Chapter 2

Theories of Psychosocial and Cognitive Development
Overview

- Erikson: Psychosocial Development
- Piaget: Cognitive Development
- Vygotsky: Cognitive Development
- Using Technology to Promote Cognitive Development
- Piaget, Kohlberg, & Gilligan: Moral Development
Erikson: Psychosocial Development

• Basic Principles of Erikson’s Theory
  • Epigenetic Principle
    – Idea that development progresses through a series of interrelated stages and that each stage has a critical period of development
  • Psychosocial Crisis
    – Turning points; conflict between opposing psychological qualities
Erikson: Psychosocial Development

- Stages of Psychosocial Development
  - Trust vs. Mistrust (birth to 1 year)
  - Autonomy vs. Shame & Doubt (2 to 3 years)
  - Initiative vs. Guilt (4 to 5 years)
  - Industry vs. Inferiority (6 to 11 years)
  - Identity vs. Role Confusion (12 to 18 years)
  - Intimacy vs. Isolation (young adulthood)
  - Generativity vs. Stagnation (middle adulthood)
  - Integrity vs. Despair (older adulthood)
Erikson: Psychosocial Development

- Adolescent Identity Statuses (James Marcia)
  - Identity Diffusion
    - No crisis; no commitment; little self-direction, impulsive, and low self-esteem
  - Foreclosure
    - No crisis; commitment made; close-minded and accepts and endorses parental choices and values
  - Moratorium
    - Crisis experienced; no commitment; anxious, changes major often, and often dissatisfied
  - Identity Achievement
    - Crisis experienced; commitment made; introspective, planful, logical, and high self-esteem
### Marcia: Identity Statuses Chart

<table>
<thead>
<tr>
<th>Crisis</th>
<th>Commitment</th>
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<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Achievement</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>Moratorium</td>
</tr>
<tr>
<td>No</td>
<td>Yes</td>
<td>Foreclosure</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>Diffusion</td>
</tr>
</tbody>
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Cultural, Ethnic, and Gender Factors in Identity Status

- Foreclosure is historical norm, but moratorium was more popular in 1960s and 70s because of Vietnam war and other social upheavals
- Males and females emphasize different identity statuses
- Percentage of adolescents in each category varies by country and culture
Criticisms of Erikson’s Theory

- Based on personal and subjective interpretations
- Is better at describing psychosocial development than explaining how and why it occurs
- Active exploration of beliefs, relationships, careers not universal practice
- Reflect the personality development of males more than females
Piaget: Cognitive Development

- Basic Principles of Piaget’s Theory
  - Scheme
    - Organized pattern of behavior or thought
  - Organization
    - Tendency to coherently systematize and combine processes into general systems
  - Adaptation
    - Process of creating a good fit between one’s conception of reality and one’s experiences
Piaget: Cognitive Development

• Basic Principles of Piaget’s Theory (Cont’d)
  • Equilibration
    – Tendency to organize schemes to allow better understanding of experiences
  • Disequilibrium
    – Perception of a discrepancy between existing scheme and new information that one is driven to resolve
Piaget: Cognitive Development

• Adaptation is accomplished by:
  • Assimilation:
    – Interpreting an experience by fitting into an existing scheme
  • Accommodation:
    – Interpreting an experience by changing an existing scheme to incorporate the experience
## Piaget: Stages of Cognitive Development

<table>
<thead>
<tr>
<th>Stage</th>
<th>Age Range</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensorimotor</td>
<td>Birth to 2 yrs</td>
<td>Develops schemes primarily through sense and motor activities. Recognizes performance of objects not seen.</td>
</tr>
<tr>
<td>Preoperational</td>
<td>2 to 7 yrs</td>
<td>Gradually acquires ability to conserve and decenter, but not capable of operations.</td>
</tr>
<tr>
<td>Concrete Operational</td>
<td>7 to 11 yrs</td>
<td>Capable of operations, but solves problems by generalizing from concrete experiences.</td>
</tr>
<tr>
<td>Formal operational</td>
<td>11 yrs and older</td>
<td>Able to deal with abstractions, form hypotheses, solve problems systematically, engage in mental manipulations.</td>
</tr>
</tbody>
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Piaget: Cognitive Development

• The Role of Social Interaction and Instruction in Cognitive Development
  • Social interaction with peers leads to less egocentrism and development of new schemes
  • Instruction may hasten development of new schemes that have started to form
Piaget: Cognitive Development

• Criticisms of Piaget’s Theory
  • Underestimating Children’s Capabilities
  • Overestimating Adolescents’ Capabilities
  • Vague Explanations for Cognitive Growth
  • Cultural Differences
Vygotsky: Cognitive Development

