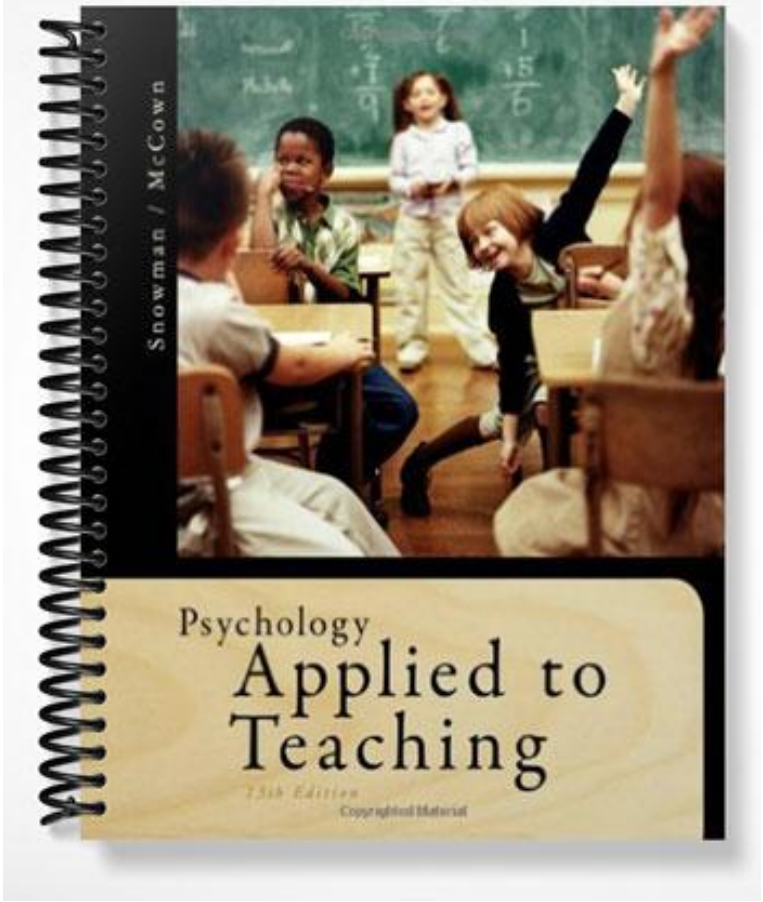
SOLUTIONS MANUAL



CHAPTER 2

Theories of Psychosocial and Cognitive Development

NOTE: Descriptions of each learning resource that accompanies the text–including how each resource can be used instructionally–are available from Table 2 in the *Introduction to the IRM*.

Organization of the Chapter. The first section of the chapter classifies and locates learning resources for Chapter 2 of the text. As will be seen, several learning resources are located within the IRM. The learning resources located within the IRM and specific to Chapter 2 are then presented in turn:

- Revealing and Challenging Assumptions: *A Quick Reference Guide for Instructors*
- Classroom Activities
- Formative Classroom Assessments
- Debates

CLASSIFICATION OF LEARNING RESOURCES FOR CHAPTER 2: *THEORIES OF PSYCHOSOCIAL AND COGNITIVE DEVELOPMENT*

To aid in your instructional decision-making, and as explained in the Introduction to this manual, the learning resources for Chapter 2 are classified primarily as guides, activities, or assessments. Within each function, they are further classified along the cognitive process dimension of the revised taxonomy.

The learning resources specific to Chapter 2 are presented below in a three-column table. The first column lists the learning resources by primary function. The second column identifies where on the cognitive process dimensions a particular learning resource falls, along the dimension from "remember" to "create." The third column provides locations and other identifications to aid you and your students in locating a specific chapter resource.

For the sake of efficiency, the column labeled "Locations and Identifications" uses several abbreviations to indicate the location of resources and, where appropriate, specific titles of a resource. Each entry in the "Locations and Identifications" column begins with an abbreviation to show where the resource can be found. A key to the abbreviations is listed below:

Abbreviation	Location
T	Text (*Psychology Applied to Teaching, 13th ed.)*
CM	Education CourseMate (the website that accompanies the text)
IRM	Instructor's Resource Manual (this document)

After the location is designated via the above abbreviations, the learning resource is identified. In some cases, the identification is a general description; in others, a title is provided. If a particular learning resource for the chapter is titled–as are Cases in Print, Classroom Activities, and Video Cases, for example–a bullet precedes the title.

