

Development Theorists

Erikson Social	Kohlberg Moral	Maslow Emotional	Piaget Cognitive
<p>Basic trust vs. mistrust: development of interpersonal expectations and hope</p> <p>Autonomy vs. shame and doubt: development of will and self control</p> <p>Initiative vs. guilt: development of conscience and purpose</p> <p>Generativity and stagnation: development of care for the next generation and ones legacy</p> <p>Integrity vs. despair: development of wisdom</p>	<p>Theory of moral development was in part dependant of Piaget.</p> <p>Emphasizes that human beings develop philosophically and psychologically in a progressive fashion.</p> <p>Kohlberg believed.. and was able to demonstrate through studies... that people progressed in their moral reasoning (ie., in their bases for ethical behaviour) through a series of stages. He believed that there were six identifiable stages which could be more generally classified into three levels.</p> <p>Level 1: Pre-conventional Morality</p> <p><u>Stage 1</u> <i>Obedience and punishment orientation</i> – Individual’s moral judgement is motivated by a</p>	<p>The hierarchy of needs. Each need must be met before the next successive level of growth can be reached. His theory is more complex than a simple meeting of physical needs. It also includes cognitive, psychosocial and spiritual aspects of development.</p> <p>GROWTH NEEDS</p> <p>Self actualisation Aesthetics Understanding and knowledge Esteem</p> <p>BASIC NEEDS</p> <p>Safety Physiological</p> <p>Basic needs</p> <ul style="list-style-type: none"> • Physiological: need for sleep and rest, food, drink, shelter, sex and oxygen • Safety: need to be safe from harm, for a predictable world with consistence, fairness routine, for sense of stability and security <p>Growth needs</p>	<p>Sensorimotor (0-2 years) intelligence takes the form of motor actions.</p> <p>Preoperational (3-7 years) is intuitive in nature</p> <p>Concrete operational cognitive structure during the concrete operational stage (8-11 years) is logical but depends upon concrete referents</p> <p>Formal operational (12-15 years), thinking involves abstractions</p> <p>Cognitive structures change through the processes of adaptation: <u>assimilation and accommodation.</u></p> <p><u>Assimilation</u> involve the interpretation of events in terms of existing cognitive structure whereas:</p> <p><u>Accommodation</u> refers to the changing cognitive structure to make</p>

	<p>need to avoid punishment</p> <p><u>Stage 2</u> <i>Individualism and instrumentalism orientation</i> – An individual’s moral judgement is motivated by a need to satisfy own desires</p> <p>Level 2: Conventional Morality</p> <p><u>Stage 3</u> <i>“Good boy/girl” orientation</i> – individual’s moral judgement is motivated by a need to avoid rejection, disaffection, or disapproval from others</p> <p><u>Stage 4</u> <i>Law and order orientation</i> – individual’s moral judgement is motivated by a need to not be criticized by a true authority figure.</p> <p>Level 3: Post-conventional Morality</p> <p><u>Stage 5</u> <i>Social contract orientation</i> – individual’s moral judgement is motivated by community</p>	<ul style="list-style-type: none"> • Love and belonging: need for love and affectionate relationships, belonging to a group and caring • Esteem: two components • Self-respect: desire for confidence, competence, adequacy, achievement, mastery • Respect for others: desire for acceptance, recognition, reputation, appreciation, status, prestige • Understanding and knowledge: need to satisfy curiosity, explore, discover find solution, look for relationships and meaning, and seek intellectual challenges • Aesthetics: need for beauty in surroundings • Self-actualisation: need for growth development and utilisation of potential, becoming all that one can be, self-fulfilment 	<p>sense of the environment.</p> <p>Cognitive development consists of a constant effort to adapt to the environment in terms of assimilation and accommodation.</p> <p>While the stages of cognitive development identified by Piaget are associated with characteristic age spans, they vary for every individual.</p> <p>Furthermore, each stage has many detailed structural forms. For example, the concrete operational period has more than forty distinct structures covering classification and relations, spatial relationships, time, movement, change, number, conservation and measurement.</p> <p>Principles:</p> <p>1. Children will provide different explanations of reality at different stages of cognitive development</p>
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	<p>respect for all, respecting social order, and living under legally determined laws</p> <p><u>Stage 6</u> <i>Principled Conscience orientation</i> – individual’s moral judgement is motivated by one’s own conscience</p>		<p>2. cognitive development is facilitated by providing activities or situations that engage learners and require adaptation (ie. Assimilation and accommodation)</p> <p>3. learning materials and activities should involve the appropriate level of motor or mental operations for a child of given age, avoid asking children to perform tasks that are beyond their current capabilities.</p>
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