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!
Program Proposal Guidelines
Submission Deadline: 15 January 2020

Proposal Submission Information
We are using on-line submission forms. When the form is completed, you will have the option to save a copy of your submission as a PDF or MS Word file.

Full bibliographic references are not required. Tables and figures are not supported in the submission process. If you feel that tables or figures are essential to evaluation of your proposal, please contact Chris Lalonde (webmaster@piaget.org).

General Submission Notes
Proposals will be accepted in English only. Acknowledgment of the receipt of your submission will be sent by e-mail to the corresponding author. Program Committee decisions will be sent in February 2020. Details regarding the scheduling of accepted submissions will be sent in March 2020. The final program will be announced in April 2020.

Paper Presentations
Paper presentations (15–18 minutes) may be focused on either empirical findings or theoretical analysis. The program review committee will select individual submissions and schedule a series of Paper Sessions that include 3–5 papers on similar topics. These sessions will have a moderator appointed by the program committee. A paper proposal should include a 250-word abstract (for publication in the conference program) and a 1500-word summary (for the program review committee).

- Paper Proposal Form

Poster Presentations
Poster presentations may be focused on either empirical findings or theoretical analysis. The conference usually holds two poster sessions held on separate days. The sessions are organized around broad themes derived from the posters selected for each session. Posters are mounted for display in a high-traffic area for the entire day of the session, but presenting authors need only attend their poster during the official session. A poster proposal must include a 250-word abstract (for publication in the conference program), and a 1500-word summary (for the program review committee).

- Poster Proposal Form

Symposium Sessions
Symposium proposals (75–90 minutes) should describe 3–4 presentations organized around a single topic. Symposium sessions will have a named organizer who may serve as moderator, and may include a named discussant who will comment on the presented papers. A symposium proposal should include a 400-word abstract (for publication in the conference program), and a 1500-word summary (for the program review committee) that describes each of the presentations and the session as a whole.

- Symposium Session Proposal Form

Discussion Sessions
Discussion Sessions (75–90 minutes) are intended to provide an interactive venue for exploring ideas that bear on the development of knowledge, broadly conceived. They may be formatted as debates, panels, or organized discussions; and may focus on any well-defined topic. Submissions must include a 400-word abstract (for publication in the conference program), and a 1500-word summary (for the program review committee) that describes the topic and structure of the session and the role of each of the discussion leaders.

- Discussion Session Proposal Form