

PIAGET, BRUNER, VYGOTSKY

Applied to
Lifespan
Communication

PIAGET

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Communication

COGNITIVE-DEVELOPMENTAL

- Key assumptions and concepts
 - genetic epistemology— science of changing knowledge
 - Humans are active agents
 - Development refers to broad, spontaneous processes, resulting in addition, modification, reorganization of psychological structures
 - Systems theory approach— equilibration as central component
 - Development— maturation (biological change), experience (interaction with environment), social transmission (information, attitudes, customs learning), equilibration (integration, motivation)
 - Learning—Necessary, but a subcomponent of development
 - Schema Theory (primary unit of mental organization)
 - How is it organized? (Simple-complex)
 - How do people **adapt** (adjust) to experience?
 - How do people **assimilate** (bring into) experiences into existing scheme?
 - How do people **accommodate** (change) schemata in response to new experiences?

COGNITIVE-DEVELOPMENTAL

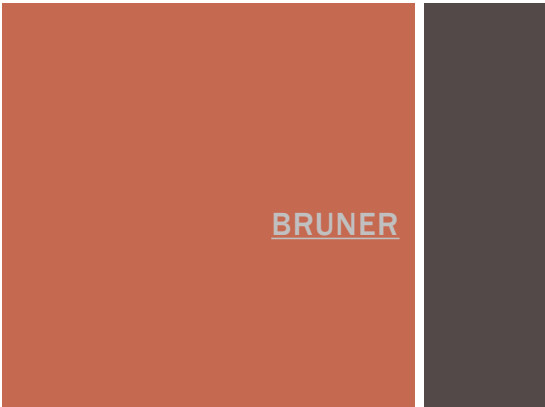
- Sequences of Disequilibrium → Structural changes → Equilibrium
- Applying Salkind's assumptions:
 1. Do developing communicators begin in states of "conflict" between current message abilities and environmental demands?
 2. Do states of equilibrium last longer than disequilibrium?
 3. Is the rate of change variable to individuals?
 4. Does disequilibrium always result in structural changes to communication production/interpretation abilities?
 5. As communicators are changing, does it follow that there is maximum stability from the time of the change to the next period of disequilibrium?
 6. Is the process of communication changes invariant?
 7. Can developmental communication stages be skipped?
 8. Does later communication development depend on earlier stages?

PIAGET'S STAGES

- | | |
|---|--|
| <p>Sensorimotor (0-2)</p> <ul style="list-style-type: none"> ▪ Reflexive ▪ Primary Circular ▪ Secondary circular (cause/effect) ▪ Secondary schemata (object permanence) ▪ Tertiary circular (novelty) ▪ Symbolic representation (18-24 months) | <p>Pre-Operational (2-7)</p> <ul style="list-style-type: none"> ▪ Language acquisition ▪ Egocentric reasoning ▪ Perception-bound thinking ▪ Conservation limits |
|---|--|

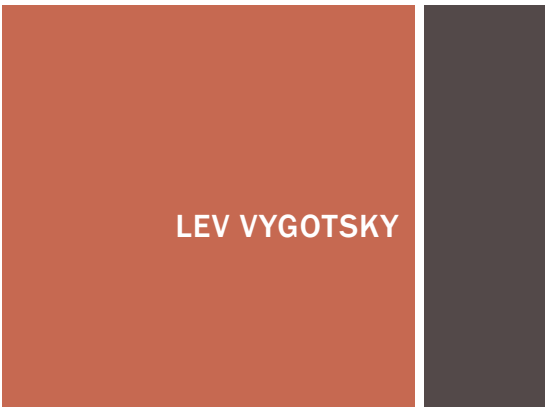
PIAGET'S STAGES

- | | |
|--|---|
| <p>Concrete Operational (7-12)</p> <ul style="list-style-type: none"> ▪ Reversible thought ▪ Logic ▪ Conservation ▪ Concrete learning/problem-solving ▪ Experienced-based thinking | <p>Formal Operational (12-)</p> <ul style="list-style-type: none"> ▪ Formulate/test hypothesis ▪ Abstract thinking ▪ Induction/deduction ▪ Egocentric reasoning ▪ Non perception-bound thinking |
|--|---|



BRUNER BASICS

- Social interaction as basis for learning
- **Constructivism**
- Modes of representation- enactive (direct contact), iconic (mental learning), symbolic (nonverbal/verbal)
- Assumptions—
 - Representation ability is key
 - Storage system/capacity
 - Language ability is key
 - Quality of learning = quality of teaching
 - Quality of language related to teaching/learning
- Learning objective - What concepts? Readiness? Preview-view-review



Jean Piaget and Lev Vygotsky



•Development precedes learning
•Stage Model of Cognitive
•Assimilation & Accommodation

•Learning precedes development
•Zone of Proximal Development

VYGOTSKY BASICS

- A Socio-cultural theory
- 1. Children construct own knowledge
- 2. Development embedded in social contexts
- 3. Learning sets the stage for development
- 4. Language plays a central role in mental development
- ZPD (Zone of proximal development)
- Development is "Stage-like"
 - Primitive (0-2)
 - Naive psychology (2-7)
 - Egocentric speech (7-12)
 - Ingrowth (12-)- Thinking, communicating
- Scaffolding (building bridges to learning)
