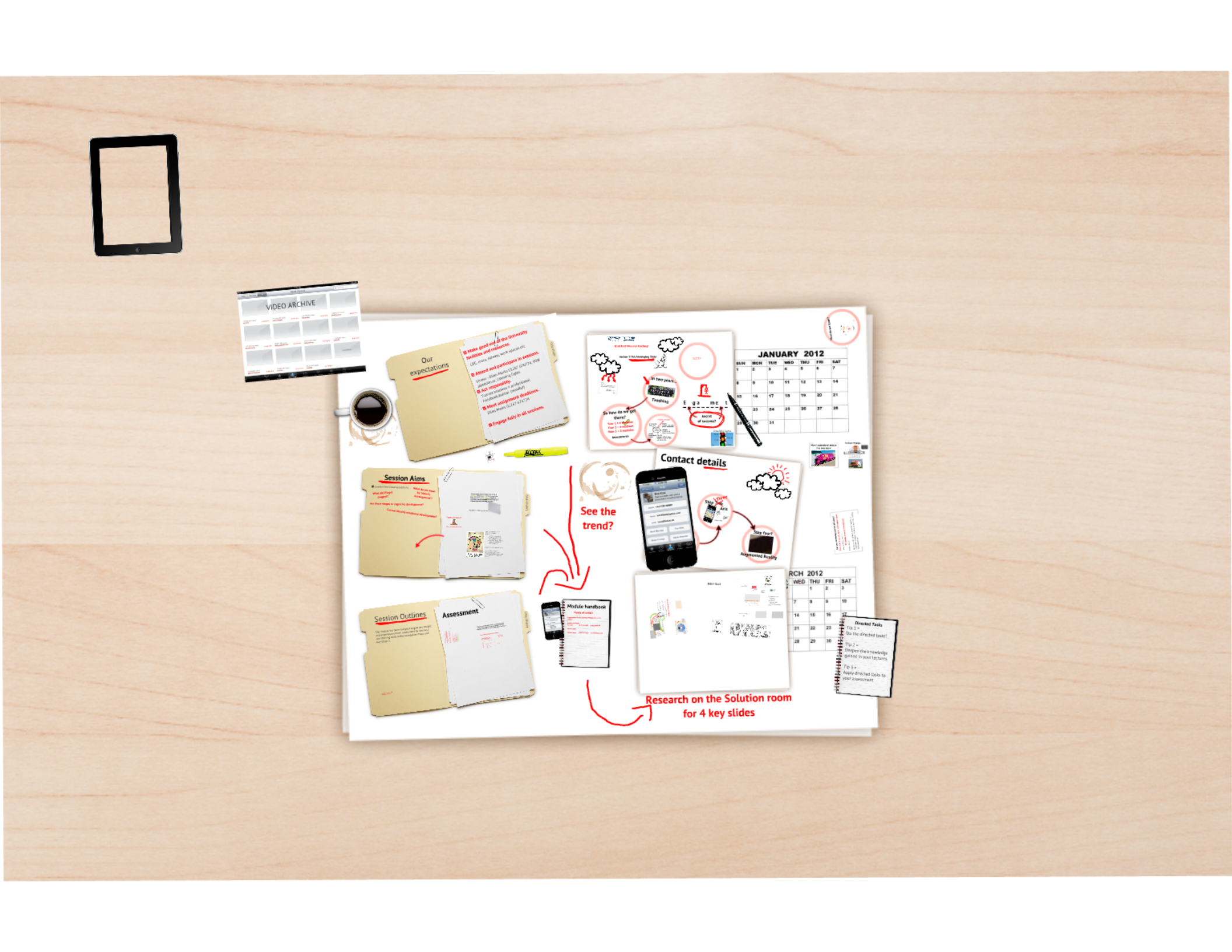

VIDEO ARCHIVE
Our expectations
JANUARY 2012
Session Aims
Contact details
See the trend?
Session Outlines
Assessment
Module handbook
Research on the Solution room for 4 key slides

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

ECAD4005 Who am I teaching?

Session 2: The Developing Child



Session Aims

- [x] Consider the following questions...

What did Piaget suggest?

What do we mean by 'Holistic development'?

Are there stages to cognitive development?

Can we identify emotional development?

Just dipping our toe into
Child development today





I want you to discover pools
of interesting questions!

What do we mean by 'Holistic' development?





In what ways do children develop?

Physically

Intellectually / cognitively

Socially

Personality

Emotionally

Behaviour

Linguistically

Spiritually

WHEN DO CHILDREN START LEARNING?

WHO IS RESPONSIBLE FOR THIS LEARNING?



WHAT IS LEARNED FIRST?

WHAT ASPECT OF A CHILD IS LAST TO DEVELOP?

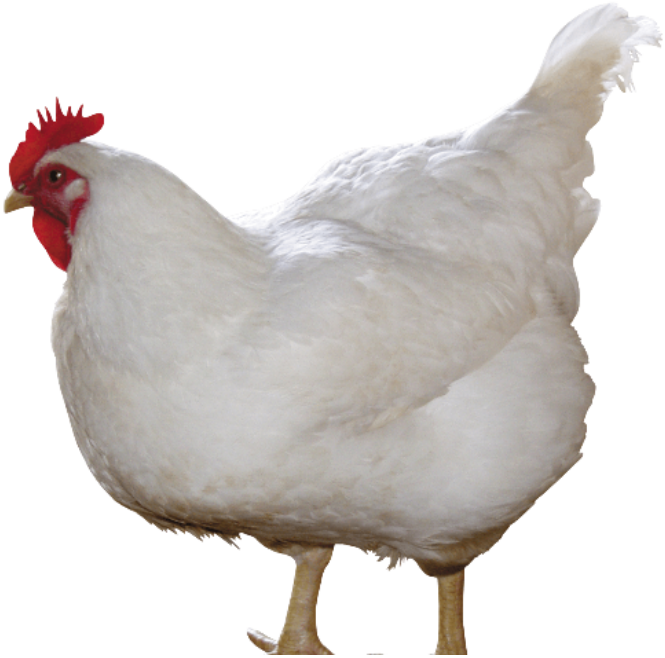
DOES EACH ASPECT DEVELOP AT THE SAME TIME AND RATE?

What do these have in Common?









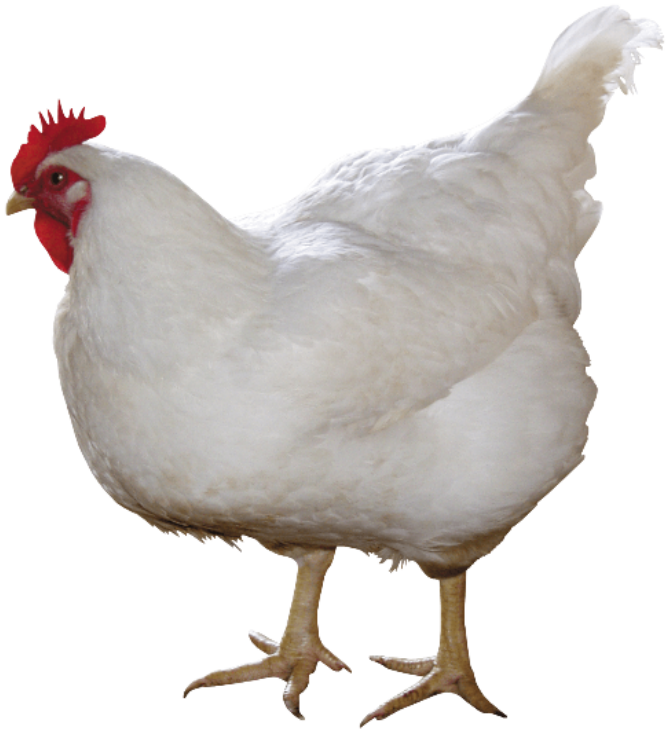


What do these have in Common?



96%

What do these have in Common?



60%

What do these have in Common?



60%

What do these have in Common?



60%

Personality - What about you?

