



Cognitive development in ADULTHOOD

most studies of
Cognition are based on
children or adolescents
with the assumption that
adults reach the FINAL STAGE
of cognitive development

PIAGET'S theory
provides the
base for most research
on adults



NEW theories suggest
formal operational
stage is not the
Final stage!

ARLIN

identified 5th stage
by dividing piaget's
formal operations into two
categories.

① PROBLEM SOLVING STAGE

↓
Solutions to
identified
issues



② PROBLEM FINDING STAGE

↓
finding new
questions +
problems through
hypothesis.



PERRY suggests model based on **NINE** positions

this word is "more suitable" than stage because it suggest a viewing point

people move from percieving things...

DUALISTICALLY to **RELATIVISTICALLY**



right or wrong binaries



position 2

relative to context



position 1

Qualitatively different viewing

TRANSITION

is just as important. infact maybe development occurs during transition itself. 💡



position 4

dialectic thinking ie. thinking in paradox exists.



Earlier positions: learners view teachers as authority figures. later positions they see them as GUIDES.



hmm...

Criticism
 theory based on a study of male college students
 gender biased. why were females excluded?
 also a very controlled group that does not represent majority.
 can his findings be considered valid?
 what type of colleges and institutes were included?

THE REFLECTIVE JUDGMENT MODEL ^{king + kitchener}

↓
 Epistemic Cognition → is sequential
 childhood - adulthood [inspired by Piaget]
 "related to a degree of its validation"

SEVEN STAGES

- 1-2-3 - pre-reflective thinking - passively absorbed knowledge comes from authority figures. (ustaad - shagird)
- 4-5 - middle stages - learners become subjective.
- 6-7 - knowledge is no longer a 'given' - it has to be actively CONSTRUCTED. 'evaluation + reevaluation'

Criticism: study based on WHITE adults only - genders male, female - racially biased.
 College students only - not representative of a larger population



WOMEN'S WAYS OF KNOWING

- Belenky
- Clinchy
- goldberger
- Tarule

5 Categories

- ↳ inresponse to previously male centered research.
- ↳ Sample include: diverse backgrounds - different academic institutes - parenting classes.
- ↳ people go from: VOICELESS → EMPOWERED
- Silence
- Received knowledge [dualistic perry's]
- Subjective knowledge [multiplicity]
- procedural knowledge [constructed knowledge]
- constructed knowledge.

can be a strength, depends on cultural learning. • debatable.

Similarities ↓ [dualistic perry's]

[constructed knowledge]

EPISTEMOLOGICAL REFLECTION MODEL

- BAXTER MAGOLDA

people move from being certain they know
→ doubt, uncertainty and questioning
→ being able to integrate information from diverse perspectives



Contextual knowing:

Connecting to emotions is important.

balanced with Rational thinking

4 different ways of knowing.

① Absolute knowing

② transitional knowing

③ Independent knowing

④ Contextual knowing

subcategories

Ⓐ inter individual
↓
dual focus of thinking for themselves + others



women used more

Ⓑ Individual
↓
focus is on own thinking



men used more

Related to gender but not dictated by it.

THE TRANSCENDENCE VIEW

↳ Beyond rational levels to deeper levels of

CONSCIOUSNESS

* ENLIGHTENMENT *

WILBER: 8 levels of movement towards highest level of transpersonal cognitive dev.



great mystical leaders, sufis have spoken about this 'higher' knowledge that is revealed

DIALECTICAL THINKING:

→ relating to logical discussion of opinions that are concerned with opposing forces.

↓ **RIEDEL** suggests corresponding mode to stand besides

PIAGETS

acceptance of alternate truths about similar phenomena.

↓ Says presence of dialectic thought at ALL stages of development ⇒ but varies culturally, historically.

BENARK BESSECHES

says it not at every stage but post formal operations



SUICIDE VS EUTHANASIA

people can have paradoxical stances

developed a Dialectical Schemata & = 24 moves dialectic thinkers make.

KEGAN

→ dialectic thinking = highest level of consciousness.

↓
needed to respond to 'cultures, curriculum'

We must navigate through 5 stages

↓
most people don't enter their 4th level of consciousness until their 40's.

CONTEXT COGNITION

+ LABOURIE-VIEF GOLDBERGER

→ say context has effect on cognitive development & learning

variables pertaining to social contexts are more important than age

hall mark of adulthood is 'commitment'

↓
settling down → one path over many.

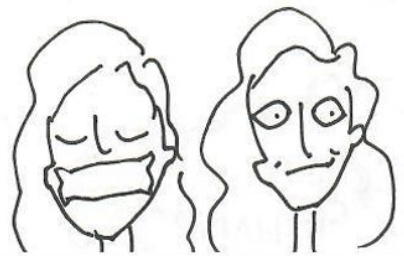
→ WOULD BE BETTER FOR RESEARCHERS TO EXAMINE GROUPS WHO HAVE SIMILAR LIFE EVENTS eg. displacement.

→ CULTURE, PERSONAL EXPERIENCES, SOCIAL FABRIC

play an active role in shaping how we think.

- beliefs change over time.
- dialectic thinking
- what is considered a weakness in one culture is a strength in another sometimes:

SILENCE



WISDOM

THE HALLMARK OF ADULT THINKING

→ concept of passing on the 'great truth' is shared across cultures

WISDOM

Comes with

EXPERIENCE

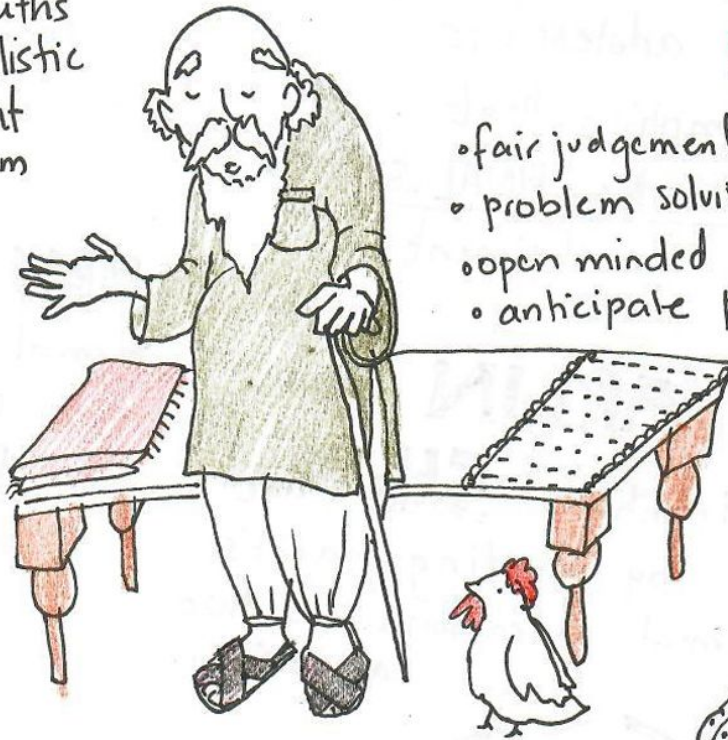
not based on absolute truths but instead a holistic understanding that views things from perspectives & context.

not simply textbook knowledge.

WISDOM ENCOMPASSES

PAST
PRESENT
FUTURE

- fair judgement
- problem solving - often based on value
- open minded
- anticipate problems
- knowing when to act and when not to
- able to think in dialectic ways
- relativistic & reflective instead of focusing on absolute truths.



DYCHTWARD FLOWER +

↳ 3rd Age (beyond 60 yrs)

→ suggest further development of intellect, emotional maturity, imagination

↳ time for people to give back knowledge based on their experiences