

Developmental Psychology



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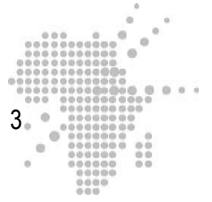
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I. Developmental Psychology

II. Prerequisite Courses or Knowledge

Module 1: General Psychology

III. Time

To cover this module it will require around 110 hours distributed as follows:

- Unit 1: 10 hours
- Unit 2: 30 hours
- Unit 3: 40 hours
- Unit 4: 30 hours

IV. Material

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

V. Module Rationale

As a teacher you will be expected to deal with learners of different backgrounds and with a variety of individual differences at different age levels. In order for you to effectively handle the learners you need to know the basic principles of human growth and development and the characteristics that emerge. With this knowledge, you will be able to know their potentialities and capabilities. This is important in order for you to provide effective teaching and guidance. The module offers you a scientific study of the progressive psychological changes that may have occurred in your learners up to adolescence.



VI. Content

6.1 Overview

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.

Components of the module:

- Introduction to Developmental Psychology
- Cognitive and language development
- Personality and social development
- Adolescence

Unit 1

introduces you to the study of developmental psychology.

Unit 2

discusses theories of cognitive development as well as theories of language development.

Unit 3

discusses personality and social development.

Unit 4

is on adolescence. This is period in which the learners you will handle belong.

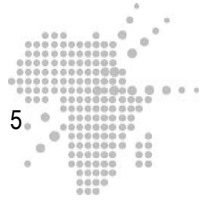
6.2 Outline

Unit1: Introduction to Developmental Psychology

- Basic concepts
- Aspects of development
- Individual differences
- Influences on development

Unit 2 : Cognitive and language development

- Cognitive developmental theories
- Language development



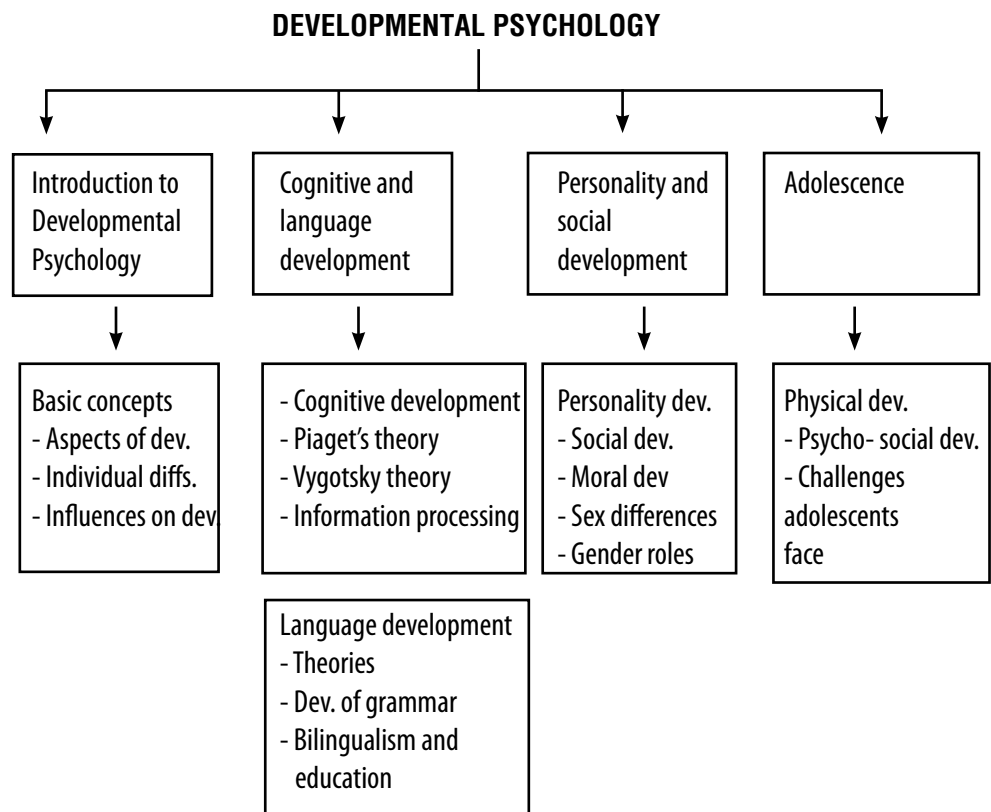
Unit 3 :Personality and social development

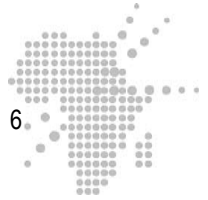
- Emotional development
- Self and social understanding
- Moral development
- Development of sex differences and gender roles

Unit 4: Adolescence

- Physical and cognitive development
- Psychosocial development

6.3 Graphic organizer





VII. General Objectives

The general objectives of this module are:

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

VIII. Specific Learning Objectives

Unit1 : Introduction to Developmental Psychology

At the end of this unit you should be able to:

- (a) Explain basic concepts in developmental psychology
- (b) Identify aspects of development
- (c) Describe individual differences
- (d) Explain influences on development

Unit 2 : Cognitive and language development

- (a) Compare Piaget's, Vygotsky's and Information processing cognitive developmental theories
- (b) Explain the development of language

Unit 3:Personality and social development

- (a) Explain the development of emotion
- (b) Describe how learners acquire self and social understanding
- (c) Identify stages learners go through to acquire morals
- (d) Discuss the development of sex differences and gender roles among learners

Unit 4: Adolescence

- (a) Define adolescence
- (b) Discuss the physical and cognitive development of adolescents
- (c) Explain the psychosocial development of adolescents
- (d) Discuss adolescents' search for identity and sexuality
- (e) Identify adolescents' educational and vocational challenges



Unit	Learning objective(s)
1. Introduction to Developmental Psychology	Explain the study of, aspects of and influences on development as well as individual differences.
2. Cognitive and Language Development	Describe the learners' cognitive and language development levels
3. Personality and Social Development	Discuss learners' emotional, social, moral, and gender status
4. Adolescence	Define adolescence and explain adolescents' physical, cognitive, and psychosocial development and the challenges they place on the adolescents



IX. Pre-assessment

These pre-assessment multiple-choice questions are designed to test what you already know about the concepts covered in the module.