TEST

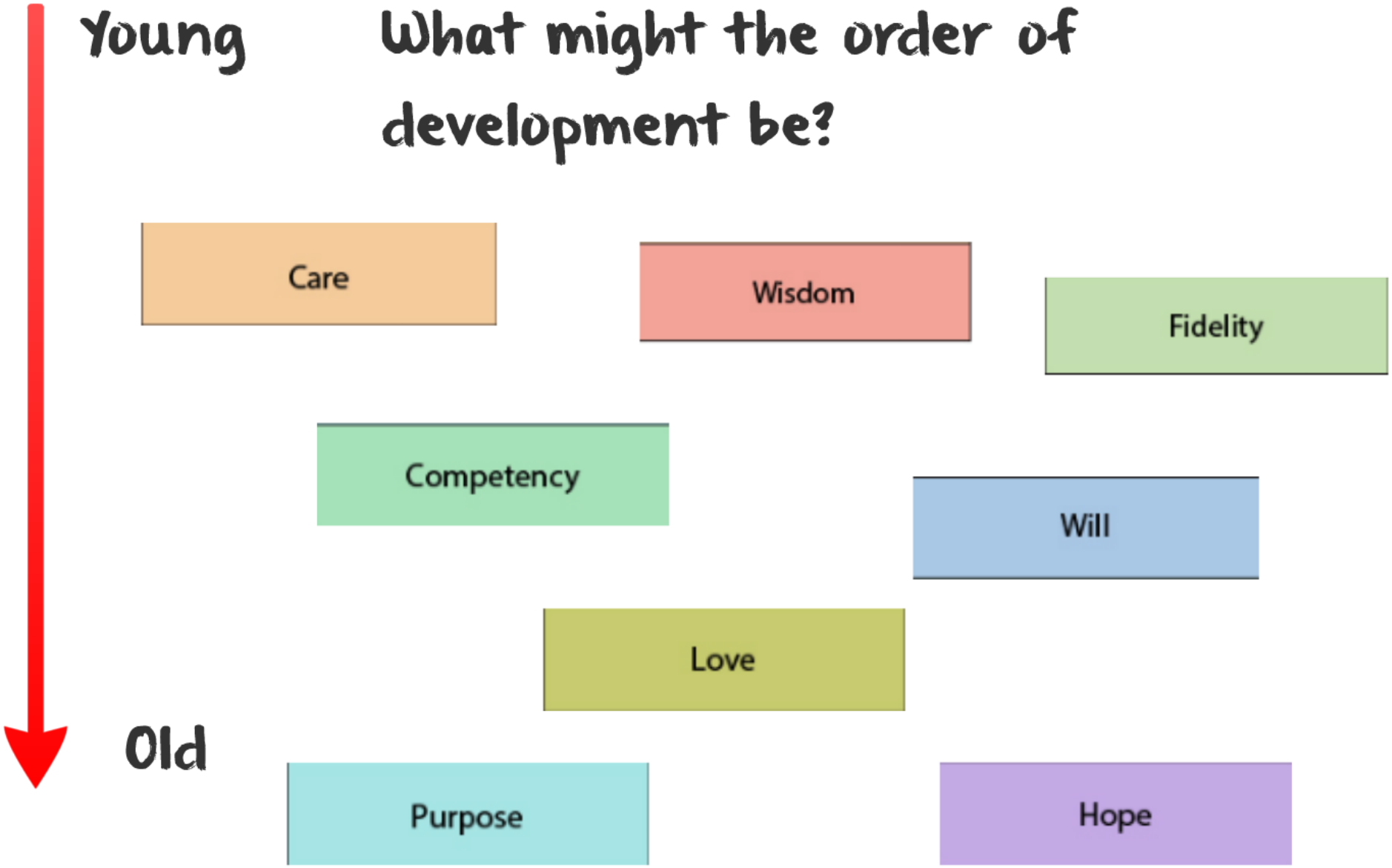
Erikson maintained that personality develops in a predetermined order through eight stages of psychosocial development, from infancy to adulthood. During each stage, the person experiences a psychosocial crisis which could have a positive or negative outcome for personality development.

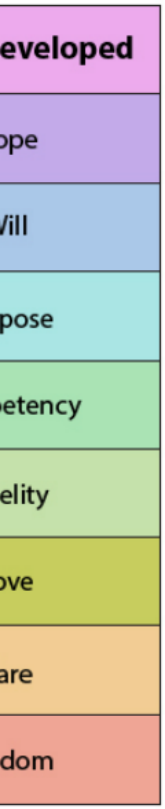
For Erikson (1958, 1963), these crises are of a psychosocial nature because they involve psychological needs of the individual (i.e., psycho) conflicting with the needs of society (i.e., social).

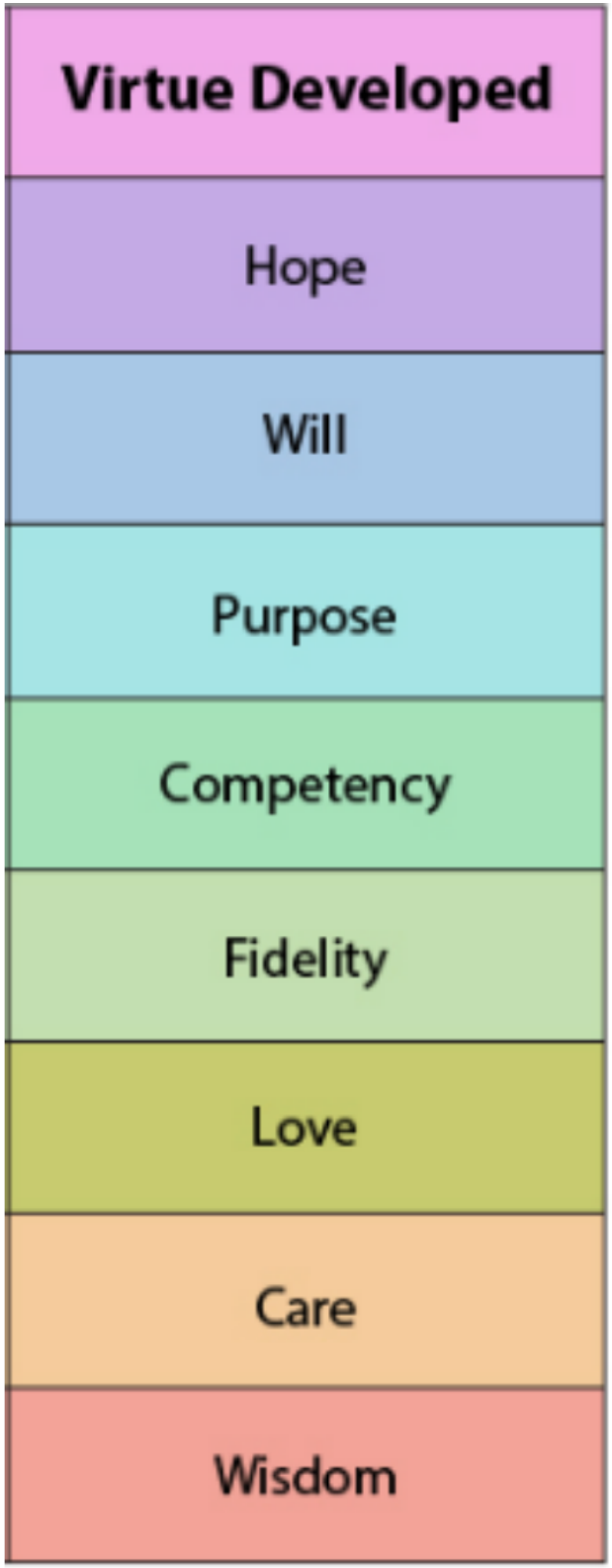


simplypsychology.org (2019)

Erikison suggests we gain virtues as we pass through stages of emotional development...




eveloped
ope
Will
pose
etency
elity
ove
are
dom


Virtue Developed
Hope
Will
Purpose
Competency
Fidelity
Love
Care
Wisdom

Erikson's Stages of Psychosocial Development

Approximate Age	Psychosocial Crisis/Task	Virtue Developed
Infant - 18 months	Trust vs Mistrust	Hope
18 months - 3 years	Autonomy vs Shame/Doubt	Will
3 - 5 years	Initiative vs Guilt	Purpose
5 -13 years	Industry vs Inferiority	Competency
13 -21 years	Identity vs Confusion	Fidelity
21- 39 years	Intimacy vs Isolation	Love
40 - 65 years	Generativity vs Stagnation	Care
65 and older	Integrity vs Despair	Wisdom

(C) The Psychology Notes Headquarters - https://www.PsychologyNotesHQ.com

Erikson's Stages of Psychosocial Development

Stage	Psychosocial Crisis/Task	What Happens at This Stage?
1	Trust vs Mistrust	If needs are dependably met, infants develop a sense of basic trust.
2	Autonomy vs Shame/Doubt	Toddlers learn to exercise will and do things for themselves, or they doubt their abilities.
3	Initiative vs Guilt	Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent.
4	Industry vs Inferiority	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
5	Identity vs Confusion	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
6	Intimacy vs Isolation	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
7	Generativity vs Stagnation	The middle-aged discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
8	Integrity vs Despair	When reflecting on his or her life, the older adult may feel a sense of satisfaction or failure.

(C) The Psychology Notes Headquarters - https://www.PsychologyNotesHQ.com



When these needs are consistently met, the child will learn that he can trust the people who are caring for him. If, however, these needs are not consistently met, the child will begin to mistrust the people around him.1

If a child successfully develops trust, he will feel safe and secure in the world. Caregivers who are inconsistent, emotionally unavailable, or reject the child contribute to feelings of mistrust in the children they care for. Failure to develop trust can result in fear and a belief that the world is inconsistent and unpredictable.

Erikson's Stages of Psychosocial Development

Stage	Psychosocial Crisis/Task	What Happens at This Stage?
1	Trust vs Mistrust	If needs are dependably met, infants develop a sense of basic trust.
2	Autonomy vs Shame/Doubt	Toddlers learn to exercise will and do things for themselves, or they doubt their abilities.
3	Initiative vs Guilt	Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent.
4	Industry vs Inferiority	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
5	Identity vs Confusion	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
6	Intimacy vs Isolation	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
7	Generativity vs Stagnation	The middle-aged discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
8	Integrity vs Despair	When reflecting on his or her life, the older adult may feel a sense of satisfaction or failure.

(C) The Psychology Notes Headquarters - https://www.PsychologyNotesHQ.com



According to Erikson, children at this stage are focused on developing a greater sense of self-control.

Children who successfully complete this stage feel secure and confident, while those who do not are left with a sense of inadequacy and self-doubt. This stage also serves as an important building block for future development. Children who have confidence in their skills are more likely to succeed in subsequent tasks such as mastering social, academic, and other skills.

