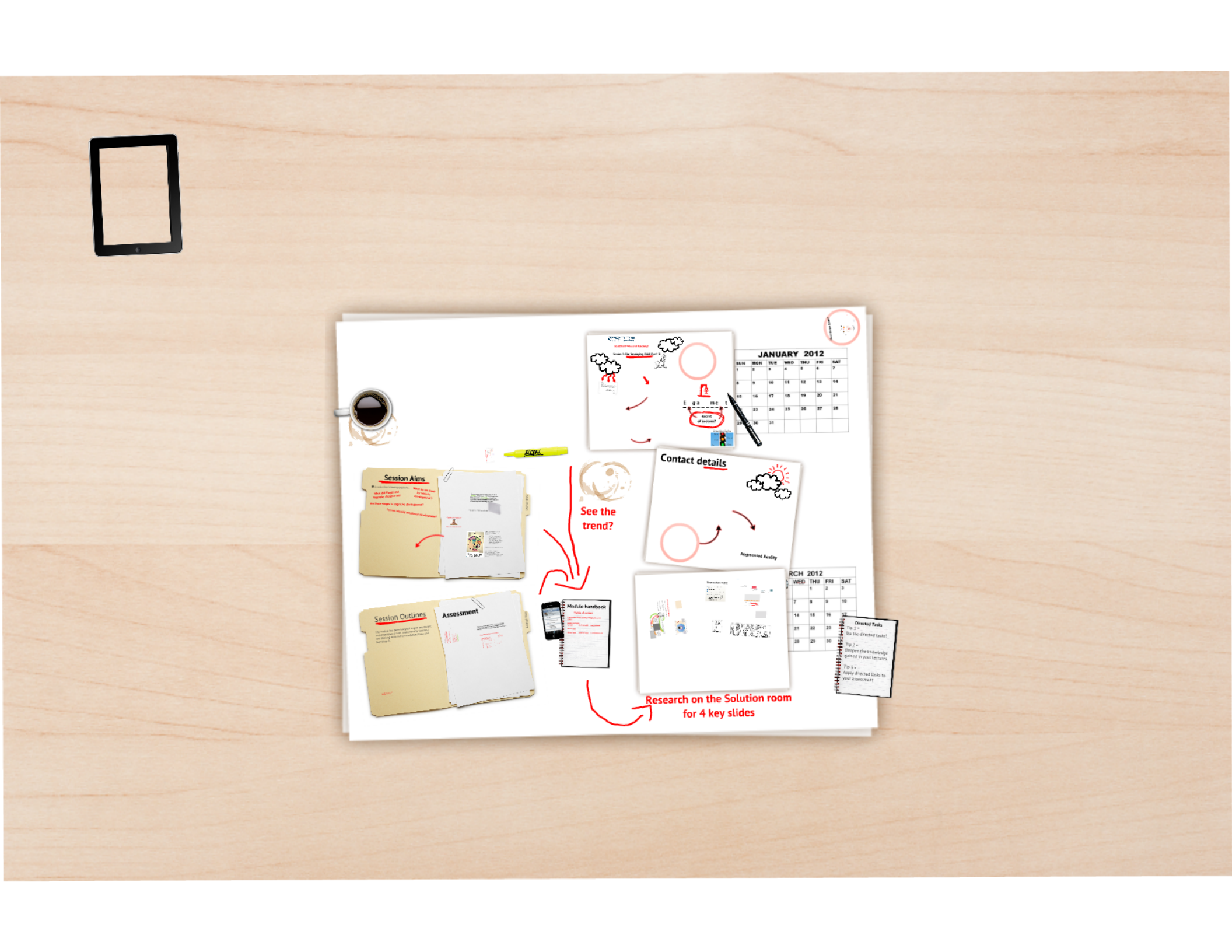

JANUARY 2012
Session Aims
Contact details
Augmented Reality
See the trend?
Session Outlines
Assessment
Module handbook
Directed Tasks
Research on the Solution room for 4 key slides

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

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

ECAD5007 Who am I teaching?

Session 3:The Developing Child (Part 2)





In what ways do children develop?

Physically

Intellectually / cognitively

Socially

Personality

Emotionally

Behaviour

Linguistically

Spiritually

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

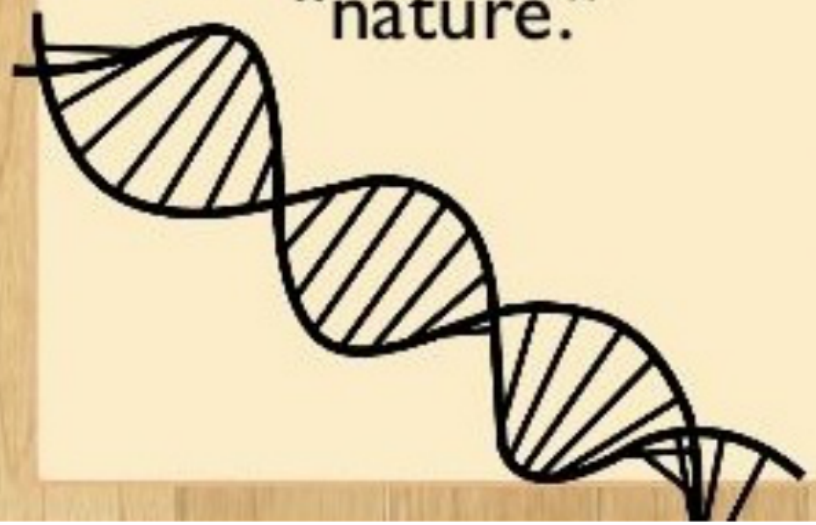
Time to share task 1

- Read through Ella and Idris's profiles
- What are the strengths?
- What are the aspects that cause concern?
- How could you as a teacher support them in moving forward?
- **Prepare a brief summary of the key points to share during the session on March 4th.**



Nature:

Our genetics determine our behavior. Our personality traits and abilities are in our "nature."