Here's an example of an entry in the Locations and Identifications column:

T: •Teaching Can Be a Rewarding Experience

The example indicates a titled learning resource (a Case in Print) that can be found in the text.

(NOTE for the following table: See "Introduction: A Guide for Using the Instructor's Resource Manual" for an explanation of the primary function and the cognitive process dimension.)

Classification of Learning Resources for Chapter 2: Theories of Psychosocial and Cognitive Development

Learning Resource (by Primary Function)	Cognitive Process	Locations and Identifications
GUIDES		
Chapter Main Points	Understand	CM: Chapter themes.
Interactive Concept Maps	Understand	CM: Relationships among key concepts are mapped.
Key Points	Understand	T: Key points are listed as part of each chapter opening.
PowerPoint Slides	Understand	CM: PowerPoint slides for the chapter.
ACTIVITIES		
Cases in Print	Evaluate	T: •Teaching Students to Be Good Characters
Classroom Activities	Analyze	IRM: •Brainstorming Classroom Activities •Educational Psychologist Role Play
Debates	Create	IRM: •Does Development Really Occur in Stages?
Journal Entries	Create	T: Marginal journal entries are in the chapter.
Netlabs	Apply	CM: •Developing Morals
Pause and Reflect	Apply	T: Pause and Reflect marginal notes are in the chapter.
Reflective Journal Questions	Analyze	CM: Five questions for the chapter.
Resources for Further Investigation	Understand	T: Supplemental readings at the end of the chapter.
Revealing and Challenging Assumptions	Evaluate	T: •WHAT Students Know and HOW Students Know
Revealing and Challenging Assumptions: *Quick Reference*	Evaluate	IRM: Available later in this IRM chapter
Site Observations	Apply	CM: Two structured field observations.
Take a Stand!	Evaluate	T: •Promote Industry, Stamp Out Inferiority
Video Cases	Analyze	CM•Vygotsky's Zone of Proximal Development: Increasing Cognition in an Elementary Literacy Lesson •Middle School Reading Lesson: Integrating Technology
Web Links	Understand	T & CM: Chapter-relevant links to the Web.
ASSESSMENTS		
Student Quizzes	Understand	CM: Two multiple-choice quizzes for this chapter.
Formative Classroom Assessments	Evaluate	IRM: Questions are in the next section of this IRM chapter.
Site-Based Cases	Analyze	CM: •Promote Industry, Stamp Out Inferiority

REVEALING AND CHALLENGING ASSUMPTIONS: *A QUICK REFERENCE GUIDE FOR INSTRUCTORS*

This "quick reference" is for instructors who wish to use the *Revealing and Challenging Assumptions* feature in the text for class discussion, as an advance organizer, an integrative review, or as a way of modeling cognitively how novice reasoning about the teaching-learning process can become more expert through the study of educational psychology.

TITLE:

WHAT Students Know and HOW Students Know

NOVICE ASSUMPTION in *Revealing Assumptions*:

Teaching is simply a matter of adding to students' store of knowledge.

...OR...
Learning is a matter of adding to WHAT we know.

PAUSE & REFLECT that follows the *Revealing Assumptions* vignette:
As we observe students in classrooms, it is natural for us to infer: to explain or characterize what we see. Both our observations and our inferences are influenced by what we believe to be true, by the assumptions we make about the nature of teaching and learning. Many people assume that teaching is simply a matter of adding to what kids know. Why do teachers need to understand also how kids come to know their world and themselves? Are there other assumptions about the nature of teaching and learning revealed in this vignette? How do you conceive of developmental theory, and what assumptions about teaching and learning underlie your conception? How will you test those assumptions?

EXPERT ASSUMPTION in *Challenging Assumptions*:
Effective teaching provides students with opportunities to construct their understanding.
...OR...
Effective teachers recognize that students think differently as they develop psychosocially and cognitively.

SECONDARY ISSUE in Revealing and Challenging Assumptions:
Inferences are based on observation; inferences are not observations.

