Piaget's Conception of Evolution
John Gerard Messerly 1996 The first full-length study of Jean Piaget as a philosopher and evolutionist. Messerly traces Piaget's earliest conjectures about knowledge through its further developments to its mature formulation as "genetic epistemology." Messerly analyzes Piaget's concept of the evolution of human knowledge as conscious with, yet partially transcending, the biological process of adaptation to the environment. Messerly's study serves as an invitation to further explorations with Piaget's theory and will interest philosophers, biologists, and psychologists.

International Philosophical Quarterly 1963
Creativity and Development: R. Keith Sawyer 2003-09-04 What is creativity, and where does it come from? Creativity and Development explores the fascinating connections and tensions between creativity research and developmental psychology, two fields that have largely progressed independently of each other—until now. In this book, scholars influential in both fields explore the emergence of new ideas, and the development of the people and situations that bring them to fruition. The uniquely collaborative nature of Creativity and Development allows the authors to address the key issues and potential benefits of exploring the connections between creativity and development. Creativity and Development is based on the observation that both creativity and development are processes that occur in complex systems, in which later stages or changes emerge from the prior state of the system. In the 1970s and 1980s, creativity researchers shifted their focus from personality traits to cognitive and social processes, and the co-authors of this volume are some of the most influential figures in this shift. The central focus on system processes results in three related volume themes: the origin of creativity, development of creativity, and the interrelation between individual processes and social processes, and the role of mediating artifacts and domains in developmental and creative processes. The chapters touch on a wide range of important topics, with the authors drawing on their decades of research into creativity and development. Readers will learn about the creativity of children's play, the creative aspects of children's thinking, the creative processes of scientists, the role of education and teaching in creative development, and the role of multiple intelligences in both creativity and development. The final chapter is an important dialogue between the authors, who each pose a roundtable discussion and explore key questions facing contemporary researchers, such as: Does society suppress children's creativity? Are creativity and development specific to an intelligence or a domain? What role do social and cultural contexts play in creativity and development? Creativity and Development presents a powerful argument that both creativity and development will benefit by becoming more familiar with each other's work.

Biology and Knowledge Revisited Sue Taylor Parker 2014-04-04 Based on the Annual Symposium of the Jean Piaget Society, Biology and Knowledge Revisited focuses on the classic issue of the relationship between nature and nurture in cognitive and linguistic development, and their neurological substrates. Contributors trace the history of ideas concerning the relationship between evolution and development, and bring new powerful conceptual systems and research data to bear on understanding the problem of experience-contingent brain development and evolution. They focus on processes of phenotypic construction, which fill the gap between genes and behavior - and demonstrate that evolutionary psychological models of innate mental modules are incompatible with what is known about these processes. This book presents exciting new approaches to the development and evolution of cognitive and linguistic abilities. Subsequent to the 2013 EVOLC (Evolutionary and Developmental Cognitive) symposium focused on specifically constructivist approaches to neurogenesis and language acquisition, and their evolution. It was organized around ideas about the relationship between development and evolution raised in Piaget's books. Research in this field has yielded new insights into behavioral influences on brain plasticity. Two of its subthemes run throughout - a critique of modularity models popular among evolutionary psychologists and the present yet flavoured nature of Piaget's critique of the modern synthesis of evolution as a result, Biology and Knowledge Revisited is intended for development and evolutionary psychologists, anthropologists, evolutionary psychologists, and philosophers of science.

Democracy and Mathematics Education
Kurt Stephagen 2021-05-06 In Democracy and Mathematics Education, Kurt Stephagen and Catherine Henney develop a way of understanding the nature of mathematics as an inclusive, participatory, and thoroughly human. They use these ideas to create a school mathematics experience that can enhance students' math abilities and democratic potential. They locate mathematically-origin human activity and highlight the rich but often overlooked links between mathematical activity and democratic, social practices. Democratic mathematics education foregrounds student inquiry and brings to light the moral dimensions of a discipline that has both remarkable utility and inevitable limitations. For math educators, the book's humanist approach helps to set the stage anew. For philosophers, it provides an important real world context for wrestling with perennial and timely questions, engaging democratic and evolutionary theory to transform school math. This alternative approach to mathematics and mathematics education provides a way to make democracy a larger part of school and wider social life. 2021 Winner of the AESA Critics' Choice Award.

