

# Constructivism In Education Piaget

**Jeanette McCarthy Gallagher, J. A. Easley**

Piaget's Theory of Cognitive and Affective Development Barry J. Wadsworth, 2004 Publisher description: This introduction to Jean Piaget's theory shows readers how children construct and acquire knowledge as it relates to current constructivist approaches to learning. Piaget's theory of Cognitive and Affective Development, sixth edition is well regarded as a work that preserves the historically important research done by Jean Piaget. The Classics edition retains all of the content of the previous edition and contains updates in critical areas by Barry Wadsworth.

**Constructivism** Catherine Twomey Fosnot, 2013-09-18 This enduring bestseller remains the most comprehensive examination of constructivism and its relationship to teaching and learning. Closing the gap between theory and practice, well-known scholars make constructivism accessible by showing its application in everyday classrooms. Building on the success of the first edition, the authors have completely updated this popular text and expanded its scope to include examples of constructivist teaching across all grade levels and disciplines. An ambitious revision of a now classic text, *Constructivism: Theory, Perspectives, and Practice, Second Edition* is an invaluable resource for practicing teachers, teacher educators, and curriculum specialists in mathematics, science, social studies, and language arts. New for the Second Edition! An updated theory section that adds further contemporary biological evidence to go beyond the theories of Piaget and Vygotsky—offering a more contemporary framework for a psychological theory of learning. New chapters reflecting the school-based reforms that have been initiated since the writing of the first edition—specifically addressing the changes in mathematics, social studies, and teacher education. A new chapter on the emerging field of disability studies—including a critique that unmasks current practices and assumptions that better serve schools rather than students and their families. Contributors: Paul Cobb • Susan Cowey • Rheta DeVries • Eleanor Duckworth • Dewey I. Dykstra, Jr. • George Forman • Catherine Twomey Fosnot • Catherine A. Franklin • June S. Gould • Maxine Greene • Candace Julyan • Randall Stewart Perry • D. Kim Reid • Deborah Schifter • Jan Weatherly Valle • Ernst von Glasersfeld • Betty Zan. Praise for the First Edition! “Provides the reader with many ways of connecting to the central ideas of constructivism . . . highly readable.” —Gifted Child Quarterly “Shows how constructivist theory can inform classroom practices, and . . . provides teachers with a deeper understanding that gives substance to the rhetoric of school reform.” —Journal of Curriculum Studies

**The Constructivist Leader**, 2002-08-02 The Constructivist Leader provides educational leaders at all levels with a

conceptual framework for leadership defined as reciprocal, purposeful learning in community. The updated Second Edition of this best-selling book enables readers to carry this constructivist vision and purpose forward, while effectively implementing standards-based reform, authentic assessment, and constructivist-based accountability. This new edition features: an expanded theory of Constructivist Leadership reflecting the most recent thinking in leadership, learning, and ethical communities; a comprehensive approach to issues of equity, diversity, and multiculturalism; additional strategies for the implementation of constructivist leadership practice; principles and examples to guide new approaches to accountability; and much more!

Constructivist Education in an Age of Accountability David W. Kritt, 2018-01-16 This book contrasts authentic approaches to education with classroom practices based primarily on standards external to the individuals who are supposed to learn. While other books tend to promote either a desperate scramble for meeting standards or determined resistance to neoliberal reforms, this book fills that gap in ways that will inspire practitioners, prospective teachers, and teacher educators. Mandates pay only lip service to constructivist and social constructivist principles while thwarting the value of both students and teachers actively creating understandings. Authors in this book assert the central importance of a range of constructivist approaches to teaching, learning, and thinking, inviting careful reflection on the goals and values of education.

