

Assignment 9. Piaget

Read “Understanding the concrete operational student”: Piagetian Interview Activities by Bybee and Sund, on library reserve).

General Objective: Address Preservice Teacher Quality Indicator 1.2.2: Understands how students learn and develop and provides learning opportunities that support the intellectual, social, and personal development of all students.

Specific objective: To become familiar with the concrete operational period of cognitive development and with Piaget’s clinical interview method by conducting simulations of Piagetian tasks. Keep in mind that even middle, high school, and adult students will be concrete operational thinkers on some tasks.

Class Jigsaw activity: A simulation of six Piagetian interview activities. We will work in groups of six. You will be responsible for preparing materials and presenting one activity as an individual in your base group.

Preparation

1. Sign up for one of the six interview activities in Bybee, (beginning on p. 166)
2. Read Chapter 5, The Concrete Operational Period and the Practical Student. (Do not try to do the assignment before you have read the book because you won't fully understand the point of the activity.)
3. Prepare the materials required to conduct the Interview Activity you agreed to be responsible for. You are to bring actual concrete materials in an envelope with your name on the outside. Note: see p. 166 and following in Piaget for Educators for description of activities.

In class:

1. Present the tasks. Do a role play with two people in your group in which you ask the Piagetian interview questions. Ask one person you role play with to role play a student who does not yet understand the task. Ask a second person to role play a student who does understand the task.
2. Explain the significance of the task for understanding and working with learners and discuss with your group.

To hand in:

1. The materials you used (in an envelope).
2. (In the same envelope) A short (one page at most) paper, in outline form, containing:
 1. What you wanted students to learn. (typed)
 2. The introduction you plan to give. (typed)
 3. The instructions you plan to give. (typed)
 4. How the activity worked (or didn't work) (written—you can do this at the end of class)

ATTACH THIS RUBRIC TO THE FRONT OF YOUR ONE PAGE PAPER

Rubric for Assignment 9, Piaget Activity

Checklist:

___ 1. The materials you used (in an envelope).

(In the same envelope) A short (one page at most) paper, in outline form, containing:

___ 2. What you wanted students to learn. (typed)

___ 3. The introduction you plan to give. (typed)

___ 4. The instructions you plan to give. (typed)

___ 5. How the activity worked (or didn't work) (written—you can do this at the end of class)

Overall Quality of Activity (Materials, Introduction, Instructions, post-reflection):

19, 20 = professional quality, a model activity

17, 18 = meets the criteria

15, 16 = needs work to meet the criteria

0 -- 14 = needs substantial work to meet the criteria

_____ Score

9/19/00

Several Perspectives on Studying Piaget and Life-span Development

An Intuitive Perspective: A Miracle. Look around and see all the wonderful (and sometimes horrific) technology which makes our lives what they are. Look around at our own and all the cultures of the world. Listen to the language and the music around us. Our whole way of life as human beings is based on our ability to create meaning and then to translate that meaning into language, culture, community, technology. How is it that all this has been able to come about? How do we keep all this (the desirable parts) going? Clearly no other animal that we know of does not do or have these things. What Piaget and many other researchers have done is to investigate how we human beings come to understand the world in the way that we do. What Piaget and other researchers have looked at is how we as human beings construct not only the objects, language, and culture. Piaget saw that we construct our way of understanding the world and we construct even our way of perceiving the world. Although each person's way of perceiving the world is a bit different, Piaget found that the way each of us develops our way of perceiving and understanding the world in relation to time, space, matter, distance, and causality (and these are the basis of our technology and our way of life) follows a sequence. This sequence is the basis of Piaget's stages. I enjoy understanding everything I can about human beings and how they learn--and about the learners I am working with.

A thinking perspective: Working my way through Piaget's thinking about space, time, matter, distance, and causality--as well as morality--is an effort because it's getting at the basis of the way we look at these subjects. Physics and mathematics and technology are, after all, based on our use of these concepts. Elementary teachers are expected to take courses which examine the constructs which underlie mathematics in the hope that, to quote an old saying, "by learning more than they teach, they will teach more than they know."

A Sensing Perspective: As a teacher and a parent working with children it is interesting to be able to observe and talk about the successes and difficulties of children in real situations. In any case, learning something about lifespan development is a requirement for all teacher education programs in the U.S.A. While sometimes the subject seems far removed from working with students, on the other hand, it makes sense to think that if you wish to teach any animal (including humans), you ought to know as much about that animal as possible. That's what I like about the horse whisperers and the other animal trainers I read about who use their knowledge of the animal to get results instead of using brute force.

A Perceiving Perspective: Piaget was interested in understanding why children got the wrong answer rather than in teaching them the correct answer. He usually found that the wrong answers made sense from within the child's (or the adult's) framework. I like myself better as a teacher and a parent when I find myself having a deep conversation with child about her answer than I do when I am trying to change her answers or her behavior.

A Judging perspective: Being a better observer helps me make better decisions about how to interact with specific students and with groups also. While I don't teach Piaget tasks, being able to use the way of observing and interviewing children which Piaget developed can be very helpful.

A Feeling perspective: What I enjoy most is getting to know kids on their level and then helping them to the next level. I find Vygotsky's ideas most helpful here--his ideas fit what I am trying to do. Piaget's way of observing and interviewing helps me get there.

Sign up Sheet

Correspondence	Speed	Classification-Ascending and descending hierarchy	Conservation of area	Number	Class inclusion