Nurture:

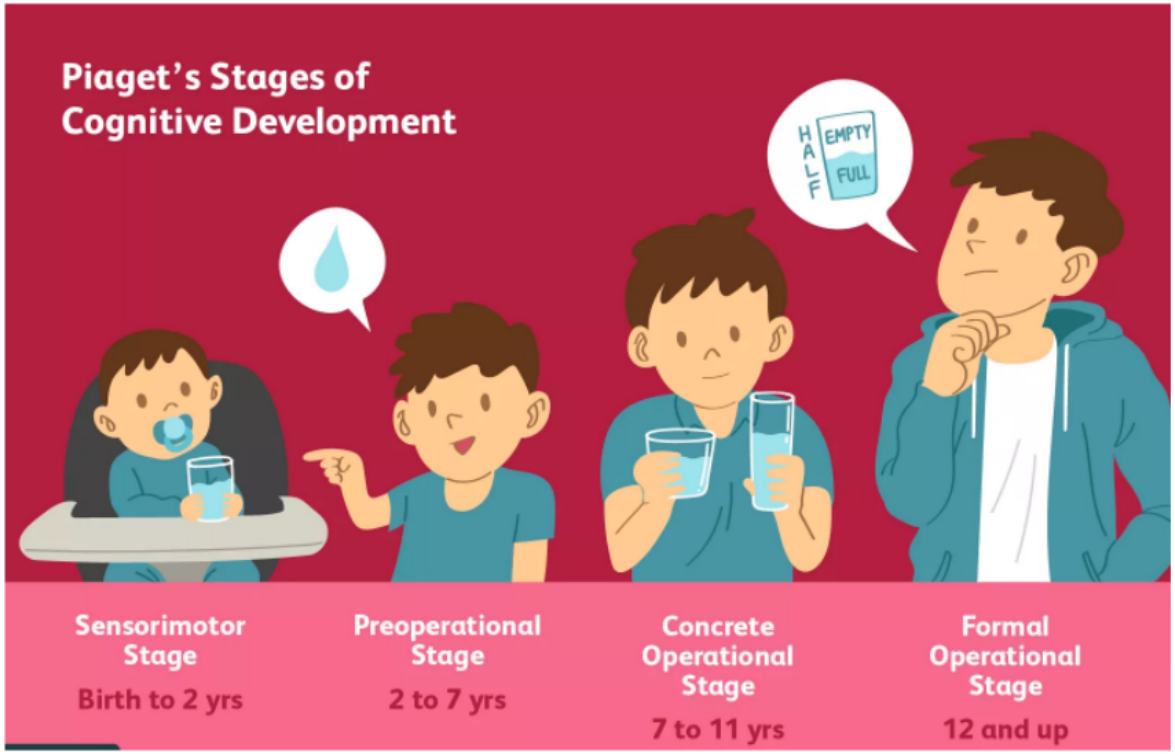
Our environment, upbringing, and life experiences determine our behavior. We are "nurtured" to behave in certain ways.



Let's play a game!

e meaning.

What did Piaget believe regarding age, stage and learning?



h 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 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

Concrete operational stage



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.