Erikson's Stages of Psychosocial Development

Stage	Psychosocial Crisis/Task	What Happens at This Stage?
1	Trust vs Mistrust	If needs are dependably met, infants develop a sense of basic trust.
2	Autonomy vs Shame/Doubt	Toddlers learn to exercise will and do things for themselves, or they doubt their abilities.
3	Initiative vs Guilt	Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent.
4	Industry vs Inferiority	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
5	Identity vs Confusion	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
6	Intimacy vs Isolation	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
7	Generativity vs Stagnation	The middle-aged discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
8	Integrity vs Despair	When reflecting on his or her life, the older adult may feel a sense of satisfaction or failure.

(C) The Psychology Notes Headquarters - https://www.PsychologyNotesHQ.com

Emotional Development Reflections & Connections



ECAD5007
Cycle 2 Core studies: The Learner: Who am I Teaching?

One way that teachers have helped children understand their emotions is through a story- what do you think the emotions within these stories are fear / disappointment / confusion / jealousy / hope?







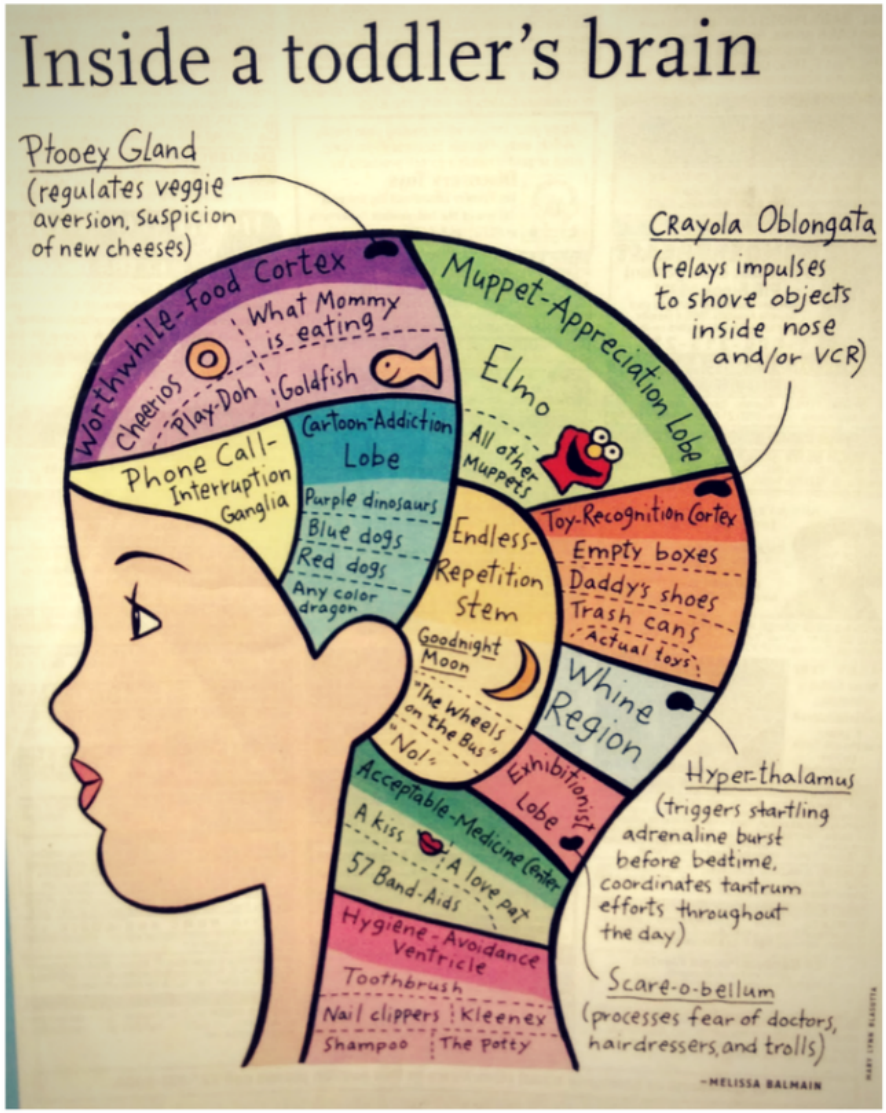




Cognitive development?



What might we be talking about here?



WHAT IS COGNITIVE DEVELOPMENT?

Cognitive development means how children think, explore and figure things out.

It is the development of knowledge, skills, problem solving and dispositions, which help children to think about and understand the world around them.

constructing a mental model of the world.

Cognitive development is the construction of thought processes, including **remembering**, problem solving, and decision-making, from childhood to adulthood.

How do we learn?



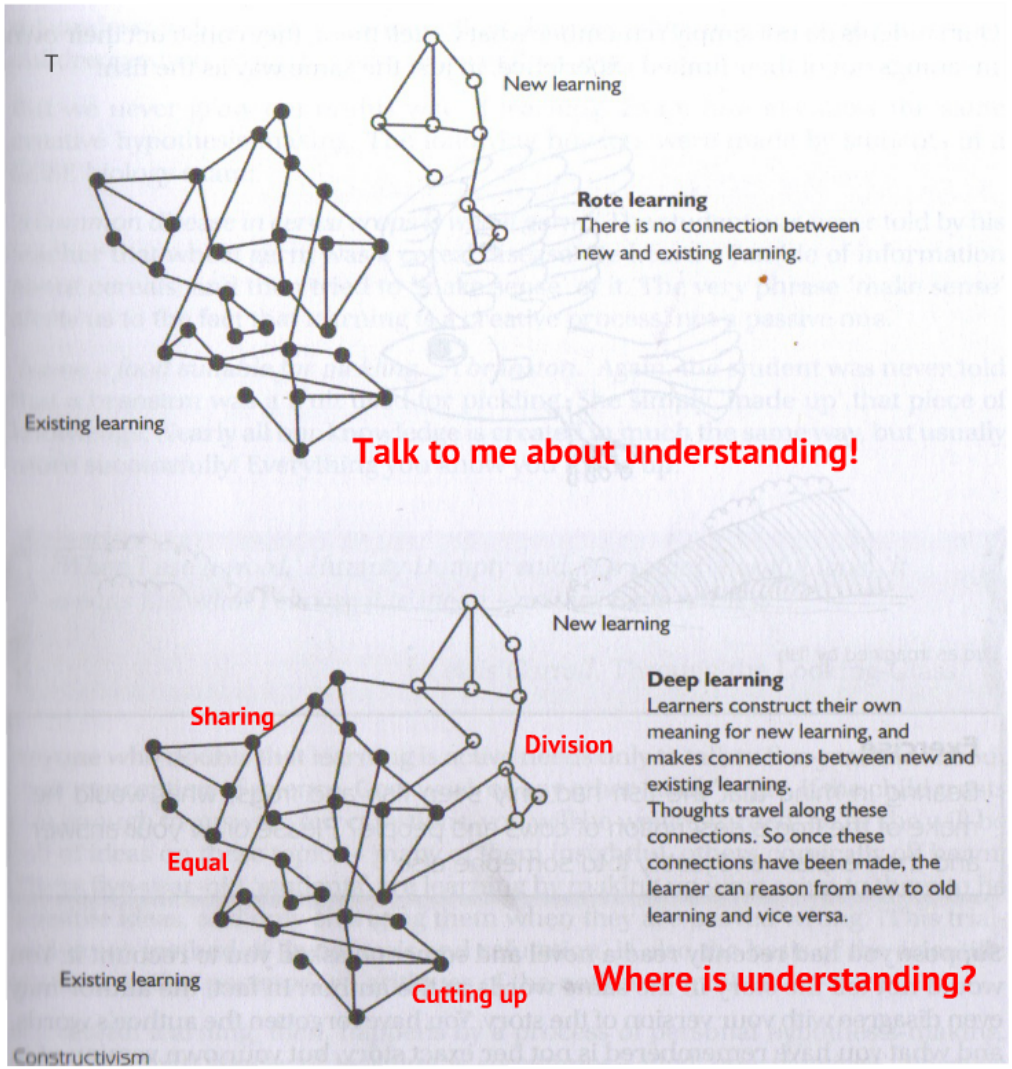
What are some of the highlights of session 1?

t

Theory of 'Constructivism'

