

FOUNDATIONAL
WORK

people who
know what to
talk exactly

PIAGET

4 STAGES

STRUCTURALIST
APPROACH

PIAGET SAID
NORMAL KIDS
REACH THIS
STAGE AT 12-15
YRS REVISED
TO 20 YRS

cognitive
development

CHILDHOOD
COGNITIVE
DEVELOPMENT

**ABILITY
TO
REASON**

TENNAT



A NEW
INTELLIGENCE
PROBLEM
SOLVING
ATTITUDE

**CHILDREN
REFLEX**

INNATE

COGNITIVE
DEVELOPMENT
WITH OPERATIONAL
STAGE

IMPORTANCE OF
CONSTRUCTING
HIS/HER
KNOWLEDGE

**BLACKBURN
AND PAPILIA**

**WESTERN
CULTURE**

PIAGET ALSO
SAID HOW
ADULTS
RESOLVE
REAL LIFE
PROBLEMS

FINALLY
ABILITY TO
THINK
ABSTRACTLY

**CONCEPT
OF IDEA**



LINEAR AND CATEGORICAL MODELS

9 POSITIONS

KNOWLEDGE IN DUALISTIC TERMS

FORMAL OPERATIONAL THINKERS

RELATIVISTIC

CONTEXT OF KNOWLEDGE IS AS IMPORTANT AS KNOWLEDGE ITSELF THE SAME WAS EXPLAINED BY BRUNER

PERRYS DEVELOPMENTAL SCHEME

INSTRUCTORS ROLE AND THEIR OWN ROLE AS LEARNERS

KASWORM 1983

LAVALLE GOURDE RODIER AND WILSON 1996

SELF DIRECTED LEARNING

DEVELOPMENT IS TRANSITIONAL (BRUNER)

TO THINK REFLECTIVELY DOESN'T EMERGE FULLY BUT DEVELOPS IN SEQUENCES

REFLECTIVE JUDGEMENT MODEL

DEVELOPMENT OF EPISTEMIC COGNITION

KING AND KITCHNER

ARLIN 1975,1984

AMBIGUOUS AND NON DEFINED IDEAS

DEVELOPMENTAL PROGRESSION THAT OCCURS BETWEEN CHILDHOOD AND ADULTHOOD

PROBLEM SOLVING STAGE

LINEAR AND CATEGORICAL MODELS FOR ADULTS

PERRYS DEVELOPMENTAL SCHEME

REFLECTIVE MODEL

DRAWING ON THE WORK OF GRUBER

DEVELOPMENT OF CREATIVE THOUGHT IN ADULTS



REFLECTIVE MODEL

WHAT WAS MORE PRIVATE IS NOW PUBLIC DUE TO TECHNOLOGY

WORK OF BELENKY, CLINCHY, GOLDBERGER, TARULE

DIFFERENT TYPES OF ACADEMIC INSTITUTIONS AND PARENTAL BACKGROUNDS

STAGES 4 & 5: KNOWLEDGE AS UNCERTAIN AND MORE SUBJECTIVE THINKING

BURTON: RESPONSE IN INDIVIDUALISTIC WAYS

DIALECTIC THINKING ALLOWS ACCEPTANCE (SAME WAS SAID BY BRUNER)

DIALECTIC THINKING

KEGAN (1994) DIALECTICAL THINKING

DECISIONS AND JUDGEMENT SHOULD BE EVALUATED IN THE RELEVANT CONTEXT

KRAMER SAID THAT ADULT THINKING IS BOTH RELATIVISTIC AND DIALECTED OPERATIONS

1. SILENCE: PASSIVE, FEEL INCOMPETENT

CONFLICT AND CONTRADICTION

SIMILARITIES B/W PERRY AND KITCHNER

KRAMER ALSO SAID THAT RUDIMENTARY DIALECTIC THINKING BEGINS IN CHILDHOOD

PROCEDURAL + CONSTRUCTED = KNOWLEDGE = RELATIVISM

DYNAMIC DIALECTICALISM RARELY APPEARS BEFORE MIDDLE AGE

BAXTER: SUBJECTIVE --- IMPERSONAL

2. RECEIVED KNOWLEDGE: LISTEN TO THE VOICES OF OTHER

RIEDEL (1973): DIALECTIC THINKING GIVES RISE TO CONCEPTUALIZATION IN THE SOCIETY

CONTEXTU KNOWING

KEGAN: HIDDEN CURRICULUM OF MODERN LIFE NECESSITATES DIFFERENT WAYS OF THINKING JUST LIKE GARDNER SAID

5. CONSTRUCTED KNOWLEDGE: FROM HAVING NO VOICE TO BECOMING SOMETHING

DEMANDS ON PUBLIC AND PRIVATE LIFE

EPISTEMOLOGICAL MODEL

1. ABSOLUTE KNOWING

2. TRANSITION / KNOWING

1. HOW TO USE MENTAL CAPACITIES IN SOCIAL SITUATIONS

3. INDEPENDENT KNOWING

VYGOTSKY: CULTURALLY AND HISTORICALLY BOUNDED

RESPOND TO CULTURES CURRICULUM

INTER INDIVIDUAL --- DUAL THINKING

THE CONFUSED YOUNG GENERATION THESE DAYS

MENTAL DEMANDS THE POST MODERN WORLD PUTS YOU INTO

AFTER GRADUATING FROM COLLEGE THEY ARE MORE CONNECTED WITH THEIR EMOTIONS AND BALANCED WITH RATIONAL REFLECTION

DEVELOPING BELIEFS

TRANS SYSTEMS THINKING

GARDNER MI (LEN OF TRANSCENDENCE VIEW)