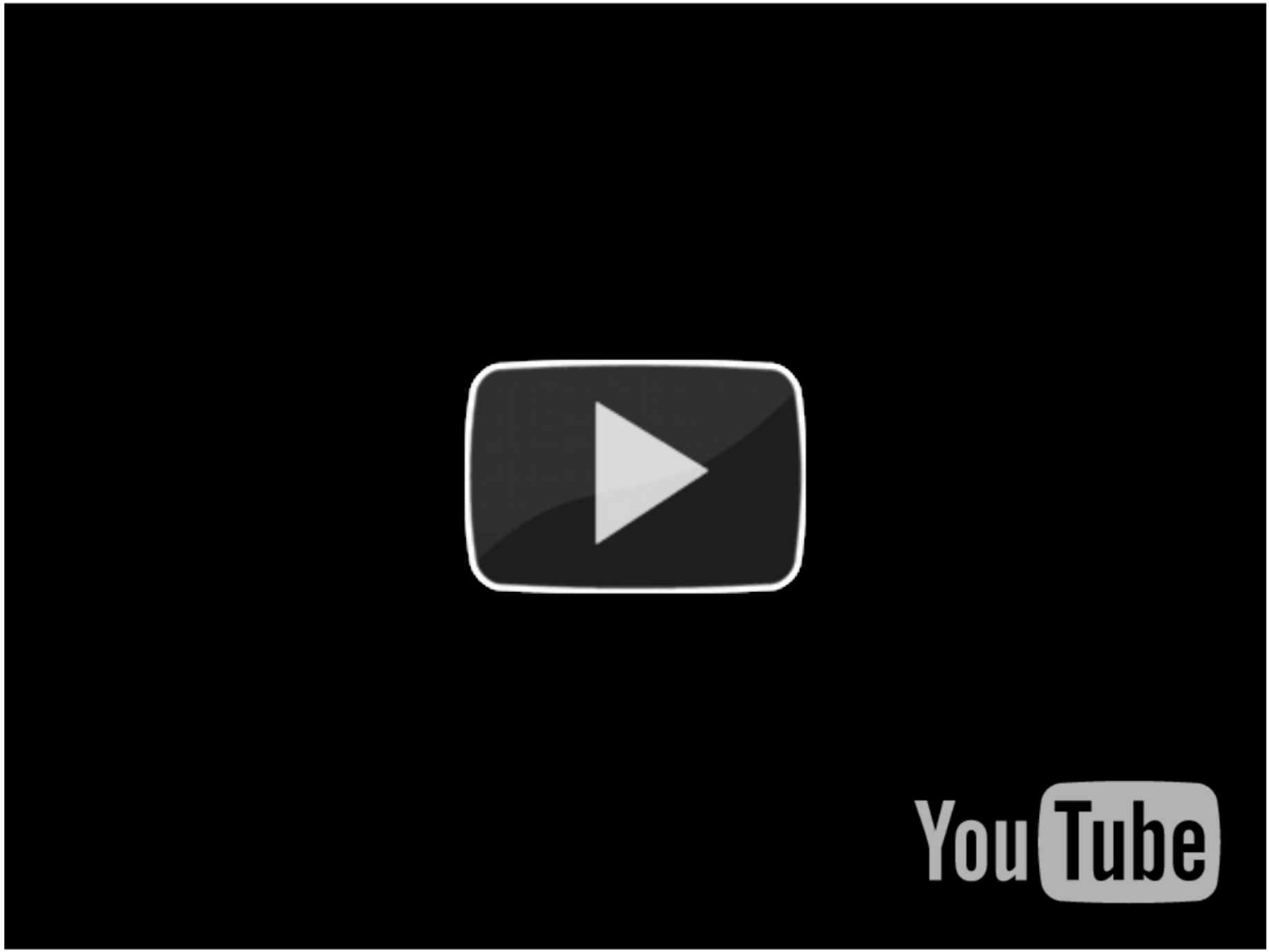
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Preoperational Stage of Cognitive Development

(2 to 7 years)



Children in this stage begin to think symbolically


YouTube

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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.

Conservation Demo!





Concrete operational stage

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:
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Inductive logic / reasoning





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

...all the coins are 10p!

Concrete operational stage

Deductive logic / reasoning





WOMEN ARE MORTAL





GLORIA IS A WOMAN





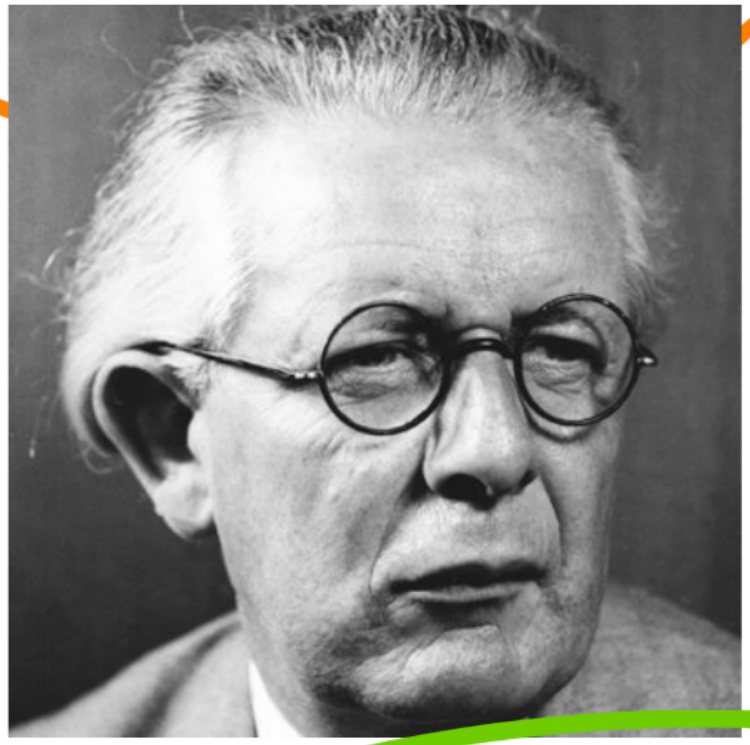
GLORIA IS MORTAL

Formal operational stage



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.

