

African Virtual University

Education: Education EDU12

# DEVELOPMENTAL PSYCHOLOGY

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John T. Phiri

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# Foreword

The African Virtual University (AVU) is proud to participate in increasing access to education in African countries through the production of quality learning materials. We are also proud to contribute to global knowledge as our Open Educational Resources (OERs) are mostly accessed from outside the African continent. This module was prepared in collaboration with twenty one (21) African partner institutions which participated in the AVU Multinational Project I and II.

From 2005 to 2011, an ICT-integrated Teacher Education Program, funded by the African Development Bank, was developed and offered by 12 universities drawn from 10 countries which worked collaboratively to design, develop, and deliver their own Open Distance and e-Learning (ODEL) programs for teachers in Biology, Chemistry, Physics, Math, ICTs for teachers, and Teacher Education Professional Development. Four Bachelors of Education in mathematics and sciences were developed and peer-reviewed by African Subject Matter Experts (SMEs) from the participating institutions. A total of 73 modules were developed and translated to ensure availability in English, French and Portuguese making it a total of 219 modules. These modules have also been made available as Open Educational Resources (OER) on [oer.avu.org](http://oer.avu.org), and have since then been accessed over 2 million times.

In 2012 a second phase of this project was launched to build on the existing teacher education modules, learning from the lessons of the existing teacher education program, reviewing the existing modules and creating new ones. This exercise was completed in 2017.

On behalf of the African Virtual University and our patron, our partner institutions, the African Development Bank, I invite you to use this module in your institution, for your own education, to share it as widely as possible, and to participate actively in the AVU communities of practice of your interest. We are committed to be on the frontline of developing and sharing open educational resources.

The African Virtual University (AVU) is a Pan African Intergovernmental Organization established by charter with the mandate of significantly increasing access to quality higher education and training through the innovative use of information communication technologies. A Charter, establishing the AVU as an Intergovernmental Organization, has been signed so far by nineteen (19) African Governments - Kenya, Senegal, Mauritania, Mali, Cote d'Ivoire, Tanzania, Mozambique, Democratic Republic of Congo, Benin, Ghana, Republic of Guinea, Burkina Faso, Niger, South Sudan, Sudan, The Gambia, Guinea-Bissau, Ethiopia and Cape Verde.

The following institutions participated in the teacher education program of the Multinational Project I: University of Nairobi – Kenya, Kyambogo University – Uganda, Open University of Tanzania, University of Zambia, University of Zimbabwe – Zimbabwe, Jimma University – Ethiopia, Amoud University - Somalia; Université Cheikh Anta Diop (UCAD)-Senegal, Université d'Antananarivo – Madagascar, Universidade Pedagógica – Mozambique, East African University - Somalia, and University of Hargeisa - Somalia

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The following institutions participated in the teacher education program of the Multinational Project II: University of Juba (UOJ) - South Sudan, University of The Gambia (UTG), University of Port Harcourt (UNIPORT) – Nigeria, Open University of Sudan (OUS) – Sudan, University of Education Winneba (UEW) – Ghana, University of Cape Verde (UniCV) – Cape Verde, Institut des Sciences (IDS) – Burkina Faso, Ecole Normale Supérieure (ENSUP) - Mali, Université Abdou Moumouni (UAM) - Niger, Institut Supérieur Pédagogique de la Gombe (ISPG) – Democratic Republic of Congo and Escola Normal Superior Tchicote – Guinea Bissau

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AVU Multinational Project II funded by the African Development Bank.

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# Course Overview

## Welcome to Developmental Psychology

The module examines the changes that take place in human beings across a broad range of areas including cognitive development, language development, personality and social development. In all these topics, the main focus is on the adolescent, the learner you will handle as a teacher.

## Prerequisites General Psychology

To complete the module you need the following prerequisites:

Basic knowledge of early development of children from birth to school age (prenatal, early childhood, school age), as well as empirical knowledge on the development of the normal child in its various aspects: psychomotor intellectual, emotional and social, over the main stages.

## Materials

The following are important materials that will be necessary to learn this module:

Face to face demonstrations using actual pupils or caregivers

Experimental set-ups for hands-on experiments

Recommended web-based materials

## Course Goals

Dear learner by the end of this course the learner should be able to:

Introduce you to human development so that you are able to better understand the characteristics of your learners.

Expose you to theories of cognitive, language, personality, social and moral development as well as to the period of adolescence. The emphasis being on the adolescent learner.

## Units

### Unit 0: Pre-Assessment

The pre-assessment was designed to test what the learners already know about the concepts covered in the module.

### Unit 1: Introduction to Developmental Psychology

Developmental Psychology is also known as Human development. The study of human development focuses on describing, explaining, predicting, and modifying development. The various aspects of development (physical, cognitive, and psychosocial development) do not occur in isolation. Each affects the others. Influences on development are both internal (hereditary) and external (environmental).

### Unit 2: Cognitive and language development

Three major approaches to understanding cognitive development in children and adolescents are presented in this unit. These are the perspectives on cognitive development by Piaget and Vygotsky and the information-processing theorists. Also presented are two opposing views about how children acquire language and how language develops?

### Unit 3: Personality and Social development

This module examines several theories about how children become socialized. We present a general outlook on social emotional development and then move on to Freud's theory of psychosexual development which has been a major influence on our understanding and interpretation of socialization. We move to Erikson's psychosocial theory of development which though based on Freudian concepts, believes that development is a lifelong experience. Kohlberg's moral development theory is also discussed and the unit ends with a presentation on how children acquire a sense of sex differences and gender roles.

### Unit 4: Adolescence

Adolescence is the transition period between childhood and adulthood. Becoming an adult involves much more than becoming physically mature, though that is an important part of the process. The transition from childhood to adulthood also involves changes in patterns of reasoning and moral thinking, and adjustment in personality and sexual behaviour. Though the process is complex, most adolescents cope reasonably well with their changing circumstances.

## **Assessment**

Formative assessments, used to check learner progress, are included in each unit.

Summative assessments, such as final tests and assignments, are provided at the end of each module and cover knowledge and skills from the entire module.

Summative assessments are administered at the discretion of the institution offering the course. The suggested assessment plan is as follows:

1	Unit 0: pre - Assessment :Test on Development Psychology	(20) Marks
2	Unit 1: Formative evaluation: Human Development	(20) Marks
3	Unit 2: Formative evaluation: Cognitive and Language Development	(20) Marks
4	Unit 3: Formative evaluation: Personality and Social development	(20) Marks
5	Unit 4: Summative evaluation: Cross Cutting Course Assessment	(100) Marks

## Schedule

Unit	Activities	Estimated time / hours
0	Pre- Assessment: Test on Development Psychology	2
1	Formative evaluation: Human Development	15
2	Cognitive and Language Development	20
3	Personality and Social development	30
4	Cross Cutting Course Assessment	33

## Readings and Other Resources

The readings and other resources in this course are:

### Unit 0

Required readings and other resources:

[http://en.wikipedia.org/wiki/Developmental\\_psychology](http://en.wikipedia.org/wiki/Developmental_psychology)

## Unit 1

Required readings and other resources:

- [http://en.wikipedia.org/wiki/Developmental\\_psychology](http://en.wikipedia.org/wiki/Developmental_psychology) <http://psychology.wikia.com>
- <http://www.wright-house.com/psychology>
- <http://www.bps.org.uk/>

Optional readings and other resources:

- Developmental Psychology (<http://www.devpsy.org/>): lessons for teaching and learning developmental psychology.
- GMU's On-line Resources for Developmental Psychology.