FROM CONCRETE TO ABSTRACTION

KEGAN: COMMON GROUNDS FOR A NEW STATUS QUO THE MODEL FOLLOWED IN A LOT OF MNCs

WILBER (1982)

THOMAS (1994)

FOCUS ON THEIR OWN INDEPENDENT THINKING

CONSCIOUSNESS OF HUMAN BEINGS COMES FROM THE UNLIMITED RESERVOIR FROM WHICH WE DRAW EGO

4. PROCEDURAL KNOWLEDGE

BRUNER: REALITY BEYOND THE CAPACITY OF LOGIC

WILBER - SPIRITUAL-CASUAL STATE -- UNIVERSAL STAGE

SALES TACTICS: MOVE BEYOND, TRY THE OTHER SIDE WILL NOT GO AWAY

BENNACK AND BASSACHES

MACDONALDS (1996) : ATTRIBUTE OF WISE

HUMOR IS HEALING JUST LIKE BRUNER EXPLAINED

SENSE OF COMPLEXITY OF LIVING

ORIGINS OF THOUGHTS IN THE INDIVIDUAL AND SOCIETY REPRESENTS A SYNTHESIS FOR MATURITY

LABOUVIE -VIEF(1980) : PERFECTION OF FORMAL THINKING WAS THE ULTIMATE GOAL OF ADULT THINKING

ADULTHOOD---- RESPONSIBILITY-----C OMMITMENT-----PHIL OSOPHY----ADULT MATURITY----DECISIO N

PIAGET THINKING IA NEW WAY OF THINKING JUST LIKE GARDENER ABILITY TO ACCEPT

WISDOM: PRAGMATICS OF INTELLIGENCE

MASLOWS CONCEPT OF SELF ACTUALIZATION

GOLDBERGER (1996): SILENCE ----STRONG---POSITIV E ---HOW CAN IT BE DETERMINED CULTURALLY TO KNOW SOME ONE

KEGAN : THAT THIS PRESSING DEMAND FOR DIALECTIC THINKING COMES FROM OUR NEED AS ADULTS TO RESPOND

CARITAS: ATTITUDE OF NON POSSESSIVE ATTACHMENT. : ARTIST /BUSINESS

STRATEGIC SILENCE

CULTURAL AND PERSONAL EXPERIENCE SHAPE UP A PERSON (SAME SAID BY BRUNER , GARDNER AND VYGOKSKY)

KNOWING WHEN TO ACT AND WHEN NOT THIS IS THE CRUX IF MODERNISM

WISDOM

WISDOM IS GROUNDED IN LIFE AS RICH EXPERIENCES

WISDOM DOESNOT COME WITH AGE . WHAT IS WISE ?

HOLIDAY AND HANDLE

MULTIDIMENSIONAL CONSTRUCT

Watson and Clark (1991) proposed the Tripartite Model of Anxiety and Depression

COOPERATE : WISE MUST PEOPLE SHOULD BE ABLE TO SOLVE PROBLEMS

IT IS A TIME FOR PEOPLE TO GIVE BACK TO THE SOCIETY

WISDOM IS MOVING AWAY FROM ABSOLUTE TRUTH

DYCTWOLD &FLOWER

PEOPLE HAVE THEORIES ABOUT WISDOM, INTELLIGENCE, CREATIVITY TO EVALUATE OTHERS

SPECIALIST LISTENS TO EVERYONE

THE THIRD AGE : DEVELOPMENT OF INTERIOR LIFE OF THE INTELLECT

WISE INDIVIDUAL IS ONE WHO IS FOCUSED , CLEAR AND SENSIBLE

THE MEMORY

HUMAN CHARACTER IS MADE OF EXPERIENCE AND

STERNBERG: WISDOM

COMMON MAN VERSUS SPECIALISTS

BUSINESS PROFESSOR EMPATHIZE ON MATURITY OF JUDGEMENT , UNDERSTANDING OF LIMITATIONS OF ONES ACTIONS

ERIKSON : INTERDEPENDENCE AND INTER RELATEDNESS

1. SEEING THINGS CLEARLY .2.ACTING IN PRUDENT , WELL BEING OF WHOLE MIND , UNDERSTANDING THE SITUATION

ISOLATION -----EMOTIONAL STAGNATION

OLD AGE SURVIVAL SKILLS:LOSS IS INEVITABLE LET IT GO DONT HOLD IT

WISE PERSON PROFITS FROM OTHERS EXPERIENCES

ART PROFESSOR : EMPATHIZE ON INSIGHT KNOWING OF HOW TO BALANCE LOGIC, INSTINCT AND SENSITIVITY