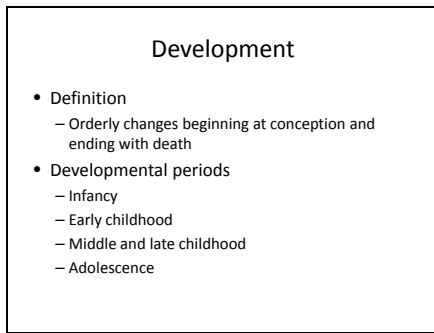


What is Development?

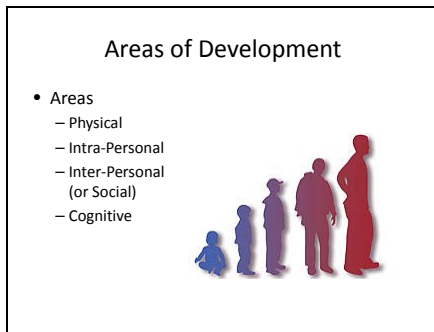
Slide 1



Slide 2



Slide 3



What is Development?

Slide 4

Developmental Issues

- Nature-nurture debate
- Stability and change
- Continuity and discontinuity

Slide 5

Continuous vs. Discontinuous Development

The diagram illustrates two types of development. On the left, 'Continuous Development' is shown with a cycle: an egg (labeled 'egg') develops into a chick (labeled 'chick') in '3 weeks', which then grows into an adult chicken (labeled 'adult') in 'about 3 months'. On the right, 'Discontinuous Development' is shown with a caterpillar and a butterfly, representing distinct stages of development.

Slide 6

**Nature vs. Nurture
Stability vs. Change**

The slide features two photographs. On the left is a close-up of a baby's face with blue eyes. On the right is a black and white photograph of a man, likely a scientist or psychologist, with his hand raised in a gesture.

What is Development?

Slide 7

Review and Discuss

- Describe the three developmental issues: nature versus nurture, stability versus change, and continuity versus discontinuity.
- Apply the three developmental issues to Ted Bundy.

Slide 8

Principles of Development

- Development occurs
 - gradually,
 - relatively orderly in a predictable pattern, and
 - at varying rates for individuals.

Slide 9

Effects on Development

- Context
 - Normative age-graded
 - Normative history-graded
 - Non-normative

What is Development?

Slide 10

Review and Discuss

- Explore normative age-graded, normative history-graded, and non-normative developmental contexts that can affect learning in your future students.

Slide 11

THEORIES OF DEVELOPMENT

Slide 12

What is a theory?

- Theory
- Hypothesis
- Why are there so many theories?

What is Development?

Slide 13

Theories of Development

- Psychoanalytic
- Cognitive
- Behavioral
- Social Cognitive
- Ethological
- Ecological
- Eclectic Orientation

Slide 14


Psychoanalytic Theories

- Major premises
 - Role of emotions
 - Role of the unconscious
- Major theorists
 - Freud
 - Erikson

Slide 15

Freud's Psychoanalytic Theory

- Unconscious
- Personality development
 - Id
 - Ego
 - Superego
- Defense mechanisms
- Series of psychosexual development stages



Freud's Structure of the Mind

Superego	Ego	Conscious
	Id	Unconscious

What is Development?

Slide 16

Erikson's Psychosocial Theory

- Motivation is affiliation (not sex)
- Development is not confined to early childhood
- Development continues across the life span

Slide 17

Application to Education

- Freudian Theory
 - Consider that unconscious drives or motives may affect classroom behavior
 - Defense mechanisms, such as rationalization and denial may be used by students to reduce their feelings of anxiety during a conflict or confrontation
- Erikson's Theory
 - Provide ample opportunities for students to be successful and praise their effort and work ethic
 - Provide positive role models for students

Slide 18

Review and Discuss

- What similarities are found between Freud's and Erikson's theories?
- Why is it beneficial to examine identity development across the life span?
 - How might developmental contexts affect identity development?

What is Development?

Slide 19

Cognitive Theories

- Major premise
 - Emphasize role of conscious thought
- Major theorists
 - Piaget
 - Vygotsky
 - Information Processing

Slide 20

Piaget's Theory of Cognitive Development

- Major premises:
 - Maturation is basis for development.
 - Children are active and curious.
 - Children construct their own knowledge.
 - Children want to maintain a mental homeostatic environment.
- Stage theory of cognitive development beginning at birth and continuing through adolescence.

Slide 21

Vygotsky's Sociocultural Theory of Cognitive Development


- Major premises:
 - Society and culture impact cognitive development
 - Knowledge is co-constructed between a learner and a more knowledgeable other
 - Language guides thinking and learning
 - Mental processes begin as social activity typically utilizing language and then internalized

What is Development?

Slide 22

Information Processing Theory

- Based on computer model to describe how the human brain works.
- Thinking occurs through the following processes:
 - Encoding
 - Storage
 - Retrieval



Slide 23

Application to Education

- Piaget
 - Require student to interact with environment and formulate own ideas
 - Challenge student misconceptions
- Vygotsky
 - Use peer assisted learning
 - Aim instruction beyond students' current level of knowledge
 - Provide students with multiple perspectives from knowledgeable peers or adults

Slide 24

Application to Education

- Information Processing
 - Gain students attention before beginning instruction or providing direction
 - Activate students' prior knowledge
 - Make learning meaningful to students' lives and experiences
 - Focus on important overarching aspects of lessons
 - Use active learning

What is Development?