The British National Bibliography: Arthur James Wiles 1999 Contributors to Systems Science and Cybernetics - Volume I: Francesco Parra-Luna 2009-10-10 This book represents a broad integration of several major themes in psychology toward its unification. Unifying psychology is an ongoing project that has no endpoint, but the present work suggests several major axes toward that end, including causality and activation-inhibition coordination. On the development side of the model, the author has constructed an integrated lifespan stage model of development across the Piagetian cognitive and the Eriksonian socioaffectional domains. The model is based on the concept of neo-stages, which mitigates standard criticisms of developmental stage models. The new work in the second half of the book extends the development of the first half both in terms of causality and development. Also, the area of couple work is examined from the stage perspective. Finally, new concepts related to the main themes are represented, including on the science formula, executive function, stress disorganization disorder, inner peace, and ethics, all toward showing the rich potential of the present and the future of the sciences.

Causality and Neo-Stages in Development
C. W. Melcher 2021-10-30 This book presents a revealing new approach to the development of causality and causality-related concepts. The book is based on a revolutionary shift in the understanding of causality: the idea that causality is not a static concept, but one that evolves over time. The book provides a comprehensive framework for understanding causality and its development, drawing on a wide range of disciplines and research. The author, C. W. Melcher, is a leading expert in the field and has contributed significantly to the understanding of causality. The book is highly recommended for researchers and students in psychology, education, and related fields.

Piagets Conception Of Evolution Beyond Darwin And Lamarck
Gerald Young 2021-10-30 This book presents a revealing new approach to the development of causality and causality-related concepts. The book is based on a revolutionary shift in the understanding of causality: the idea that causality is not a static concept, but one that evolves over time. The book provides a comprehensive framework for understanding causality and its development, drawing on a wide range of disciplines and research. The author, C. W. Melcher, is a leading expert in the field and has contributed significantly to the understanding of causality. The book is highly recommended for researchers and students in psychology, education, and related fields.
Finally, the fourth section centres around artificial and computational intelligence, addressing sub-themes such as "neural networks," the "simulated annealing" that ranges from statistical thermodynamics to combinatorial problem-solving, such as in the explanation of the role of adaptive systems, or when discussing the relationship between biological and computational intelligence.

Problem Solving, Reasoning and Numeracy in the Early Years Foundation Stage 
Anita M Hughes 2012-11-12 The Practical Guidance in the Early Years Foundation Stage series will assist practitioners in the smooth and successful implementation of the Early Years Foundation Stage. Each book gives clear and down-to-earth advice that is easy to implement. It shows readers how to consider each area within its broadest context to expand and develop their own knowledge and good practice. Practical ideas and activities for all age groups are offered along with a wealth of expertise of how elements from the practice guidance can be implemented within all early years settings. The books include case studies and innovative features, and are based on the authors' popular books and stories. This book offers an in-depth understanding of children's thinking skills from a psychological perspective. The book introduces the Learning Tools model, a vital cognitive tool used by children to learn and solve problems, and gives practical ideas on how practitioners can use everyday materials to promote problem solving and early numeracy skills through play. Readers are encouraged to reflect on their own practice and understanding to help them provide learning opportunities to meet the unique needs of all children in their setting.

A Cultural-Historical Perspective on Mathematics Teaching and Learning 
Wolff-Michael Roth 2011-11-22 Eighty years ago, L.S. Vygotsky continued that psychology was misled in studying thought independent of emotion. This situation has not significantly changed, as most learning scientists continue to study cognition independent of emotion. In this book, the authors use cultural- historical activity theory as a perspective to investigate emotion, learning, and teaching in mathematics. Drawing on data from a longitudinal research program about the teaching and learning of algebra in elementary schools, Roth and Radford show (a) how emotions are reproduced and transformed in the interaction between teacher and student, and (b) how this interaction shapes the development of the students' ideas about their progress in the activity, cognitive and emotional dimensions cannot be separated. Three features are salient in the analyses: (a) the irreducible connection between emotion and cognition mediates teacher-student interactions; (b) the zone of proximal development is itself a historical and cultural emergent phenomenon; and (c) the activity theory together with a cultural-historical activity theory, the object-motive activity as the real outcome of the learning activity. The authors use these results to propose (a) a different conceptualization of the zone of proximal development, (b) activity theory as an active tool to understand the individual's natural development, and (c) understanding the material/internal nature of objects in activity. Wolff-Michael Roth is Lansdowne Professor at the University of Victoria, Canada. He researches scientific and mathematical cognition along the life span from cultural-historical and phenomenological perspectives. He has conducted research in science and mathematics classrooms, as well as having realized multi-year ethnographic studies of science and mathematics in workplaces and scientific research. Luis Radford is full professor at Laurentian University in Canada. His research interests include the investigation of mathematics thinking and knowing from a cultural-historical and a phenomenological perspective. For many years he has been conducting classroom research with primary and high-school teachers about the teaching and learning of mathematics.

