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PSYCHOSOCIAL DEVELOPMENT

1. infancy through old age
2. people have an active role in their development
3. highlights cultural importance

* Stages of psychosocial development *

- Trust vs. Mistrust: birth - one
- Autonomy vs. Shame and doubt: 2-3
- Initiative vs. guilt: 4-5
- Industry vs. Inferiority: 6-11
- Identity vs. Role Confusion: 12-18



Sense of identity comes from...

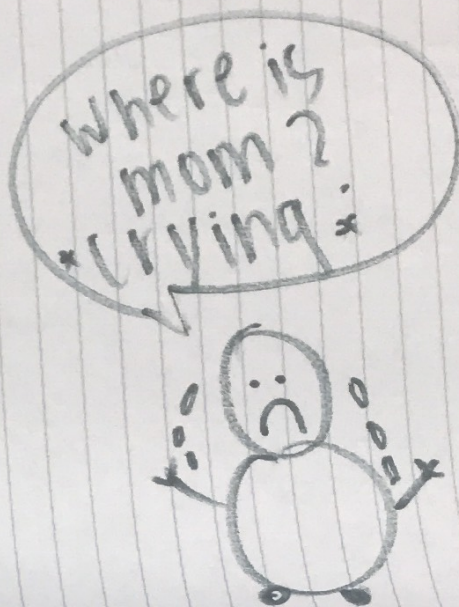
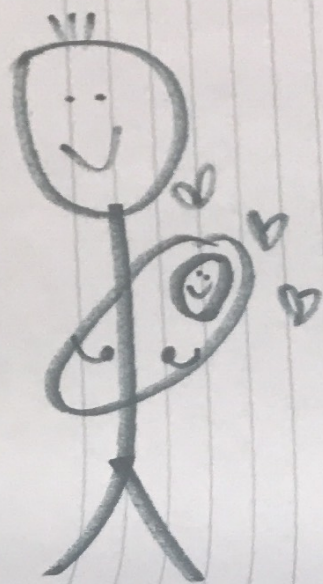
1. being comfortable with physical selves
2. knowing what we want to do with our lives
3. knowing we are supported by the important people in our lives

* Psychosocial crisis: When people adjust to societies expect but aren't sure they can carry them out

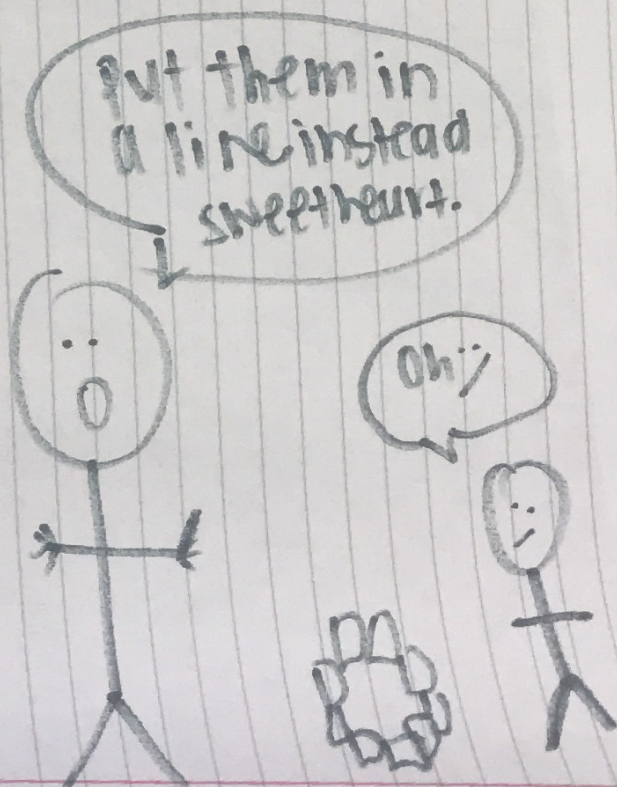
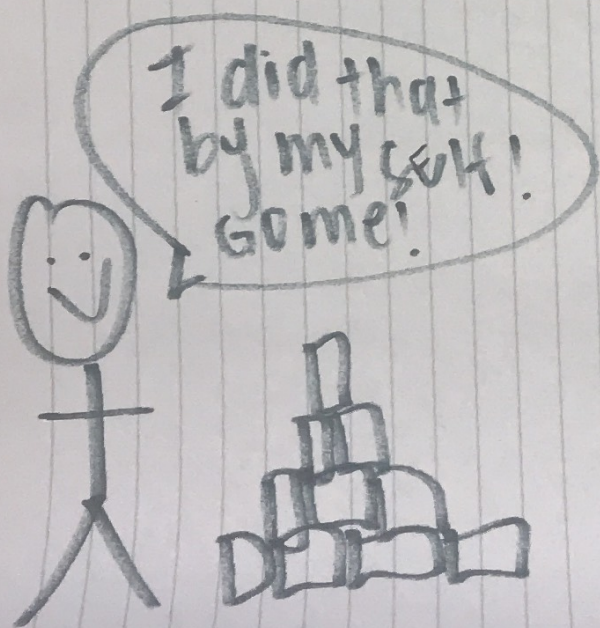
* Erikson vs. Piaget Theorist Differences

* Why should teachers study Erikson's theory...?