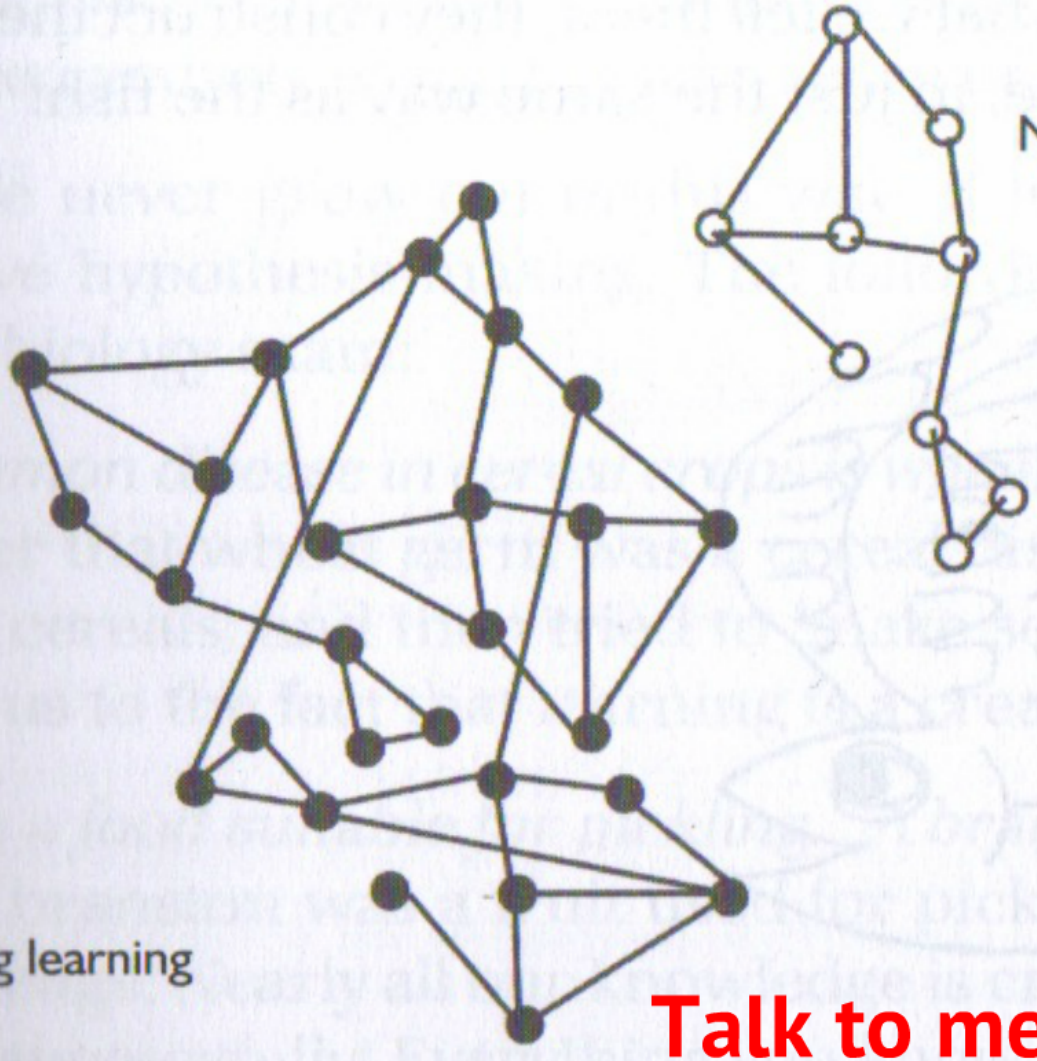
Learning is a physical process

(Billions of neurons connect to make a network which encodes the new learning)



the new learning)

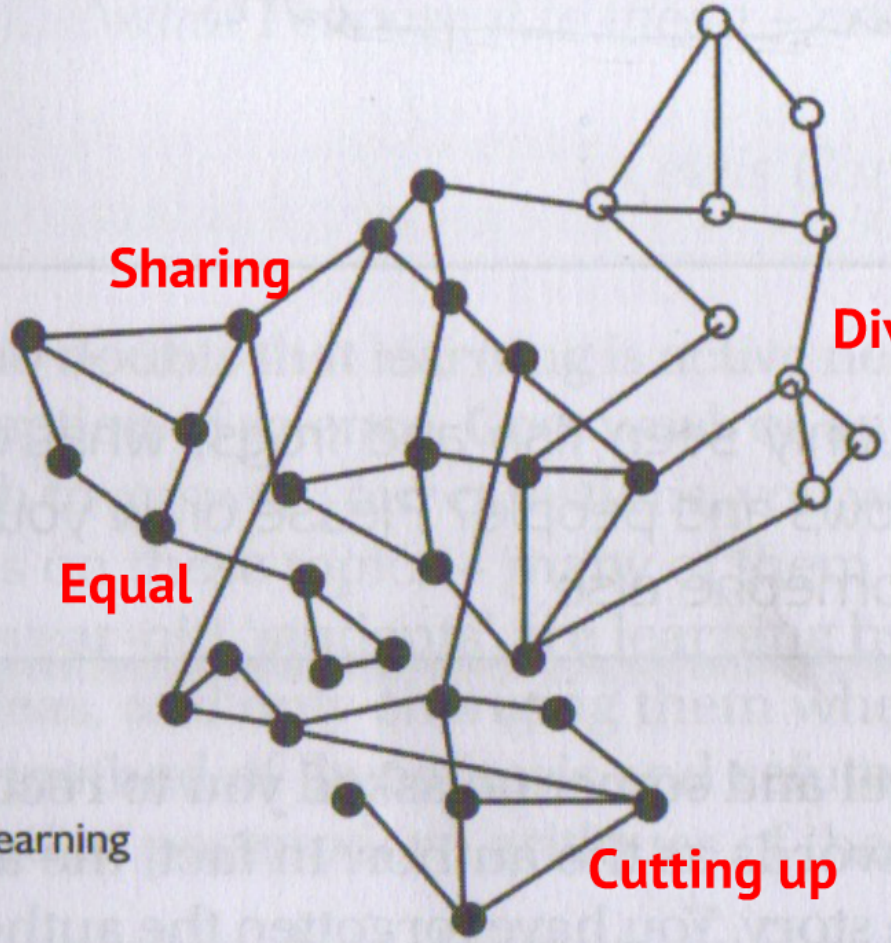
T



Rote learning
There is no connection between new and existing learning.

Talk to me about understanding!

Talk to me about understanding!



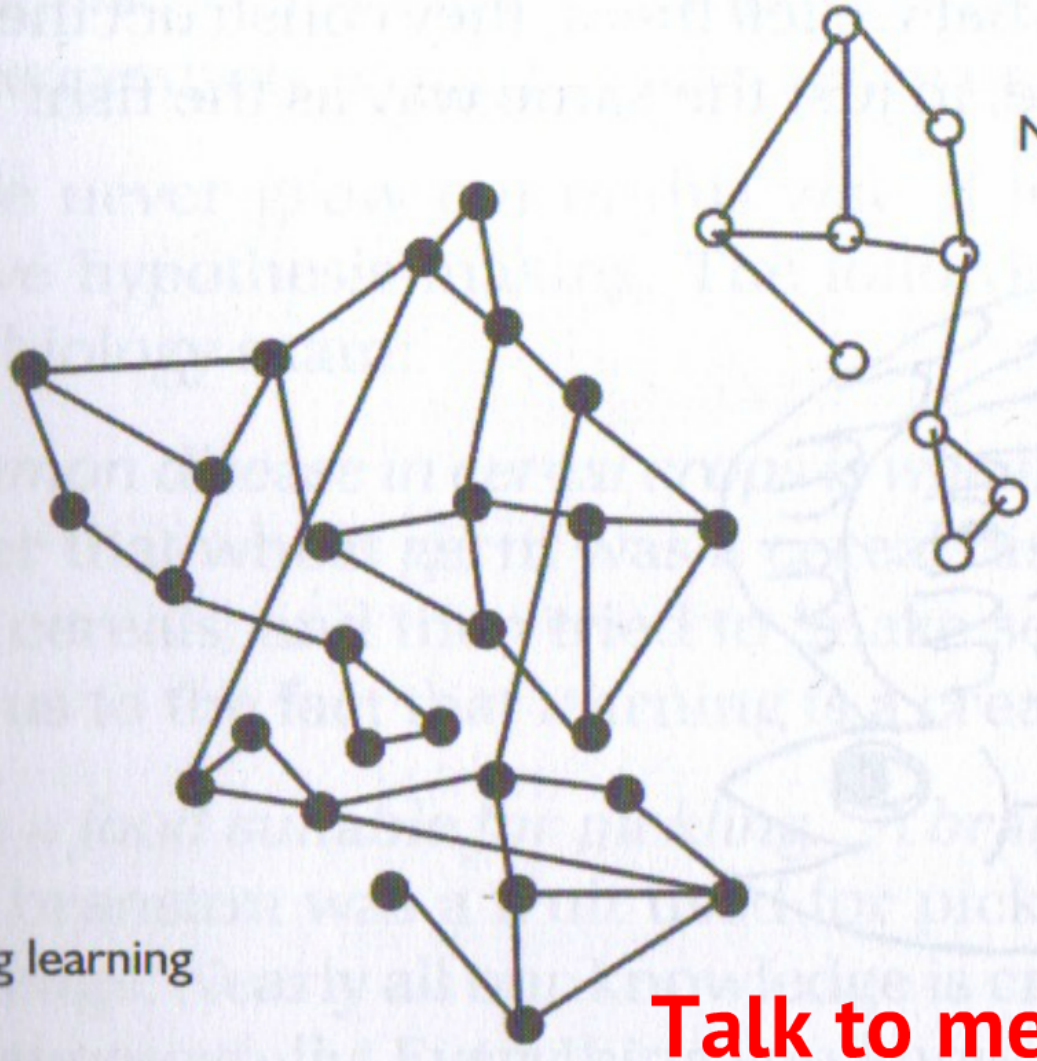
Deep learning
Learners construct their own meaning for new learning, and makes connections between new and existing learning.
Thoughts travel along these connections. So once these connections have been made, the learner can reason from new to old learning and vice versa.

Where is understanding?

onstructivism

the new learning)

T



Rote learning
There is no connection between new and existing learning.

Talk to me about understanding!