9.1 Rationale

Answering the questions in this section 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.

Questions: In each of the following multiple choice questions chose the best answer out of the given options A, B, C or D:

1. Developmental psychology is also known as _____
 - A. Social psychology
 - B. Child psychology
 - C. Human development
 - D. Scientific human development
2. Developmental Psychology informs several applied fields, including:
 - B. Educational Psychology
 - C. Child psychopathology
 - D. Forensic developmental psychology
 - E. All of the above
3. The prenatal development of human beings is viewed in _____ separate stages.
 - A. 1
 - B. 2
 - C. 3
 - D. 4
4. From birth until he/she begins to speak, a child is referred to as:
 - A. a neonate
 - B. a child
 - C. an infant
 - D. All the above



5. 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
6. is the understanding that quality, length or number of items is unrelated to the arrangement or appearance of the objects or items.
 - B. Conservation
 - C. Egocentrism
 - D. Decentration
 - E. Reversibility
7. 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
8. Historically, the two opposing views about how children acquire language are:
 - A. Reinforcement and Imitation theories
 - B. Learning theory and Nativism
 - C. Nativism and Innatism
 - D. Learning theory and behaviorism
9. 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



10. _____ was a Russian psychologist who investigated child development and how it was guided by the role of culture and interpersonal communication.
- A. Vygotsky
 - B. Freud
 - C. Piaget
 - D. Erikson
11. Why did most children in a class answer the sum shown below incorrectly:
- $$\begin{array}{r} 427 \\ -138 \\ \hline 311_ \end{array}$$
- A. The children drew on their experience with easier problems and invented strategies which worked in this task
 - B. The children used a procedure which they have been taught but do not fully understand.
 - C. The children used many information processing strategies.
 - D. The teacher gave them wrong deduction strategies
12. According to Freud's model, the Oedipus and Electra complexes develop around 3-6 years of age. Which complex is for girls?
- A. Electra
 - B. Oedipus
 - C. Both
 - D. None
13. According to Erikson, the psychological crisis that adolescents ought to resolve is the:
- A. Industry vs Inferiority
 - B. Intimacy vs Isolation
 - C. Identity vs. Role confusion
 - D. Autonomy vs. Shame & doubt



14. Laurence Kohlberg argues that a person who progresses to a higher stage of moral reasoning cannot skip stages.
 - A. True
 - B. Partially true
 - C. False
 - D. May be true
15. 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
16. Adolescents spend most of their time with their:
 - A. Extended families
 - B. Parents
 - C. Peers
 - D. Teachers
17. 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
18. The applicability of Kohlberg's moral development theory to girls and women and to people in non-western cultures has been questioned.
 - A. True
 - B. Partially true
 - C. False
 - D. May be true



19. Puberty is triggered by hormonal changes.
- A. True
 - B. Partially true
 - C. False
 - D. May be true
20. Most adolescents that you will teach attain Piaget's stage of formal operations. The pupils are able to:
- A. Think concretely
 - B. Engage in hypothetical – deductive reasoning
 - C. Deal with problems in an irrational manner
 - D. Predict future events correctly

9.2 Pre- Assessment Answer Key

1. C	6. A	11. B	16. C
2. D	7. A	12. A	17. B
3. C	8. B	13. C	18. A
4. C	9. B	14. A	19. A
5. C	10. A	15. D	20. B

Pedagogical comment for learners

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 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.



X. Learning Activities

Learning activity # 1

Title of Learning Activity: Introduction to Developmental Psychology

Summary of the learning activity

Unit 1: Introduction to Developmental Psychology

At the end of this unit you should be able to:

- (e) Explain basic concepts in developmental psychology
- (f) Identify aspects of development
- (g) Describe individual differences
- (h) Explain influences on development

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).

Key words

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.

Environment–totality of nongenetic influences on development, external to the self.



List of relevant readings

http://en.wikipedia.org/wiki/Developmental_psychology

<http://psychology.wikia.com>

<http://classweb.gmu.edu/awinsler/ordp/topic.html>

<http://www.wright-house.com/psychology>

<http://www.bps.org.uk/>

List of relevant resources

1. A computer with internet facility to access links and copyright free resources.
2. Multimedia resources like video, and CD-Rom.
3. Pupils in a school or classroom

List of relevant useful links

- Developmental Psychology(<http://www.devpsy.org/>): lessons for teaching and learning developmental psychology.
- GMU's On-line Resources for Developmental Psychology. (<http://classweb.gmu.edu/awinsler/ordp/topic.html>): a web directory of Developmental Psychology.
- Developmental Psychology forum (http://psychology_forum&t=20061123152824).



Detailed description of the activity

Introduction to Developmental Psychology

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 life span. 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 psycho-physiological processes, problem-solving abilities, conceptual understanding, acquisition of language, moral understanding and identity formation.

You will also discover that developmental psychologists investigate key questions, such as whether children are qualitatively different from adults or simply lack the experience that adults draw upon. Other issues that they deal with is the question of whether development occurs through the gradual accumulation of knowledge or through shifts from one stage of thinking to another; or if children are born with innate knowledge or figure things out through experience; and whether development is driven by the social context or something inside each child. From the above explanation you may be thinking already that developmental psychology is related to other applied fields. You are very right. The field informs several applied fields, including, educational psychology, child psychopathology and forensic developmental psychology. It also complements several other basic research fields in psychology including social psychology, cognitive psychology, and comparative psychology.