CLASSROOM ACTIVITIES

Activity 1

Title: Brainstorming Class Activities

Instructional Strategy: Brainstorming

Purpose:

This activity is designed to motivate students to become more interested and aware of developmental theories and their implications.

Objectives:

Recognize variations in abilities of human beings depending upon their developmental level.

Student Activity:

On the board, list the stages for 1 or more of the following theorists: Erikson, Piaget, Kohlberg. Have students work individually or in groups to brainstorm different characteristics of students in each stage. Encourage them to compare and contrast students at each stage in terms of cognitive, moral, and social characteristics. Finally, ask students to discuss the implications of these theories for education.

Variation:

1. Form teams and list developmental items related to each age group. Share lists with other groups and fill in any missing information.

2. Rank the items on the list in order of importance for teachers. Blindly vote 10, 9, 8, 7, 6., etc. for each category.

Activity 2

Title: Educational Psychologist Role Play

Instructional Strategy: Critical Thinking

Purpose:

This activity is designed to help students understand the similarities and differences between various educational psychology theories.

Objectives:

Develop an understanding of educational issues from multiple theoretical perspectives.

Develop an understanding and familiarity of several major educational psychology theories (e.g., Erikson, Piaget, Vygotsky, Kohlberg, Gilligan).

Student Activity:

Form groups of four to five. In groups assume the role of a major educational psychologist. Make sure that each group chooses a different theorist. Select an educational issue or question and first discuss issues within the group and decide how the particular psychologist would answer the question. Select a representative to present the position of your group. The representatives can sit in a circle in front of the class, and discuss the selected educational issue or question. The instructor can act as a moderator for the discussion. Following the general discussion, other members of the class can ask questions to help explain or clarify a point.

Variations:

1. Read articles and books of primary sources of each psychologist, and role-play answers to modern educational dilemmas. Cite quotes of the educational psychologist when appropriate.

2. During or before class, look up information on these major figures on the Internet. Print out and share findings.

3. In a small group of two to three create a website for a famous psychologist interested in human development.

4. Contact an educator or psychologist who is well known for following or extending the work of a particular developmental psychologist. Have a telephone or computer conference with that individual asking about research and open issues.

FORMATIVE CLASSROOM ASSESSMENTS

What follows are formative classroom assessment questions. The questions are keyed to the major headings and subheadings of Chapter 2 in the text and appear under the keyed heading.

Obviously, the questions keyed to the major headings subsume those written for the subheadings. Therefore, the major heading questions are generally at the higher levels along the cognitive process dimension (typically, analyze, evaluate, or create). The questions keyed to (and appearing under) each subheading are meant as formative checks of comprehension of the text material and, therefore, are more commonly focused at the understand point of the cognitive process dimension. The particular cognitive processes engaged by each formative assessment question will vary, of course, depending on how the questions are written and interpreted and on how they are engaged by you and your students. Chapter 1 of the IRM describes a variety of strategies that might be used to engage students with the formative assessment questions that follow. The Introduction to the IRM provides a description of the cognitive process dimension.

The formative assessment questions for the major headings and subheadings of Chapter 2 follow.

Erikson: Psychosocial Development

Although Erikson's theory covers the life span, some general aspects of the theory operate at all stages of psychosocial development. What are the pervasive components of Erikson's theory and how do they contribute to the psychological and social development of each individual?

Basic Principles of Erikson's Theory

How does the concept of "psychosocial crisis" affect development?

Stages of Psychosocial Development

How are the stages of psychosocial development tied to social interactions?

Helping Students Develop a Sense of Industry

What are the key contributors to the development of a sense of industry?

Helping Students Formulate an Identity

Why is the resolution of the identity versus role confusion stage important for teachers and parents to understand?

Adolescent Identity Statuses

Name some typical behaviors that you might see in adolescents who adopt the various identity statuses.

Criticisms of Erikson's Theory

What is the most important criticism of Erikson's theory and why?

Piaget: Cognitive Development

State, in one sentence, Piaget's view of the relationship between cognitive development and learning. What evidence can you cite to support your claim?

Basic Principles of Piaget's Theory

How are schemes related to the concepts of organization, adaptation, equilibration, and knowledge construction?

Stages of Cognitive Development

How should teachers use Piaget's stages to support their efforts to help students learn?