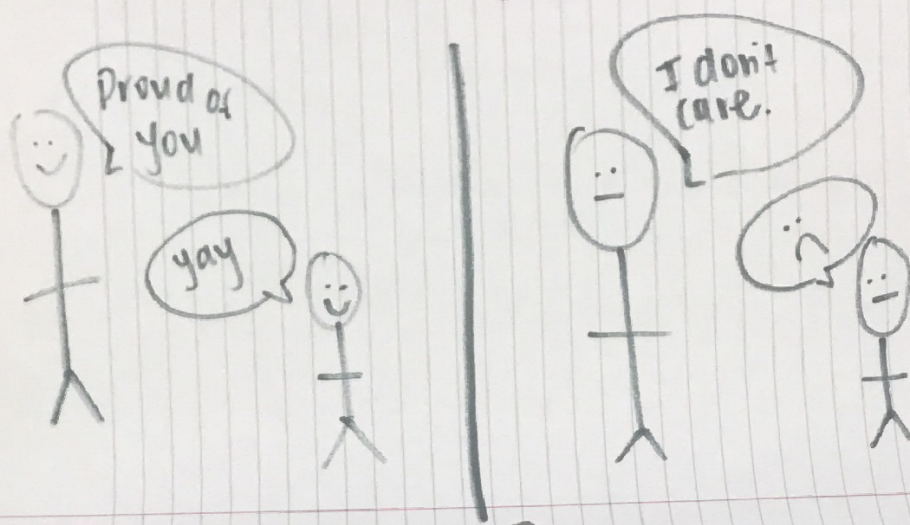
Trust vs. Mistrust Crisis



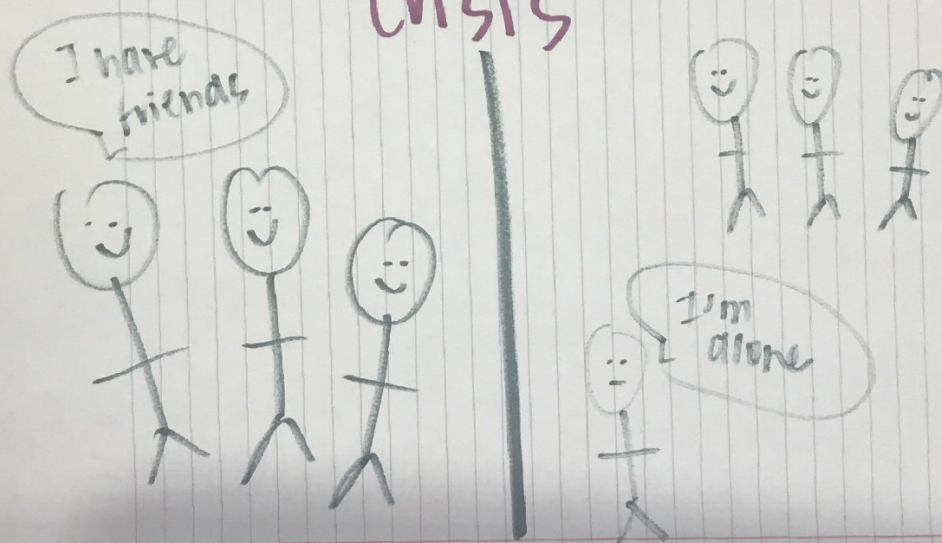
Autonomy vs. Shame and doubt Crisis



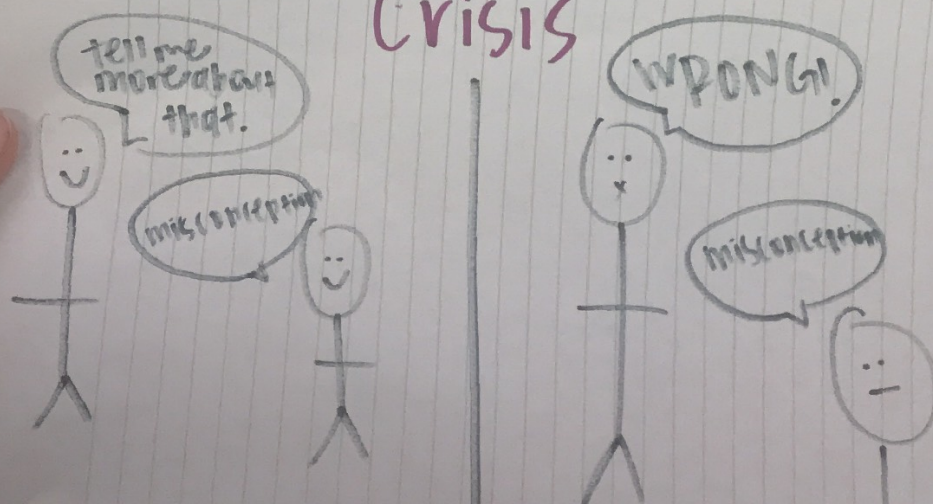
Initiative vs. Guilt Crisis



Identity vs. Role Confusion Crisis



Industry vs. Inferiority Crisis



Moral Dev.

Piaget

(age & rules)

Morality of constraint (under 10)

- black & white rules, not considering intention

Morality of cooperation (11+)

- see gray areas, punishment morality

Gilligan



loyal
caring
understanding
spring of exp.

lower level of moral development

remain under
Erikson's crises
of identity vs.
role confusion

Kohlberg

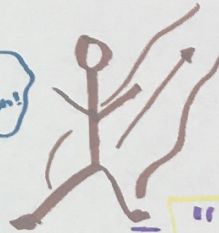
6 stages of moral reasoning

- "preconventional morality"

(8+ under)

Stages 1 and 2

you must go down that path!



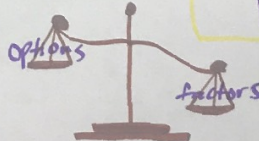
- "conventional morality"

(age 10)

Stages 3 and 4



NO PHONES



- "post-conventional morality"

adulthood

Stages 5 and 6

Noddings

Care theory - (both parties must feel a caring relationship)

"Feminine view"

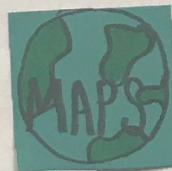
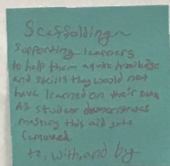
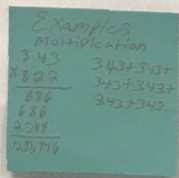
Lev Vygotsky

His theory of cognitive development

is often referred to as a sociocultural theory because it maintains that how we think is a function of both social + cultural forces.

Believed the most important things a culture passes on are what he called psychological tools:

- cognitive devices + procedures with which we communicate + explore the world around us... Both aid + change our mental functioning [examples: speech, writing, gestures, rules, diagrams]



PIAGET VS. Vygotsky

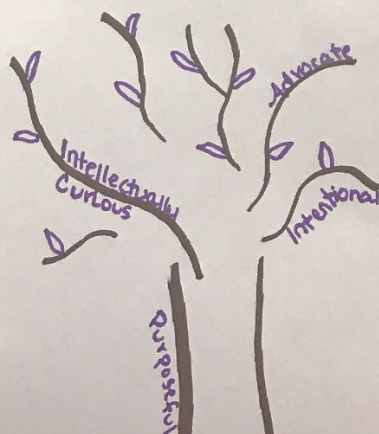
Piaget's contemporary [Vygotsky] had very different views about the major forces that shape learning + thinking

- ① Roles of Culture: ^{Vygotsky:} How we think is influenced by current/historical cultural forces. _{... Piaget not focused on cultural, focused on scientific develop.}
- ② Social Interaction: Belief that social interaction is cause of cognitive development. _{... Vygotsky's belief, Piaget vice versa}
- ③ Formal Instruction: Both believed that physical, mental, + social experiences to construct personal conceptions of ~~what~~ what would be like. _{... new age technology now an influence}



Zone of Proximal Development (ZPD) *ever changing*
Varies by Student

The difference between what a child can do on their own and what he or she can do with some assistance



Conceptual Framework

Jean Piaget

- Encouraged us to look at patterns of behavior and thought to help us understand how we organize and adapt to situations.
- Believed heavily that experiences form the people we are.

Stages

0 to 2 - Develops schemes through interactions
(sensorimotor)

2 to 7 - Slowly acquires ability to think about one
(Preoperational) quality of an object (example: Glasses of milk)

7 to 11 - Capable to solve problems but only through
(Concrete Operational) past experiences.

11 to 18+ - Able to solve problems abstractly
(Formal Operations)