Now proceed with the rest of the learning activities. Bear in mind that each learning activity has a Mid-Activity assessment which you must complete before proceeding to the next learning activity

Basic concepts in Developmental Psychology

The introduction above has given you a picture of what the field of human development is all about. Now, let us move a step further by looking at some basic concepts, which explain the changes that human development brings.

From your own experiences you will have noticed that you have changed from the baby you were to what you are today. We, human beings change as we move from conception to our death. Change is most obvious during childhood, but it takes place throughout life. There are numerous changes that take place. Deve-



Developmental psychologists (professionals who study human development) focus on developmental change. Developmental change is systematic in that it is coherent and organized. It is also adaptive in that it deals with the ever-changing conditions of existence.

There are two kinds of developmental change: quantitative and qualitative. Quantitative change is change in a number or amount, such as an increase in height and weight or in young John's vocabulary. Qualitative change is a change in kind, structure, or organization. One example could be John's development from a non-verbal infant to a child who understands and speaks a language. Qualitative change is marked by the appearance of new phenomena that could not have been predicted from earlier functioning. Speech is one such phenomenon. Despite such changes, most people show an understanding continuity, or consistency of personality and behaviour.

As the field of human development became a scientific discipline, its goals evolved to include description, explanation, prediction, and modification of behavior. Let us look at language development to illustrate these four goals. To describe the age at which most children say their first word for example, developmentalists observe large groups of children and establish norms or averages of when the children first say their first word. They then attempt to explain what causes the children to say their first word at that age or time and why some children may not do so at that age or time. When they gather this knowledge, they use it to predict what language ability at a given time can tell about later behaviour. Finally, awareness of how language develops may be used to modify behaviour by intervening to promote development.

From this explanation, you will have noted that as a student of development you must be interested in factors that affect everyone but you must also want to know why one person turns out to be so different from another. Since human development is complex, scientists can not always answer that question. However, developmentalists have learned much about what people need to develop normally and how best they can fulfill their potential.



Mid-Activity Assessment

- (i) Read the article on developmental Psychology on http://en.wikipedia.org/wiki/Developmental_psychology
- (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.

Aspects of human development

Having mastered the concepts in the field of developmental psychology, its time to focus on what comprises human development. In this module the human life span is divided into eight periods: (i) prenatal, (2) infancy and toddler-hood, (3) early childhood, (4) middle childhood, (5) adolescence, (6) young adulthood, (7) middle adulthood and (8) late adulthood. These ages are approximate.

Earlier in this unit, you read that human development is complex. One reason for the complexity is that changes occur in many different aspects of the individual or the self. We shall be talking separately about physical development, cognitive development, and psychosocial development at each period of life. Although we shall be talking about them separately, it does not mean that in reality they are separate. Actually they are intertwined. Each affects the others.

Changes in the body, the brain, the sensory capacities and motor skills are part of physical development and may influence other aspects of development. For example, a child who has a hearing loss may be at risk of delayed language development.

Changes in mental abilities, such as learning, memory, reasoning, thinking, and language constitute cognitive development. The ability to speak depends on the development of physical structures in the brain and mouth.

Personality is a person's unique and relatively consistent way of feeling, reacting, and behaving. Social development refers to changes in relationships with others. Taken together, (personality & social development), they constitute psychosocial development. Changes in psychosocial development area can affect cognitive and physical functioning. Also cognitive and physical capacities can affect psychosocial development.



Mid-Activity Assessment

- (i) Read the passage above and also the article on developmental Psychology on http://en.wikipedia.org/wiki/Developmental_psychology
- (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.

Individual differences

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. This explains why you have notice that people differ in height, weight, and body build. People differ in constitutional factors such as health and energy levels. They differ in comprehension of complex ideas and in emotional reactions. You have no doubt also observed that people's lifestyles differ too: the work they do, how well they do it; and how much they like it; the homes and communities they live in and how they feel about them; the people they see and the relationships they have; and how they spend their leisure time

Individual differences increase as people grow older. Children pass the same milestones in development at nearly the same ages. Many changes of childhood seem to be tied to maturation of the body and brain. Maturation is the unfolding of physical changes and behaviour patterns including readiness to master new abilities such as walking and talking. Later, differences in life experience play a greater role



Mid-Activity Assessment

- (ii) Read the passage above and also the article on developmental Psychology on http://en.wikipedia.org/wiki/Developmental_psychology
- (iii) 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?
- (iv) 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.
- (v) Write a report of not more than 100 words.

Influences on development

Development is subject to many influences. Some of these influences originate with heredity. Heredity is the inborn genetic endowment that human beings receive from their biological parents. Other influences come from the external environment. The environment is the world outside the individual, beginning in the womb.

In discussing how people develop, we look at influences that affect many or most people and also those which affect people differently, such as gender, race, ethnicity, culture, lifestyle, family size and socioeconomic status (social class, education, occupation, and income). We also look at the presence or absence of physical or mental disabilities. Some experiences are purely individual; others are common to certain groups – to age groups, to generations, or to people who live or were raised in particular societies and cultures at particular times.

Mid-Activity Assessment

- (i) Read the above and also the article on developmental Psychology on http://en.wikipedia.org/wiki/Developmental_psychology
- (ii) Using the table below write a 100 word write up to answer the question: How does heredity and environment affect human development?

	Effects on human development	Justification for my answer
Heredity		
Environment		



Formative evaluation

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.

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



Learning activity # 2

Title of Learning Activity: Cognitive and Language Development

Summary of the learning activity

Unit 2 : Cognitive and language development

At the end of this unit you should be able to:

- (a) Compare and contrast Piaget's, Vygotsky's and Information processing cognitive developmental theories
- (b) Explain the development of language

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.

Key words

Organization – in Piaget's terminology, integration of knowledge to make sense of the environment.

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.