"Constructivists view learning as the result of _mental_ construction. That is, learning takes place when new _information_ is built into and added onto an individual's current structure of knowledge, understanding and skills“



Pritchard (2009) Ways of Learning. London: Routledge



Jean Piaget
Swiss psychologist known for his work on child development.

Born: 9 August 1896
Died: 16 September 1980



Lev Vygotsky
Soviet psychologist known for his emphasis on children's cultural and social context influences development.

Born: 17 November 1896
Died: 11 June 1934

Before Piaget...



Up until this point in history, children were largely treated simply as smaller versions of adults. Piaget was one of the first to identify that the way that children think is different from the way adults think.

ASSIMILATION

SCHEMAS

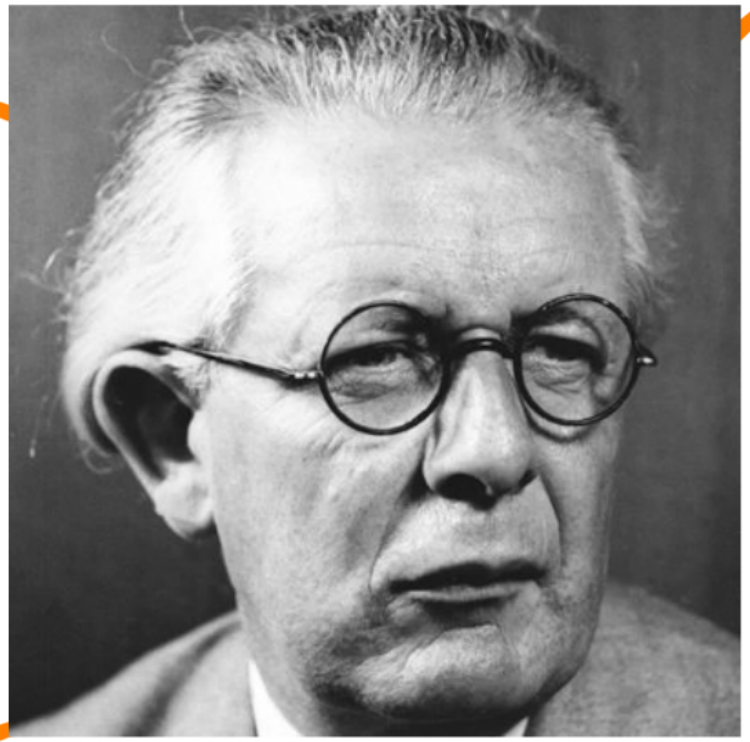


ACCOMMODATION



People, as 'lone scientists' actively 'make meaning'.

Piaget was a Swiss psychologist



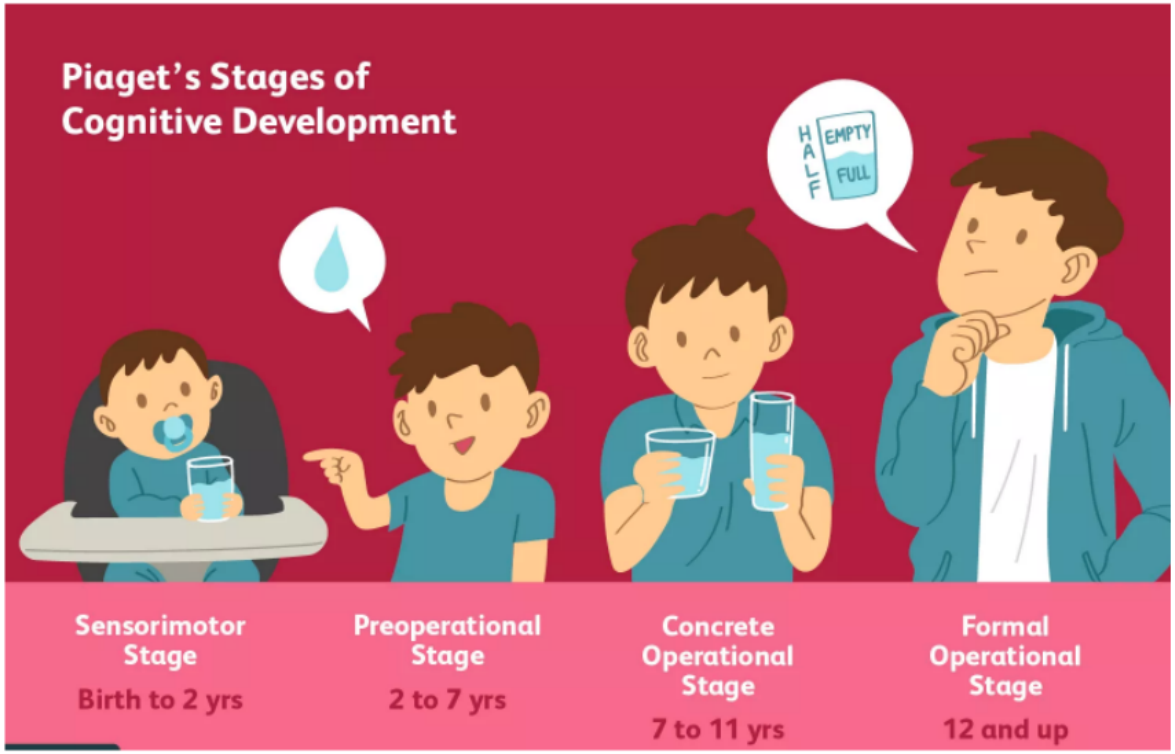
1896-1980

Piaget observed his children's cognitive development and thinking and concluded that the human infant actively seeks to make sense of the world.

Children pass through stages in which different types of learning occur – implying that children are only able to learn certain information and skills once they have reached a certain stage in their development. He linked this to the age of a child.

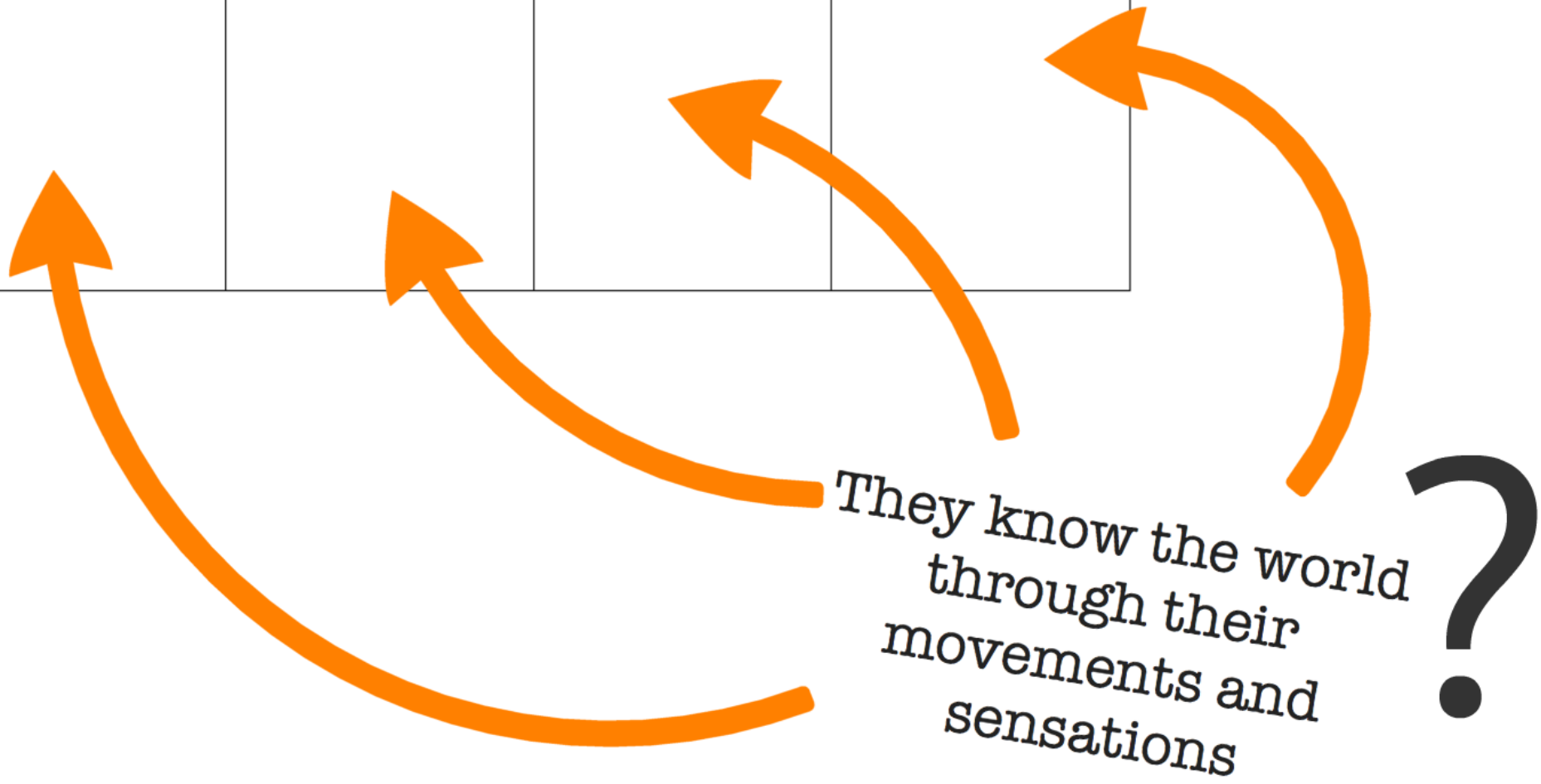
Learning is a result of the child's exploration of and interaction with the environment but importantly that learning is the result of internal processes rather than external stimuli.