The Role of Social Interaction and Instruction in Cognitive Development

What is the role of social interaction in cognitive development, according to Piaget? How does this role differ from Erikson's view of social interaction?

Criticisms of Piaget's Theory

What are the limitations of Piaget's theory that teachers should always keep in mind?

Vygotsky: Cognitive Development

State, in one sentence, Vygotsky's view of the relationship between cognitive development and learning. What evidence can you cite to support your claim?

How One's Culture Affects Cognitive Development

How are "psychological tools" related to culture?

How Social Interaction Affects Cognitive Development

Why is social interaction so critical to cognitive development?

How Instruction Affects Cognitive Development

Why is the zone of proximal development critical to learning and to cognitive development?

Using Technology to Promote Cognitive Development

Piaget and Vygotsky developed their respective theories long before the information age. Have the technological tools of the information age altered these two theories of development? Did the theories anticipate the information age? Offer evidence to support your answers.

Technology Applied to Piaget

How might technology be used to foster the adaptive processes of cognitive development?

Technology Applied to Vygotsky

Can technology "interact" within a student's zone of proximal development? How?

Piaget, Kohlberg, and Gilligan: Moral Development

Why are theories of psychosocial development and cognitive development addressed in the same chapter with moral development? How does one's cognition and social interaction influence one's moral judgments and behavior?

Piaget's Analysis of the Moral Judgment of the Child

How are moral realism and moral relativism related to Piaget's stages of cognitive development?

Kohlberg's Description of Moral Development

In what ways does Kohlberg's theory emphasize reasoning over behavior? What are the implications?

The Caring Orientation to Moral Development and Education

How does Gilligan's and Nodding's views of caring relate to moral development?

Does Moral Thinking Lead to Moral Behavior?

What lessons from the Hartshorne and May studies should teachers keep in mind?

DEBATES

Debates allow students to 1) articulate their views on controversial issues, 2) justify their views with relevant and

supportive information, and 3) compare and contrast their views with others. The debate below is designed for a brief, in-class discussion to support lecture and text information.

DEBATE TOPIC: Does Development Really Occur in Stages?

Chapter 2 presents a number of different stage theories. Stage theorists believe that children in one stage are qualitatively different than children in another stage (i.e., there is a major change or shift in previously acquired knowledge and skills). Not everyone agrees that development occurs this way. For example, some theorists, like Vygotsky, believe development is more of a gradual progression.

Side 1: Development is best explained by stage theories. If you observe children of different ages, you will notice distinct differences in the way they think and act.

Side 2: Development, in general, is much more gradual and not as abrupt as stages would imply. Watch children as they gradually gain knowledge in different subject areas.

Additional Debates: A set of six general debates that apply to one or more chapters from *Psychology Applied to Teaching* is also available. These debates are more formal in nature and are designed to take at least one class session–as a one-time, in-class activity–or as part of an instructional assignment. If they are used as an assignment, students could conduct research on the debate topic and then write a paper, building their argument for the debate. Another assignment option could follow an in-class debate session with students writing a reflection paper on both the pro and con positions plus a personal position on the debate topic. The six general debates are included in the Debates section of Chapter 1 in this manual.

Finally, we remind you that there are other general learning resources that your students might find helpful. They are described in the Introduction to the IRM. Several are included in chapter 1 of the IRM. The general resources are classified and described in the Introduction. A classification table for general resources follows.

General Learning Resources for *Psychology Applied to Teaching*, Thirteenth Edition

Learning Resource (by Primary Function)	Cognitive Process	Locations and Identifications
GUIDES		
Flashcards	Remember	CM: Two versions (as Flashcards or Glossary).
Glossary	Remember	T: Glossary is at the end of the text.
ACTIVITIES		
INTASC Standards	Analyze	T: Inside cover of text.
Lesson Plans	Analyze	CM: Six lesson plans available for analysis.
ASSESSMENTS		
General Rubric for Video Case Assessment	Evaluate	CM: A set of questions to evaluate video cases.
PRAXIS II	Apply	T: Inside cover of text.
Semester Projects	Analyze	CM: Nine integrative projects.
Test Bank	Evaluate	CM: Items also available on CD.