List of relevant readings

http://en.wikipedia.org/wiki/Developmental_psychology

Socio-cultural Theory wiki (http://wik.ed.uiuc.edu/index.php/sociocultural_Theory), University of Illinois at Urbana-Champaign

The Mozart of Psychology (<http://vygotsky.afraid.org>)

List of relevant resources

1. A computer with internet facility to access links and copyright free resources.
2. Multimedia resources like video, and CD-Rom.
3. Pupils in a school or classroom

List of relevant useful links

- Developmental Psychology (<http://www.devpsy.org/>): lessons for teaching and learning developmental psychology.
- GMU's On-line Resources for Developmental Psychology. (<http://classweb.gmu.edu/awinsler/ordp/topic.html>): a web directory of Developmental Psychology.
- Developmental Psychology forum (http://psychology_forum&t=20061123152824).



Detailed description of the activity

Cognitive and Language Development

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 sensori-motor, 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.

Mid - Activity Assessment

- (i) Have you ever thought about the changes that have taken place in you?
Write down the changes that you can remember. Use the information in the introduction to explain the changes.
 - (a) In what ways has your ability to think changed as you grew up? When you were a baby, when you first enrolled in school, when you completed primary and secondary school, when you went to a college and now as a university student? Could you have understood the contents of this module twenty years ago? How have you managed?
 - (b) In what ways has your ability to use language changed as you grew up? When you were a baby, when you first enrolled in school, when you completed primary and secondary school, when you went to a college and now as a university student? How many languages do you use fluently? How have you managed?



(ii) Write 200 words on this question.

When you are finished writing, we will proceed to look at Cognitive development and after that, language development in that order. Each learning activity has a Mid-Assessment activity which you must complete before you can proceed to the next learning activity.

Cognitive Development

Three cognitive approaches are discussed in this unit. These are by Piaget, Vygotsky, and the Information processing approach. Each of these will be presented separately to enable you to see their differences. After each presentation, there is a mid-activity assessment, which you must do before proceeding to the next presentation. However, in the final analysis, you will be expected to compare and contrast the three so that you have an understanding of the cognitive changes, which children go through. This you will do as part of your formative assessment. We start with Piaget.

(a) Piaget's Theory of cognitive Development

One of the most historically influential theories was developed by Jean Piaget, a Swiss psychologist (1896 – 1980). His theory provided many central concepts in the field of developmental psychology and concerned the growth of intelligence, which for Piaget meant the ability to more accurately represent the world and perform logical operations on representations of concepts grounded in the world. He was the forerunner of today's 'cognitive revolution' with its emphasis on internal mental processes, as opposed to classical learning theories which were concerned with external influences and overt behaviours.

According to Piaget, cognitive growth occurs through three inter-related principles; organization, adaptation, and equilibration (study the key words). These principles operate at all stages of development and affect all interactions with the environment. From infancy on, we organize what we know into mental representations of reality that help us make sense of our world. Within the representations lie cognitive structures called schemes. As we grow so did our schemes become more and more complex. To deal with new information we have to adapt. Adaptation involves two steps: assimilation and accommodation. The two work together to produce cognitive growth and to give us a balance between us and our environment (equilibration).



Piaget divided schemes that children use to understand the world into four main periods, roughly correlated with and becoming increasingly sophisticated with age:

- Sensorimotor period (0 – 2 years)
- Pre-operational period (2 – 7 years)
- Concrete operational period (7 – 11 years)
- Formal operational period (11 – adulthood period)

Mid – activity Assessment

- (j) Read the article on the Theory of Cognitive development on http://en.wikipedia.org/wiki/Theory-of_cognitive_development
- (ii) 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.
- (iii) 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.

(b) Vygotsky's Theory of Cognitive development.

You have looked at Piaget's theory. Now, let's focus our attention at the noted Russian psychologist Lev Semenovich Vygotsky (1896 – 1934). Same year of birth with Piaget but died pretty early, do you think? Vygotsky is famous for his socio-cultural theory. Its focus is the active, goal-setting child in a socio-cultural context. Its emphasis is on how social interaction with adults can fulfill a child's



potential for learning; the theory has therefore important implications for education. According to Vygotsky, adults like you must direct and organize a child's learning before a child can master and internalize it.

His best known concept is the zone of proximal development (ZPD). (proximal means near). Vygotsky stated that for children in the ZPD to perform a task (such as multiplying fractions) can almost, but not quite, perform the task on their own. With the right kind of teaching, however, they can accomplish it successfully. A good teacher identifies a child's ZPD and helps the child stretch beyond it. Then the adult (teacher) gradually withdraws support until the child can perform the task unaided. Researchers have applied the metaphor of scaffolds (the temporary platforms on which construction workers stand) to this way of teaching. Scaffolding is the temporary support that parents or teachers give a child to do a task.

Mid – activity Assessment

- (i) Read the article about Lev Vygotsky's theory of cognitive development on http://en.wikipedia.org/wiki/Social_Contextualism
- (ii) According to this article what are the weaknesses of the theory?
- (iii) 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.

(c) The Information-Processing Approach

This is the newest approach scientists use to analyze mental processes underlying intelligent behaviour. These scientists are also referred to as the Neo-Piagetian developmental psychologists. They have extended and modified Piaget's theory by integrating it with the information –processing approach. They maintain that children develop cognitively by becoming more efficient at processing information (rather than through equilibration, as Piaget believed). One way they do this is through practice. According to these psychologists, there is a limit to the number of schemes a child can keep in mind. A child who practices a skill, such as reading becomes able to do it faster, more proficiently, and almost automatically. In this way the child frees some mental space for additional information and more complex problem solving. As the child grows, maturation of the neurological processes also expands available memory space.



Mid- Activity Assessment

- i. Read the article on basic cognitive processes on http://wps.prenhall.com/chet_childevitt_childdevel_3/47/12219/3128112.cw/content/inde
- ii. According to this article what are the exceptionalities in information processing?
- iii. According to the article what are the theory's main weaknesses?
- iv. 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.
- v. Write a 300-word paper on your findings.

