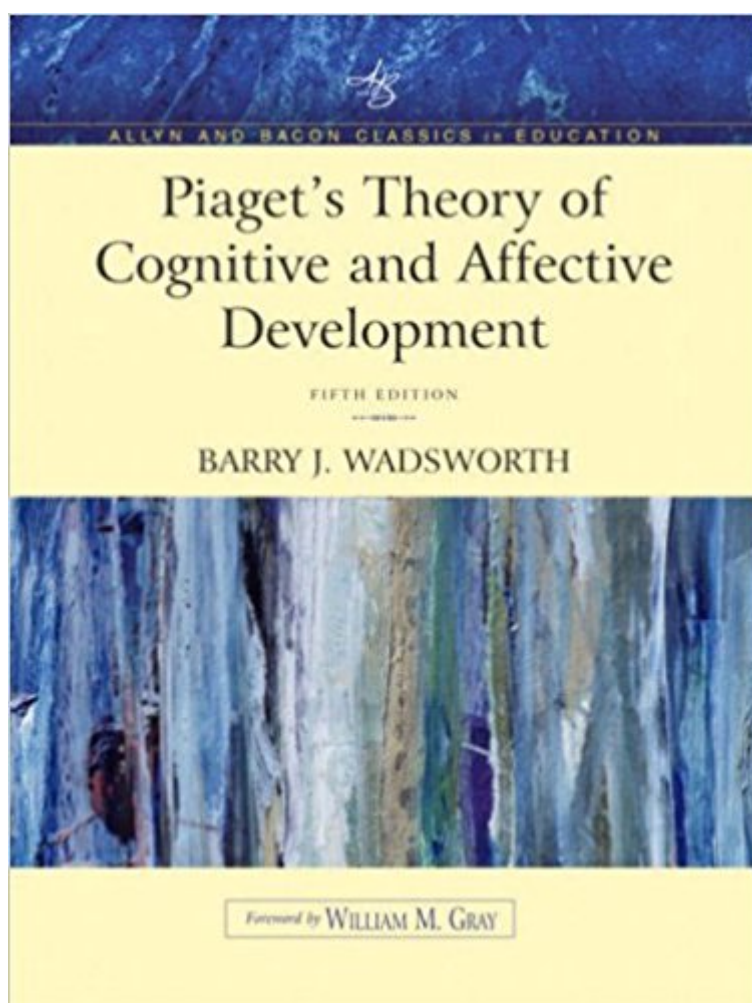


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Piaget's Theory Of Cognitive And Affective Development: Foundations Of Constructivism (Allyn & Bacon Classics Edition) (5th Edition)



Synopsis

This introduction to Jean Piaget's theory shows readers how children construct and acquire knowledge related to current constructivist approaches. This edition contains updates in critical areas by Barry Wadsworth and a foreword by William Gray, Dean of the School of Education, University of Toledo.

Book Information

Paperback: 208 pages

Publisher: Pearson; 5 edition (June 19, 2003)

Language: English

ISBN-10: 0205406033

ISBN-13: 978-0205406036

Product Dimensions: 6.9 x 0.5 x 9.1 inches

Shipping Weight: 13.6 ounces (View shipping rates and policies)

Average Customer Review: 4.3 out of 5 stars 11 customer reviews

Best Sellers Rank: #79,499 in Books (See Top 100 in Books) #128 in Books > Textbooks > Social Sciences > Psychology > Cognitive Psychology #228 in Books > Textbooks > Social Sciences > Psychology > Developmental Psychology #312 in Books > Medical Books > Psychology > Cognitive

Customer Reviews

I have a degree in Child Development and wanted a book to review Piaget's theory for an article I was planning to write. It was exactly the kind of book I wanted. It had all the information I would find in a college text book. I am very pleased with the author's review, which is very detailed about Piaget's theory. I would highly recommend it to anyone interested in Piaget's theory.

It's a great book! Even though it was an older version it helped me with my class work. It was easy to read.

Good condition, received it and was well condition.

This book is very informative, and it's a pretty easy read. Although it sometimes gets a tad repetitive, it does help you to understand the objectives well. I wish I would have bought it for cheaper though.

Another Piaget book for all teacher who are teaching young children and elementary school age children. Wonderful resources for sharing with other teachers. Delivered on time.

Just as I remembered it.

Being a teacher of 10 years, I can tell you this is the stupidest idea I've heard yet. It's complete intellectual garbage. It's okay to discuss theories like this but no one should be expected to actually put this to use!

If one accepts the theory of Jean Piaget, the Swiss Psychologist, as I and many other Professors of organizational behavior do- that all endeavors of human learning has some kind of order and logic. Similar to a drum major leading a marching band, he/she must know which route to take and what signals to give, but above all to stay ahead of the band. When one as a leader start to view workers or groups as needing instructions much like young students, two main findings will emerge. First, no longer will leaders underestimated as to what followers know or why they do a task a certain way. Nor will the leader fail to spend a fair amount of training. Secondly, there will be one dominant way to expose, correct and teach them if one analyzes them first. No question leaders will lead differently, but more importantly, they will do it more effectively. This in short is the Piaget's theory. While Piagetian theory has been used in child development and education for decades, I started using it as a basis for teaching the principles of leadership in 1995. With executive training, there is background literature lecture given first and mini case studies later. But in the classroom, I require my students to explore, study and discuss the literature. This expose them to how leadership evolved over time by culture, religion, etc ..(This is Piaget's principle in believing the way to understand anything is to understand how it evolves). I start off with Gilgamesh epic of Homer to the teaching of leadership from a host of thinkers (such as Erasmas, Tyndale, Shakespeare, to Carlyle's heroes essay as well as Max Weber's model of charismatic leadership). Then my students are able to discuss how one become a leader or a hero and why they fail ... using myths, fables and legends of well know leaders. Then we apply the modern theories of emotional intelligence(Goleman et al) to classic leadership models, wow what a difference. This book on Piaget Theories taught us that when humans are learning something new, they tend to divide the task or experience into one of two schemes- assimilate it based on old experiences or create an entirely new scheme to deal with it. Piaget suggests that all new tasks have some emotional aspects to them and they are divided up

in the mind of a follower/worker. Thus, the leader must learn to educate his subjects either by using acts of training, rewarding or inspiring his/her followers around these emotional realities. Once the leader/teacher understands the range of emotions a new direction or a change will cause, and they go from fear, distrust to reckless acceptance. For example, an emotion (hope, trust) may assist in the follower learning something new or if there is a negative emotion (fear, distrust, anger, etc), it becomes a barrier. Situationally, leaders must know, anticipate and act accordingly. If one practices that we humans are life long active builders of knowledge rather than just receivers of information then, it can be incorporated into techniques for mastering the concepts of group leadership. Errol D. Alexander, PhD, TAGACO Research

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