

Piaget cognitive learning theory



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Sensorimotor

(Birth to 2yrs)Stage 1: Infant gradually becomes able to organize activities in relation to the environment through sensory and motor activity. Ex: When the child shakes a rattle it notices she or he is making noise. Preoperational

(2 to 7yrs)Stage 2: The child learns to use language and uses symbols to represent objects, people, places, and events by images and words. Ex: They can group colors together to where each one goes. ONPIAGET COGNITIVE LEARNING THEORY SPECIFICALLY FOR YOUFOR ONLY\$13. 90/PAGEOrder

NowConcrete Operations

(7 to 11yrs)Stage 3: child can solve problems logically if they are focused on the here and the now but cannot think abstractly. Ex: Child can group not just by colors or shapes but numerically. Formal Operations

(11yrs to Adulthood)Stage 4: Can think abstractly, deal with hypothetical situations, and think about possibilities. Ex: if u mention to a child Jane hit a glass cup with a hammer the child would know it would result in the glass breaking. EgocentrismInability to consider another persons view. The belief that you are the center of the universe and everything revolves around you.

Characteristic of a childs thoughtContinuousChild gradually develops by adding new knowlegde and skills onto old knowledge and skills.

DiscontinuousChild goes through clear stages and is less of a steady progression. AssimilationPeople translate incoming information into a

form they can understand. AccommodationPeople adapt current knowledge structures in response to new experience. EquilibrationPeople balance assimilation and

accommodation to create stable understandingClassificationThe ability to group objects together on the basis of common features. AdaptationAdapting

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to the world through assimilation and accommodation. Conservation: The realisation that objects or sets of objects stay the same even when they are changed about or made to look different. Centration: Tendency to focus on one aspect of a situation and neglect others. Decentration: The ability to move away from one system of classification to another one as appropriate. Schemes: Organized patterns of thought and behavior used in particular situations. Organization: Creation of categories or systems of knowledge.