2. Language Development

Children begin their language development at birth and it continues throughout their lives. By the time children go to school they should be able to understand and use at least one language fluently. At school they will continue to develop their language skills and use language to communicate with others, to think and to learn about the world and how it works. But the big question is how children acquire language. All infants and children begin experimenting with language in the same manner, and basic rules of language in all cultures are acquired by about age 4. But B. F. Skinner believes that language is learned through imitation, and Noam Chomsky holds that human beings have an inborn comprehension of language. It is issues like these that will preoccupy your thinking in this section.



Mid-activity Assessment

- (ii) Read the article on the summary on the ‘Theoretical Perspectives of Language Development’ on <http://wps.prenhall.com>
- (iii) State what the following recent theoretical perspectives on language development say and justify your answers:

Theory	Perspective on language development	My own view (50words)
Nativism		
Information processing		
Socio-cultural		
Functionalist		

Mid-activity Assessment

- (i) Read the following three readings:
- Language development on http://en.wikipedia.org/wiki/language_development
 - Language development in Children http://www.childdevelopmentinfo.com/development/language_development.shtml
 - Understanding Children: Language Development on <http://www.extension.iastate.edu/publications/PM1529f.pdf>
- (ii) In the document titled Language Development in Children you will find a Language Development Chart. You will also find a chart in the Understanding Children document.
- Study the two charts more closely and decide the age of children who are readily available in your community. If you think that children aged 24 months are readily available then we want you to work with 5 such children.
 - On the chart under 24 months there are a number of statements which depict what the child’s language should be at that age. We want you to



find out from the caregiver(s) whether the child has mastered those. If the child does not seem to have mastered 50% of the items you go backwards. This means that you test him/her on items for 18 months olds. On the other hand if the child excels go to the next stage which in this case is 36 months.

- Write a 250 word report on your findings on the five children giving your views on the validity of the test and data.

Formative Assessment

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.....

1. Understands the language used in class	Yes	No
2. Can ask questions about a story	Yes	No
3. Can memorize rhymes	Yes	No
4. Can tell short stories or news	Yes	No
5. Can add missing words to a sentence (orally) e.g The dog ate a	Yes	No

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.



Learning activity # 3

Title of Learning Activity: Personality and Social development

Summary of the learning activity

Unit 3 : Personality and social Development

At the end of this unit you should be able to:

- (i) Explain the development of emotion.
- (ii) Describe how learners acquire self and social understanding.
- (iii) Identify stages learners go through to acquire morals.
- (iv) Discuss the development of sex differences and gender roles among learners

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 life long 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.

Key words

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 makeup 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

List of relevant readings

<http://www.childdevelopmentinfo.com/development/erikson.shtml>

<http://www.merck.com/mmhe/print/sec23/ch268/ch268d/html>

http://en.wikipedia.org/wiki/Psychosexual_development

http://en.wikipedia.org/wiki/Erikson%27s_stages_of_psychosocial_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

List of relevant resources

1. A computer with internet facility to access links and copyright free resources.
2. Multimedia resources like video, and CD-Rom.
3. Pupils in a school or classroom

List of relevant useful links

- Developmental Psychology(<http://www.devpsy.org/>): lessons for teaching and learning developmental psychology.
- GMU's On-line Resources for Developmental Psychology. (<http://classweb.gmu.edu/awinsler/ordp/topic.html>): a web directory of Developmental Psychology.
- Developmental Psychology forum (http://psychology_forum&t=20061123152824).



Detailed description of the activity

Personality and Social Development

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.

Social and Emotional Development

- (i) Read the two documents listed below:
- (ii) Social and Emotional Development: Preschool and school-Aged Children by Merck Manua on. <http://www.merck.com/mmhe/print/sec23/ch268/ch268d.html>
- (iii) Facts For families in the American Academy of Child & Adolescent Psychiatry on <http://www.aacap.org/cs/root/facts>
- (iv) find a family in your community which is having problems in handling its young or pre-adolescent or adolescent child.
- (v) Talk to the family whether the child exhibits the characteristics listed on page 1 of the later reading.
- (vi) Write a 100 word report on the family's as well as your experiences with the emotional problems of this child.



Psychosexual and Psychosocial Development

Sigmund Freud (1856 – 1939) believed that personality is formed in the first few years of life, as children deal with conflicts between their inborn biological, sexually related urges and the requirements of society. He proposed that these conflicts occur in an unvarying, maturation-based sequence of stages of psychosexual development, in which pleasure shifts from one body zone to another.

Whereas Freud maintained that early childhood experiences permanently shape personality, Erikson (Freud's disciple) contended that ego development continues throughout life. His theory of psychosocial development covers eight stages across the life span. Each stage involves a crisis in personality, a major issue that is particularly important at that time and will remain an issue to some degree throughout life.

Mid-activity Assessment

- Read the following articles:
 1. http://en.wikipedia.org/wiki/Psychosexual_development
 2. http://en.wikipedia.org/wiki/Erikson%27s_stages_of_psychosocial_development
- 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?



Moral development

An ability to distinguish between right and wrong emerges early in life and continues to develop over time. As children get older, they gain an increasing understanding of fairness and an increasing capacity to feel guilty, shame, and empathy about moral wrongdoings. As they make advances in cognitive development, and especially as they become capable of abstract thought, they reason about moral issues and dilemmas in increasingly sophisticated ways, and they are increasingly likely to behave in accordance with general moral principles. Even at high school level, however, youngsters do not always take the moral road, as personal needs and self-interests often enter into the moral decisions. To some degree, different cultures foster different moral values, but virtually all cultural groups recognize the importance of fairness, justice, and concern for others.

