



ECAD4007C

Safbwyntiau Cyferbyniol -
y Plentyn sy'n datblygu
Contesting Views -
The Developing Child



Early Childhood Education Theorists

* Click on each theorist's name for more information *



Jean Piaget

Piaget believed that all people pass through the same four stages in exactly the same order: these stages are sensorimotor, preoperational, concrete operational, and formal operational. These stages are associated with specific ages, but are they only general guidelines, not labels for all children of certain ages. Piaget did say that individuals may go through long periods of transitions so at a certain time the individual could show characteristics of two different stages.



Lev Vygotsky

Vygotsky's sociocultural theory emphasizes role in development of cooperative dialogues between children and more knowledgeable members of society. Children learn the culture of their community through these interactions with others. He also had the idea of the zone of proximal development, this is the phase at which a child can master a task if given appropriate help and support, also called scaffolding.



Erik Erikson

Erikson's psychosocial theory emphasizes the emergence of the self, the search for identity, the individual's relationship with others, and the role of culture throughout life. He regarded development as a passage through an interdependent series of stages, each with its particular goal, concerns, accomplishments, and dangers. Like Piaget he sets his up in a series of stages, being basic trust vs. mistrust, autonomy vs. shame/doubt, initiative vs. guilt, industry vs. inferiority, identity vs. role confusion, intimacy vs. isolation, generativity vs. stagnation, and ego integrity vs. despair.



John Dewey

Dewey is credited for the development of the progressive schools some of which are still in existence today. He thought the curriculum that students are being taught could be ultimately producing students who would be able to deal effectively with the modern world. The four instincts he uses to describe how to characterize a child's behavior are constructive, artistic, expressive, and social. He hoped to accomplish his goals by combining subject areas and materials. By doing this he made connections between subjects and the child's life.



Abraham Maslow

Maslow's theory deals with the hierarchy of needs ranging from lower-level needs for survival and safety to higher-level needs for intellectual achievement and finally self-actualization. Self-actualization is a term for self-fulfillment, the realization of personal potential, and all of the lower needs must be met before the next higher need can be addressed. The four lower-level needs or deficiency needs are survival, safety, belonging, and self-esteem in that order. The three being needs or higher-level needs are intellectual, achievement, aesthetic appreciations, and self-actualization.



Urie Bronfenbrenner

Bronfenbrenner's bioecological model of development recognized that the physical and social context in which we develop are ecosystems because they are constantly interacting with and influencing each other. Every person lives within a microsystem (family, school, and work), inside a mesosystem (the interactions between the parts of the microsystem), embedded in an exosystem (Parents' workplace, community, media, all of which are part of the macrosystem (values, beliefs, and laws). All development is influenced by the chronosystem (time period).



Howard Gardner

Gardner's theory is that there are several separate mental abilities or multiple intelligences. His theory of multiple intelligences describes at least eight different intelligences. These eight intelligences are logical-mathematical, linguistic (verbal), musical, spatial, bodily-kinesthetic (movement), interpersonal (understanding others), intrapersonal (understanding yourself), and naturalist (observing and understanding natural and human-made patterns and systems).



Works Cited

Morrison, George S. Early Childhood Education Today. 12th ed. Upper Saddle River, New Jersey: Pearson, 2001. eBook.
<<http://view.ebookplus.pearsoncmg.com>>.

Woodfolk, Anita. Educational Psychology. 12th ed. Pearson, 1997. Print.

THEORIES OF CHILD DEVELOPMENT

SIGMUND FREUD
"Psychoanalytic Theory"

LEV VYGOTZKY
"Socio-cultural Theory"

ERIK ERICKSON
"Psychosocial Theory of Development"

URIE BRONFENBRENNER
"Bio Ecological Theory"

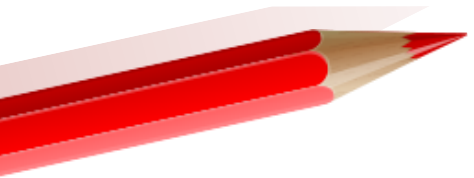
JEAN PIAGET
"Cognitive Development Theory"

LAWRENCE KHOLBERG
"Moral Development"

Sut mae plant yn dysgu? How do children learn?