• How One’s Culture Affects Cognitive Development
  • How one thinks and solves problems is influenced by the contemporary and historical forces of one’s culture
  • A culture’s psychological tools (various cognitive devices and procedures) aid and change one’s thought processes
Vygotsky: Cognitive Development

• How Social Interaction Affects Cognitive Development
  • Cognitive development aided more by interacting with more intellectually advanced peers, older children, and adults who can transmit more advanced psychological tools
Vygotsky: Cognitive Development

• How Instruction Affects Cognitive Development
  • Formal instruction replaces spontaneous concepts (empirical learning) with scientific concepts (theoretical learning)
Vygotsky: Cognitive Development

• Instruction and the Zone of Proximal Development
  • ZPD is the difference between what a child can do on his own and what can be accomplished with some assistance
  • Scaffolding is used to support learning during its early phases; as students become more capable of working independently, supports are withdrawn
  • Well-designed instruction should be aimed slightly ahead of what a child knows and can do
Video: Vygtosky's Zone of Proximal Development: Increasing Cognition in an Elementary Literacy Lesson
## Comparison of Piaget and Vygotsky

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<thead>
<tr>
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<th>Piaget</th>
<th>Vygotsky</th>
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<tbody>
<tr>
<td>Role of Social Interaction</td>
<td>More strongly influenced by peers</td>
<td>More strongly influenced by those more intellectually advanced</td>
</tr>
<tr>
<td>Role of Instruction</td>
<td>Formal instruction does not have significant impact</td>
<td>Instruction important zone of proximal development (ZPD)</td>
</tr>
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Using Technology to Promote Cognitive Development

• Technology Applied to Piaget
  • Microworlds
  • Microcomputer-based laboratory (MBL)
  • Collaboration with other students via the Internet

• Technology Applied to Vygotsky
  • Cognitive apprenticeship with technology (telementoring)
  • Interaction with peers as well as experts on the Web (multi-user virtual environments, for example)
Piaget, Kohlberg, and Gilligan: Moral Development

• Piaget’s Analysis of the Moral Judgment of the Child
  • Moral Realism (Morality of Constraint)
    – Rules are sacred, consequences determine all guilt; typical of six-year-olds
  • Moral Relativism (Morality of Cooperation)
    – Rules are flexible, intent is important in determining guilt; typical of twelve-year-olds
Piaget, Kohlberg, and Gilligan: Moral Development

• Kohlberg’s Use of Moral Dilemmas
  • Expanded on Piaget’s work by having people of different ages respond to moral dilemmas
  • On the basis of their responses identified six stages of moral development
Example of a Moral Dilemma: Heinz and the Drug

• “In Europe a woman was near death from cancer. One drug might save her, a form of radium that a druggist in the same town had recently discovered. The druggist was charging $2,000, ten times what the drug cost him to make. The sick woman’s husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later, but the druggist said “No.” The husband got desperate and broke into the man’s store to steal the drug for his wife. Should the husband have done that?” (Kohlberg, 1969, p. 376)
Piaget, Kohlberg, and Gilligan: Moral Development

• Kohlberg’s Six Stages of Moral Reasoning
  • Level 1: Preconventional Morality
    – Stage 1: Punishment-obedience orientation
    – Stage 2: Instrumental relativist orientation
  • Level 2: Conventional Morality
    – Stage 3: Good boy-nice girl orientation
    – Stage 4: Law-and-order orientation
  • Level 3: Postconventional Morality
    – Stage 5: Social contract orientation
    – Stage 6: Universal ethical principle orientation
Piaget, Kohlberg, and Gilligan: Moral Development

• Criticisms of Kohlberg’s Theory
  • Acceleration of moral development through instruction is limited
  • Moral dilemmas are too removed from everyday social interactions
  • Theory does not adequately address micromoral issues
  • Too much emphasis on moral reasoning and not enough on moral behavior
  • Research sample (white males) limits the generalizability of the findings
Piaget, Kohlberg, and Gilligan: Moral Development

• The Caring Orientation to Moral Development and Education: Carol Gilligan
  • Believes that females are less concerned about separation and independence and more concerned about remaining loyal through expressions of caring, understanding, and sharing experiences
  • More likely to resolve identity vs. role confusion and intimacy vs. isolation at the same time
Piaget, Kohlberg, and Gilligan: Moral Development

- The Caring Orientation to Moral Development and Education: Nel Noddings
  - Believes that caring relationships help produce a moral attitude in students
  - Educators should strive to create genuine caring relationships in schools
Piaget, Kohlberg, and Gilligan: Moral Development

• Does Moral Thinking Lead to Moral Behavior?
  • Hartshorne and May studies (1929, 1930): Providing students with moral knowledge and belief systems does not necessarily lead to moral behavior
  • Recent research on character education programs supports these findings