

Jean Piaget

General

"Jean Piaget (UK: /pi'æʒeɪ/, [US: /,pi:ə'ʒeɪ, pjɑ:'ʒeɪ/, French: [ʒɑ̃ pjazɛ]; 9 August 1896 – 16 September 1980) was a Swiss psychologist known for his work on child development. Piaget's theory of cognitive development and epistemological view are together called "genetic epistemology".

Piaget placed great importance on the education of children. As the Director of the International Bureau of Education, he declared in 1934 that "only education is capable of saving our societies from possible collapse, whether violent, or gradual."^[20] His theory of child development is studied in pre-service education programs. Educators continue to incorporate constructivist-based strategies.

Piaget created the International Center for Genetic Epistemology in Geneva in 1955 while on the faculty of the University of Geneva and directed the Center until his death in 1980.^[21] The number of collaborations that its founding made possible, and their impact, ultimately led to the Center being referred to in the scholarly literature as "Piaget's factory".

According to Ernst von Glasersfeld, Jean Piaget was "the great pioneer of the constructivist theory of knowing."^[23] However, his ideas did not become widely popularized until the 1960s.^[24] This then led to the emergence of the study of development as a major sub-discipline in psychology.^[25] By the end of the 20th century, Piaget was second only to B. F. Skinner as the most cited psychologist of that era." (Source [Wikipedia](#))

Theory

"Piaget defined himself as a 'genetic' epistemologist, interested in the process of the qualitative development of knowledge. He considered cognitive structures development as a differentiation of biological regulations. When his entire theory first became known – the theory in itself being based on a structuralist and a cognitivist approach – it was an outstanding and exciting development in regards to the psychological community at that time.

There are a total of four phases in Piaget's research program that included books on certain topics of developmental psychology. In particular, during one period of research, he described himself studying his own three children, and carefully observing and interpreting their cognitive development.[50] In one of his last books, *Equilibration of Cognitive Structures: The Central Problem of Intellectual Development*, he intends to explain knowledge development as a process of equilibration using two main concepts in his theory, assimilation and accommodation, as belonging not only to biological interactions but also to cognitive ones.

Piaget believed answers for the epistemological questions at his time could be answered, or better proposed, if one looked to the genetic aspect of it, hence his experimentations with children and adolescents. As he says in the introduction of his book *Genetic Epistemology*: "What the genetic epistemology proposes is discovering the roots of the different varieties of knowledge, since its elementary forms, following to the next levels, including also the scientific knowledge." (Source [Wikipedia](#))

Stages

Piaget major thesis was that human beings are developing their self in stages according a logical model of of their sociological, biological and intellectual development.

1. [Sensorimotor stage](#):
2. [Preoperational stage](#):
3. [Concrete operational stage](#):
4. [Formal operational stage](#):