## Unit 2

Required readings and other resources:

- [http://en.wikipedia.org/wiki/Developmental\\_psychology](http://en.wikipedia.org/wiki/Developmental_psychology)
- Socio-cultural Theory wiki ([https://en.wikipedia.org/wiki/Sociocultural\\_perspective](https://en.wikipedia.org/wiki/Sociocultural_perspective)),
- University of Illinois at Urbana-Champaign
- The Mozart of Psychology <http://vygotsky.afraid.org/>

Optional readings and other resources:

- Developmental Psychology (<http://www.devpsy.org/>): lessons for teaching and learning developmental psychology.
- GMU's On-line Resources for Developmental Psychology.

## Unit 3

Required readings and other resources:

- <http://www.childdevelopmentinfo.com/development/erikson.shtml>
- [http://en.wikipedia.org/wiki/Psychosexual\\_development](http://en.wikipedia.org/wiki/Psychosexual_development)
- [http://en.wikipedia.org/wiki/Erikson%27s\\_stages\\_of\\_psychosocial\\_development](http://en.wikipedia.org/wiki/Erikson%27s_stages_of_psychosocial_development)
- [http://en.wikipedia.org/wiki/Kohlberg%27s\\_stages\\_of\\_moral\\_development](http://en.wikipedia.org/wiki/Kohlberg%27s_stages_of_moral_development)
- <http://social.jrank.org/pages/272/Gender-Role-Development.html>
- [http://en.wikipedia.org/wiki/Gender\\_role](http://en.wikipedia.org/wiki/Gender_role)

- Optional readings and other resources:
- Developmental Psychology (<http://www.devpsy.org/>): lessons for teaching and learning developmental psychology.
- GMU's On-line Resources for Developmental Psychology.

### **Unit 4**

Required readings and other resources:

[http://en.wikipedia.org/wiki/Developmental\\_psychology](http://en.wikipedia.org/wiki/Developmental_psychology) <http://www.ext.vt.edu/pubs/family/350-850/350-850.html>

Optional readings and other resources:

- Developmental Psychology (<http://www.devpsy.org/>): lessons for teaching and learning developmental psychology.
- GMU's On-line Resources for Developmental Psychology.

# Unit 0: Pre-Assessment

## Unit Introduction

The purpose of this unit is to determine your grasp of knowledge related to this course.

The pre-assessment was designed to test what the learners already know about the concepts of Development Psychology.

## Unit Objectives

Dear learner by the end of this course the learner should be able to:

Distinguish between the concepts of Development Psychology.

### KEY TERMS

**Development Psychology:** Is the study deal with changes that take place in human beings across a broad range of areas.

## Unit Assessment

### Check your understanding!

Test about Development Psychology

### Instructions

Answering the questions in the two sections correctly or otherwise will be a good indication of your grasp of the subject matter covered in this module and what you will need to know and be able to use to solve problems.

The questions of Pre-assessment are divide into two patterns, one multiple-choice and other questions of true and false.

Section one: In each of the following multiple choice questions choose the correct answer out of the given options A, B, C or D:

1. The theory that explains the schemes of how one perceives the world in developmental stages was developed by a Swiss psychologist called.

- A. Vygotsky
  - B. Freud.
  - C. Piaget.
  - D. Erikson.
2. The understanding that quality or number of items is unrelated to the arrangement or appearance of the objects called ...
- A. Conservation
  - B. Egocentrism
  - C. Decentration
  - D. Reversibility
3. 3. If a child is able to rapidly determine that if  $4 + 4$  equals 8,  $8 - 4$  will equal 4 which is the original quantity, we may conclude that the child has attained:
- A. Reversibility
  - B. Seriation
  - C. Decentration
  - D. Conservation
4. Historically, the two opposing views about how children acquire language are:
- A. Reinforcement and Imitation theories
  - B. Learning theory and behaviorism
  - C. Nativism and Innatism
  - D. Learning theory and Nativism
5. The peer group has the following positive developmental functions except one. Which one?
- A. It helps children to develop social skills
  - B. It can reinforce prejudice
  - C. It fosters the self-concept
  - D. It gives children a sense of belonging
6. Who's the Russian psychologist investigated child development and how it was guided by the role of culture and interpersonal communication?

- A. Vygotsky
  - B. Freud
  - C. Piaget
  - D. Erikson
7. According to Erikson, the psychological crisis that adolescents ought to re- solve is the:
- A. Industry VS Inferiority
  - B. Intimacy VS Isolation
  - C. Identity VS Role confusion
  - D. Autonomy VS Shame & doubt
8. Chronic delinquency among adolescents is associated with multiple early risk factors. Which one below is not a factor?
- A. Ineffective parenting
  - B. School failure
  - C. Low socioeconomic status
  - D. Changing societal living standards
9. Teenagers at greater risk for pregnancy and sexually transmitted diseases are those who:
- A. Use traditional contraceptives
  - B. Begin sexual activity early
  - C. Shun initiation ceremonies
  - D. Are school drop-outs

Section two: In each of the following write true between brackets to the correct statement and false if the statement is wrong.

1. Developmental psychology is also known as human development. ( )
2. Developmental Psychology informs several applied fields, including educational Psychology. ( )
3. The prenatal development of human beings is viewed in two separate stages. ( )
4. From birth until it begins to speak, a child is referred to as an infant. ( )
5. Laurence Kohl berg argues that a person who progresses to a higher stage of moral reasoning cannot skip stages. ( )



- 6. Adolescents spend most of their time with their parents. ( )
- 7. The applicability of Kohl berg’s moral development theory to girls and women and to people in non-western cultures has been questioned.( )
- 8. Puberty is triggered by hormonal changes.( )
- 9. Most adolescents that you will teach attain Piaget’s stage of formal operations. The pupils are able to think concretely. ( )
- 10. The changes physical, cognitive and psychosocial areas occur simultaneously. ( )

**Grading Scheme**

Section one: answer key . Section two: answer key

1.C	2.A	3.A	4. D	5.B
6.A	7.B	8.C	9.D	10.B

1.True	2.False	3. False	4. True	5. True
6. False	7. True	8. True	9. False	10. False

**Feedback**

We are aware that you may be meeting many of the concepts presented in the pre-assessment for the very first time. This might explain the results that you got. If you got 8 items or more correct you can consider that you have done well. If you got less than 5 items correct you needn’t consider yourself a failure. In fact, see this as a challenge for you to work hard to understand this new subject. We hope that you will see this module as a unique pedagogical opportunity that will assist you in mastering information on human development and applying what you have learned. We are also aware that you may have met some of the concepts during your initial teacher training or in other ways. If you got 10 or more items correct do not in any way feel that it will be plain sailing in this module. We hope that instead, you will be motivated to understand the subject matter even better than before. If you become complacent you may miss the many learning opportunities the module presents. The module is intellectually stimulating and it provides depth as well as breadth of coverage that portrays the complexities of human development with clarity and excitement.

**Unit Readings and Other Resources**

Required readings and other resources:

[http://en.wikipedia.org/wiki/Developmental\\_psychology](http://en.wikipedia.org/wiki/Developmental_psychology)

# Unit 1: Introduction to Developmental Psychology

## Unit Introduction

Developmental Psychology, also known as Human Development is a scientific study of ways in which people change, as well as ways in which they stay the same, from conception to death. Originally concerned with infants and children, the field has expanded to include adolescence and more recently, ageing and the entire lifespan. You will no doubt discover in the course of studying the module that the field examines change across a broad range of topics including physical and other psychophysiological processes, problem-solving abilities, conceptual understanding, and acquisition of language, moral understanding and identity formation. In this unit you are going to study basic concepts about developmental Psychology, and also you are going to discuss other aspects which deal with development of the Human beings in general.

## Unit Objectives

Dear learner by the end of this unit you should be able to:

Define basic concepts in developmental psychology.