Parallel Paths to Constructivism Susan Pass, 2004-11-01 No two people were more responsible for the current way lessons are taught worldwide than Jean Piaget and Lev Vygotsky. Both men had an important impact worldwide on how a person should be taught--starting in the last century and continuing today. Jean Piaget's Genetic Epistemology concentrated on the individual in learning. Lev Vygotsky's Cultural-Historical Theory concentrated on the social in learning. All over the world, teachers today use each man's ideas. Some use them at different times in their classrooms and others have learned to use them combined into the same lesson--bringing us to the crux of this book; namely, there are many lessons to learn by discovering the dynamics in the lives of both men. While both were from very different countries, there are many similarities in their lives. While most professors teaching introductory educational psychology courses focus on the difference in their lesson strategies, there are some remarkable similarities between their respective pedagogies. While differences in their families and countries were obviously significant, the two men differed surprisingly little in their pedagogical views and their basic ideas. Their similarities in views and ideas are due to the similarities in their lives. Chapter 1 looks at those similarities by looking at influences in their childhood. Chapter 2 observes their adolescence. Chapter 3 concentrates on young adulthood. Chapter 4 covers their postgraduate work. Chapter 5 traces the origins of their major ideas. For Jean Piaget, we look at the origin of chronological stages of development, the role of language, the role of the teacher, optimal mismatch, equilibration, error, and play. For Lev Vygotsky, we look at the origin of zone of proximal development, internalization, stage of development, the social other, role of language, error, sociohistorical context of learning, scaffolding and play. Chapter 6

deals with how Jean Piaget and Lev Vygotsky were able to overcome adversity and the lessons that can be learned by such overcoming. Chapter 7 provides a new pedagogy based on the communications that Jean Piaget and Lev Vygotsky had with each other, noting the influence such communications had on their mutual ideas.

*Constructivism in Education* Leslie P. Steffe, Jerry Edward Gale, 1995 First Published in 1995. Routledge is an imprint of Taylor & Francis, an informa company.

Constructivist Educational Psychology and Systemic Thinking: Principles, Concepts, and Examples Radek Trnka, 2021 The book provides an overview of basic principles of constructivist pedagogy and constructivist educational psychology involving the examples of their practical applications. Furthermore, the links between constructivist cognitive approach and systemic thinking are described providing the reader with the rich insights into the systemic nature of constructivist approaches to teaching and learning. The main focus is given to cognitive mechanisms and psychological processes that are involved in students' construction of knowledge. The book builds on recent and past research to expand to a more in-depth understanding of constructivist pedagogy and constructivist educational psychology.

*Constructivism and Teachers in Chinese Culture* Zitong Wei, 2019-01-11 This book provides a refreshing look at kindergarten teachers' practical knowledge and their context-specific reasoning of the usefulness of constructivism from a culturally emic perspective. Examining the similarities and differences between constructivism and Confucianism from both instructional and moral perspectives, it provides a unique contribution to teaching and teacher education. An understanding of the compatibility between constructivism and Confucianism is valuable in cross-cultural exchange and learning, and as such the book is a great source for educational researchers in a time of globalization.

Constructivist Early Education Rheta DeVries, Lawrence Kohlberg, 1990

**Piaget and Education** Jeanette McCarthy Gallagher, J. A. Easley, 1978

**Necessary Knowledge** Leslie Smith, 1993 The main conclusion drawn in this text is that Piaget's accounts of the construction of necessary knowledge continue to have an intelligible and respectable bases.

**Constructivism in the Computer Age** George Forman, Peter B. Pufall, 2013-05-13 Discussing the future value of computers as tools for cognitive development, the volume reviews past literature and presents new data from a Piagetian perspective. Constructivism in the Computer Age includes such topics as: teaching LOGO to children; the computers effects on social development; computer graphics as a new language; and computers as a means of enhancing reflective thinking.

*Education Psychology* Prof. Dr. Bilal Semih Bozdemir, The function of reinforcement and punishment in the behavioral paradigm illustrates the intricacies of learning processes, fostering a deeper understanding of behavioral modification strategies. Moreover, the interplay between environment and behavior has underscored the necessity of context in facilitating effective learning experiences. Although critiques and limitations have been thoroughly examined, they serve to

highlight the evolution of behaviorist thought and its ongoing relevance amidst a broader landscape of learning theories.