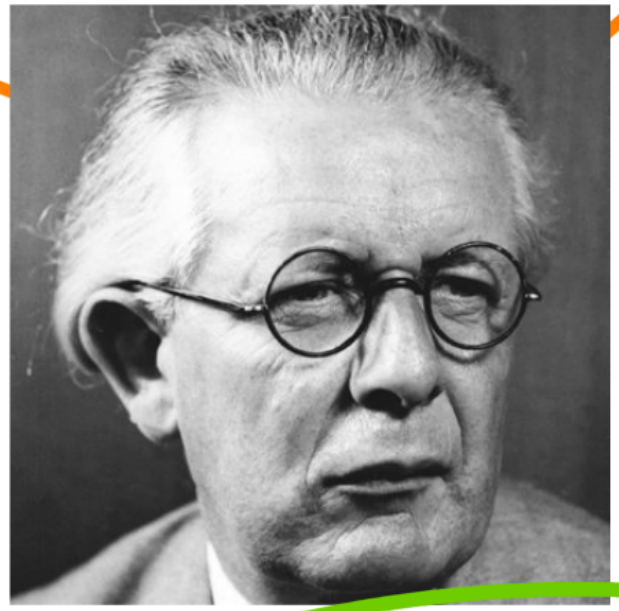


Learning is a result of the child's exploration of and interaction with the environment but importantly that learning is the result of internal processes rather than external stimuli.



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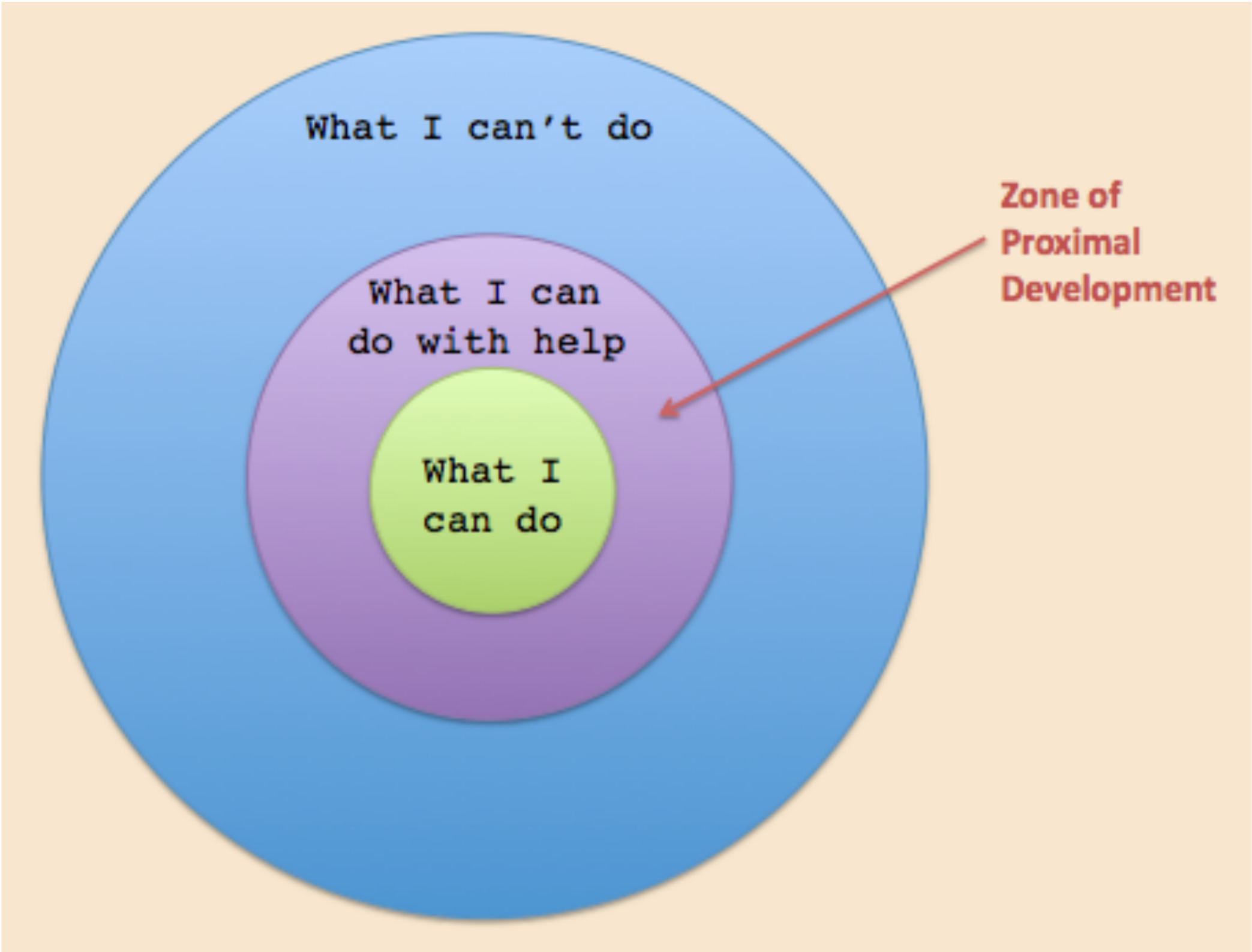
Children construct knowledge

Learning can lead to development (Precedes)