- Drwy brofiadau
- Amlsynhwyrdd
- Dadleniad
- Llwyddiant /methiant
- Rhyngbersonol
- Amhersonol
- Gofodol



- Through experiences
- Multisensory
- Exposure
- Success/ Failure
- Interpersonal
- Intrapersonal
- Spacial

Niwrowyddoniaeth
Neuroscience



Creu cysylltiadau Making connections



Yr Athro/ Arglwydd Robert Winston

Professor/ Lord Robert Winston

<https://www.bing.com/videos/search?q=+Robert+Winston+the+brain+making+connections&&view=detail&mid=26643AF03D68B30A036826643AF03D68B30A0368&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3D%2520Robert%2520Winston%2520the%2520brain%2520making%2520connections%26qs%3Dn%26form%3DQBVR%26sp%3D-1%26pq%3Drobert%2520winston%2520the%2520brain%2520making%2520connections%26sc%3D0-43%26sk%3D%26cvid%3DD20F180E64264A7FBF4595055DEC3AB2>

Unigrywedd Uniqueness



Mae pob bod dynol yn unigryw o bob unigolyn arall, nid oes neb yn y byd wedi cael yr un profiadau a ni – o achos hyn mae ein atgofion a'n dealltwriaeth yn amrywio.

Mae yna gerrig milltir cyffredinol y byddwn yn eu cyrraedd o ran datblygiad a phryfiant ond mae'r modd y gwnaethom eu cyrraedd yn unigryw i bob un ohonom.

Every human being is unique from every other person, no one on earth has had the same experience as us – it is for this reason that our memory and understanding differ.

There are general milestones that we reach during progression and maturation however the way we arrived at those points will be unique to each one of us.



Pwysigrwydd ail-adrodd

The importance of repetition



Mae ail adrodd yn helpu i gryfhau llwybrau niwronol ar gyfer dysgu

- Mae ailadrodd yn dysgu plant sut i ymarfer, meistroli a chadw gwybodaeth
- Mae ailadrodd yn cynnig profiadau ymarfer ac atgyfnerthu
- Mae ailadrodd yn angenrheidiol ar gyfer llwyddiant
- Gwna plant ddysgu drwy ailadrodd a galw i gof
- Wrth ail adrodd mae sgiliau symud a chydlynid yn gwella
- Wrth ail adrodd mae plant yn dysgu gwahaniaethu
- Wrth ail adrodd mae plant yn datblygu hyder i wneud cynnydd
- Mae ail adrodd yn helpu plant i fewnoli cysyniadau

Repetition helps to strengthen the brain's neural processors for learning

- Repetition teaches children to practice, master and retain knowledge
- Repetition provides the opportunity for practice and reinforcement
- Repetition is needed for success
- Children learn through repetition and memorisation
- Through repetition of movement, coordination is improved
- Through repetition, children learn to differentiate variations
- Through repetition, children develop the confidence to progress
- Repetition teaches children to internalise concepts

montessoriacademy.com (Accessed Nov 2019)

Dysgu'n amlsynhwyradd Multisensory learning

Ystyriwch beth sy'n digwydd yn eich ymennydd?
Consider what is happening in your brain?

Derbyn
Prosesu
Cysylltu
Didoli
Dosbarthu



Ail adrodd
Angori

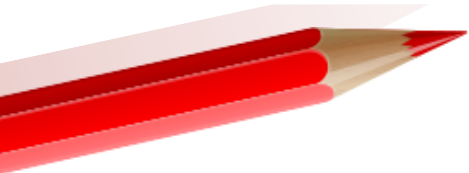
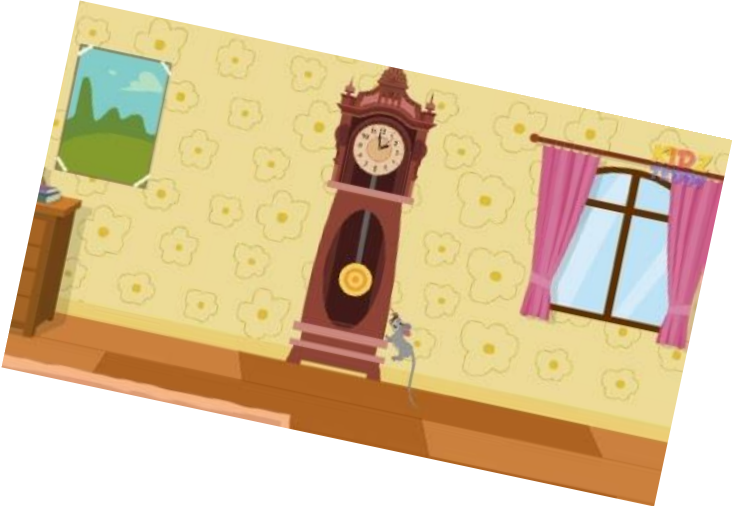
Receive
Process
Connect
Sort
Compartmentalise



