

Jean Piaget's Schema Theory

Schemas are a type of **mental structure** that allows the human mind to **organise information**.
Schemas are a **crucial aspect of cognitive development***. They provide a way for children to **understand and make sense of the world** around them and are a **direct result of their experiences**.
Children **actively engage** with the world around them and as they **develop** they are able to create **more complex schemas**.
There are **three elements** to Piaget's schema theory.

Assimilation

Children have existing schemas and will add to them when they experience something new. For example, a child may encounter a type of four-wheeled vehicle they have never seen before and will assimilate it into their existing schema of four-wheeled vehicles.



Accommodation

Children may come across something new in the world and so modify themselves and all other schemas to make a new way of thinking. For example, when children encounter a four-wheeled vehicle that is not like the one they have seen before, they will modify their schema of four-wheeled vehicles.

Equilibration

The balance between assimilation and accommodation. Children will experience a new schema in their own mind before they can develop a schema and then they will add it to their schema.



*This is a simplified version of Piaget's theory. It is not a complete theory of cognitive development. It is a simplified version of a complex theory.



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Piaget For The Classroom Teacher

George E. Forman, David S. Kushner



Piaget For The Classroom Teacher:

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Wadsworth, 1977 **Piaget In Classroom** Schwebel, 1978-05-22 **Piaget for the Classroom Teacher** Barry J. Wadsworth, 1977 **Piaget for Educators** Rodger W. Bybee, Robert B. Sund, 1982 Piaget for Teachers Hans G. Furth, 1970 Professor Furth enlarges on Piaget's proposal that the goal in education is to create the possibilities for a child to invent and discover operative structures *Child Development and Education* David Elkind, 1976 Abstract Piagetian psychology offers an approach to education from a child development orientation Piaget's concepts concerning learning development and motivation may be especially useful to teachers of children of average ability who achieve below academic norms The background and social science context of Jean Piaget's life and work is described His conceptual framework for understanding the child in terms of stages of cognitive development is presented From these developmental considerations come principles of 3 modes of learning operative figurative and connotative as they apply to school curricula and the achievement of classroom skills Motivational dynamics extending from the Piagetian philosophy are examined Classroom applications of this approach provide teachers with methods for assessing children's levels of cognitive development or analyzing curriculum materials The Active Classroom discusses how teachers can implement Piagetian insights in running school classrooms principles of classroom practice are derived from concepts of child growth and development Piaget, Education and Teaching Douglas William McNally, 1974 *Educational Implications of Piaget's Theory* Irene J. Athey, Duane O. Rubadeau, 1970 Writings on the implications of Piaget's theory on early childhood education the educationally handicapped communication in language and art science and math instruction and test development **The Child's Construction of Knowledge** George E. Forman, David S. Kushner, 1977 **Piaget in the Classroom** Milton Schwebel, Jane Raph, 1974 **A Manual for Classroom Teachers** Harold L. Gilbert, 1969
Exploring Teaching in Early Childhood Education Helen F. Robison, 1983 **The Educational Implications of Piaget's Theory and Assessment Techniques** Richard De Lisi, 1979 Teaching Young Children at School and Home Edythe Margolin, 1982 *Elementary School Science and how to Teach it* Glenn Orlando Blough, Julius Schwartz, 1984 A broad review of science and ways of teaching science emphasizing science technology and society including extensive treatment of ecology environment and energy Organized in parallel A B chapters contain specific teaching methods **The Psychological Foundations of Education** Olga K. Baatz, Charles Albert Baatz, 1981 Educational Psychology for Teachers Anita Woolfolk Hoy, Lorraine McCune-Nicolich, 1980 *Physical Knowledge in Preschool Education* Constance Kamii, Rheta DeVries, 1993-06-15 Exploring the rationale and basic tenets of Piaget's theory the authors define physical knowledge activities consider reasons for their use and discuss principles of teaching rooted in theory based objectives
Piaget & Education Primer David William Jardine, 2006 Piaget Education provides readers with a comprehensive introduction to the work of Jean Piaget This valuable classroom work roots Piaget's work in its historical context and then

provides dozens of classroom based examples of how that work helps teachers understand the lives of children It is an excellent resource for practicing teachers and student teachers as well as undergraduate and graduate courses in teacher education curriculum and philosophy of education **Classroom Teaching and Learning** Laurel N. Tanner, Henry Clay Lindgren, 1971

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