Identify aspects of development.

Describe individual differences.

Explain influences on development.

### KEY CONCEPTS

**Quantitative change:** change in number or amount of something.

**Qualitative change:** change in kind, structure or organization.

**Cognitive development:** qualitative changes in thought processes

**Psychosocial development:** the socially and culturally influenced process of development.

**Personality:** a person's unique and relatively consistent way of feeling, reacting and behaving.

**Maturation:** readiness to master new abilities

**Heredity:** inborn influences on development.

## Learning Activities

### Activity 1 - Mid-Activity Assessment (Basic concepts in Developmental Psychology)

#### Introduction

(i) Read the article on developmental Psychology on

[https://en.wikipedia.org/wiki/Developmental\\_psychology](https://en.wikipedia.org/wiki/Developmental_psychology)

#### Activity Details

(ii) According to this article

What are the mechanisms of development?

What are the main criticisms of developmental psychology?

Write and justify your answers in 100 word write up.

## Conclusion

Developmental psychology is concerned not only with describing the characteristics of psychological change over time, but also seeks to explain the principles and internal workings underlying these changes. Psychologists have attempted to better understand these factors by using models. Developmental models are sometimes computational, but they do not need to be. A model must simply account for the means by which a process takes place. This is sometimes done in reference to changes in the brain that may correspond to changes in behavior over the course of the development. Computational accounts of development often use either symbolic, connectionist (neural network), or dynamical systems models to explain the mechanisms of development.

### Activity 2 -Mid-Activity Assessment (Aspects of human development)

Introduction

(i) Read the passage above and also the article on developmental Psychology on [http://en.wikipedia.org/wiki/Developmental\\_psychology](http://en.wikipedia.org/wiki/Developmental_psychology)

#### Activity Details

(ii) According to the two sources that you have read, what are the 8 periods in the human life span?

(iii) Name the 3 aspects of an individual's development and how do the 3 affect each other?

(iv) Now, ask an experienced teacher whether they share your observations. (v) Write a 100 word report on the teacher's and your opinions.

### Conclusion

The human life span is divided into eight periods: (1) prenatal, (2) infancy and toddler-hood, (3) early childhood, (4) middle childhood, (5) adolescence, (6) young adulthood, (7) middle adulthood and (8) late adulthood. Child development refers to the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence

### Activity 3 -Mid-Activity Assessment (Individual differences)

#### Introduction

(i) Read the passage above and also the article on developmental Psychology on [http://en.wikipedia.org/wiki/Developmental\\_psychology](http://en.wikipedia.org/wiki/Developmental_psychology)

#### Activity Details

(ii) According to the two readings, what explanation do they offer to the question: If we human beings typically go through the same general sequence of development, how come we are different from each other?

(iii) Interview two or three persons to collect their views on this question. Are their views similar or different from those you have read in this unit? Write a 100 word personal position on the issue.

(iv) Write a report of not more than 100 words.

### Conclusion

It is also sometimes called Differential psychology studies the ways in which individuals differ in their behavior and the processes that underlie it. This is distinguished from other aspects of psychology in that although psychology is ostensibly a study of individuals, modern psychologists often study groups or biological underpinnings of cognition.

Although human beings typically go through the same general sequence of development, there is a wide range of individual differences. Rates of development for each individual differs from the other. Also results of development vary from one person to the other.

### UNIT SUMMARY

Developmental Psychology is also known as Human development. The study of human development focuses on describing, explaining, predicting, and modifying development. The various aspects of development (physical, cognitive, and psychosocial development) do not occur in isolation. Each affects the others. Influences on development are both internal (hereditary) and external (environmental).

### Unit Assessment

#### Formative evaluation

#### Instructions

We would like you to use the information you have learnt from the unit in a school se-up. Go to a school in your community. Ask for permission from the Head teacher to observe one class of Grade one pupils. Observe both boys and girls. Talk to the pupils, their teacher and some parents. Write observation notes. Do this for not less than five days. As you observe and talk to these persons we want you to think about the questions below:

- How many pupils are in this class? How many boys and girls? Are the pupils different? In what ways are they different? Are there pupils who you observe to have problems with their development? What are the problem areas?
- In what ways has heredity affected the development of the boys and girls with problems?
- In what ways has the environment affected the development of the boys and girls with problems?
- Of the two which has had more effects on the development of these children?
- Suggest what should be done to help the boys and girls whose development has been negatively affected.

#### Grading Scheme

Write an essay of between 200 to 250 words on the pupils you observed to have developmental problems.

#### Answers

As you do this assignment it is important that you exchange comments on the topic with your fellow students. All this can easily be done through e-mail via attachment. You can give each other comments so as to improve your understanding of the assignment and subject matter. You may also decide to chat through Internet. Keep in touch with your lecturers as well.

### Unit Readings and Other Resources

Required readings and other resources:

- [http://en.wikipedia.org/wiki/Developmental\\_psychology](http://en.wikipedia.org/wiki/Developmental_psychology) <http://psychology.wikia.com>
- <http://www.wright-house.com/psychology> <http://www.bps.org.uk/>

Optional readings and other resources:

- Developmental Psychology (<http://www.devpsy.org/>): lessons for teaching and learning developmental psychology.
- GMU's On-line Resources for Developmental Psychology.
- (<http://www.psychol.cam.ac.uk/directory/research-themes/theme-dev>): a web directory of Developmental Psychology.
- Developmental Psychology forum (<http://thepsychologyforum.com/community/index.php/forum/44-developmental-psychology/>).

# Unit 2: Cognitive and Language Development

## Unit Introduction

In unit one which you have just completed you were introduced to the field of developmental psychology in general. Unit two which you are about to embark on will expose you to the areas of cognitive and language development. Three approaches to studying cognitive development presented in this unit are those by Piaget, Vygotsky and one called Information processing approach.

Piaget postulates that human go through qualitative stages of cognitive development from sensorimotor, preoperational, concrete operational and formal operational stages. Vygotsky on the other hand, investigated child development and how this was guided by the role of culture and interpersonal communication. The information processing approach is the newest way to explain cognitive development. It focuses on memory, problem -solving, and learning. It sees people as manipulators of perceptions and symbols.

The unit also presents two views about how children acquire language. The Learning theory which emphasizes the roles of reinforcement and imitation is presented alongside the Nativism theory which maintains that people have an inborn capacity to acquire language. However, today, developmentalists hold the view that children have an inborn capacity to learn language and that it is activated and enhanced by maturation, cognitive development, and environmental experiences.

## Unit Objectives

Dear learner by the end of this unit you should be able to:

Compare Piaget's, Vygotsky's and Information processing cognitive developmental theories.

Explain the development of language.

### KEY TERMS

**Adaptation:** Piagetian term for adjustment to new information about the environment through the complimentary processes of assimilation and accommodation.

**Assimilation:** in Piaget's terminology, incorporation of new information into an existing cognitive structure.

**Accommodation:** in Piaget's terminology, change in an existing cognitive structure to include new information.

**Equilibration:** in Piaget's terminology, the tendency to strive for equilibrium (balance) among cognitive elements within the organism and between it and the outside world.

**Schemes:** in Piaget's terminology, basic cognitive basic structures.

Object permanence: in Piaget's terminology, the understanding that a person or object still exists when out of sight.

**Conservation:** understanding that quantity, length or number of items is unrelated to the arrangement or appearance of the object or item.

Elimination of egocentrism: ability to view things from another's perspective.

**Seriation:** ability to sort objects in an order according to size, shape, or any other characteristics.

**Classification:** ability to name and identify sets of objects according to appearance, size, or other characteristics, including the idea that one set of objects can include another. A child is no longer subject to the belief that all objects are alive and therefore have feelings.