Mid – activity Assessment

- (i) Read Kohlberg's stages of moral development on http://en.wikipedia.org/wiki/Kohlberg%27s_stages_of_moral_development
- (ii) Read Piaget's theory of moral development on http://everything2.com/index.pl?node_id=1310569
- (iii) According to the articles, what are the differences between the two theories?

Mid-activity Assessment

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.



Mid-activity Assessment

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

Mid-activity Assessment

- (i) Read Talcott Parsons' views on gender roles on page 2 of Gender role – Wikipedia on http://en.wikipedia.org/wiki/Gender_role
- (ii) 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.
- (iii) 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.
- (iv) What similarities and differences do you find in their views? Which Model do most prefer?
- (v) Re-write the Model and add a third and fourth 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	?	?



Learning activity # 4

Title of Learning Activity: Adolescence

Summary of the learning activity

Unit 4 : Adolescence

At the end of this unit you should be able to:

- a. Define adolescence
- b. Discuss the physical and cognitive development of adolescents
- c. Explain the psychosocial development of adolescents
- d. Discuss adolescents' search for identity and sexuality
- e. Identify adolescents' educational and vocational challenges

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 behaviour. Though the process is complex, most adolescents cope reasonably well with their changing circumstances.

Key words

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 – or 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 – readiness to master new abilities



List of relevant readings

http://en.wikipedia.org/wiki/Developmental_psychology
http://www.healthology.com/main/article_print.aspx?content_id=1419
<http://www.ext.vt.edu/pubs/family/350-850/350-850.html>

List of relevant resources

1. A computer with internet facility to access links and copyright free resources.
2. Multimedia resources like video, and CD-Rom.
3. Pupils in a school or classroom

List of relevant useful links

- i. Developmental Psychology(<http://www.devpsy.org/>): lessons for teaching and learning developmental psychology.
- ii. GMU's On-line Resources for Developmental Psychology. (<http://classweb.gmu.edu/awinsler/ordp/topic.html>): a web directory of Developmental Psychology.
- iii. Developmental Psychology forum (http://psychology_forum&t=20061123152824).



Detailed description of the activity

Adolescence

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

The physical, cognitive and psychosocial development of adolescents

Adolescence is one of the main stages in the growth of human beings. It is a transition period between childhood and adulthood. It can also be seen as a period of mixed abilities and responsibilities in which childlike behaviour changes to adult-like behaviour. Because so much is happening in these years, psychologists have focused a great deal of attention on the period. Although the information that you will read in the literature is usually presented in what you might think are separate compartments of physical, cognitive and psychosocial areas, in reality the changes in the three systems do not occur simultaneously. For example, one adolescent may develop physically but still have the mind and relationships of a child.

Mid-activity assessment

(i) Read the following:

http://en.wikipedia.org/wiki/Developmental_psychology

http://www.healthology.com/main/article_print.aspx?content_id=1419

<http://www.ext.vt.edu/pubs/family/350-850/350-850.html>



- (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

Formative Assessment

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.
- 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

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:

- (i) Prepare two lists of questions. One list for initiation of girls and the other for boys.
- (ii) Interview the two elders separately using the list of questions
- (iii) After the interviews, write a 200 word report. Describe the rites in detail and state the importance the community attaches to them
- (iv) Attach the list of questions which you used to the report..



Formative Assessment

Read Normal Adolescent Development Part II/American Academy of Child & Adolescent Psy..... Page1 on <http://www.aacap.org>.

- (i) Make use of or modify the checklist on page 1.
- (ii) Make enough copies for the number of learners you want to answer it.
- (iii) Go to a high school nearest to you. Ask for permission to administer the checklist to selected boys and girls
- (iv) Do the results show that although each teenager is unique there are development issues such as the ones in your checklist which most of them face?
- (v) Discuss the results with the Head teacher or any teacher he/she appoints.
- (vi) Write a 200 – 250 word report.



XI. Glossary of Key Concepts

ADAPTATION – Piagetian term for adjustment to new information about the environment through the complimentary processes of assimilation and accommodation.

ENVIRONMENT – totality of non-genetic influences on development, external to the self.

GENDER – what it means to be male or female

GENDER ROLES – behaviours, interests, attitudes, skills, and personality traits defined partly by genetic makeup and by ones society and culture.

HEREDITY – inborn influences on development.

IDENTITY CRISIS – a time when adolescents worry about who they are.

PUBERTY – the biological event that marks the end of childhood.

SELF -CONCEPT – our image of ourselves.

SELF-ESTEEM – the judgment one makes about one's worth.

SEX IDENTITY – what one is resulting from biological inheritance



XII. List of compulsory readings

Reading # 1

Introduction to Developmental Psychology

<http://en.wikipedia.org>

Abstract

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).

Rationale

A basic understanding of human development is essential for anyone who plans to work with children. Whether you plan to be a classroom teacher or administrator, you will need to know how children develop. You will need to understand the wide range of normal physical, mental and emotional growth. This is why Reading # 1 is very important for you to understand well. The reading looks at human development and provides a broad look at the ways in which human develop and the impact that development has on them.

Reading # 2

Cognitive and Language Development

<http://webspace.ship.edu/cgboer/genpsypiaget.html>

Abstract

Piaget defines intelligence as the ability to adapt to the environment. Adaptation takes place through assimilation and through accommodation, with the two processes interacting throughout life in different ways, according to the stage of mental development. A balance between the two is maintained through equilibration, as the individual organizes the demands of the environment in terms of previously existing cognitive structure.. an individual moves from one stage of cognitive development to another through the process of equilibration. Piaget describes mental development in terms of operations. He divides mental development into four major periods, roughly related to age.



