



JPS 2020 — CELEBRATING 50 YEARS

SAVE THE DATE: MAY 28-30, PHILADELPHIA www.piaget.org



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CONSTRUCTIVISM

Cynthia Lightfoot, Ulrich Müller, & Cintia Rodríguez, organizers

The occasion of our 50th anniversary provides a unique and timely opportunity to both celebrate the birth and history of the Jean Piaget Society, and critically examine Piaget's enduring contributions to contemporary developmental scholarship and practice. The 2020 conference theme focuses on constructivism, a foundational tenet of Piaget's theory and the School of Geneva.

Our invited program will explore both science and culture as active, transformative, historical processes and practices, with deep and far-reaching implications for understanding human development and knowledge: the processes and practices of science are interwoven with what is considered to be truth and knowledge, and what is valued with respect to how human development is studied and to what effect; those of culture—from daily routines to institutionalized practices (e.g., in education)—become tools with which developing individuals construct realities of truth, knowledge and value commensurate with personal and cultural histories. Although constructivism takes pride of place in Piagetian theory, making it an easy focus of our 50th conference, we put it forward as the theme for the invited program also because it remains an important response—indeed a challenge—to the empiricism resident in information-processing approaches, the reductionism espoused in much of contemporary neuroscience, and a la mode nativism inherent in the “modern synthesis” and its proclaimed unification of gene-centered and evolutionary theories.

The invited program will serve not only as a significant contribution to contemporary theory and research but bare an urgent need to elevate constructivist arguments in current debates regarding cultural and institutional practices that affect the development and life experiences of children. Invited symposia, in particular, will extend the plenary themes directly into areas of research and practice. Responding to a set of questions/issues presented in advance by the program organizers, an interdisciplinary cast of invited speakers will provide an overview of different constructivist approaches, including Vygotsky's; address the relevance of constructivism to the burgeoning fields of epigenetics and neurodevelopment; critique ongoing dialogue about constructivist education and policy; and explore implications of constructivism for understanding developmental diversities.

The history of the Jean Piaget Society will be showcased in a variety of displays and special sessions.

As always, we welcome submissions on any topic in developmental science!