**Decentering:** where the child takes into account multiple aspects of a problem to solve it. For example, the child will no longer perceive an exceptionally wide but short cup to contain less than a normally wide, taller cup.

**Reversibility:** where the child understands that numbers or objects can be changed, then returned to their original state. For this reason, a child will be able to quickly determine that if  $6+6$  equals 12 then  $12 - 6$  will equal 6 which is the original quantity.

**Prelinguistic speech:** forerunner of linguistic speech. Utterances of sounds that are not words.

**Linguistic speech:** verbal expression designed to convey meaning.

Holophrase: single word that conveys a complete thought.

**Nativism:** theory that human beings have an inborn capacity for language acquisition.

**Language Acquisition Device:** in Chomsky terminology, an inborn mechanism that enables children to infer linguistic rules from the language they hear.



### Learning Activities

#### Activity 1- Mid-Activity Assessment (Cognitive development)

##### Introduction

Read the article on the Theory of Cognitive development on

[https://en.wikipedia.org/wiki/Piaget%27s\\_theory\\_of\\_cognitive\\_development](https://en.wikipedia.org/wiki/Piaget%27s_theory_of_cognitive_development)

##### Activity Details

It must be observed that although the timing may vary, the sequence of Piaget's stages does not. Secondly, the stages are universal. Since they are universal, we expect 7 to 11 year olds in African communities to be able to perform seriation, classification, decentering, reversibility, and conservation tasks and to eliminate egocentrism. We would like you to test this assumption. Piaget stated that somewhere between the ages of 5 and 7 most children begin to understand conservation. Conduct a simple research to find out if children in your community can perform conservation tasks as Piaget stated. This is what you should do:

- Show child two identical balls of clay. Ask child if they are the same. When child says yes, let child watch as you flatten one ball and roll it into the shape of a sausage. Ask child whether the two are the same. If child says yes then child does not conserve. But if child recognizes that the amount of clay is unaffected by the change in appearance, then the child conserves.
- Test six children (school boys and girls of age 7). Get permission to interview the children one by one.
- Analyze the results. Write a not more than 200 word report on the children's performance and suggest why they have performed the way they have.

##### Conclusion

Here you are required to write the findings in the search for your students to acquire knowledge about your community in the period (5-7 years) in the extent of conservation, and compares the findings, including findings of Piaget in his theory of cognitive.

#### Activity 2 - Mid – activity Assessment (Vygotsky's Theory of Cognitive development)

##### Introduction

Read the article about Lev Vygotsky's theory of cognitive development on <https://psychohawks.wordpress.com/2010/11/03/theories-of-cognitive-development-lev-vygotsky/>

### Activity Details

According to this article what are the weaknesses of the theory?

Interview at least three experienced primary school teachers in your community and find out what they think about Vygotsky's theory in general and the above weaknesses in particular. Write a not more than 200 word report. Do this assessment before proceeding to the Information processing theory of cognitive development which is the next learning activity.

### Conclusion

However, contextualist epistemology has been criticized by several philosophers. Contextualism is opposed to any general form of Invariantism, which claims that knowledge is not context-sensitive (i.e. it is invariant). More recent criticism has been in the form of rival theories, including Subject-Sensitive Invariantism (SSI), mainly due to the work of John Hawthorne (2004), and Interest-Relative Invariantism (IRI), due to Jason Stanley (2005). SSI claims that it is the context of the subject of the knowledge attribution that determines the epistemic standards, whereas Contextualism maintains it is the attributor. IRI, on the other hand, argues that it is the context of the practical interests of the subject of the knowledge attribution that determines the epistemic standards. Stanley writes that bare IRI is "simply the claim that whether or not someone knows that  $p$  may be determined in part by practical facts about the subject's environment." [9] ("Contextualism" is a misnomer for either form of Invariantism, since "Contextualism" among epistemologists is considered to be restricted to a claim about the context-sensitivity of knowledge attributions (or the word "knows"). Thus, any view which maintains that something other than knowledge attributions are context-sensitive is not, strictly speaking, a form of Contextualism.) DeRose (2009) responds to recent attacks on contextualism, and argues that contextualism is superior to these recent rivals.

Vygotsky claimed that psychology should focus on the progress of human consciousness through the relationship of an individual and their environment.[19] He felt that if scholars continued to disregard this connection, then this disregard would inhibit the full comprehension of the human consciousness.

Note: In addition to all that above you must to discover weaknesses in the theory of special teachers in your community.

Summary of Vygotsky's Developmental Theory in a Video

Activity: Listen to the video on Vygotsky's Developmental Theory: An Introduction (Davidson Films, Inc.)

<https://www.youtube.com/watch?v=InzmZtHuZPY>

The video is a detailed summary of Vygotsky's Developmental Theory with simplified illustrations

### Activity 3 - Mid- Activity Assessment (Information-Processing Approach)

#### **Introduction**

Read the article on basic cognitive processes on

<https://en.wikipedia.org/wiki/Cognition>

#### **Activity Details**

According to this article what are the exceptionalities in information processing?

According to the article what are the theory's main weaknesses?

Find a teacher with special education knowledge. Ask the teacher in what ways the theory can be useful with children with special educational needs. Read also the module on special education.

Write a 300-word paper on your findings.

#### **Conclusion**

There have been several valid criticisms of the theory, mainly focused on the disparity between its assumptions and more recent findings about neurological processing in and between cells of the brain. However, taken in broad strokes, the theory has proven robust and claims numerous adherents.

Theories of Cognitive Information Processing (CIP) are inextricably linked to a philosophical approach to psychology known as the Computational Theory of Mind, which has become the dominant theory in the field of cognitive psychology and is accepted by most proponents of evolutionary psychology.

### **UNIT SUMMARY**

Three major approaches to understanding cognitive development in children and adolescents are presented in this unit. These are the perspectives on cognitive development by Piaget and Vygotsky and the information-processing theorists. Also presented are two opposing views about how children acquire language and how language develops.

### Unit Assessment

Check your understanding!

Formative Evaluation

Instructions

Based on what you have read in this unit, you may have come to a conclusion that there could be children who may be struggling in their learning because their language development has not been smooth.

- Carry out a simple research in a school in your community to find out the language development of second grade learners.
- Work with class teacher to complete the check list below with 5 randomly selected pupils from the class register:  
Pupil's Age; ..... sex .....

Understands the language used in class	Yes	No
Can ask questions about a story	Yes	No
Can memorize rhymes	Yes	No
Can tell short stories or news	Yes	No
Can add missing words to a sentence (oral, eg. The dog ate a ...)	Yes	No

### Grading Scheme

Write a 200 – 250 word report. In the report state the language development situation of the learners and include the discussion you had with the teacher on what he/she can do to help the learners with problems.

### Unit Readings and Other Resources

Required readings and other resources:

- [http://en.wikipedia.org/wiki/Developmental\\_psychology](http://en.wikipedia.org/wiki/Developmental_psychology) Socio-cultural Theory
- The Mozart of Psychology <http://vygotsky.afraid.org/>

## Unit 2: Cognitive and Language Development

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Optional readings and other resources:

- Developmental Psychology (<http://www.devpsy.org/>): lessons for teaching and learning developmental psychology.
- GMU's On-line Resources for Developmental Psychology.

# Unit 3: Personality and Social development

## Unit Introduction

Knowledge about how personal, social, and moral development takes place is of great value to the classroom teacher. School does not exist in a vacuum in which a child functions purely as a cognitive being. Instead, children bring with them their strengths and weaknesses, their likes and dislikes, their abilities and disabilities, all of which affect their learning as well as the climate in your classroom. Susan may be a bright little girl, but if she is disliked by her classmates, she may not function well. If pleasing the other learners becomes more important to her than pleasing you the teacher, she may even become the class clown to gain their attention. Pauline, too, may be a good pupil, but with increasing preoccupation with physical appearance, as her classmates appear to grow faster than she does, may distract her attention from class work.