Rationale

The unit on cognitive and language development has presented the theories by various authorities. We have deliberately chosen to focus this Reading # 2 on Jean Piaget. It is our considered view that Piaget's theory is clearly structured and not difficult to understand. We note that he uses technical jargon, based in part on his early work in zoology. However, we are comforted by the fact that you are in the sciences and will therefore, understand his language. Once you understand the basic jargon, though, you should feel far more at home with the ways in which children think. Piaget makes the important point that the thought processes of children are different from yours. You should, therefore, teach with the pupils' cognitive level in mind; sequence instructions carefully and should test carefully to make sure that instructions have been understood.

Reading # 3

Personality and Emotional Development

<http://webspace.ship.edu/cgboer/erikson.html>

Abstract

Erik Erikson whose theory is based on Freudian psychoanalytic concepts, describes eight stages of growth in terms of interaction with the world. Erikson's theory is called psychosocial because it concerns innate tendencies as they are influenced by society. He stresses his belief that personality continues to develop throughout life, with each stage, identified by a particular theme, building on the stage before. Eight stages are proposed.

Rationale

Erikson's perception of human development is more widely accepted than Freud's psychosexual theory which has also been presented in this unit. Although based on Freudian concepts, Erikson's writings are more contemporary and many of his ideas are currently applied to issues regarding care of children. More importantly, you ought to remember that as a teacher, you are an active participant in helping children resolve the conflicts inherent in each of the stages of development. You should provide guidance and support so that the conflicts can be resolved in ways that enhance pupils' self-image.



Reading # 4

Adolescence

http://www.healthology.com/main/article_print.aspx?content_id=1419

http://en.wikipedia.org/wiki/Rite_of_passage

Abstract

Adolescence is a transitional stage of human development that occurs between childhood and adulthood. Adolescent humans go through puberty, the process of sexual maturation. Teenagers (ages 13 – 19) are usually adolescent, though in some individuals, puberty may extend a few years beyond the teenage years, and in some, puberty begins in the pre-teen years. Apart from biological changes, the transitional stage also involves social, psychological changes though the biological or physiological ones are the easiest to measure objectively. The ages of adolescence vary by culture so too do ceremonies marking rites of passage. However, in all cultures the transitional period is a time of crisis for the teenagers and many of the crisis issues may affect the education of many adolescents.

Rationale

You will have noticed that there are two Readings placed on this topic. The reason is that after you have read on the rapid rate of change during adolescence, you will begin to appreciate that the changes do bring problems to many boys and girls. To many of these boys and girls this period can be a difficult experience. In many African societies, there were elaborate ceremonies to facilitate peaceful transition from childhood to adulthood for boys and girls. With the advent of western cultural influences, the societies are under-going changes to the extent that rites of passage are not being practiced. This is why the second reading has been added. This should be a reminder that in African societies, the training of boys and girls into adulthood was / is taken seriously.



XIII. List of Useful Links

Useful Link #1

Title: Developmental Psychology

URL: <http://www.devpsy.org>

Description: the link provides lessons for teaching and learning Developmental Psychology

Rationale: for you to have a firm understanding of Developmental Psychology, you should find time to read this link. The link deals with principles that explain human development. It presents the principles in terms of both general theory and very specific down-to-earth application of theory. It doesn't take a narrow one-sided view of human development. We hope that this link will build a foundation on which you can build the other three units of the module. This is definitely a useful link for all serious students of Developmental Psychology.

Useful Link # 2

Title: Moral Development

URL: <http://www.tigger.uic.edu/~Inucci/MoralEd/overview.html>

Description: the link provides an overview of moral development and moral education.

Rationale: in the module we presented the theory of moral development as propagated by Piaget. However, there is another person who extended Piaget's theory. This is Kohlberg. Moral development, Kohlberg believes, must be internally achieved by children as a process of growth. He argues that it can be encouraged by presenting children (your pupils) with the opportunity to discuss moral issues. Now, you may be wondering how you would possibly do this. Well, you will find a complete discussion of Kohlberg's suggested teaching techniques in this link. This is how useful this link is. Enjoy reading it.



Useful Link # 3

Title: Adolescent Growth and Development

URL: <http://www.ext.edu/pubs/family/350-850.html>

Description: the link vividly describes the transition of the adolescents from childhood to adulthood; the impact the transition has on them and also their families.

Rationale: as a teacher you will be working mainly with adolescents and their caregivers. In order for you to be effective in this role you need a solid understanding of the boys and girls who constitute this group. You must understand what is happening to them physically, cognitively, and socially; how the transitions affect boys and girls; what you and other adults can do; and what support resources are available. You need to read this link. It may even help you to understand yourself better. After all, you were in your teens not many years ago.

Useful Link # 4

Title: Adolescent Growth and Development

URL: <http://www.psychology.about.com/od/theoriesofpersonality/a/psychosocial.html>

Description: the link presents Erikson's Theory of Psychosocial Development.

Rationale: you will realize that the theories of personality development which have been presented in this module are not based on the African setting. However, we think that Erikson's theory may make sense in our setting. In contrast to Freud's stressing biological determinants, Erikson looks to cultural and societal influences. If you want to understand how the environment has shaped your pupils, here is Erikson for you. Good reading.

Useful Link # 5

Title: Gender PAC

URL: <http://www.gpac.org>

Description: the link presents a wide perspective on gender issues.

Rationale: our African societies are undergoing change in the social, political, and economical spheres. Some of these changes are necessitating re-definition of gender roles. You and your pupils are a part of the society where you live. It is very important for you as a teacher to keep abreast with various gender issues in



order to accommodate the changing roles of your male and female pupils. You are only too aware of the perception that science and technology may not be suitable for African female pupils. We do not know your views on this but we think you can you will benefit from reading this link.

Useful Link # 6

Title: Brain stages

URL: <http://www.brainstages.net/4thr.html>

Description: the link presents Piaget's Theory of Cognitive Development.

