History Of Psychology: Developmental Perspectives

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perspectives on development

1. Biological perspective (nature)
2. Learning perspective (nurture)
3. Ecological perspective (transactional)
4. Discontinuous (stages)
5. Continuous (gradual)

Time Line of Developmental Psychology

- John Locke 1632
- Jean Rousseau 1712
- Darwin 1809
- Stanley Hall 1844
- James Baldwin 1861
- Alfred Binet 1857
- Maria Montessori 1870
- John Watson 1878
- Werner 1890
- Piaget 1912
- Les Vygotsky 1896
- Erik Erikson 1902
- Gibson 1910
- Urie Bronfenbrenner 1917
- Bandura 1940
Lev Vygotsky (1896-1934)

Contextual Perspective

- Vygotsky’s Sociocultural Cognitive Theory
  - Cultural and social interaction guide cognitive development.
  - A child’s development is inseparable from social and cultural activities
  - Children’s social interaction with more skilled adults and peers is indispensable in advancing cognitive development

Children’s abilities

- Elementary Mental Functions
  - are those functions a child is born with

- Higher Mental Functions
  - embodies the use of signs to mediate memory functions. Link things together.

Zone of Proximal Development

- the range of tasks that are too difficult for children to master alone
Scaffolding

- Process by which others guide students level of performance
  - Teachers
  - Peers
  - Parents
  - Siblings

Language and Thought

- Vygotsky (1962) believed that young children use language not only for social communication but also to plan, guide, and monitor their behavior

- Dialogue with a skilled helper enables thinking to be more systematic, logical, and rational.

- Private speech, an important tool of thought during the early childhood years, represents an early transition in becoming more socially communicative

Vygotsky in the Classroom

- Assess the child’s ZPD.
- Use the child’s zone of proximal development in teaching.
- Use more-skilled peers as teachers.
- Monitor and encourage children’s use of private speech.
- Place instruction in a meaningful context.
**Vygotsky vs. Piaget**

- Vygotsky was a **social constructivist** whereas Piaget was a **cognitive constructivist**.
- Vygotsky proposed no general stages, whereas Piaget did.
- Piaget advocated learning by exploring the world, whereas Vygotsky advocated learning through the help of a more skilled guide.
- Both theorists viewed the teacher as a facilitator and guide, not a director.
- Vygotsky may have overemphasized the role of language in thinking.

**Heinz Werner (1890-1964)**

**Process analysis**

- Uniformity vs. Multiformity
- Continuity vs. Discontinuity
- Unilinearity vs. Multilinearity
- Fixity vs. Mobility

**Erik Erikson (1902-1994)**

**8 stages of psychosocial development**

- Social relationships than individual personality and sexual feelings.
- Life-span development is important, compared to Freud who believed experiences in first five years shape personality.
### 8 Stages of Psychosocial Development

1. Infancy  
   - Trust vs. Mistrust
2. Early Childhood  
   - Autonomy vs. Shame & Doubt
3. Play age  
   - Initiative vs. Guilt
4. School Age  
   - Industry vs. Inferiority
5. Adolescence  
   - Identity vs. Identity Confusion
6. Young Adulthood  
   - Intimacy vs. Isolation
7. Adulthood  
   - Generativity vs. Stagnation
8. Mature age  
   - Integrity vs. Despair

### Erikson & Identity Formation

- Adolescent Identity
  - Identity diffusion
  - Identity foreclosure
  - Identity moratorium
  - Identity achievement

### Evaluating psychosocial theory

- **Contributions:**
  - Early experience as important, family relationships as central
  - Adulthood is also important.

- **Criticisms:**
  - Difficult to test, stage theory but each stage may be independent and overlap
Eleanor Gibson (1910-2002)
- Perceptual learning
  - depth perception
- Enrichment Theory vs. Differentiation theory

The Visual Cliff

Bronfenbrenner’s Theory
Culture

- **Macro System**
  - Individualism – priority of personal goals, achievement
  - Collectivism – priority to group goals, harmony

  How would this shape other systems?

Albert Bandura

- Social Cognitive Theory
  - Observational Learning
    - Bobo doll experiment

Gender Role Development

  Observational Learning

- Parental Influence
- Peer Influence
- Schools and Teachers
Gender Roles & The Media

Are there gender differences?

Areas of Gender Differentiation
1. Relationships
   - Rapport talk
   - Report talk
2. Aggression
3. Emotion
4. Prosocial Behaviour
5. Achievement

Social Cognitive Model (Bandura)

Behaviour

Person/Cognition

Environment
Summary – perspectives on development

- **Biological perspective** (nature)
  - cause of development is genetically determined patterns of change

- **Learning perspective** (nurture)
  - major causes of developmental change are from the environment

- **Ecological perspective** (transactional)
  - emphasize the interplay among the various factors that influence development

Where do these Theories fit?

1. Biological perspective
   a. John Watson
   b. Jean Rousseau
   c. Piaget

2. Learning perspective
   d. Vygotsky
   e. Erikson
   f. Gibson
   g. Bronfenbrenner
   h. Bandura

3. Ecological perspective
   - Bronfenbrenner

4. Discontinuous (stages)
   - Piaget
   - Erikson

5. Continuous (gradual)
   - Vygotsky

Where do these Theories fit?

1. Biological – Gibson, Rousseau, Piaget
2. Learning – Watson, (Locke), Bandura
3. Ecological - Bronfenbrenner, Vygotsky
4. Continuous - Vygotsky
5. Discontinuous - Piaget, Erikson