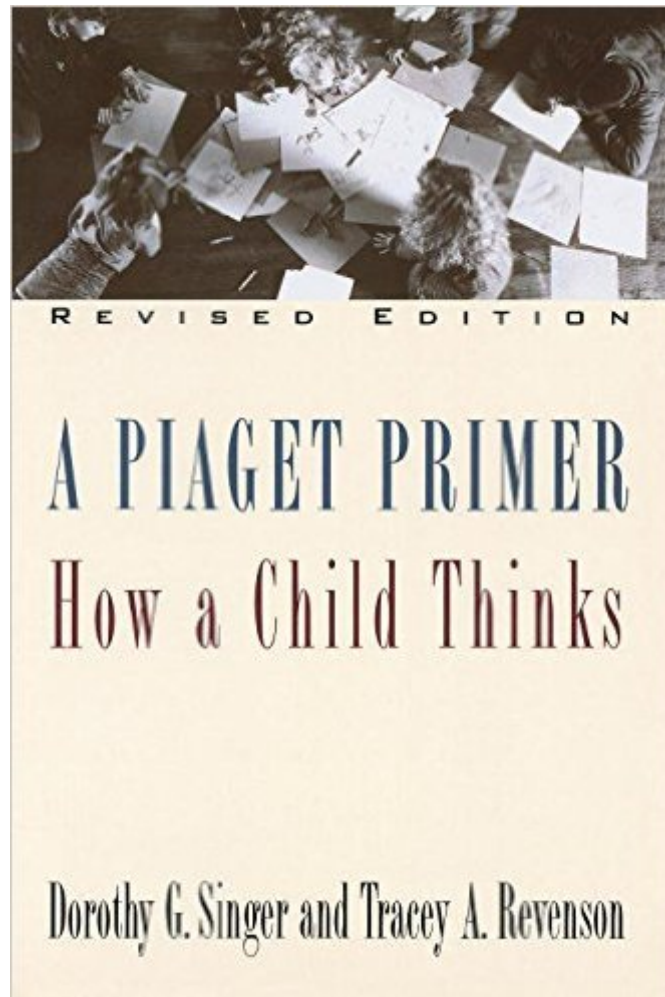


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A Piaget Primer: How A Child Thinks; Revised Edition



Synopsis

Offers a fascinating and understandable account of childhood development for anyoneâeducation and psychology students, day care center workers and nursery school teachers, and parents. Jean Piaget is arguably the most important figure of the twentieth century in the field of child psychology. Over more than six decades of studying and working with children, he brilliantly and insightfully charted the stages of a child's intellectual maturation from the first years to adulthood, and in doing so pioneered a new mode of understanding the changing ways in which a child comes to grasp the world. The purpose of *A Piaget Primer* is to make Piaget's vital work readily accessible to teachers, therapists, students, and of course, parents. Two noted American psychologists distill Piaget's complex findings into wonderfully clear formulations without sacrificing either subtlety or significance. To accomplish this, they employ not only lucid language but such fascinating illuminations of a child's world and vision as *Alice's Adventures in Wonderland* and *Winnie-the-Pooh*, as well as media manifestations like *Barney* and *Sesame Street*. This completely revised edition of this classic work is as enjoyable as it is invaluableâan essential guide to comprehending and communicating with children better than we ever have before.

Book Information

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Customer Reviews

I want to know how a child thinks to be able to decide what they can understand and also how I can teach them. If there are consistent mistakes children make, then I should adjust how I teach to avoid these mistakes. If, for example, children typically have difficulty understanding that not not P is the

same as P, I should find ways of speaking that avoid double negatives. If young children often think just of one property of a thing ("centration"), then I should choose one property I want to explain and focus sharply on it, rather than trying to explain several at once. If children cannot take another person's point of view ("egocentrism"), then when explaining things I should try to imagine their point of view and speak as if I shared it. On the first page of the book, the authors give three examples of children having qualitatively different abilities at different ages, and then pose the question "How can these differences be explained?" I don't think that this book answers these questions, and I'm not sure what an answer would look like. To say that the four year old child who doesn't understand invariance ("conservation") of volume of juice when poured from one glass to a different sized glass is at the preoperational stage is not an explanation, it is a description; Popper talks about something similar to this in chapter 11 of his "Open Society and its Enemies". The authors say that when testing French school children, Piaget "noticed similarities in those wrong answers given by children of the same age, and wondered what reasoning processes the children had followed.

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