Concepts addressed:
Theoretical foundations about how learning occurs: How students construct knowledge, acquire skills, and develop habits of mind

Piaget's Stages
1. Sensorimotor stage (Birth-2)
   a. Their understanding/thinking is based on sensory impressions and motor activities (sensorimotor). Reflexes!
   b. They explore their own body and senses.
   c. They learn to imitate behavior.
   d. 0-4 months objects are not permanent: Ex. "out of sight, out of mind" "peek a boo"
   e. 4-18 months they get "object permanence"
2. Preoperational stage (Ages 2-7)
   a. They can understand the past and future. They are Egocentric!
      i. Their limited thinking makes them see things from one point of view (their own!)
      ii. Centration. They center on one aspect of any problem.
3. Concrete Operations stage (Ages 7-11)
   a. Transitivity~ (or transformation) They should start thinking about the "process of change." How things change.
   b. Seriation (a logical operation)-- The ability to order objects according to size, length, weight, etc.
      i. Andrea says, "A fly is like both insects and birds. It's like birds because it flies, but like insects because it has six legs."
      ii. Casey states, "I understand how this nickel and these five pennies are the same as this dime."
4. Formal Operations stage (Ages 11-adulthood)
   a. They begin to hypothesize (What if.. 7) They begin doing testing inside their heads.
      i. Piaget also suggested that beyond formal operations, there are "post" formal operations, called ... Criticisms
         1. Piaget's findings may only be relative to the particular tests/tasks he had people do.
         2. Not all children reach the formal operational stage.
         3. Can learning and thinking be accelerated?
         4. Are Piaget's age-levels correct?

Vygotsky
Zone of Proximal Development (ZPD)
Three Stages of Speech Development