Children pass through stages in which different types of learning occur – implying that children are only able to learn certain information and skills once they have reached a certain stage in their development. He linked this to the age of a child.



teraction with the

The Sensorimotor Stage ***Ages: Birth to 2 Years*** Major Characteristics and Developmental Changes:	**The Preoperational Stage** ***Ages: 2 to 7 Years*** Major Characteristics and Developmental Changes:	**The Concrete Operational Stage** ***Ages: 7 to 11 Years*** Major Characteristics and Developmental Changes	**The Formal Operational Stage** ***Ages: 12 and Up*** Major Characteristics and Developmental Changes:



The Sensorimotor Stage ***Ages: Birth to 2 Years*** Major Characteristics and Developmental Changes:	**The Preoperational Stage** ***Ages: 2 to 7 Years*** Major Characteristics and Developmental Changes:	**The Concrete Operational Stage** ***Ages: 7 to 11 Years*** Major Characteristics and Developmental Changes	**The Formal Operational Stage** ***Ages: 12 and Up*** Major Characteristics and Developmental Changes:
• The infant knows the world through their movements and sensations • Children learn about the world through basic actions such as sucking, grasping, looking, and listening • Infants learn that things continue to exist even though they cannot be seen (object permanence) • They are separate beings from the people and objects around them • They realise that their actions can cause things to happen in the world around them	• Children begin to think symbolically and learn to use words and pictures to represent objects. • Children at this stage tend to be egocentric and struggle to see things from the perspective of others • While they are getting better with language and thinking, they still tend to think about things in very concrete terms	• During this stage, children begin to thinking logically about concrete events • They begin to understand the concept of conservation • Their thinking becomes more logical and organised, but still very concrete • Children begin using inductive logic, or reasoning from specific information to form a general principle	• At this stage, they begin to think abstractly and reason about hypothetical problems • Abstract thought emerges • They begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning • Begin to use deductive logic, or reasoning from a general principle to specific information

Cons



Object permanence

Piaget believed that developing object permanence or object constancy, the understanding that objects continue to exist even when they cannot be seen, was an important element at this point of development.

By learning that objects are separate and distinct entities and that they have an existence of their own outside of individual perception, children are then able to begin to attach names and words to objects.

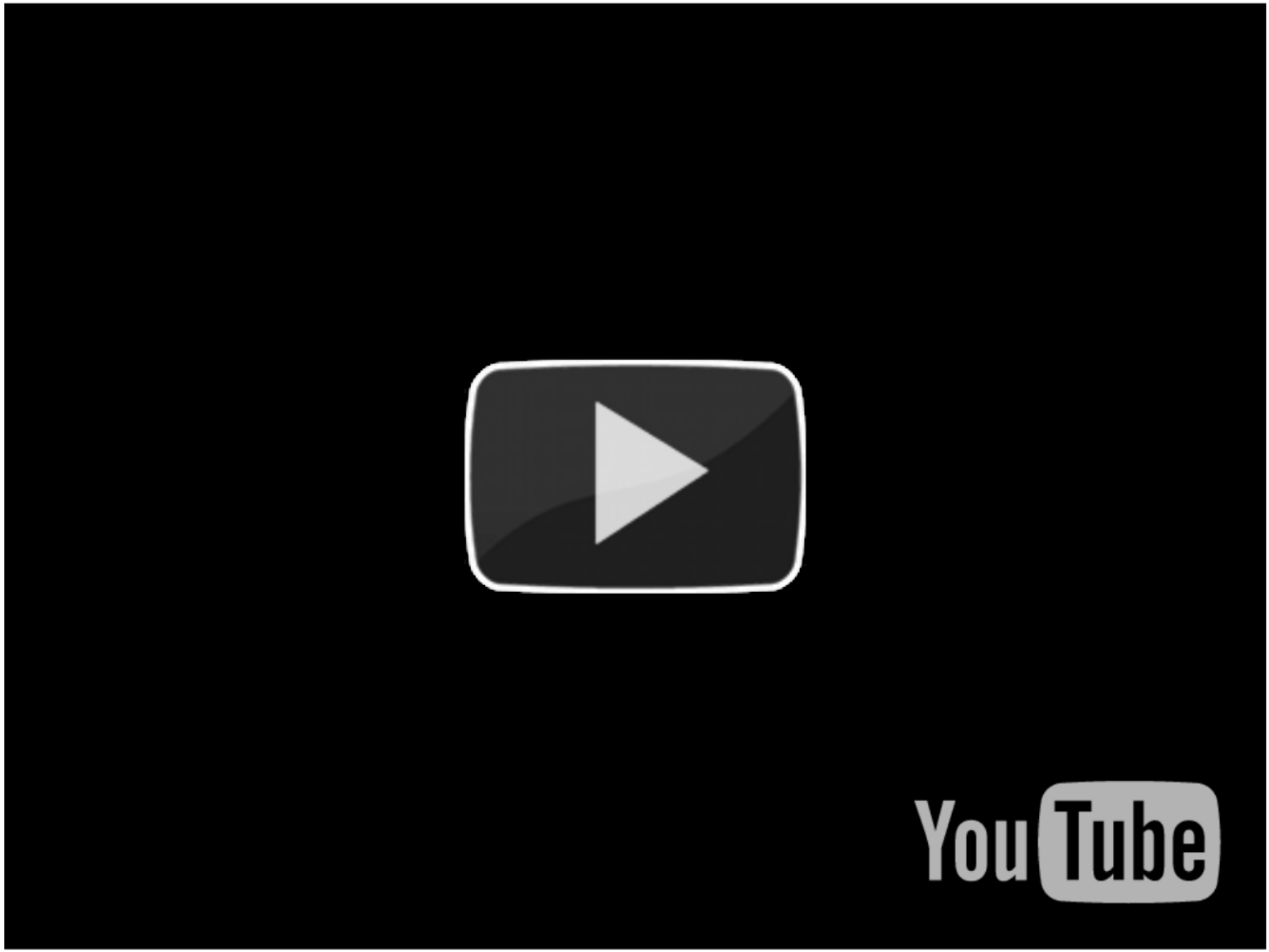
The Sensorimotor Stage ***Ages: Birth to 2 Years*** Major Characteristics and Developmental Changes:	**The Preoperational Stage** ***Ages: 2 to 7 Years*** Major Characteristics and Developmental Changes:	**The Concrete Operational Stage** ***Ages: 7 to 11 Years*** Major Characteristics and Developmental Changes	**The Formal Operational Stage** ***Ages: 12 and Up*** Major Characteristics and Developmental Changes:
• The infant knows the world through their movements and sensations • Children learn about the world through basic actions such as sucking, grasping, looking, and listening • Infants learn that things continue to exist even though they cannot be seen (object permanence) • They are separate beings from the people and objects around them • They realise that their actions can cause things to happen in the world around them	• Children begin to think symbolically and learn to use words and pictures to represent objects. • Children at this stage tend to be egocentric and struggle to see things from the perspective of others • While they are getting better with language and thinking, they still tend to think about things in very concrete terms	• During this stage, children begin to thinking logically about concrete events • They begin to understand the concept of conservation • Their thinking becomes more logical and organised, but still very concrete • Children begin using inductive logic, or reasoning from specific information to form a general principle	• At this stage, they begin to think abstractly and reason about hypothetical problems • Abstract thought emerges • They begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning • Begin to use deductive logic, or reasoning from a general principle to specific information

Preoperational Stage of Cognitive Development

(2 to 7 years)



Children in this stage begin to think symbolically


YouTube

The Sensorimotor Stage ***Ages: Birth to 2 Years*** Major Characteristics and Developmental Changes:	**The Preoperational Stage** ***Ages: 2 to 7 Years*** Major Characteristics and Developmental Changes:	**The Concrete Operational Stage** ***Ages: 7 to 11 Years*** Major Characteristics and Developmental Changes	**The Formal Operational Stage** ***Ages: 12 and Up*** Major Characteristics and Developmental Changes:
• The infant knows the world through their movements and sensations • Children learn about the world through basic actions such as sucking, grasping, looking, and listening • Infants learn that things continue to exist even though they cannot be seen (object permanence) • They are separate beings from the people and objects around them • They realise that their actions can cause things to happen in the world around them	• Children begin to think symbolically and learn to use words and pictures to represent objects. • Children at this stage tend to be egocentric and struggle to see things from the perspective of others • While they are getting better with language and thinking, they still tend to think about things in very concrete terms	• During this stage, children begin to thinking logically about concrete events • They begin to understand the concept of conservation • Their thinking becomes more logical and organised, but still very concrete • Children begin using inductive logic, or reasoning from specific information to form a general principle	• At this stage, they begin to think abstractly and reason about hypothetical problems • Abstract thought emerges • They begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning • Begin to use deductive logic, or reasoning from a general principle to specific information





Conservation Demo!

Concrete Thinking



Concrete thinking is literal thinking that is focused on the physical world.

It is the opposite of abstract thinking.

People engaged in concrete thinking are focused on facts in the here and now, physical objects, and literal definitions.

