

# FROM PLATO TO PIAGET

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# From Plato To Piaget

**Sandra P. Marshall**



## **From Plato To Piaget:**

*From Plato to Piaget* William Cooney, Charles Cross, Barry Trunk, 1993 The authors of this book consult fifteen thinkers from various fields who have a profound understanding of the important role that education plays in our world Each chapter opens with an Introduction and concludes with a discussion and questions     **Jean Piaget** Webster R. Callaway, 2001 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     **Education and Psychology** Kieran Egan, 2014-02-14 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 psychologist's and educator's 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 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     *Piaget's Logic* Muriel Seltman, 2013-01-11 The literature relating to the work of Piaget is large and still growing Some of it is Piagetian some of it is critical Most of this has been directed towards his experimental methodology and the conclusions drawn from it The justification for the present contribution lies in what the authors believe to be the special embodiment in Piagetian thought of a central theme of our time This theme is that the only possibility of truth lies in measurability and that knowledge is not recognisable unless it satisfies this criterion This work is concentrated in the first instance on Piaget's claims that mental structures are exclusively logical mathematical in form especially since this part of his work has received least attention This book was first published in 1985     *Piaget's Conception of Evolution* John Gerard Messerly, 1996 The first full length study of Jean Piaget as a philosopher and evolutionist Messerly traces Piaget's earliest conjectures about knowledge through its further developments to its mature formulation as genetic epistemology Messerly analyzes Piaget's constructivist theory of the evolution of human knowledge as continuous with yet partially transcending the biological process of adaptation to the environment Messerly's study serves as an invitation to further explorations with Piaget's theory and will interest philosophers biologists and psychologists     **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. *Piaget's Genetic Epistemology for Mathematics Education Research* Paul Christian Dawkins, Amy J.

Hackenberg, Anderson Norton, 2024-01-02. The book provides an entry point for graduate students and other scholars interested in using the constructs of Piaget's genetic epistemology in mathematics education research. Constructs comprising genetic epistemology form the basis for some of the most well developed theoretical frameworks available for characterizing learning particularly in mathematics. The depth and complexity of Piaget's work can make it challenging to find adequate entry points for learners not least because it requires a reorientation regarding the nature of mathematical knowledge itself. This volume gathers leading scholars to help address that challenge. The main section of the book presents key Piagetian constructs for mathematics education research such as schemes and operations, figurative and operative thought, images and meanings, and decentering. The chapters that discuss these constructs include examples from research and address how these constructs can be used in research. There are two chapters on various types of reflective abstraction because this construct is Piaget's primary tool for characterizing the advancement of knowledge. The later sections of the book contain commentaries reflecting on the contributions of the body of theory developed in the first section. They connect genetic epistemology to current research domains such as equity and the latest in educational psychology. Finally, the book closes with short chapters portraying how scholars are using these tools in specific arenas of mathematics education research including in special education, early childhood education, and statistics education. **3-System Theory of the Cognitive Brain** Olivier

Houdé, 2019-01-18. 3-System Theory of the Cognitive Brain. A Post-Piagetian Approach to Cognitive Development puts forward Olivier Houdé's 3-System theory of the cognitive brain based on numerous post-Piagetian psychological and brain imaging data acquired from children and adults. This ground-breaking theory simultaneously anchors itself in a deep understanding of the history of psychology and fuels current debates on thinking, reasoning, and cognitive development. Spanning the long term

history of psychology from Plato and Aristotle to more current experimental psychology this pioneering work goes beyond the approaches of Kahneman i e System 1 theory and Piaget i e System 2 theory to put forward a theory in which the inhibitory control system i e System 3 takes precedence Houd argues that the brain contains a third control system located in the prefrontal cortex which is dedicated to inhibiting Kahneman s intuitive heuristics system and activating Piaget s logical algorithms system anywhere in the brain on a case by case basis depending on the goal and context of the task 3 System Theory of the Cognitive Brain simultaneously explains the early logical abilities discovered in babies the dynamic strategic and non linear process of cognitive development in children and the fast heuristics and biases observed in adults Houd considers the exciting implications of this theory on neuro education using examples from the classroom This book is essential reading for students and researchers in cognitive development and education child psychology reasoning and neurosciences

*The Cambridge Handbook of Cognitive Development* Olivier Houdé, Grégoire Borst, 2022-03-03 How does cognition develop in infants children and adolescents This handbook presents a cutting edge overview of the field of cognitive development spanning basic methodology key domain based findings and applications Part One covers the neurobiological constraints and laws of brain development while Part Two covers the fundamentals of cognitive development from birth to adulthood object number categorization reasoning decision making and socioemotional cognition The final Part Three covers educational and school learning domains including numeracy literacy scientific reasoning skills working memory and executive skills metacognition curiosity driven active learning and more Featuring chapters written by the world s leading scholars in experimental and developmental psychology as well as in basic neurobiology cognitive neuroscience computational modelling and developmental robotics this collection is the most comprehensive reference work to date on cognitive development of the twenty first century It will be a vital resource for scholars and graduate students in developmental psychology neuroeducation and the cognitive sciences

