## Overview

Jean piagets theory of cognitive development changed the thinking of how children's thought process develops. As children grow their thought process change as a result of maturation(ageing) and the environment. The mechanisms of cognitive development allow this to happen; schemas, assimilation, accommodation and equilibration.

## Mechanisms of cognitive development

**Schema**: A mental structure of related facts that are based on previous experiences. A schema is used as a mental shortcut to quickly generate future expectations. Some schemes such as grasping and sucking are innate. They develop through interaction with environments.

**Assimilation**: The process of fitting a new experience into a pre existing schema.

**Accomodation**: Having to adjust a pre existing schema because new information does not fit. Accommodation is the consequence of disequilibrium.

**Equilibration**: The driving force behind accommodation and development. If something can't be assimilated then a sense of disequlibration (unbalance) is formed and the individual must accommodate for equilibrium to reoccur.

## Evaluation

Face schemas are innate as shown by research by *Fantz(1961)* and *Goren et al(1975)*

Equilibration is hard to demonstrate *Inhelder et al(1974). Bryant(1955)*

It has real world education application *Bennett(1976)*

Language: Vygotsky vs Piaget- support for Piaget from *Sinclair-de-Zwart(1969)*

The most comprehensive theory of children's cognitive development

## Intellectual development

Piaget stated that through maturation the brain developed along with experiences. Enabling children to become capable of further levels of thinking through each stage of development.

## Stages of development

| | |
|---|---|
| Stage 1: Sensorimotor stage (0-2y) | **Key development: Object permenance** |
| Stage 2: Pre-operational stage (2-7y) | Children are **egocentric** and lack conservation skills |
| Stage 3: Concrete operational stage (7-11y) | **Key development: Class inclusion and Logical reasoning** |
| Stage 4: Formal operational stage (11+y) | **Key development: Abstract thinking** |

## Class inclusion

Relationship between members where they are in two different classes but they still come under one master class.
E.g: ANIMAL- dog/cat.
Pre operational children cannot understand categorisation into sublevels.

## Evaluation

Piagets methodology was flawed *Mcgarrigle and Donaldson(1974) naughty teddy. And Hughes(1975) naughty doll*

There is cultural bias, not universal

Alternative views- Vygotsky

Biologically driven stages is correct *Dasen(-1994)*

Has important educational application *Plowden report(1967)*

## Jean Piaget (1896-1980)



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Published 26th February, 2018.
Last updated 26th February, 2018.


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