

## Piaget Demonstration Study Guide

You will observe as the child is asked to participate in play-like activities that illustrate Piaget's stages of cognitive development. Try to make predictions about the outcome based on your reading of the text and make notes of your observations for questions and discussion afterwards.

If you complete this form and submit it to me by the end of the week I will award you **ten (10)** extra credit points. You are welcome to annotate your responses by reviewing the text and online notes to help with your written conclusions. You don't have to turn it in at the end of the demonstration; you may turn it in when you have had time to complete each question.

### Introduction:

What did Piaget assume about cognitive development? Did he believe problem-solving ability was based on intelligence, learning, or upon specific stages of development related to a child's age?

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What did Piaget say we could expect in a child of 2-7? What stage did Piaget say these children were in?

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How does the child respond to the demonstration? How does he/she respond to the instructor and/or to the parent or caretaker? Interested and engaging? Reluctant or withdrawn?

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**Demonstration Observations:** Record your observations, questions, or comments as each task is preformed.

1. *Colored Spools* – Object transformation by rotating the spools. Can the child maintain an accurate mental image? Can the child predict which color will emerge first? What else did you notice? Did the child know or did he or she just guess?

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2. *Topological or Euclidian Space* – Can the child accurately reproduce both the figure and the relative relationships between the objects? Normally before seven years of age the child will have trouble with the shapes. Young children can recognize the relationship of the dot to the figure but the shapes presented later are somewhat irregular. After the age of 4 the circles and squares are pretty good but the others are vague without clear and accurate angles being reproduced. What did you observe here?

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3. *One For One Exchange* – Why do I exchange one penny for one block? Can the child establish equivalence between two different sets of objects and then conserve that property as the objects change position? At what age should this be no longer a problem? Note carefully each child's approach to this problem.

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4. *Term-to-Term Correspondence* – Can the child establish equivalence between two similar sets of objects and then conserve that property as the objects change position? Note what is similar or different from the task just completed. Are they using preoperations or using concrete operations? Why or why not?

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5. *Conservation of Length* – Can the child establish equivalence between sets of objects of differing length? Can the child then conserve the property of length equivalence when the dowels change relative position? Record whether you observed both equivalency and conservation or just one of the properties. Was one task more difficult than the other? Did the multiple segments make any difference in the second set?

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6. *Conservation of Liquids* – Can the children establish equivalence of volume and maintain the equivalence when the physical dimensions of the liquid change. What was similar or different in the way the children approached this conversation task as compared to the others? In this note the reaction to the task at hand and the confidence expressed in his or her judgment.

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7. *Conservation of Substance* – Can the children also conserve the property of substance? Is this easier, more difficult or about the same difficulty as the other conservation tasks?

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8. *Spatial Coordinates* – Using a bottle of water and then rotating the bottle noticing the properties of the liquid will the child be able to reproduce the water as it would appear if the bottle was in different positions. What do observe about the children's drawing representing the water line? How do you explain this result if not accurate?

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9. *Class Inclusion* – Can the child successfully comprehend the relationship of the animals to be both a member of a class and subclass at the same time? What cognitive skills are represented in this task? What about Piaget's assumptions of these cognitive abilities at this age?

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