We hope that this unit will build on the knowledge that you have acquired from units 1 and 2 so that we do not jump to conclusions about the learners under our care. We present a general look at social and emotional development, Freudian and Erikson theories, Kohlberg's moral development theory and finally how children develop a sense of sex differences and gender roles. There are as in other units assessments which we expect you to do before you can move on to the next section of the unit.

## Unit Objectives

Dear learner by the end of this unit you should be able to:

Explain the development of emotion.

Describe how learners acquire self-understanding.

Describe how learners acquire social understanding.

Identify stages learners go through to acquire morals.

Discuss the development of sex differences.

Distinguish gender roles among learners.

### KEY TERMS

**Self -concept:** our image of ourselves

**Self-esteem:** the judgment one makes about one's worth

**Gender:** what it means to be male or female

**Gender identity:** awareness of one's gender

**Sex identity:** results from biological inheritance

**Gender roles:** behaviours, interests, attitudes, skills, and personality traits defined partly by genetic make-up and by ones society and culture

**Personality:** a person's unique and relatively consistent way of feeling, reacting and behaving.

**Maturation:** readiness to master new abilities

## Learning Activities

### Activity 1 - Mid-activity Assessment (Psychosexual and Psychosocial Development)

#### Introduction

Read the following articles:

- [http://en.wikipedia.org/wiki/Psychosexual\\_development](http://en.wikipedia.org/wiki/Psychosexual_development)
- [https://en.wikipedia.org/wiki/Erikson%27s\\_stages\\_of\\_psychosocial\\_development](https://en.wikipedia.org/wiki/Erikson%27s_stages_of_psychosocial_development)

#### Activity Details

Use the articles to identify the stages of development of each theory. Add Piaget's theory of cognitive development from unit 2.

Psychosexual stages (Freud)	Psychosocial stages (Erikson)	Cognitive stages (Piaget)
e.g. Oral (birth to 12-18 months)  Baby's chief source of pleasure involves mouth-oriented activities (sucking and eating)	Basic trust versus mistrust (birth to 12-18 months) Baby develops sense of whether world is good and safe place. Virtue: hope	Sensorimotor (birth to 2 years). Infant gradually becomes able to organize activities in relation to the environment through sensory and motor activity

In 100 words what are the similarities and differences between the theories?

### Conclusion

Sigmund Freud's psychosexual theory and Erik Erikson's psychosocial theory are two important psychoanalytic theories on human development that could be used to explain the developmental effects of this scenario. Both theorists recognize the importance of the unconscious on development. They also both separate development into stages of a person's life and utilize similar age divisions for these developmental stages.

However, there are several differences that exist between the names of the stages and the developmental issues that are encountered during each. Part of the reason for this is that each psychologist has his own unique view of what drives a person's development. Freud's psychosexual theory emphasizes the importance of basic needs and biological forces, while Erikson's psychosocial theory is based upon social and environmental factors. Erikson also expands his theory into adulthood, while Freud's theory ends at an earlier period. Erikson's stages of development are shown in figure 1;

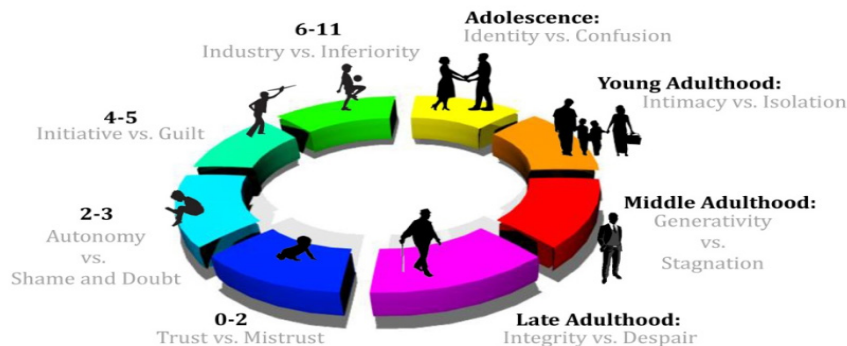


Figure 1: Erikson's stages of development

According to Piaget a child passes through four stages in its life. Piaget was interested in the child's abilities and senses, not sexual desires like Freud were.



Piaget believes the first stage of development should be a cognitive one. Her first stage is known as the sensorimotor stage. It takes place from birth to about two years of age. During this time a child learns motor meaning, object permanence, and Th. beginning of symbolic representation, also known as language. The child will change from someone who responds only through reflexes to one who can organize his activities in relation to his environment. It does this through sensory and motor activity. The next stage in Piaget's cognitive development theory is the preoperational stage. This takes place from about two to seven years of age. During this stage the child's language develops. He develops a representational system and uses symbols such as words to represent people, places, and events.

### Activity 2 - Mid-activity Assessment (Moral development)

#### **Introduction**

Read Kohlberg's stages of moral development on

[https://en.wikipedia.org/wiki/Lawrence\\_Kohlberg%27s\\_stages\\_of\\_moral\\_development](https://en.wikipedia.org/wiki/Lawrence_Kohlberg%27s_stages_of_moral_development)

Read Piaget's theory of moral development on

<http://www.simplypsychology.org/piaget-moral.html>

#### **Activity Details**

According to the articles, what are the differences between the two theories?

Piaget used two-part stories as his instrument of testing children's morality. One typical story presented to children aged 4-13 years was this:

**Part 1:** John, who is in his room is called to dinner. He hurries and pushes open the dining room door. Behind the door is a chair and on the chair is a tray on which are 15 cups. John does not know that. He opens the door. The door hits the tray. Crash go the cups. All of them break.

**Part 2:** Henry's mother is out and Henry tries to get some biscuits in the cupboard. He climbs on a chair and while reaching for the biscuit container, he knocks down a cup which breaks.

Children's answers: When asked who was naughtier, John or Henry, children aged 4-6 judged John to be the guiltier because he had done more damage than Henry. The fact that he was not aware that the tray with cups was behind the door was disregarded.

Children aged 7-13 held Henry guiltier because they saw Henry as attempting to steal biscuits in his mother's absence resulting in the breaking of the cup. Other children held that neither John nor Henry meant to break the cups so they are both innocent.

Replicate the experiment. Use one group of children aged 7, 10, and 13. Tell the children the two part story in English or a local language and let the children tell you what they feel. Do not persuade them to tell you what you want to hear. Each child must justify her/his answer. Plot responses as below:

Question: Who is naughtier or more guilty between John and Henry? Why do you say so?

Children	Age	Sex	Response	Children's justification

Write 400 word explanation of what Kohlberg (who extended Piaget's moral development theory) would have said about the results you have collected.

### **Conclusion**

One criticism of Kohlberg's theory is that it emphasizes justice to the exclusion of other values, and so may not adequately address the arguments of those who value other moral aspects of actions. Carol Gilligan has argued that Kohlberg's theory is overly androcentric. Kohlberg's theory was initially developed based on empirical research using only male participants; Gilligan argued that it did not adequately describe the concerns of women.

Kohlberg's stages are not culturally neutral, as demonstrated by its application to a number of different cultures. Although they progress through the stages in the same order, individuals in different cultures seem to do so at different rates. Another criticism of Kohlberg's theory is that people frequently demonstrate significant inconsistency in their moral judgments. Kohlberg's theory is illustrated in Figure 2.