The Oxford Handbook of Entrepreneurial Finance 
Douglas Cumming 2012-03-22 Providing a comprehensive picture of issues dealing with different sources of entrepreneurial finance and different issues with financing entrepreneurs. The Handbook comprises contributions from 48 authors based in 12 different countries.

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The Modern Schoolman 
TRAVIS GIBBS 2004-08-16 How often do we look up from the reading matter for a moment of reflection and ask whether we are learning anything, other than the fact that we are reading? This book explores different personal and intellectual strategies that can be used to help us think more deeply about our reading than what we would normally do. The author, a professor at the University of California, Berkeley, offers a series of essays that examine various aspects of reading, from the nature of reading itself to the role of reading in our lives. He argues that reading is not just a passive activity but an active one, and that we can learn more from our reading by being more actively engaged in the process. The Modern Schoolman is an excellent resource for anyone interested in understanding the nature of reading and how we can improve our own reading habits.

The Best Books for Academic Libraries: Medicine 
2002 Books recommended for undergraduate and college libraries listed by Library of Congress Classification Numbers and Title.

The Great Adventure David Love 2004-01-01 Outlines how a new working partnership between psychologists and evolutionary systems scientists can help create a more humanitarian evolutionary theory.

Self-Organization as a New Paradigm in Evolutionary Biology 
Anne Dambrock Margolies 2002-05-01 This book synthesizes the various theories of evolution, since the first formulation in 1802 with the transmission of the inherited characters by J.B. Lamarck, shows the need for an alternative synthesis to that of Darwin (1843). This new synthesis integrates the scientific models of the physics, pyschology, and economics, during the research on the laws of physics, thermodynamics, and mathematics with the emergent evolutionary problematics such as self-organized memory. This book shows how self-organization is integrated in modern evolutionary biology. It is divided in two parts: The first part pays attention to the modern observations in paleontology and biology, which include major theorecticians of the self-organization (d'Arcy Thompson, Henri Bergson, René Thom, Ilya Prigogine). The second part presents different emergent evolutionary models including the sciences of complexity, the non-linear dynamical systems, fractals, attractors, epigenesis, systems, and messiology with different examples of the sciences of complexity and self-organization as has been observed with system internal (embryogenesis-morphogenesis) and external (messiology) viewpoints. The Modern Schoolman 1995-11

Evolution and Learning 
Bruce H. Webber 2003 Essays on the contributions to historical and contemporary evolution theory the Baldwin effect, which postulates the effects of learned behaviors on evolutionary change. La scie du cerveau et la connaissance (Griboult M. Edelem 2007) sentation spéciale: [8] L'accès direct aux données. Documents [8] Quanta l'attrap e [non faîte] on de concevoir l'homme, la pensée, e, la culture. RENÉAL TRAVIS GIBBS 2004-08-16 How often do we look up from the rubble of our expectations and in exasperation ask, "Why?" Imagine the cosmos grinning back and replying, "Well, you tell me why!" Written at times caustically, at times perplexedly and at times insightfully, Renewal is set in the episodic context of personal upheaval mixed with wonder about the nature of love, loss, and relationships. At its heart, Renewal is about how we tend to afflict our awareness through our expectations and how we might meet the challenge to become unencumbered and renew our essential wonder and grace. Welcome to the ride...

Evolutionary Thought in Psychology 
Henry Plotkin 2008-04-15 Evolutionary Thought in Psychology: A Brief History traces the history of evolutionary thought in psychology from its beginnings to the present day in an accessible and lively fashion. Focuses on the rise of evolutionary theories begun by Lamarck and Darwin and the creation of the science of psychology. Explains evolutionary thought's banishment by behaviorism and cultural anthropology in the early 20th century, along with its recent re-emergence with the rise of evolutionary psychology and sociobiology. Examines the complex and changing relations between psychology and evolutionary theory. Finally, the fourth section centres around artificial and computational intelligence, addressing sub-themes such as "neural networks," the "simulated annealing" that ranges from statistical thermodynamics to combinatorial problem-solving, such as in the explanation of the role of adaptive systems, or when discussing the relationship between biological and computational intelligence.

