

# **Piaget**

**He was a Swiss Psychologist who devised a model describing how humans go about making sense of their world.**

**Four stages of cognitive development:**

- 1) sensorimotor;**
- 2) preoperational;**
- 3) concrete operational;**
- 4) formal operation**

**Piaget believed that all people passed pass the same 4 stages in exactly the same order.**

**“ Piaget noted that individuals may go through long periods of transition between stages and that a person may show characteristics of a higher or lower stage in other situations. Therefore knowing a child’s age is never a guarantee that you know how a child will think.”**

**1) Infancy: The Sensorimotor Stage. During this period the infant develops object permanence, the understanding that objects in the environment exist whether the baby perceives them or not.**

**2) Early Childhood to the Early Elementary Years: The Preoperational Stage. Piaget said that children to master operations, which are actions that are carried out and reversed mentally rather than physically. It is called preoperational because the child has not mastered these mental operations but is moving toward mastery. The ability to form and use symbols-words, gestures, signs, images- is a major accomplishment of the preoperational stage.**

**Preoperational children are very egocentric. This does not means selfish only that children often assume that everyone else shares their feelings reactions and perspectives.**

**3) Later Elementary to the Middle School Years; The Concrete-Operational Stage.** The basic characteristics of this stage are the recognition of the logical stability of the physical world ,the realization that elements can be changed or transformed and still conserve many of their original characteristics, and the understanding that these can be reversed.

Some students remain at the concrete-operational stage throughout their school years, even throughout life.

**4) Middle and high School- Formal Operations.** The focus of thinking shifts from what is to what might be. Situations do not have to be experienced to be understood. Piaget suggested that most adults may be able to use formal –operational thought only in a few areas where they have the greatest experience or interest. So do not expect every student in the middle or high school to be able to think hypothetically.

## **Implications**

**As a teacher, how do you determine whether students are having trouble because they lack the necessary thinking abilities or because they simply have not learned the basic facts?**

**Robbie Case has suggested that you:**

- 1) determine what kind of logic they use;**
- 2) look to see if they only focus on only one aspect of the situation;**
- 3) are they fooled by appearances?;**
- 4) do they suggest solutions systematically or by guessing?:**

**Piaget believed that individuals construct their own understanding therefore schooling must give students a chance to experience the world.**

## Challenges to Piaget's Theory

Some psychologists have questioned the existence of four separate stages of thinking, even though they agree that children do go through the changes that Piaget describes. Can learning be accelerated? Results show that certain cognitive abilities are influenced by the environment and education. (Gene expression). Piagetian psychologists say speeding up the process can hurt the child.

## Duckworth

The ages that Piaget mentions are only norms, not universals. Children develop at a variety of speeds, some more slowly and some more quickly.

Tailoring to an average level of development is sure to miss a large proportion of children.

We need to learn to ask the right question at the right time or create the right setting for the children to ask the questions.

“You don’t want to cover a subject you want to uncover it.”

“The having of wonderful ideas, which I consider the essence of intellectual development, would depend instead to an overwhelming extent on the occasions for having them. “

“ I believe that the tools cannot help developing once children have something real to think about; and if they don’t have anything real to think about, they won’t be applying tools anyway”

## **Text Information**

**Bronfenbrenner's Ecological Theory- Primarily focuses on the social contexts in which students live and the people who influence their development.**

**“No society can sustain itself unless its members have learned the sensitivities, motivations and skills involved in assisting and caring for other human beings”**

**Urie Bronfenbrenner**

**Criticism of his theory is that it gives too little attention to biological and cognitive factors and does not address the developmental stages.**

**Erik Erikson's Life Span Development Theory – People have 8 stages of development and they go beyond childhood and is lifelong.**

**Criticism is that the stages are too rigid and that they are not scientifically proven.**



## **Parenting/Teaching styles;**

- 1)authoritarian- restrictive and punishing;**
- 2)authoritative- encourages child to be independent but still places limits and controls, talks to the child;**
- 3)neglectful –**
- 4)indulgent-**

**Peer Issues- neglected children are infrequently nominated as best friend but not disliked by peers**

**Rejected children are infrequently nominated as best friend but are also disliked by their peers**

**Controversial children- are frequently nominated as best friend but are also disliked**

**Popular children- frequently nominated as best friend and rarely disliked**

**Direct bullying- open and overt like fighting**

**Indirect bullying- secret and covert like spreading rumours**

**Reactive bullying- high degree of emotion in response to perceived threats**

**Proactive bullying- calculated, planned, predatory**

**Self concept- represents individual's general definition of the self, that is, their perceptions, beliefs, and feelings about who they are.**

**Self-esteem- is the global evaluative dimension of the self. It is the individual's overall confidence and satisfaction with the self.**



# <sup>9</sup> **Moral Development**

**Ruthie and the (not so) Teeny Tiny Lie**

**A Walk in the Rain with a Brain**

**Lawrence Kohlberg 's 3 stages**

- 1) preconventional reasoning- moral reasoning is controlled by external rewards and punishments**
- 2) conventional reasoning- internalization of morals is intermediate, but standards are imposed by others;**
- 3) postconventional reasoning- moral reasoning is based on internal standards**

**Criticisms- his theory places too much emphasis on moral thinking and not enough on moral behavior  
-it is too individualistic**

**Hidden Curriculum- the moral atmosphere of the school**

**Do you believe that students with exceptionalities should be in the same classroom with “regular” students? Why?**

**What are the problems with full inclusion?  
What are the benefits to society?**

**How would you define a gifted program?  
Who should be in it?**

**What has been your training to work with para- professionals? What would you like to learn about working with them?**

**If you were a parent of a child with an emotional behavioral disorder what would you expect from your child’s teacher. Do you think that most children receive this standard of care from most teachers?**