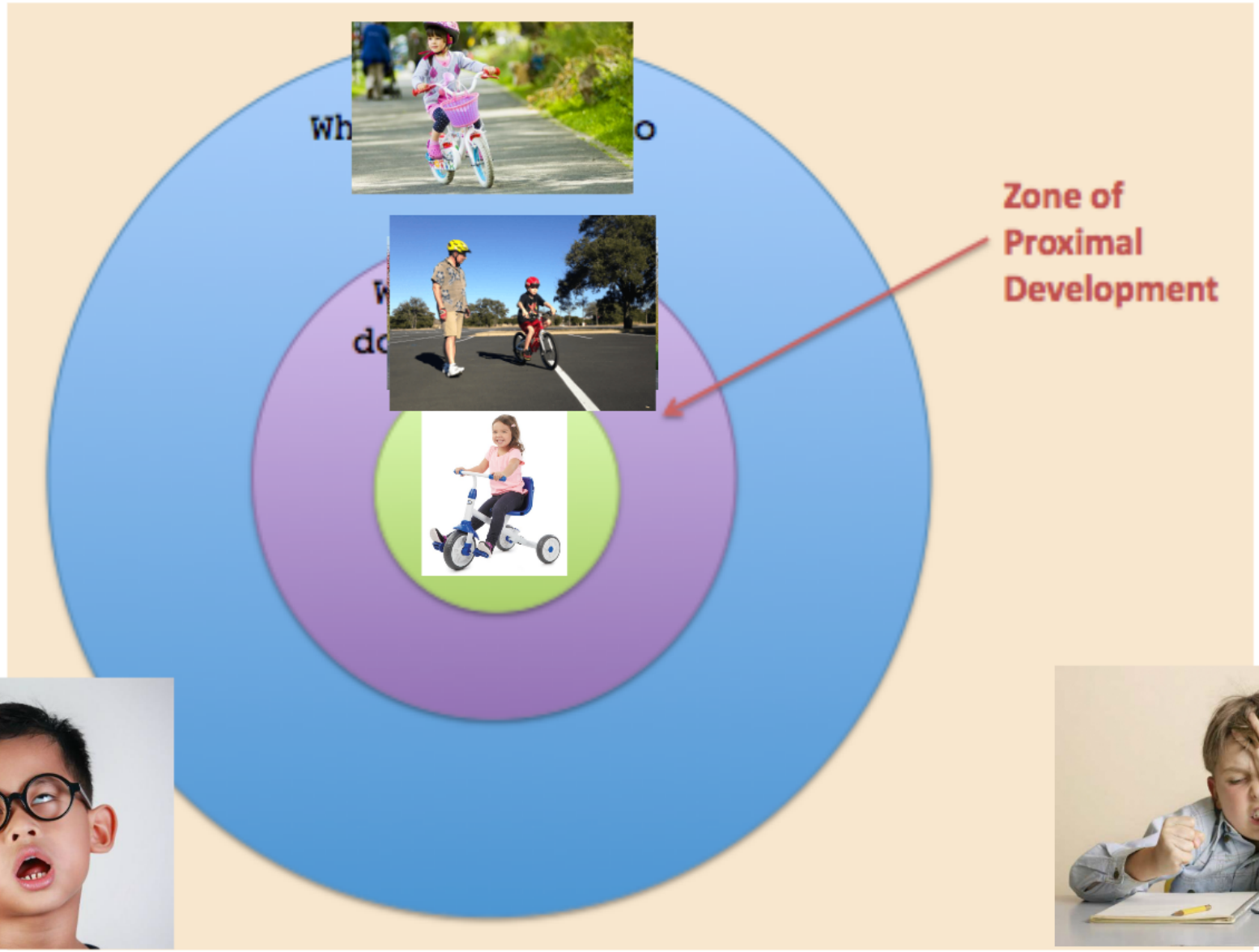
Development can't be separated from social context

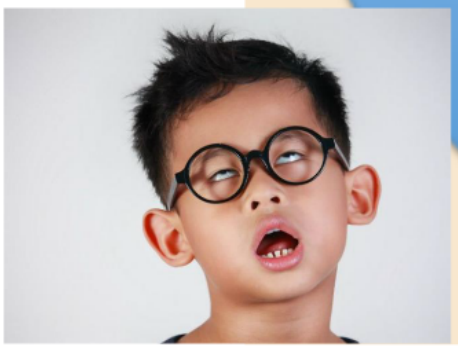
Language plays a central role in mental development