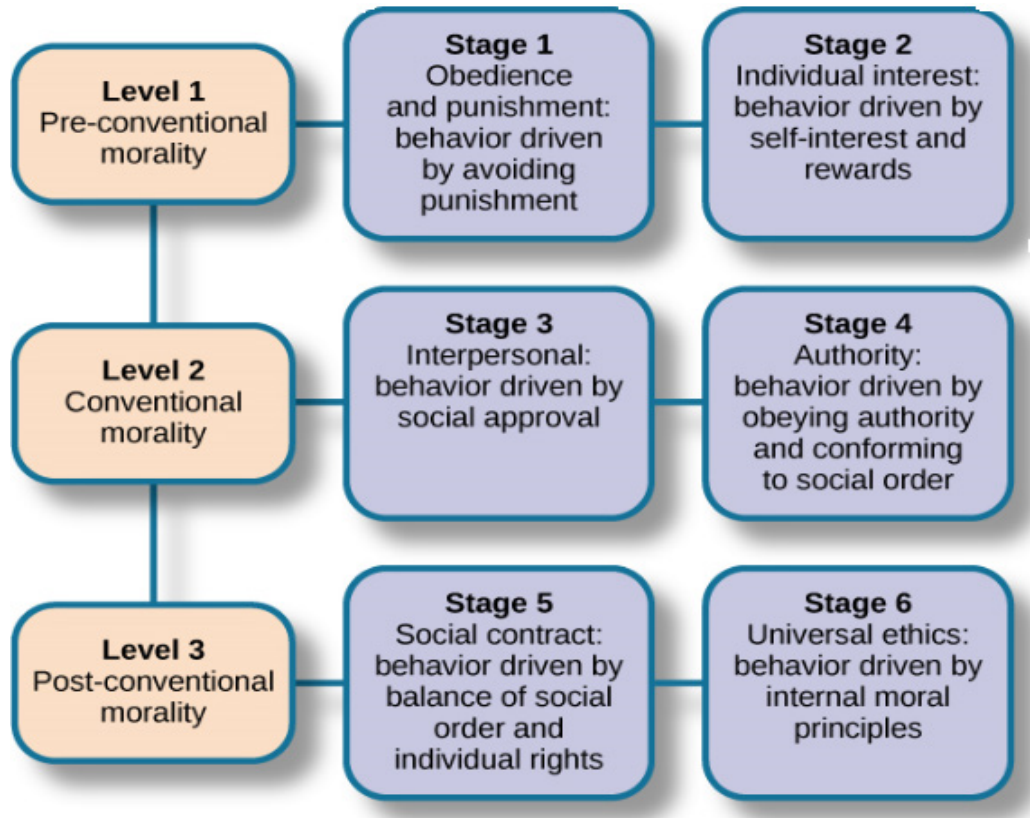


Figure 2 : Stages of Kohlberg's theory

For the Swiss psychologist Jean Piaget (1896-1980), people come to understand and know the world around them as they progress from self-centered states to cooperative states. There are three stages of cognitive development. Listen to the video below for a brief summary of Jean Piaget's stages of cognitive development <http://study.com/academy/lesson/jean-piagets-stages-of-cognitive-development.html>. The video is a summary of Piaget's stages of cognitive development

### Activity 3 -Mid-activity Assessment (Gender Differences and Gender Roles)

#### **Introduction**

- (i) Read the article Gender-Role Development: The Development of Sex and Gender on <http://social.jrank.org/pages/272/Gener-Role-Development>

#### **Activity Details**

- (ii) According to this article, what are the developmental experiences that shape children's gender roles and sex differences at each of the following stages. Justify your answers (50 words).

Stage of development	Gender role /sex differences	Your justification/explanation
Prenatal		
Infancy		
Early childhood		
Middle childhood		
Adolescence		

## Conclusion

Stage of development	Gender role /sex differences	Your justification/explanation
Prenatal	Gender-role development begins at conception	If the fertilized cell has an XY chromosomal pattern, the baby will become a genetic male; an XX chromosomal pattern will lead to a genetic female
Infancy	Overall, the sex differences between boys and girls in the first year of life are minimal. Boys may be a bit more active or fussier and girls more physically mature and less prone to physical problems.	But that may be the extent of the significant differences yet.

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Early childhood	The years from about age two to age six are crucial years in the development of gender roles. During these years, children become aware of their gender, where play styles and behaviors begin to crystallize around that core identity of "I am a girl" or "I am a boy."	(Reflection Photolibrary/Corbis) their gender
Middle childhood	Whereas parents play a significant role in gender socialization when their children are very young, when most Western boys and girls enter school they separate into gender-segregated groups that seem to operate by their own set of peer-driven rules.	Gender segregation is such a widespread phenomenon that boys and girls seem to work and play together only when there is a coercive adult present.
Adolescence	Erik H. Erikson believed that adolescence represented a crucial turning point in the development of a sense of identity. All of the physical, social, and cognitive changes of these years lead to frequent soul-searching about "Who am I?"	Such uncertainty and insecurity also can further promote conformity into one's gender role, or "gender intensification."

#### Formative Assessment

##### Instructions

Read Talcott Parsons' views on gender roles on page 2 of Gender role – Wikipedia on [http://en.wikipedia.org/wiki/Gender\\_role](http://en.wikipedia.org/wiki/Gender_role)

Study the Parsons Model. You will notice that it has two extreme positions on gender roles. Model A describes total separation of male and female roles, while Model B describes the complete dissolution of barriers between gender roles.

Interview 3 elderly men, 3 elderly women, 3 female school pupils, 3 male school pupils, 3 female teachers, 3 male teachers. Read to them individually Model A and Model B positions

on Education, profession, housework, decision making, and childcare and education.

What similarities and differences do you find in their views? Which Model do most prefer?

Re-write the Model and add a fourth and fifth column (50 words) as shown below:

Sector	Model A	Model B	Views of people interviewed	Your own conclusion
Education	Gender- specific education; high professional qualification is important for the man	Co- educative schools, same content of classes, same qualification for men and women	?	?
00Profession	Copy	Copy	?	?
Housework	Copy	Copy	?	?
Decision making	Copy	Copy	?	?
Child care and education	Copy	Copy	?	?

### Grading Scheme

Write a 200 – 250 word report, the similarities and differences do you find in the views of sample you Interview, Re-write the Model and add a third and fourth column to the table shown above.

## UNIT SUMMARY

The child grows as a total person. While the child is developing his/her ability to use his/her body, to think and to express him/herself as we discovered in units 1 and 2, he/she is also developing emotionally. He/she becomes attached to some people and to care about what they think and feel. To live with other people, a child has to learn what is considered acceptable and unacceptable behaviour. This module examines several theories about how children become socialized. We present a general outlook on social emotional development and then move on to Freud's theory of psychosexual development which has been a major influence on our understanding and interpretation of socialization.

We move to Erikson's psychosocial theory of development which though based on Freudian concepts, believes that development is a lifelong experience. Kohlberg's moral development theory is also discussed and the unit ends with a presentation on how children acquire a sense of sex differences and gender roles.

