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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