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CHAPTER 4. PIAGETIAN THEORY AND EDUCATIONAL ISSUES; 4.1 PIAGET'S EQUILIBRATION: A THEORY FOR A SCHOOL FOR THINKING; 4.1.0 Knowledge as thinking; 4.1.1 Equilibration, the life of intelligence; 4.1.2 A school for thinking; 4.1.3 The uniqueness of Piaget's theory; 4.2 GENETIC EPISTEMOLOGY AND THE CURRICULUM; 4.2.1 A frame for the study of the curriculum; 4.2.2 The acquisition of knowledge; 4.2.3 Piaget's system of science; 4.2.4 Neo-Piagetian perspectives; 4.2.5 Knowledge and the curriculum; REFERENCES

Sommario/riassunto

The various contributions to this volume converge on two themes. First, the explanatory role of social interaction, which, for a long time, has been a source of criticism of Piaget's view of intelligence, is dealt with not only in relation to cognitive development, but also to language acquisition and to education. The second point of thematic convergence is the compatibility of genetic epistemology and psychoanalytic theory in view of the establishment of relationships between emotional and cognitive development.