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









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APLP
PDPA

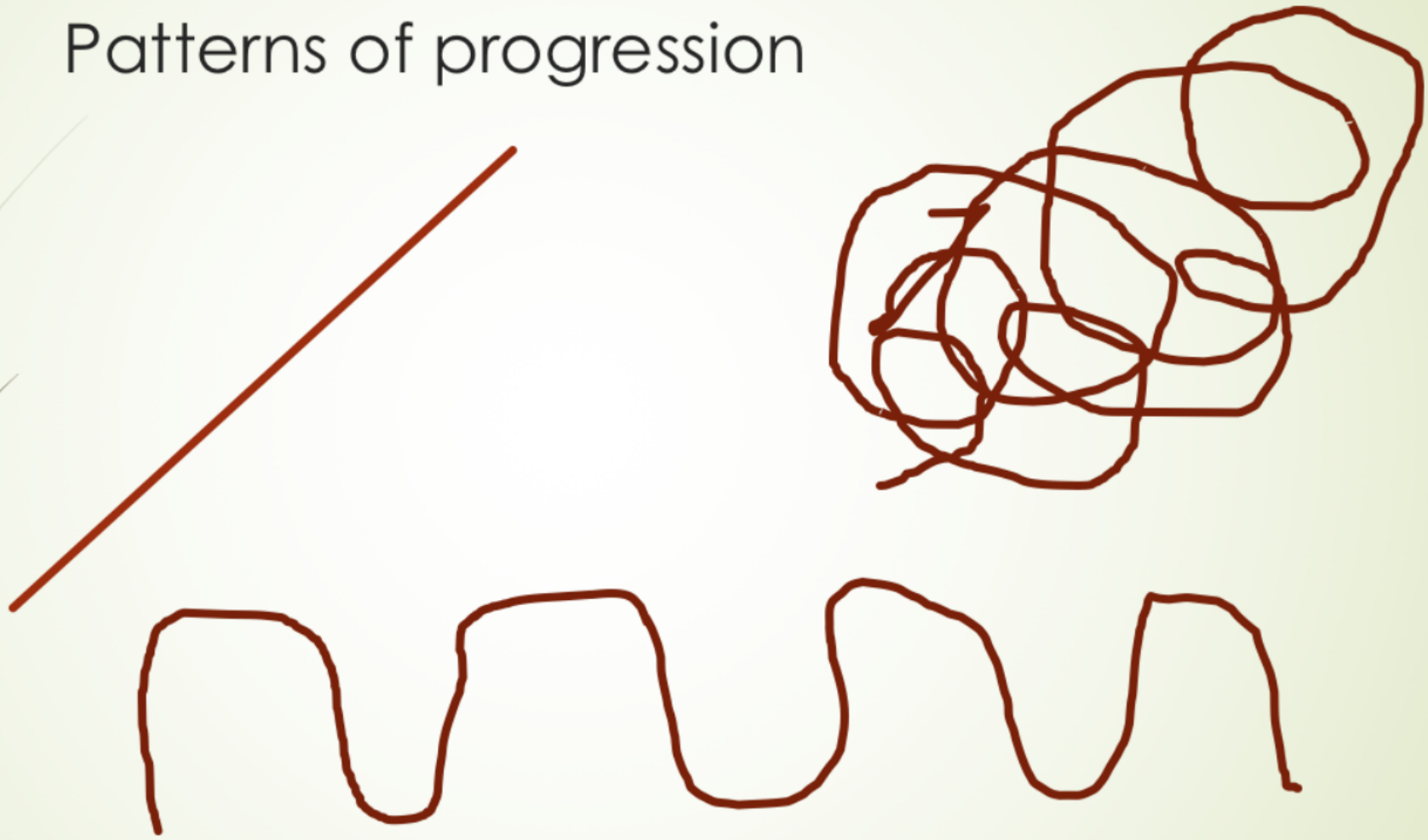
Cognitive Development Reflections & Connections



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

How would you define progression?

Patterns of progression



How do children know if they are making progress?

- Feedback from teachers
- Feedback from peers
- Rewards
- Self-assessment
- Reports

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)