**International Encyclopedia of Education** ,2009-04-17 The field of education has experienced extraordinary technological, societal, and institutional change in recent years, making it one of the most fascinating yet complex fields of study in social science. Unequalled in its combination of authoritative scholarship and comprehensive coverage, International Encyclopedia of Education, Third Edition succeeds two highly successful previous editions (1985, 1994) in aiming to encapsulate research in this vibrant field for the twenty-first century reader. Under development for five years, this work encompasses over 1,000 articles across 24 individual areas of coverage, and is expected to become the dominant resource in the field. Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines, and this new edition comprehensively matches this diversity. The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework, with 1,500 contributors representing over 100 countries, capturing a complete portrait of this evolving field. A totally new work, revamped with a wholly new editorial board, structure and brand-new list of meta-sections and articles Developed by an international panel of editors and authors drawn from senior academia Web-enhanced with supplementary multimedia audio and video files, hotlinked to relevant references and sources for further study Incorporates ca. 1,350 articles, with timely coverage of such topics as technology and learning, demography and social change, globalization, and adult learning, to name a few Offers two content delivery options - print and online - the latter of which provides anytime, anywhere access for multiple users and superior search functionality via ScienceDirect, as well as multimedia content, including audio and video files

*Principals as Early Learning Leaders* Julie Nicholson,Helen Maniates,Serene Yee,Thomas Williams,Veronica Ufoegbune,Raul Erazo-Chavez,2022-01-27 The majority of public school principals are now required to supervise and evaluate early childhood teachers and classrooms, yet many do not have a sufficient understanding of child development and early childhood pedagogy to lead for equity. This practical and comprehensive resource addresses this critical gap by presenting current research on child development, an understanding of the elements of high-quality early childhood classrooms, essential information on trauma-responsive practices, and strategies for reducing bias and preventing the use of exclusionary discipline with young children. School leaders learn about the pivotal role they can play in improving equity for young children, their families, and the early childhood workforce. Each chapter includes key take-aways and central questions that can be used for individual reflection or to guide group discussions. Authentic examples, illustrations, and actionable strategies help readers to successfully implement the content in their school. Principals as Early Learning Leaders is essential reading for principals, vice principals, administrators, and others responsible for leading preschool and pre-K programs for equity. Book Features: Supports elementary school principals to better understand the role early education plays in their school.Addresses essential issues of equity in all aspects of early learning programs that require focus and

leadership. Provides current research and practical strategies that principals can put into practice immediately to be effective instructional leaders. Uses authentic examples and vignettes throughout to help readers see the ideas in the context of real preschool classrooms. Includes reflection questions and key takeaways to help principals think about how the information presented can inform the work they do.

Psychology for the Classroom: Constructivism and Social Learning Alan Pritchard, John Woollard, 2013-05-13 Psychology for the Classroom: Constructivism and Social Learning provides a lively introduction to the much debated topics of talk and group collaboration in classrooms, and the development of interactive approaches to teaching. The authors provide a background to research in constructivist and social learning theory, offering a broad and practical analysis which focuses on contemporary issues and strategies, including the use of e-learning and multimedia. Throughout the book theory is linked with its practical implications for everyday teaching and learning and chapters incorporate: the history of constructivist and social learning theory and key thinkers pedagogical implications practical strategies for the classroom constructivist theory and e-learning. Case studies and vignettes demonstrating best practice are used throughout the text, illustrating how monitored collaboration between learners can result in an effective learning environment where targets are met. Essential reading for practising teachers and students, this book is a valuable guide for those looking to provide effective teaching and learning within a constructivist framework.

**The Praeger Handbook of Education and Psychology** Joe L. Kincheloe, Raymond A. Horn, 2007

**Current Index to Journals in Education**, 2001

*Primary Curriculum - Teaching the Core Subjects* Rosemary Boys, Elaine Spink, 2008-06-15 This textbook focuses on how to teach the core curriculum subjects effectively to the 5-11 age group by focusing upon the underlying principles of teaching each area. Covering all manner of good practice including: planning, teaching, assessment and evaluation along with practical tips from teachers at all levels of their profession. There is even advice from school inspectors. A one-stop resource for trainees and Newly Qualified Teachers for developing their teaching skills within the core areas of the National Curriculum. This is also the companion book to 'Primary Curriculum - Teaching the Foundation Subjects'.

**Piagetian Programs in Higher Education** R. G. Fuller, 1980

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