The Sensorimotor Stage ***Ages: Birth to 2 Years*** Major Characteristics and Developmental Changes:	**The Preoperational Stage** ***Ages: 2 to 7 Years*** Major Characteristics and Developmental Changes:	**The Concrete Operational Stage** ***Ages: 7 to 11 Years*** Major Characteristics and Developmental Changes	**The Formal Operational Stage** ***Ages: 12 and Up*** Major Characteristics and Developmental Changes:
• The infant knows the world through their movements and sensations • Children learn about the world through basic actions such as sucking, grasping, looking, and listening • Infants learn that things continue to exist even though they cannot be seen (object permanence) • They are separate beings from the people and objects around them • They realise that their actions can cause things to happen in the world around them	• Children begin to think symbolically and learn to use words and pictures to represent objects. • Children at this stage tend to be egocentric and struggle to see things from the perspective of others • While they are getting better with language and thinking, they still tend to think about things in very concrete terms	• During this stage, children begin to thinking logically about concrete events • They begin to understand the concept of conservation • Their thinking becomes more logical and organised, but still very concrete • Children begin using inductive logic, or reasoning from specific information to form a general principle	• At this stage, they begin to think abstractly and reason about hypothetical problems • Abstract thought emerges • They begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning • Begin to use deductive logic, or reasoning from a general principle to specific information

Inductive logic / reasoning



I pull one 10p coin out of the bag...

...all the coins are 10p!

Deductive logic / reasoning





WOMEN ARE MORTAL





GLORIA IS A WOMAN



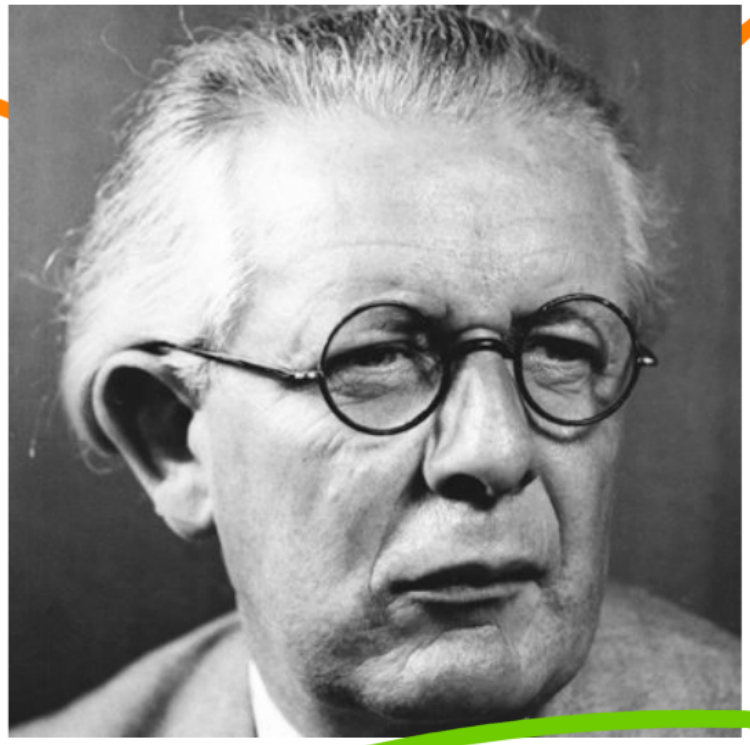


GLORIA IS MORTAL



People, as 'lone scientists' actively 'make meaning'.

Jean Piaget was a Swiss psychologist



1896-1980

Piaget observed his children's cognitive development and thinking and concluded that the human infant actively seeks to make sense of the world.

Children pass through stages in which different types of learning occur – implying that children are only able to learn certain information and skills once they have reached a certain stage in their development. He linked this to the age of a child.

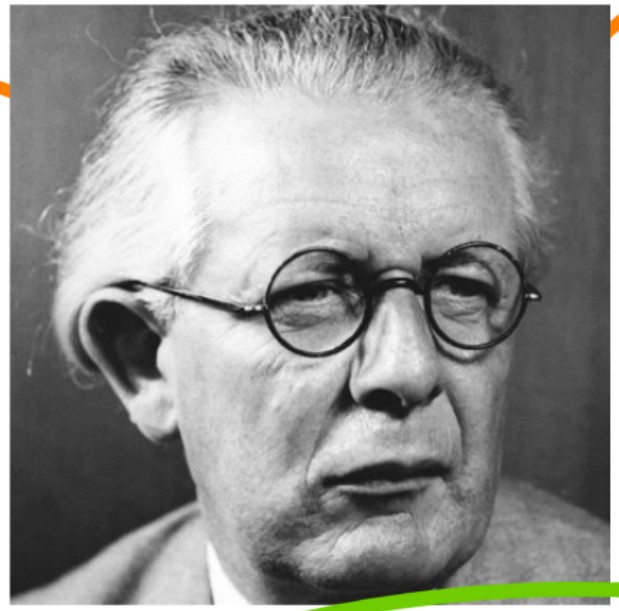


Learning is a result of the child's exploration of and interaction with the environment but importantly that learning is the result of internal processes rather than external stimuli.



People, as 'lone scientists' actively 'make meaning'.

Jean Piaget was a Swiss psychologist



1896-1980

Piaget observed his children's cognitive development and thinking and concluded that the human infant actively seeks to make sense of the world.

Children pass through stages in which different types of learning occur – implying that children are only able to learn certain information and skills once they have reached a certain stage in their development. He linked this to the age of a child.

Learning is a result of the child's exploration of and interaction with the environment but importantly that learning is the result of internal processes rather than external stimuli.



eached a
their
e linked
f a child.

e
esses



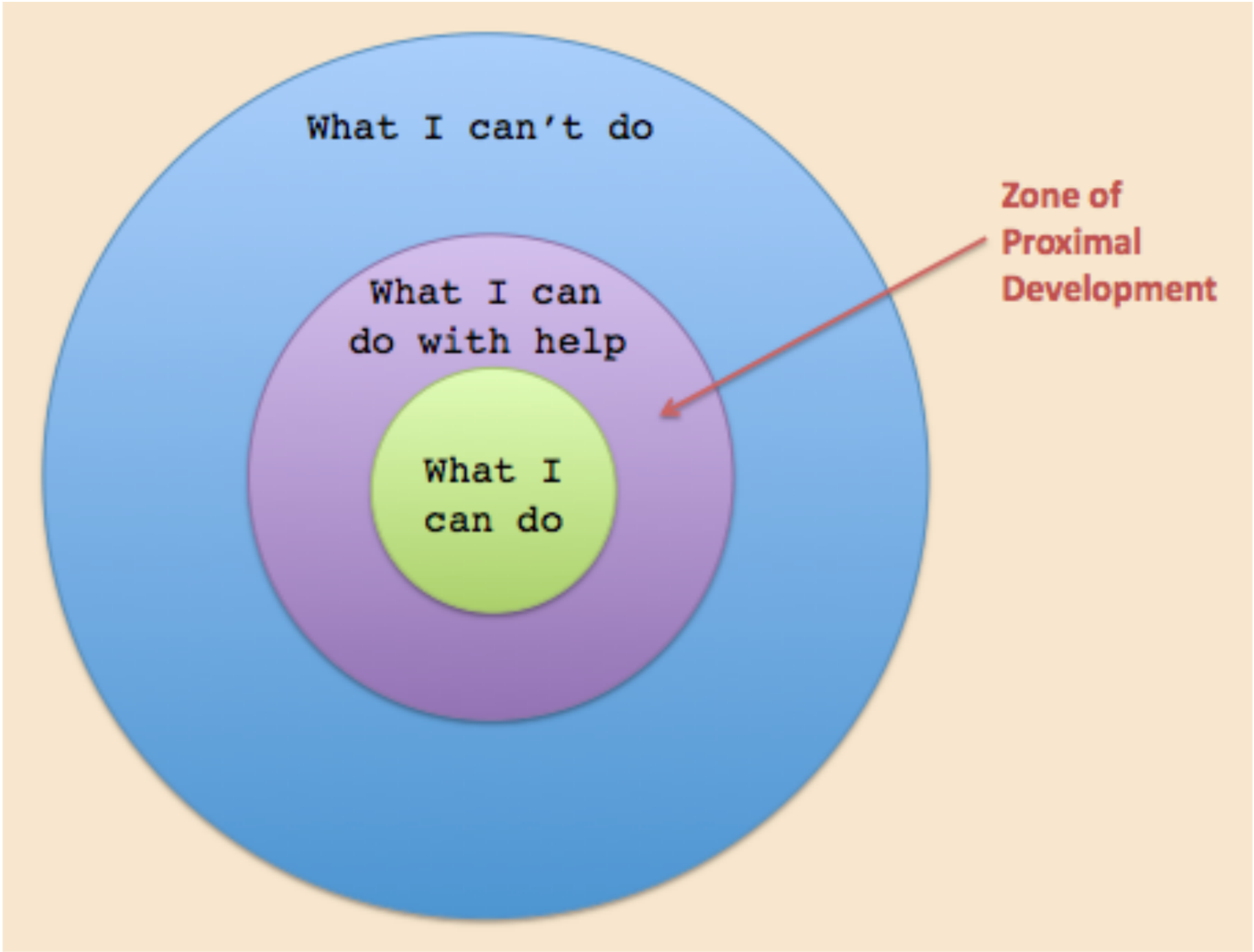
Children construct knowledge

Learning can lead to development (Precedes)