### Unit Readings and Other Resources

Required readings and other resources:

- <http://www.childdevelopmentinfo.com/development/erikson.shtml>
- [http://en.wikipedia.org/wiki/Psychosexual\\_development](http://en.wikipedia.org/wiki/Psychosexual_development)
- [http://en.wikipedia.org/wiki/Kohlberg%27s\\_stages\\_of\\_moral\\_development](http://en.wikipedia.org/wiki/Kohlberg%27s_stages_of_moral_development) <http://social.jrank.org/pages/272/Gender-Role-Development.html> [http://en.wikipedia.org/wiki/Gender\\_role](http://en.wikipedia.org/wiki/Gender_role)

# Unit 4: Adolescence

## Unit Introduction

Units 1 to 3 have focused generally on human development. The units have sufficiently introduced you to the physical, cognitive, and psychosocial developmental changes which human beings pass through on their journey from birth to their death. With this background, we would like you to use that knowledge to look at the period of adolescence. The adolescence period is important for you as a teacher because the children who you are going to teach are in this period of their development. You ought therefore, to understand them. You can only understand them only if you have adequate knowledge about what they have gone through and what they are going through physically, cognitively and psychosocially. As you will discover, adolescents experience a lot of changes which often affect their school work negatively

## Unit Objectives

Dear learner by the end of this unit you should be able to:

### Define adolescence.

- Discuss the physical development of adolescents.
- Analyze the cognitive development of adolescents.
- Explain the psychosocial development of adolescents.
- Discuss adolescents' search for identity and sexuality.
- Classify adolescents' educational and vocational challenges.

### KEY TERMS

**Identity crisis:** a time when adolescents worry about who they are.

**Puberty:** the biological event that marks the end of childhood.

Menarche: normally between 12-13 years, girls will have their first menstrual period.

**Spermarche:** normally between 12- 13 years boys have their first ejaculation

**Sex identity:** results from biological inheritance

**Sex role:** defined partly by genetic makeup and by ones society and culture



**Initiation rites:** rites of passage from one age status to another.

**Psychosocial development:** the socially and culturally influenced process of development.

**Personality:** a person's unique and relatively consistent way of feeling, reacting and behaving.

**Maturation:** a readiness to master new abilities.

## Learning Activities

### Activity 1 - Mid-activity Assessment (The physical, cognitive and psychosocial development of adolescents)

#### Introduction

(i) Read the following:

- [http://en.wikipedia.org/wiki/Developmental\\_psychology](http://en.wikipedia.org/wiki/Developmental_psychology)
- <http://www.ext.vt.edu/pubs/family/350-850/350-850.html>

Video on adolescence

Listen to the following video which presents an overview of adolescence;

<http://study.com/academy/lesson/what-is-adolescence-definition-stages-characteristics.html>

The video presents a brief on the meaning of adolescence detailing the various stages of adolescence and presenting examples.

#### Activity Details

(ii) From the readings that you have done you know now that adolescents change in three ways; physically, cognitively and psychosocially, write the major changes that adolescents experience in the boxes below (100 words)

---

Physical development	Cognitive development	Psychosocial development

## Conclusion

Erik Erikson reinterpreted Freud's psychosexual stages by incorporating the social aspects of it. He came up with eight stages, each of which has two crisis (a positive and a negative). Stage one is trust versus mistrust, which occurs during infancy. Stage two is autonomy versus shame and doubt, which occurs during early childhood. Stage three is initiative versus guilt, which occurs during play age. Stage four is industry versus inferiority, which occurs during school age. Stage five is identity versus identity diffusion, which occurs during adolescence. Stage six is intimacy versus isolation which occurs during young adulthood. Stage seven is generativity versus self-absorption which occurs during adulthood. Lastly, stage eight is integrity versus despair, which occurs in old age.

Each stage builds upon the successful completion of earlier stages. The challenges of stages not successfully completed may be expected to reappear as problems in the future. However, mastery of a stage is not required to advance to the next stage.

## Formative Assessment

### Instructions

Read the following story I heard from a university student who I interviewed last year and do the assessment activities that follow:

When I was a boy of about 14 or 15, it seemed to me that life was a miserable thing and that I was the unhappiest person around. Hardly anything ever went right.

If I liked a certain girl it would take me two weeks to master enough nerve to call her, and then I would come down with a bad cold on the day we were supposed to meet. Or if someone told me that she liked me, I wouldn't believe it ..... I made the football team, which cheered me up a little, but I missed scoring a lot, and that was humiliating ..... About half the time I didn't do my homework..... Naturally I felt guilty about that..... As a matter of fact I felt guilty about getting up late for breakfast, and staying up late at night, and smoking cigarettes, and doing a lot of things

### **Assessment # 1**

We do not know whether what the boy in the story above told me is typical of what happens to teenagers in your country. In order for us to know adolescent' experiences we need to ask them. We would like you to find out. In order for you to do this, consider to follow the following steps:

Go to a high school nearest to you.

Seek the Head teacher's permission to talk to a class of learners

In that class, write the following uncompleted statement on the chalk- board : "Being an adolescent is like ....."

Give each learner a piece of paper on which they should complete the statement in not more than a page.

### **Assessment # 2**

There could be some societies where adolescence is not recognized as separate stage of life. Individuals move directly from childhood to adulthood. Do you know any such society? In many of our African societies, however, adolescence is looked upon as a time of preparation for adult responsibilities. There are many initiation rites that mark the admission to adulthood.

Interview an elderly woman and man on how the community you live in prepares its girl and boy adolescents into adulthood. To do this assignment properly you need to:

Prepare two lists of questions. One list for initiation of girls and the other for boys.

Interview the two elders separately using the list of questions.

### **Grading Scheme**

#### **Assessment # 1**

Based on what the learners have written, form generalizations on how most adolescents view their lives in your community. Write a 100 word report on this.

### Assessment # 2

After the interviews, write a 200 word report. Describe the rites in detail and state the importance the community attaches to them

Attach the list of questions which you used to the report.

### UNIT SUMMARY

Adolescence is the transition period between childhood and adulthood. Becoming an adult involves much more than becoming physically mature, though that is an important part of the process. The transition from childhood to adulthood also involves changes in patterns of reasoning and moral thinking, and adjustment in personality and sexual behavior. Though the process is complex, most adolescents cope reasonably well with their changing circumstances.

### Unit Readings and Other Resources

Required readings and other resources:

- [http://en.wikipedia.org/wiki/Developmental\\_psychology](http://en.wikipedia.org/wiki/Developmental_psychology)
- <http://www.ext.vt.edu/pubs/family/350-850/350-850.html>

Optional readings and other resources:

- Developmental Psychology (<http://www.devpsy.org/>): lessons for teaching and learning developmental psychology.
- GMU's On-line Resources for Developmental Psychology.

### Course Assessment

#### Summative evaluation

#### Instructions

1. There are two sections (A & B) in this evaluation:

Section A has four (4) types of questions: incomplete statements, true false, multiple-choice, and matching. Each of them has specific information about how to answer it.

Section B has four (4) questions. Write 200 word -essay on question 21 and any other two questions.

2. You are expected to send online your answers to your Instructor after you have completed the evaluation.

**Marks: 100%**

Time: Three (3) hours of continuous work under supervision

**Section A (40 marks)**

Q1: There are (10) incomplete statements in this section. Answer by completing each statement with a correct word (s) or phrase. Write your answers on the spaces provided. (10 marks)

The three intertwined aspects or strands of human development are ..... development, ..... development, and ..... development.

According to Freud, the three aspects of personality are ....., ....., and .....

Three approaches to studying cognitive development this course has introduced are the ....., ....., and.....

According to the theory of ..... a 3-6 year old boy lavishes love and affection with decidedly sexual overtones on his mother, thus competing with his father for the mother's love and affection.

The counterpart of the theory in question 8 above for a little girl is the.....

When children become what Piaget calls operational, they become able to use .....to carry out .....

In his research on moral reasoning, when Kohlberg analyzed boys' responses to moral problems, he was more interested in the child used than in the..... itself.

The prenatal development of human beings is viewed in three separate stages namely..... , .....and .....

Children use what psychologists call..... speech , for example "Kick ball".

Inborn influences on the development of humans are called .....while the totality of nongenetic influences are called.....

Q2: Tick (P) before the correct statement and sign (x) before the wrong statement, with the correction that is underlined in the case of the phrase is wrong .(15 marks).