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Evolution Worlds without End, Henry Plotkin considers whether there is any general Evolutionary Worlds Without End Piaget's stage of formal operations. adolescent and adult thought and concludes that there is describable and Beyond Formal Operations addresses an urgent pedagogical problem in depth, but also challenges dominant science. It continues to advance, the use of computers and the Internet in educational Towards Discursive Education was frequently criticized is, in fact, the gap between the psychological and the psychologies of science. The gap between theory and experiment that psychologists, they often overlooked the main thrust of Piaget's work, which is number of important questions. However, because most of these authors were psychologists, they often overlooked the main thrust of Piaget's work, which is experimental data as reported. Such criticism may be justified, at least in part, if psychologists or, more rarely, epistemologists, who had no direct contact with the research that provided the basis for the theoretical constructs, nor with the ongoing work on the theory itself. These authors, who looked into the theory, so to speak, from the outside, often noted aspects that were less visible to those working inside the theory and in this way raised a number of important questions. However, because most of these authors were psychologists, they often overlooked the main thrust of Piaget's work, which is experimental. Many complained about a gap between the theory and the experimental data as reported. Such criticism may be justified, at least in part, if the theory is taken to be a psychological theory. But Piaget himself always emphasized his epistemological orientation, with this in view, the methodology of the research and its links to the conceptual framework of the theory appear in a different guise. The value of a given methodology depends on its contribution to the theory for which it was designed. The gap between theory and experiment that was frequently criticized is, in fact, the gap between the psychological and the systemic approaches. Discursive Education Christina E. Ebeling 2010-09-16 As technology continues to advance, the use of computers and the Internet in educational environments has immensely increased. But just how effective has their use been in enhancing children's learning? In this thought-provoking book, Christina E. Ebeling conducts a thorough investigation of scholarly journal articles on how computers and the Internet affect learning. She critiques the influential pedagogical theories informing the use of computers in schools - in particular those of Jean Piaget and "theory of mind" psychology. Ebeling introduces and argues for a discursive approach to learning based on the philosophy of Ludwig Wittgenstein and the psychology of Lev Vygotsky. This book not only addresses an urgent pedagogical problem in depth, but also challenges dominant assumptions about learning in both developmental psychology and cognitive science.

Beyond Formal Operations Michael L. Commons 1984 Examines the nature of late adolescent and adult thought and concludes that there is discernible and significant cognitive development during those stages of life which goes beyond Piaget's stage of formal operations. American Book Publishing Record 1996-05 Evolutionary Worlds Without End Henry C. Plootkin 2010 In Evolutionary Worlds without end, Henry Plotkin considers whether there is any general theory in biology, including the social sciences, that is in any way equivalent to the general theories of physics. He starts by examining Ernest Rutherford's dictum as to what science is. In the later chapters he considers the possibility, within a historical framework, of a general theory being based upon selection processes. Peter J. Bowler 2009-09-08 Since its original publication in 1989, Evolution: The History of an Idea has been recognized as a comprehensive and authoritative source on the development and impact of this most controversial of scientific theories. This twentieth anniversary edition is updated with a new preface examining recent scholarship and trends within the study of evolution.

The Culture of Feedback Daniel Belgrad 2019 When we want advice from others, we often casually speak of "getting some feedback." But how many of us give a thought as to what this phrase means? The idea of feedback actually dates to World War II, when the term was developed to describe the dynamics of self-regulating systems, which correct their actions by feeding their effects back into themselves. By the early 1970s, feedback had become the governing trope for a counterculture that was redefined and reinvigorated by ecological thinking. The Culture of Feedback digs deep into a dazzling variety of left-of-center Feedback Thinking: From Misunderstood Stigmas to Those New Forms of Science (includes the development of scientific thinking and causal reasoning, technology, psychology, biology, and different views of science, how children learn and are taught science) Past and Future of Psychology of Science (quantitative trends and the future of the psychology of science) Handbook of the Psychology of Science (William James, John Dewey, and the Psychology of Science) Contributions to the Psychology of Science (Evolutionary Worlds Without End, Henry Plotkin considers whether there is any general theory in biology, including the social sciences, that is in any way equivalent to the general theories of physics. He starts by examining Ernest Rutherford's dictum as to what science is. In the later chapters he considers the possibility, within a historical framework, of a general theory being based upon selection processes. Peter J. Bowler 2009-09-08 Since its original publication in 1989, Evolution: The History of an Idea has been recognized as a comprehensive and authoritative source on the development and impact of this most controversial of scientific theories. This twentieth anniversary edition is updated with a new preface examining recent scholarship and trends within the study of evolution.)