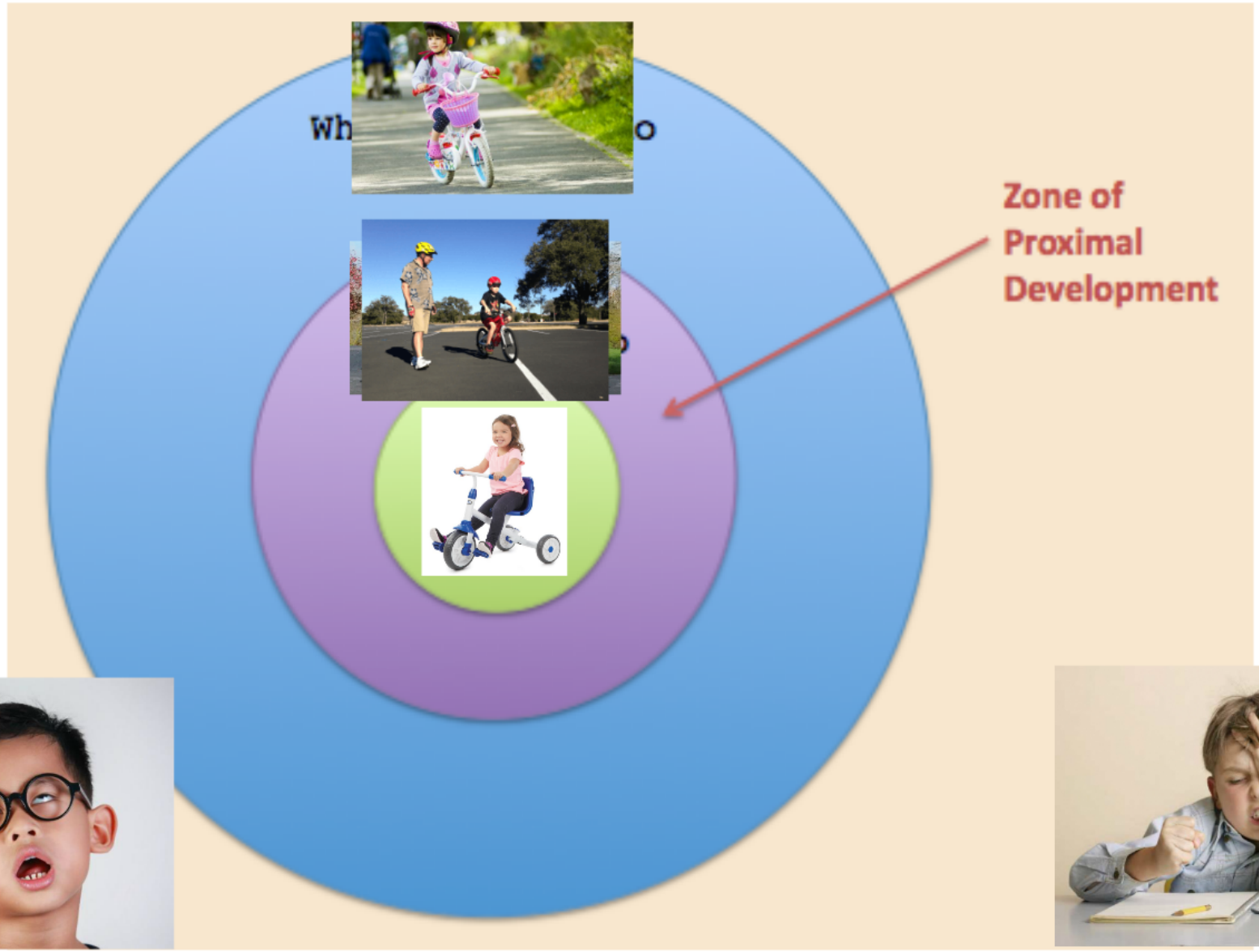
Development can't be separated from social context

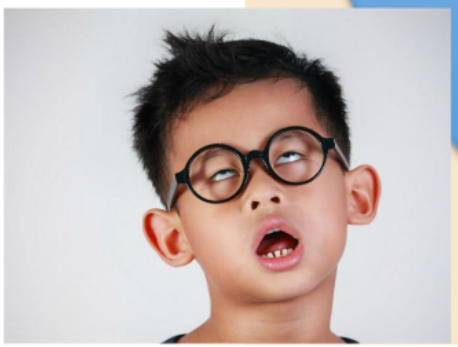
Language plays a central role in mental development

Probably most famous for the ZPD!


What I can't do
What I can do with help
What I can do
Zone of Proximal Development

In order to learn we must be presented with tasks





Too easy = Boredom



Too hard = Frustration

Tasks that are just out of reach of the learners current ability









The importance of repetition to Bruner's concept of learning was particularly clear in his description of the spiral curriculum which, he said, "as it develops [revisits] basic ideas repeatedly, building upon them until the student has grasped the full formal apparatus that goes with them

(J. S. Bruner, 1960)



Y Cwricwlwm Troellog
The Spiral Curriculum

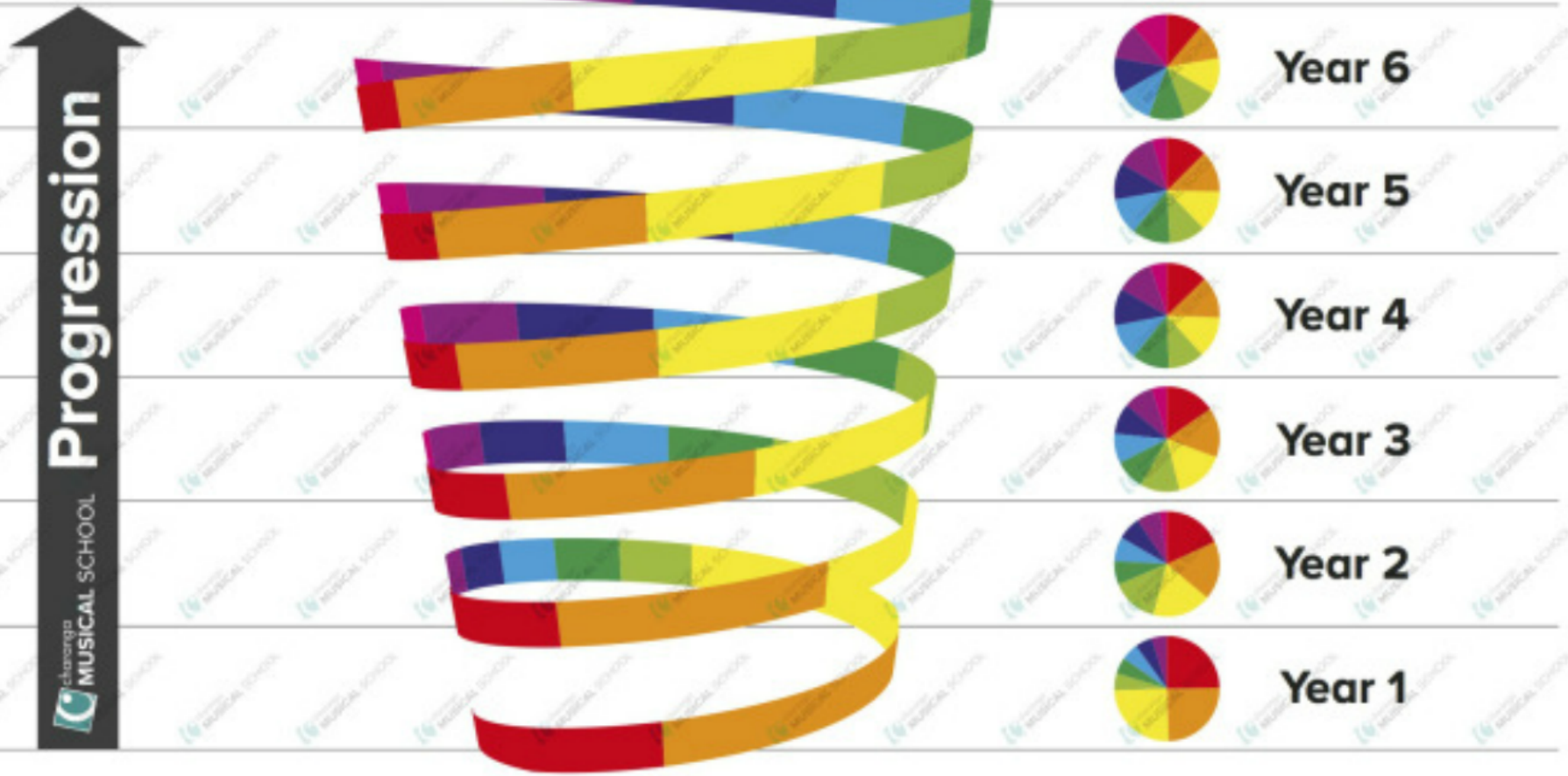
The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



Pulse | Rhythm | Pitch | Dynamics | Tempo | Timbre | Structure | Texture | Notation

Behaviour

A child at the age of one year old is unlikely to understand and learn discipline whereas a child of three years of age is highly likely to have a better understanding of their behaviour and the consequences of their misbehaviour.

Are teachers sometimes unrealistic in their expectations regarding pupils' behavioural because they are simply not developmentally ready to understand consequences of their actions for example?



Lets play the 2-3 or 4-5 game!

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

ECAD4005 Who am I teaching?

Session 2: The Developing Child