Rationale: when it comes to cognitive development, there is only one name more famous than the others..... that of Jean Piaget (pronounced **p-AH-jay**), the Swiss psychologist. He devoted his entire sixty-year career to studying the thought processes of children. Piaget's theories about how children learn have been very influential in the field of child development. We want you to be influenced too. This is why this link has been given.



XIV. Synthesis of the module

The module examined 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 was on the adolescent, the learner you will handle as a teacher.

Components of the module:

- Introduction to Developmental Psychology
- Cognitive and language development
- Personality and social development
- Adolescence

Unit **1** introduced you to the study of developmental psychology.

Unit **2** discussed theories of cognitive development as well as theories of language development.

Unit **3** discussed personality and social development.

Unit **4** was on adolescence. This is period in which the learners you will handle belong.



XV. Summative evaluation

Instructions

1. There are two sections (A & B) in this evaluation:
 - a. Section A has twenty (20) incomplete statements. Answer by filling in the blanks with a correct word(s) or phrase. Write your answers in the spaces provided.
 - b. Section B has four (4) questions. Write 200 word -essay on question 21 and any other two questions.
2. You are expected to send on-line your answers to your Instructor after you have completed the evaluation.

Marks: 100%

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

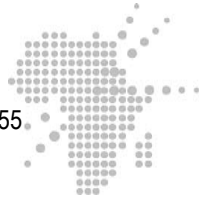
Section A (40 marks)

There are 20 incomplete statements in this section. Answer by completing each statement with a suitable word (s) or phrase. Write your answers on the spaces provided.

1. Changes in height and weight are examples of _____ change whereas learning to walk is an example of _____ change.
2. The three intertwined aspects or strands of human development are _____ development, _____ development, and _____ development.
3. According to Freud, the three aspects of personality are _____, _____, and _____.
4. According to Piagetian theory _____ is the process through which children create new cognitive structures to deal with new information and experiences. It involves both _____ and _____, which in turn work together to create a state of balance called _____.
5. Three approaches to studying cognitive development this course has introduced are the _____, _____, and _____.



6. The inborn ability to learn language is the _____.
7. Preoperational children are limited by _____, which is the inability to mentally reverse an action.
8. 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.
9. The counterpart of the theory in question 8 above for a little girl is the _____.
10. When children become what Piaget calls operational, they become able to use _____ to carry out _____.
11. In his research on moral reasoning, when Kohlberg analyzed boys' responses to moral problems, he was more interested in the _____ a child used than in the _____ itself.
12. The prenatal development of human beings is viewed in three separate stages namely _____, _____, and _____.
13. According to Piaget's theory of moral development, children go through the following three stages in this correct order: _____, _____, and _____.
14. Kohlberg's six stages of moral development are grouped into the following three levels in their correct order: _____, _____, and _____.
15. There are many _____ or rites of passage that societies use to mark admission of children into adulthood.
16. _____ is the biological event that marks the end of childhood.
17. A person's _____ role is defined partly by genetic makeup but mainly by the society and culture in which that person lives.
18. _____ psychology is the study of the changes that occur as people grow up and grow older.
19. Children use what psychologists call _____ speech, for example "Kick ball".
20. Inborn influences on the development of humans are called _____ while the totality of nongenetic influences are called _____.

**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.



Summative Evaluation Marking Key

SECTION A (40 MARKS)

Give one mark for each correct response:

1. quantitative qualitative
2. physical, cognitive and psychosocial development (in any order).
3. id, ego, superego
4. adaptation, assimilation, accommodation, equilibrium
5. Piagetian, Vygotskian, Information processing (in any order)
6. language acquisition device (LAD)
7. irreversibility
8. Oedipus complex
9. electra complex
10. symbols operations
11. reasoning answer
12. Germinal, embryonic and fetal (in this order)
13. Pre-moral judgement, moral realism and moral relativity (in this order)
14. pre-conventional, conventional and post-conventional (in this order)
15. initiation rites
16. puberty
17. sex
18. development
19. telegraphic
20. heredity environment



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

Q23

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/ their qualifications and methods used
- Period of training
- Certification of how the rites are concluded
- Importance of the rites
- etc



Q24

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 ect)
- propose measures that should be taken to make john produce good works in science and mathematics
- etc



XVI. References

Many of the reference books cited below can possibly be found at a teacher training institution (college or university), teacher resource centre, public library or with secondary/high school teachers. The list is in no way exhaustive, Any book on psychology or educational psychology or developmental psychology would give you additional information apart from the recommended sources from the internet that have been given. The reference books are:

- Berk, L. E. (2003). **Child Development**. New Delhi: Longman.
- Click, P. M., and Parker, J. (2002). **Caring for School-Age Children**. New York: Delmar.
- Crain, W. (2005). **Theories of Development: Concepts and Applications**. New Jersey: Prentice Hall
- Kakkar, S. B. (2005). **Educational Psychology**. New Delhi: Prentice-Hall.
- Piaget, J. (1926). **The Language and Thought of a Child**. London: Routledge
- Piaget, J. (1932). **The Moral Judgement of the Child**. London: Routledge/Kegan Paul
- Shaffer, D. R. (1994). **Developmental Psychology**. Pacific Grove, CA: Brooks/Cole
- Winkler, G. (1998). **All Children Can Learn**. Cape Town: Francolin.
- Woolfolk, A. (2004). **Educational Psychology**. New Delhi: Pearson Education.
- Zindi, F., Peresuh, M. and Mpofu, E. (1997). **Psychology for the Teacher**. Harare: College Press.



XII. Main author of the Module

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Academic background

- 2008 Ph. D. in Special education
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- 1990 B. A. Education & Psychology
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Dr. Phiri has been with the University of Zambia / School of Education / Department of Educational Psychology, Sociology, and Special Education from 1992 to date. He started as a Staff Development Fellow in Special Education and became a lecturer in 1995. He offers Educational Psychology and Special Education. He is also a part-time lecturer and coordinator of the Zambian Open University Guidance and Counselling degree programme.