

Schema - interest

social + emotion learning

language experiential
active learners
Facilitator of Discovery
process oriented
environmental planning
children's interest

Piaget's Stages of Cognitive Development

1. Development is a continuous process which progresses along a continuum with 4 stages.
2. Change is gradual as schemata are modified.
3. Movement from one stage to another is gradual.
4. Influenced by heredity (maturation) and social interaction (environment).
5. Affect (emotion) can speed up or slow down the rate of development
 - moral development
 - motivation
 - influences which structures change

The 4 Stages - Characteristics

1. Sensori-motor Intelligence (0-2 years)

- sensory & motor behavior dominates
- foundation for later representational thought - learning that things continue to exist even when they can't be seen
- transition from reflexive activity to thinking before acting

2. Preoperational Thought (2-7 years)

- language, imaginative play, symbols represent things not visible
- behavior influenced by perception - events explained by how things look, not logic
- egocentric behavior dominates - seeing things from one point of view

**5-7 year shift

3. Concrete Operations (7-11 years)

- logical thought is added to sensory perception and intuition
- child can do in head what before required real objects

4. Formal Operations (11-15 years or older)

- Child thinks about thoughts - metacognition
- Can hypothesize about what might be

Sensori-motor Intelligence

Object Concept: (Object Permanence & Object Recognition)

Causality: Awareness of cause and effect relationships

Affect: early feelings associated with reflexive needs, later play a role in determining means to attain goals of value to child

Intentionality: Emerges during second month with simple sensori-motor coordinations

Phases

1. Reflexive activity (0-1 month)
2. First Differentiations (1-4 months)
3. Reproduction of Interesting Events (4-8 months)
4. Coordination of Schema (8-12 months)
5. Invention of New Means (12-18 months)
6. Representation (18-24 months)

Preoperational Thought (2-7 years)

("operational" = actions carried out mentally)

- symbols represent things not visible
language, imaginative play,
- behavior influenced by perception –
events explained by how things look, not
logic
- egocentric behavior dominates – seeing
things from one point of view

2 MAIN PHASES

1. Pre-conceptual (2-4):

- Relationship between objects and symbols
- Verbalization and imaginative play
increase

2. Intuitive (4-7):

- Simple mental operations take place
- Child cannot always explain the process

Symbols, Language, Thought, Socialization

Representation = something other than the object or event is used to represent object or event

- emerges around age 2

1. deferred imitation
2. symbolic play
3. drawing
4. mental imagery
5. spoken language

Deferred Imitation

- Different from early imitation
- child play-acting pat-a-cake some time after playing with parent
- implies child has ability to mentally represent thought and action

Symbolic Play

- Child using a block of wood as a car, giving it all the attributes of a car,
- Imitative, expressive, invention of reality
- Assimilation of reality into the self,
- As opposed to accommodation of the self to reality

- “to satisfy the self by transforming what is real into what is desired” Piaget
- when language is not sufficiently available, play is a forum for ideas, thoughts, concerns

Drawing

- Initially no preconception, scribbles, marks on paper...
- during preop, child attempts to represent things through drawing...
- they are egocentric..they draw what they think, rather than what they see.

Mental Imagery

- Internal representations,
- not exact copies – thought to be more like drawings, rather than pictures

Spoken language

- Sounds, words begin to represent objects
- opening up the possibility of exchange of thought with others,
- internalization of words,
- internalization of actions that were perceptual or motor, now can be pictured internally through language