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The Spiral Curriculum

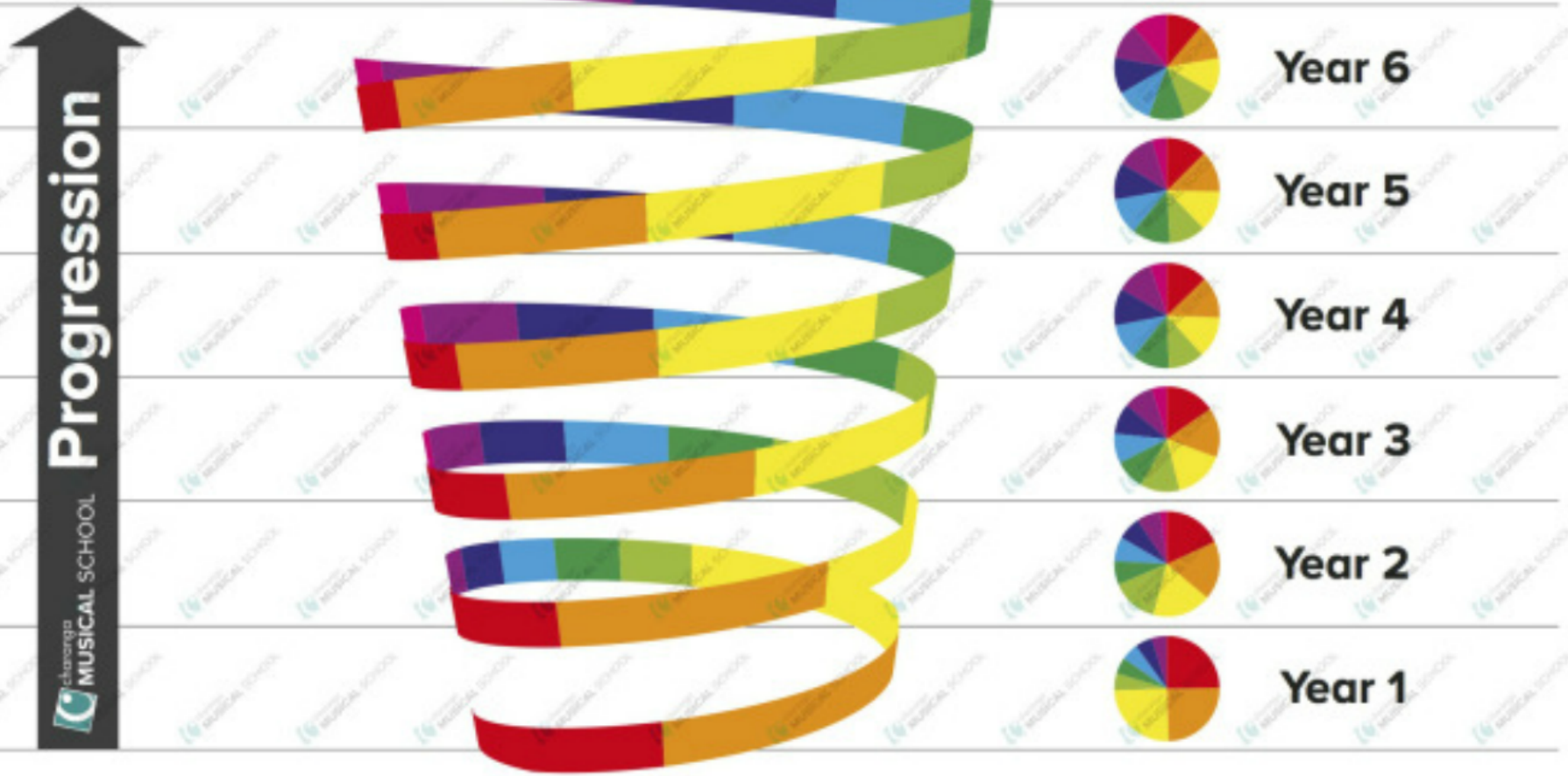
The Interrelated Dimensions of Music

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

Progression within the curriculum

- Continuum
- Broadly linked to ages 5 8 11 14 16
- Area of learning & experience
- What matters
- Progression steps 1 - 5

- The basis for developing an accurate picture of the child's knowledge, skills and competencies across the areas of learning and experience and the four purposes.

Models of progression
Curriculum for Wales 2022

- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts
- Increasing effectiveness

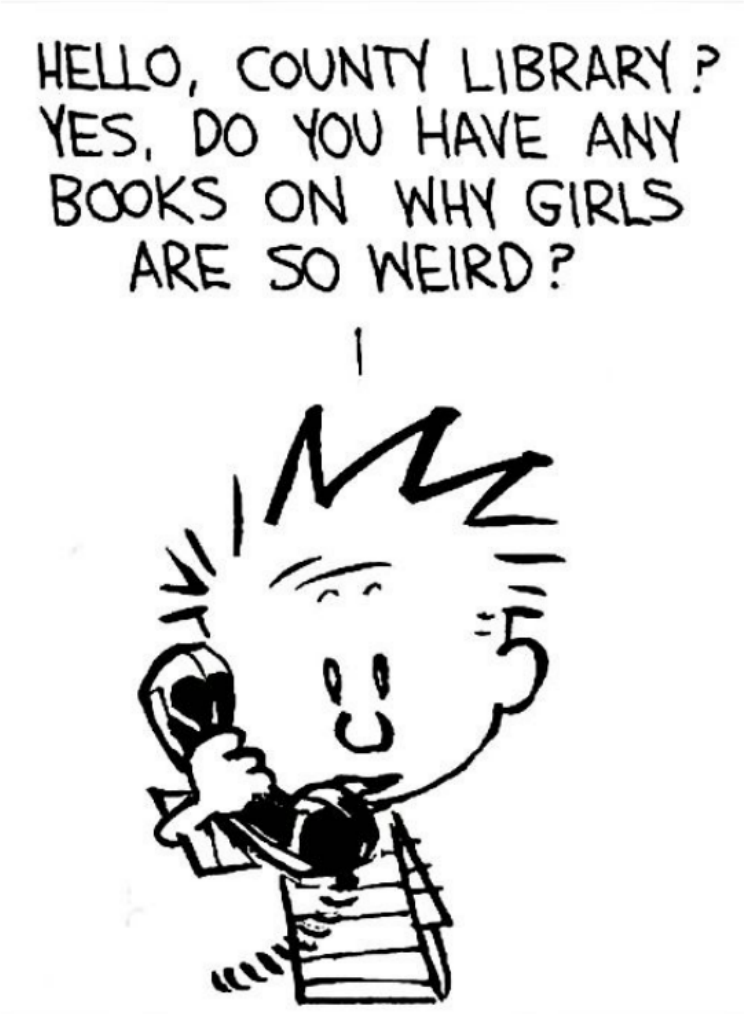
(Welsh Government, 2020)



So how well does the new curriculum address progression?

Can you arrange the Achievement outcomes for H&WB?

Social development Game



Stages of Social Development (Answer sheet)

Responds by making sounds when an adult speaks to them.	3 months
Recognises the difference between strangers and familiar people.	9 months
Understands and obeys simple commands.	1 year
Enjoys playing beside other children, but not with them.	2 years
Plays occasionally with other children and understands sharing.	3 years
Enjoys playing with other children but behaviour may vary.	4 years
Wants to please friends and wants to be like other children.	5 years
Understands the need for rules and fair play.	6 years
Less dependent on adults unless they need help with a task.	7 years
Starts to develop a close circle of friends.	8 years
Often displays an intense revulsion of the opposite gender.	9 years
Friendships are highly important. Gets along well with parents.	10 years
Friends are important but with more arguments.	11 years

While play is often seen as something frivolous that children do to pass the time, play is an incredibly important part of a child's healthy development. Play is children's work. Through play, children learn academic skills like math, science, reading, language and literacy. They learn social skills like effective communication, conflict resolution, problem solving and cooperation. Maybe most importantly, they learn about themselves – they get to know their personalities including their likes and dislikes, strengths and interests. Through play, children learn where they fit in in the world.