Repeat
Anchor



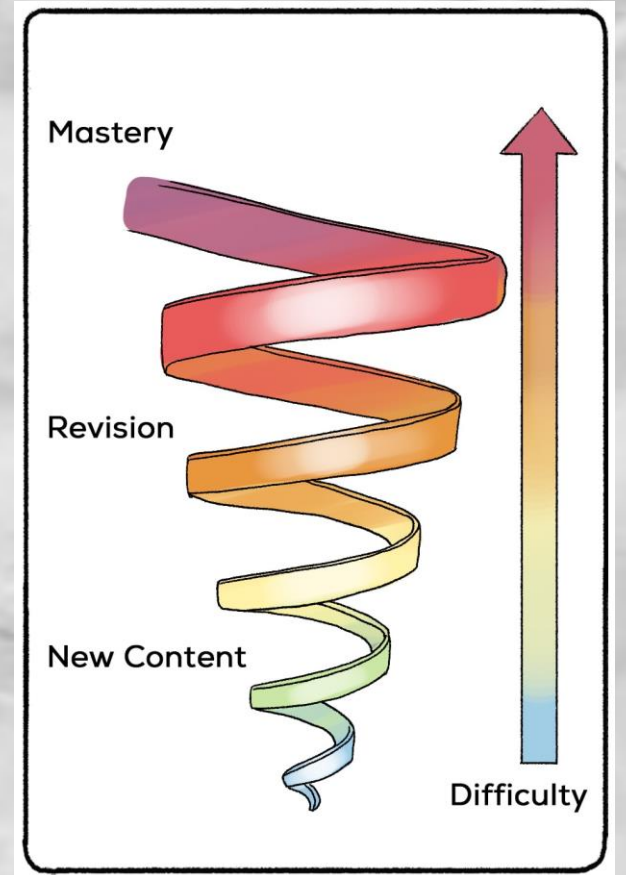
Rhoi'r ddamcaniaeth ar brawf...
Putting theory to the test...



Adalw

Recalling





IEROME BRUNER

MARCHNAD



(Datblygiad Plentyn)

Ferre Laevers

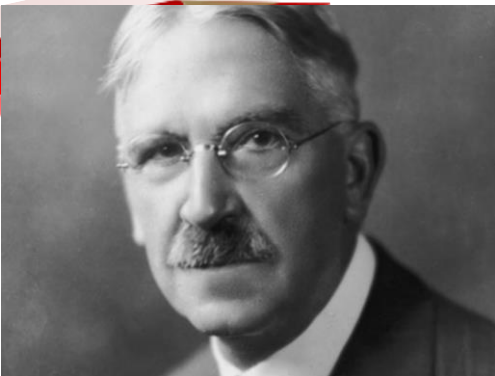
John Bowlby



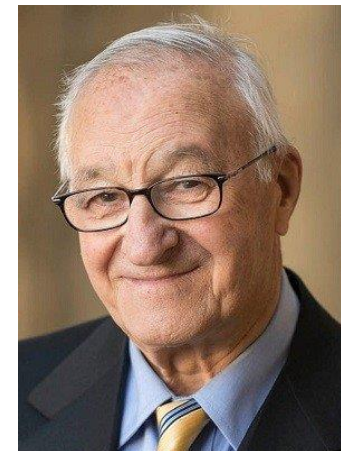
Maria
Montessori



John Dewey



Albert Bandura





Ella



Diolch
Thank you