a large emphasis on the importance of the education of a child.

Jean Piaget - Seriously Kids

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Get this from a library! Piaget for beginners. [Adriana Serulnikov; Rodrigo Suarez] -- An introduction to the works of Jean Piaget that provide information on key moments in his life, the principle ideas behind his theories, and the methods he used to develop his ideas about genetic ...

Piaget for beginners (Book, 2000) [WorldCat.org]

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An introduction to the works of Jean Piaget that provide information on key moments in his life, the principle ideas behind his theories, and the methods he used to develop his ideas about genetic psychology.

Jean Piaget is often considered to be one of the most important thinkers of the 20th century in the field of cognition. The author of this book challenges Piaget's frequent dual use of the meanings of words within the same paragraph. Extensive comparisons and examples of this extraordinary phenomenon are presented. Conclusions are offered to explain Piaget's intent. Contents: Introduction; The Absolute Subject; Piaget's Dual System; The Marvellous Monad; Activities of the Absolute; Appendix; Bibliography.

The ideas upon which public education was founded in the last half of the nineteenth century were wrong. And despite their continued dominance in educational thinking for a century and a half, these ideas are no more right today. So argues one of the most original and highly regarded educational theorists of our time in *Getting It Wrong from the Beginning*. Kieran Egan explains how we have come to take mistaken concepts about education for granted and why this dooms our attempts at educational reform. Egan traces the nineteenth-century sources of Progressive thinking about education and their persistence even now. He diagnoses the problem with our schools in a radically different way, and likewise prescribes novel alternatives to present educational practice. His book is both persuasive and full of promise?a book that belongs on the must-read list for anyone who cares about the success of our schools.

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.

This book was first published in 1983.

"What is most impressive about this book is its intelligence, its sophistication, and its charm. . . . This book presents Piaget's work and his person better than anything else that I know about."—David Elkind, Tufts University "The tone is one of constant movement from the most ordinary to the most abstruse. There are 14 conversations with 'le Patron,' some in 1969, some in 1975, and several more with co-workers in various fields. . . . In Mr. Bringuier's book, in a pleasant informal way, we see a sophisticated non-scientist exploring Piaget's domain with the master. Some of Piaget's best-known findings about children as explained along the way, but Mr. Bringuier has ways of bringing out the relation of this psychological work to the whole of Piaget's enterprise, and we get a good sense of the man and his work."—Howard E. Gruber, *New York Times Book Review*

This book was first published in 1985.

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 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.

Steiner focused on human freedom and ethics, and expanded Goethe's writings on nature into a major philosophical treatise.

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