



JEAN PIAGET

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BACKGROUND INFORMATION

- Born in Neuchâtel, Switzerland August 9, 1896
- Died September 16, 1980
- Studied and received a PhD in zoology at the University of Neuchâtel
- Later after a semester spent at the University of Zurich where he developed interest for psychoanalysis.
- He spent a year in. Boys' institution where he became the secretary of Alfred Binet.
- While Binet was working on the first intelligence test, Piaget became interested in child behavior.

PIAGET'S THEORY

According to Piaget, learning stages appear in the same order in all children. What differs is the ages at which the stages develop.

He believed that the force behind cognitive development is maturation by developing experiences with our environment.

Sensorimotor (0-2 yrs)

Pre-operational (2-7 yrs)

Concrete operations (7-11 yrs)

Formal operations (11- adulthood)

SENSORIMOTOR BIRTH TO 2 YEARS

- In this first stage, babies learn through their senses and own actions. During this time, the child usually learns an important concept: object permanence. It's a concept where the child learns that objects continue to exist even when they are out of sight. (happens at around 10 mths.)



PREOPERATIONAL

2-7 YEARS

- In this second stage, the child learns to think in terms of their own activities and what they perceive at the moment. They also begin to understand things like love and beauty and often focus on one thing at a time, like playing pretend.



CONCRETE OPERATIONS

7-11 YEARS

- In this stage, children can think logically but learn best through experience. Children are now able to better understand problem solving, through experience, and understands that operations can be reversed. They can also classify things with more complex categories.



FORMAL OPERATIONS

11 - ADULTHOOD

- In the final stage, children become capable of thinking abstractly, solving problems just by thinking. They can think about the causes and effects of problems without actually having to experience them. Another characteristic of this stage is that they can make ideals and understand things deeper.



APPLICATION

- You can apply this theory to today's children. Let the child try first before doing it for them. But, guide them in the right direction and don't force it upon them.

EXAMPLE

- As Allie grows over the years, her mother documents her progress. When Allie was 3 months old, she got bored with her toys easily whenever they disappeared from her sight. A few months later, she was able to find her toys after they were out of sight. When she was 5, Allie always pretended that she was a fairy just like Tinkerbell and her friends. Her mom often had to nicely remind her that she couldn't really fly. When she was 9, math homework was a breeze! She understood how to undo her operations and was able to classify all the animals at the zoo. Once she turned 12, Allie was able to make certain decisions for herself, knowing what the cause and effects were of them
- <http://youtu.be/TRF27F2bn-A>
- <http://youtu.be/TRF27F2bn-A>

- www.piaget.org/aboutPiaget.html
- The Developing Child by Holly E. Brisbane
- http://faculty.mercer.edu/spears_a/studentpages/piaget/piaget.htm