**The Educated Mind** Kieran Egan, 2007-12-01 The Educated Mind offers a bold and revitalizing new vision for today s uncertain educational system Kieran Egan reconceives education taking into account how we learn He proposes the use of particular intellectual tools such as language or literacy that shape how we make sense of the world These mediating tools generate successive kinds of understanding somatic mythic romantic philosophical and ironic Egan s account concludes with practical proposals for how teaching and curriculum can be changed to reflect the way children learn A carefully argued and readable book Egan proposes a radical change of approach for the whole process of education There is much in this book to interest and excite those who discuss research or deliver education Ann Fullick New Scientist A compelling vision for today s uncertain educational system Library Journal Almost anyone involved at any level or in any part of the education system will find this a fascinating book to read Dr Richard Fox British Journal of Educational Psychology A fascinating and provocative study of cultural and linguistic history and of how various kinds of understanding that can be distinguished in that history are recapitulated in the developing minds of

children Jonty Driver New York Times Book Review

**Schemas in Problem Solving** Sandra P. Marshall,1995-06-30

Schemas in Problem Solving introduces a new approach to the study of learning instruction and assessment Focusing on the area of arithmetic story problems Marshall shows how instruction can lead to more meaningful learning by emphasizing the ways students acquire and store knowledge in memory She identifies major knowledge structures called schemas describes instruction designed around these structures and assesses the strengths and weaknesses in the knowledge that the students demonstrate following instruction To evaluate the success of her approach Marshall describes traditional experiments and computer simulations of student performance Plato, Piaget, and Montessori Jo Margaret Williams,1996

**Liberalism, Human Values and Schools as Microcosms of Society** Martin Cohen,2025-03-31

This seminal volume provides an accessible overview of key ethical and philosophical debates surrounding contemporary education policy advocating for a future in education that is primarily driven by prioritising social values Grounded in the educational ideas of recent British liberal and philosophical thinkers including Roger Scruton Mary Midgley and Brenda Almond in particular the book provides a deeper understanding of the importance of intellectual and moral freedom as it plays out in today s schools The book echoes Almond s call for education to be viewed through the lens of social values and argues for a broader societal strategy to the philosophy of education than narrowly utilitarian attempts to prepare pupils for the labour market Chapters present various debates in society that relate to liberalism social values and utilitarianism and ultimately encourage dialogue on the approach towards education that is necessary to create a socially adjusted thoughtful and genuinely knowledgeable society of the future By encouraging readers to think about the requirements of the schools of tomorrow along with their role in shaping both individual lives and society itself this book will be of interest to scholars postgraduate students and researchers in the fields of philosophy of education education studies and moral and value education Those interested in the sociology of education and citizenship studies more broadly will also benefit from the volume

**Representing Development** David 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      **Sociological Studies** Jean Piaget,2013-04-15 Jean Piaget is one of the greatest names in psychology A knowledge of his ideas is essential for all in psychology and education Sociological Studies is one of his major works to remain untranslated Now an international team of Piaget experts has got together to ensure that this important work is available in English This classic text exploring the role of social experience in the development of understanding shows the general perception of Piaget as someone who took insufficient account of social factors in psychology to be false

**Psychology Library Editions: Child Development** Various,2021-12-02 Psychology Library Editions Child Development 20 Volume set brings together a diverse number of titles across many areas of developmental psychology from children s play to language development The series of previously out of print titles originally published between 1930 and 1993 with the majority from the 70s and 80s includes contributions from many respected authors in the field and charts the progression of the field over this time      **Developmental Strategies for Helpers** Allen E. Ivey,1991 Producer Developmental concepts

are basic to all counseling and therapy This program provides highly specific techniques which have been used with a variety of clients ranging from typical child and adolescent issues through problems of adult development including psychiatric inpatient settings      **The Practice of Mathematics** Yvette Solomon,2013-08-21 The psychological description and

explanation of how children learn to work with numbers is dominated by the theories of Piaget Yvette Solomon suggests an alternative approach to the child s conception of number      **Influencing Early Childhood Education: Key Figures,**

**Philosophies and Ideas** Linda Pound,2011-05-16 Thinking about early childhood education will offer an academic and critical approach to the wealth of theories that underpin elements of current practice in early childhood care and education It will focus on analyzing the rise and interconnectedness of theories of learning and development It will range from key nineteenth century movements to progressive ideas of the twentieth century encompassing psychoanalytic theories deconstructing theories and constructivism and behaviourism      **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



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## **From Plato To Piaget Introduction**

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