Slide 25

Review and Discuss

- Compare and contrast Piaget's and Vygotsky's theories of cognitive development.
- What implications do these theories have for your teaching your future students?
- How does the information processing theory help you to understand the learning process in which students engage during class?

Slide 26

Behavioral Theories

- Major premises:
 - Learning and development are described in observable terms
 - Environment and experiences influence behavior
 - Learning involves a behavior change
 - Development is observable behavior
- Major theorists:
 - Pavlov
 - Skinner

Slide 27

Pavlov's Classical Conditioning Theory

- Major premise:
 - Automatic behaviors beyond overt control
 - Associative learning
 - Associate a neutral stimulus with a meaningful stimulus and evoke the same or similar responses as the meaningful stimulus
 - Famous study examining dogs



What is Development?

Slide 28

Skinner’s Operant Conditioning Theory

- Major premise
 - Deliberate actions are controlled by consequences
 - Learning occurs based on consequences
 - Learning can be affected by modifying antecedents of and consequences to behaviors
 - Reinforced behaviors will be repeated

Slide 29

Applications to Education

- Classical Conditioning
 - Use to understand students’ anxiety or fears
 - Help students to encounter positive learning experiences
- Operant Conditioning
 - Use reinforcement to increase desired behaviors
 - Specify behavioral outcomes; ensure outcomes by altering antecedents and consequences

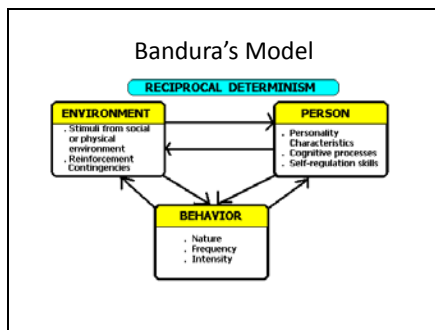
Slide 30

Bandura’s Social Cognitive Theory

- Major premises:
 - Both internal and external factors influence learning and behavior
 - Reciprocal determinism: reciprocal interaction of personal, behavioral, and environmental factors effect learning and development
 - Learning can occur through observation and imitation of others
 - Cognitive processes mediate social learning

What is Development?

Slide 31



Slide 32

Application to Education

- Emphasize learning through observation and modeling
- Help students develop self-regulatory skills
 - Thinking about one's own behavior
 - Consider actions of and consequences to others have that have been observed

Slide 33

Review and Discuss

- Think about Pavlov's theory in relation to a fear or phobia that you have. How could you have been classically conditioned without your knowledge of it?
- Is it possible to operantly condition other's behaviors without their knowledge? Explain your response.
- How can Skinner's and Bandura's theories be applied to classroom situations?

What is Development?

Slide 34


Ethological Theory

- Major premises
 - Behavior is influenced by biology
 - Behavior is connected to evolution
 - Behavior is dependent upon critical or sensitive periods
- Major theorists
 - Lorenz
 - Bowlby

Slide 35

Lorenz and Imprinting


- Imprinting
 - Immediate innate learning
 - Involved attachment
- Critical period for attachment



Slide 36

Bowlby's Attachment Theory

- Attachment to a caregiver has important consequences across the life span
- Positive or negative attachments
- *Sensitive period* for attachment



What is Development?

Slide 37

Review and Discuss

- Describe the difference between a sensitive period and a critical period in development.
- How might positive attachment to a male caregiver influence development differently than a positive attachment to a female caregiver?
- What are the implications of positive and negative attachment on classroom behavior?

Slide 38

Ecological Theory

- Major premise
 - Emphasis on environmental factors
- Major theorist
 - Bronfenbrenner

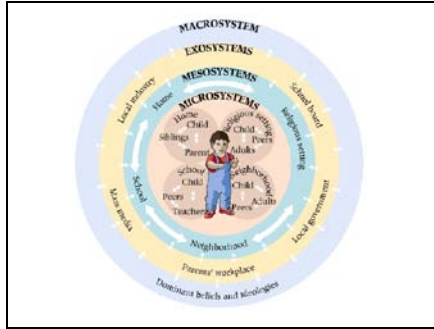
Slide 39

Bronfenbrenner's Ecological Theory

- Development is influenced by five interacting environmental systems
 - Each system influences development and behavior
- Updated theory to include the influence of biology but still dominated by environmental factors
 - Bioecological theory

What is Development?

Slide 40



Slide 41

Application to Education

- Ethological Theory
 - Understanding infant attachment can provide insights into students' emotional health, self-esteem, self-concept, and social interactions with peers and teachers
- Bronfenbrenner's Theory
 - Foster connections between the school and home
 - Include parents and students in educational decisions and learning

Slide 42

Review and Discuss

- What benefits do you see in viewing development from Bronfenbrenner's systems theory compared with any other theory discussed thus far? Explain your response.

What is Development?

Slide 43

Eclectic Theoretical Approach

- Theories are tools.
 - Multiple tools are used to fix a problem.
 - Multiple theories are used to understand behavior.
- Development is a complex process which affects behavior and learning across the life span.

Slide 44

THE END