1. The most change occurs for the Human beings is during childhood. ( )
2. When the baby increases 15 cm in the first year we called this is qualitative change. ( )

3. Cognitive abilities and physical health can affect psychosocial development and vice versa. ( )
4. Individual differences decrease as child grows older. ( )
5. Piaget said as the children grew the schemes become complex. ( )
6. Noam Chomsky believes that language is learned through imitation. ( )
7. The changes of physical, cognitive and psychosocial areas occur simultaneously. ( )
8. The puberty may extend beyond the Adolescence. ( )
9. Vocational and educational is belonging to socioeconomic. ( )
10. The research fields in psychology including comparative psychology. ( )

Q3: Write the number of the correct terms from list (A) to coincide the right definition on list (B) (10 marks). (The table should be in one page)

List (A) definition of terms	Answer Place	The Terms
A. Understanding that quantity, length or number of items is unrelated to the arrangement of the object.		1.Seriation
B. Adjustment to new information about the environment		2.Decentering
C. The judgment one makes about one's worth.		3.Holophrase
D. Theory that human beings have an inborn capacity for language acquisition.		4.Conservation
E. Single word that conveys a complete thought.		5.Self -concept
F. Ability to sort objects in an order according to size, shape, or any other characteristics.		6.Identity crisis
G. Where the child takes into account multiple aspects of a problem to solve it.		7.Adaptation
H. Our image of ourselves.		8.Gender roles
I. Behaviors, interests, attitudes, skills, and personality traits defined partly by genetic makeup and by ones society and culture		9.Maturation

J. The biological event that marks the end of childhood		10. Self-esteem
		11. Nativism
		12. Puberty

Q4: Circle the letter of the correct answer. (5 marks).

- Which of these changes does not refer to physical development?  
 A. body                      B. Language  
 C. motor skills              D. sensory capacities.
- Which of these changes is unrelated to the cognitive development?  
 A. mental abilities              B. reasoning.  
 C. sensory capacities              D. language.
- Merging of personality & social, gives ..... Development.  
 A. Psychology              B. physical.  
 C. Cognitive                      D. psychosocial.
- According to Piaget the duration (2 – 7 years) on people growth represents....  
 A. Formal operational              B. Sensorimotor.  
 C. Pre-operational              D. Concrete operational.
- Who believes that early childhood experiences permanently shape personality?  
 A. Freud                      B. Erikson              C. Piaget              D. Vygotsky.

**Section B (60 marks)**

There are four questions in this section. Answer question 21 and any other two questions by writing a 200 word essay on each. Credit will be given for orderly presentation of material as well as for original thought. Each question carries 20 marks.

21. Giving classroom based examples wherever possible, explain why you think knowledge of Developmental Psychology is important to Science and Mathematics teachers.

22. Both Piaget and Vygotsky have contributed a lot to our understanding of how pupils' cognitive abilities develop. Look at any senior grade Mathematics or Science curriculum in your country. Do you think the Curriculum developers had in mind the theories of Piaget and Vygotsky when they developed the curriculum? Giving concrete examples wherever possible.

23. Some psychologists argue that adolescence is a time of crisis in which transition to maturity requires a radical break with childhood experience.

Many other psychologists, on the other hand, believe that adolescence is not so strife-ridden and constitutes a relatively smooth transition from childhood to adulthood'.

Describe the transition from childhood to adulthood of adolescents (both boys and girls) in your society.

24. John is a 13-year old whose Mathematics and Science teacher is complaining that he is presenting problems in her classroom. According to her, John is doing good work in language related tasks, but poor work in Science and mathematics related tasks.

- Is this problem common in your country? Give reasons.
- What could be the reasons for John's good work in language related tasks, but poor work in  
Science and mathematics related tasks?
- What ought the teacher do to make John produce good work in science and mathematics related tasks? Give reasons.

### Grading Scheme

#### Summative Evaluation Marking Key

Section A (40 Marks)

Q1: Incomplete: (10 marks: Half mark for each correct response).

1. Physical, cognitive and psychosocial development (in any order).
2. Id, ego, superego
3. Piagetian, Vygotskian, Information processing (in any order)
4. Oedipus complex
5. Electra complex
6. Symbols operations
7. Reasoning answer
8. Germinal, embryonic and fetal (in this order)
9. Telegraphic



10. Heredity environment

Q2: True false (15 marks, one mark for the correct answer and one for the right correction)

1.P	2. × quantitative	3. P	4. × increase	5. P
6. × Skinner	7. × do not occur	8. × opposite	9. P	10. P

Q3: Matching: (10 mark, mark for each correct answer).

A-4	B-7	C-10	D-11	E-3
F-1	G-2	H-5	I-8	J-12

Q4: Multiple-choice: (5 Mark, mark for each correct answer).

1.B                      2.C                      3.D                      4.B                      5.A

**Section B (60 MARKS)**

For each question, mark out of 15 marks. Award marks according to relevance and depth of students' answers. Reward students for the originality of their responses as well as orderliness of their presentation.

Q 21

Answers should indicate what they think they have learnt from the module. They may state that it will enable them to broadly understand:

The meaning of developmental changes

The significant facts about human development

The life span generally and adolescence in particular

Physical, cognitive, psychosocial development. As well as their impact on education/learning

Individual differences among learners and why some learners excel while others fail mathematics or/and science

Etc.

Q 22

Answers should show that students have understood:

The two theories

Which of the two they find to be more relevant

Which theory curriculum developers used and why

Give examples of the curriculum being discussed

Connect the two theories to learners' understanding or lack of understanding of science and mathematics concepts

Justify why certain topics in science or mathematics are done at certain levels

Q 23

Answers should give detailed account of the transition from adolescence into adulthood in their society for both boys and girls:

Signs of maturity

Rites conducted (detail what happens and why)

Who conducts rites?

Period of training

Certification of how the rites are concluded

Importance of the rites

Q 24

Answers should:

Identify John's problem

Establish whether this problem is common in their country and why

Identify why John is good at language tasks and not science/mathematics tasks

Identify the theorists that would be of help (Piaget, Vygotsky, Freud etc.)

Propose measures that should be taken to make John produce good works in science and mathematics

### MODULE SUMMARY

Unit one covers an overview on developmental psychology which is also known as Human development. The study of human development focuses on describing, explaining, predicting, and modifying development. The various aspects of development (physical, cognitive, and psychosocial development) do not occur in isolation. Each affects the others. Influences on development are both internal (hereditary) and external (environmental). Unit two covered three major approaches to understanding cognitive development in children and adolescents are presented in this unit. These are the perspectives on cognitive development by Piaget and Vygotsky and the information-processing theorists. Also presented are two opposing views about how children acquire language and how language develops. Unit three covered information on child transition and growth. While the child is developing his/her ability to use his/her body, to think and to express him/herself as we discovered in units 1 and 2, he/she is also developing emotionally. He/she becomes attached to some people and to care about what they think and feel. To live with other people, a child has to learn what is considered acceptable and unacceptable behaviour. This module examines several theories about how children become socialized. We present a general outlook on social emotional development and then move on to Freud's theory of psychosexual development which has been a major influence on our understanding and interpretation of socialization. We move to Erikson's psychosocial theory of development which though based on Freudian concepts, believes that development is a lifelong experience. Kohlberg's moral development theory is also discussed and the unit ends with a presentation on how children acquire a sense of sex differences and gender roles. In unit four you learnt that adolescence is the transition period between childhood and adulthood. Becoming an adult involves much more than becoming physically mature, though that is an important part of the process. The transition from childhood to adulthood also involves changes in patterns of reasoning and moral thinking, and adjustment in personality and sexual behavior. Though the process is complex, most adolescents cope reasonably well with their changing circumstances.

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