What would think if you saw....

...a child who was playing on their own and ignoring all the other children around them?

...a child sitting off to the side of a group of children watching them play?

Discuss

Mildred Parten

SOCIAL STAGES OF PLAY

Unoccupied Play



The random movements that Infants make with no clear purpose is the beginning of play.

Solitary Play



When children start to play on their own. Children do not seem to notice other children sitting or playing nearby during this type of play

Onlooker Play



When children watch others play. The child who is looking may ask questions but there is no effort to join the play.

Parallel Play



When children begins to play side-by-side with other children without any interaction. They are paying attention to each other.

Associative Play



When children start asking questions of each other. They have similar goals but there are no set rules.

Social Play



When children begin to share ideas and toys, and follow established rules and guidelines.

www.encourageplay.com

Children are relatively still and their play appears scattered.

This type of play builds the foundation for the other five stages of play.

Unoccupied play looks like babies or young children exploring materials around them without any sort of organisation.

Unoccupied Play



This stage allows children to practice manipulating materials, mastering their self-control and learning about how the world works.

This type of play occurs when children entertain themselves without any other social involvement.

Adults might worry about children playing alone, but actually solitary play is very normal.

Solitary Play



Children in solitary play may not notice or acknowledge other children.

When children engage in solitary play, they are able to explore freely, master new personal skills like new motor or cognitive skills, and prepare themselves to play with others.

Children who sit back and engagingly watch other children playing, but do not join in are onlookers.

The active part of their play is watching others.

Onlooker Play



Just as adults "people watch" at the coffee shop, children learn a lot by watching others.

Sometimes it's easy to think children engaged in onlooker play might be lonely or scared to engage with other children, when in fact it is a very normal part of play development.

They learn about the social rules of play and relationships, they explore different ways of playing or using materials and they learn about the world in general.

This occurs when children play next to each other, but are not really interacting together.

Parallel Play



For example, two children may drive cars on the carpet next to each other, but their play does not actually overlap.

In this stage, children are not really engaging in a social exchange.

Think of this stage like a warm up exercise children work side by side on the same activity, practicing skills and learning new methods to engage together.

This type of play signifies a shift in the child.

Instead of being more focused on the activity or object involved in play, children begin to be more interested in the other players.

Associative play allows children to begin practicing what they have observed through onlooker and parallel play.

They can start to use their new found social skills to engage with other children or adults during an activity or exploration.

Associative Play



This is play categorised by cooperative efforts between players.

Children might adopt group goals, establish rules for play.

It's important to remember cooperation is an advanced skill and can be very difficult for young children.

Ironically, cooperative play often involves a lot of conflict. This is normal.

Social Play



It is sometimes difficult for young children to share, take turns and negotiate control in these types of play scenarios.

You can support children engaged in cooperative play by staying close and helping them learn healthy expression of emotions and teach them problem solving skills.

How can we help children to make progress?

- Read the example of Marzano's taxonomy.
- How could you make the LO below more challenging at different steps in the child's learning?

Learning Objective

Be able to recognise why friends are important.

Marzano Taxonomy – Thinking Processes with Design Verbs

Level of Difficulty	Mental Process	Verbs and Phrases	
Level 4 Knowledge Utilization	Decision Making	Select the best among the following alternatives Which among the following would be the best…	What is the best way… Which of these is more suitable Decide
	Problem Solving	Solve How would you overcome… Adapt Develop a strategy to…	Figure out a way to… How will you reach your goal under these conditions…
	Experimenting	Experiment Generate and test Test the idea that What would happen if… How would you test that	How would you determine if… How can this be explained Based on the experiment, what can be predicted
	Investigating	Investigate Research Find out about Take a position on	What are the differing features of… How did this happen Why did this happen What would happen if
Level 3 Analysis	Matching/ Comparative Analysis	Categorize Compare & contrast Differentiate Discriminate	Distinguish Sort Create an analogy Create a metaphor
	Classifying	Classify Organize Sort	Identify a broader category Identify categories Identify different types
	Analyzing Errors	Identify errors Identify problems Identify issues Identify misunderstandings Assess	Critique Diagnose Evaluate Edit Revise
	Generalizing	Generalize What conclusions can be drawn What inferences can be made Create a generalization	Create a principle Create a rule Trace the development of… Form conclusions
	Specifying	Make and defend Predict Judge Deduce	What would have to happen Develop an argument for Under what conditions
Level 2 Comprehension	Integrating	Describe how or why Describe the key parts of Describe the effects Describe the relationship between	Explain ways in which Paraphrase Summarize
	Symbolizing	Symbolize Depict Represent Illustrate Draw	Show Use Models Diagram Chart
Level 1 Retrieval	Recognizing	Recognize (form a list) Select from (a list)	Identify (from a list) Determine (if the following statements are true)
	Recalling	Exemplify Name List Label State	Describe Identify who Describe what Identify when
	Executing	Use Demonstrate Show	Make Complete Draft