



Competency 1 - Human Development

Submitted by: Ni'Tonya R. Chaisson

September 12, 2017

West Texas A&M University

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ABSTRACT

Various theorists have supported the research into cognitive development. These findings have also supported the research of psychosocial development, allowing students key information in developments in social interactions. With these various theories, instructors can expand their world of opportunities in a better future for students.

Keywords: Erikson, Maslow, Piaget, Vygotsky, Behaviorism, Constructivism, Cognitivism

COMPETENCY 1 - HUMAN DEVELOPMENT

Throughout the years, theorists have tried to find better ways to communicate with one another. Some conditions can cause suffering students much difficulty, resulting in uncertainty of their well-being. Many theorists such as Maslow, Piaget, Vygotsky and Erikson have studied and develop terms to give a name and face to the normal and abnormal development of students in need of guidance during their growth. With these theorists' various stages and terms (such as behaviorism, cognitivism and constructivism) we can pinpoint the mishaps in development and assistance for needful students through accommodations and modifications.

MASLOW - INTERNAL ENVIRONMENT

Abraham Maslow is a psychologist that found his first set of case study participants while working as an instructor at Brooklyn College, where he began the foundations of his earliest theories (Goodtherapy.org, 2015). Maslow achieved chair of the psychology department at Brandeis University and helped establish the roots of humanistic psychology (Goodtherapy.org, 2015). One major way Abraham Maslow contributed to education was by coining the term "self-actualization" (Goodtherapy.org, 2015). This is interesting because unlike most theorist, Maslow's approach (self-actualization) highlighted the positive aspects of his subjects, marking their highest level of personal achievements occurring when they were their "happiest" with perfect alignment for memorable satisfaction (he compared his method to that of Sigmund Freud due to this) (Goodtherapy.org, 2015). This foundational research is still the basis for past and current research.

One thing to keep in mind as an educator is Maslow's Hierarchy of needs. By evaluating the students development through the stages, it can be determined what the student has or hasn't accomplished, making it easier to pin point needed help on the 5 stage model of deficiency and being needs (Goodtherapy.org, 2015). As an educator, I will have a better understanding of student needs based on where they are on the 5 stages of needs. I would try to provide a safe environment where we as a class will help those who have not reached certain stages by meeting as many of their needs as logically possible for a safe learning environment (Bingham, T., 2012, Teaching Texas, p. 7).

PIAGET - COGNITIVE DEVELOPMENT

Piaget spent his career focusing on the behavior of children as they learn while he studied psychological education (Bingham, T., p. 7). This led to his notice of peak developmental moments in a child's life and he combined this with 4 stages of development that circulate around these peak moments (Bingham, T., p. 7). He stated that children with cognitive disequilibrium tend to assimilate and accommodate previous known information with true and accurate facts in a schema to keep their personal understanding safe (Bingham, T., p. 7). His research assisted with education by allowing a basis of understanding to support students who

have not successfully completed stages, once again allowing a reference for student assistance, and laid the foundations for the constructivist movement (Bingham, T., p. 10). Piaget's research unfortunately only focuses on the negative aspects of development and so is no longer supported.

As an educator, it is important to know the details of the cognitive development stages so students can feel challenged and engaged. Basing classroom lessons and instructions with the students' proper operational stages will provide a growing environment along with a learning one. Piaget's research allows me, as a teacher, to take a closer look at students as they interact with their environment. Making sure students understand what they are being taught rather than just remembering, which allows proper monitoring of student cognitive development and application in a safe environment.

VYGOTSKY

Vygotsky saw an important link between speech and social interactions and took note as he researched how they supported cognitive development as the child learned interpsychologically and intrapsychologically (Bingham, T., p. 10). This made cultural and social interactions a needed vehicle that supports their zone of proximal development from learning to knowing through language (Bingham, T., p. 10). Lev Vygotsky supported the research of cognitive development by hypothesizing that social interactions and private speech supported by scaffolding and assisted learning could guide students' zone of proximity to an area of full independent understanding (Bingham, T., p. 10).

Keeping Lev Vygotsky's research in mind, instructors can provide a safe environment in which students can display and practice cultural norms (Bingham, T., p. 11). As an educator, I can use Vygotsky's zone of proximal development as a guidance to better establish a comfortable learning environment of inquiry and discovery along with assessment testing (Bingham, T., p. 11).

ERIKSON - PSYCHOSOCIAL DEVELOPMENT

Erik Erikson did extensive research to support the ideas of psychosocial development through his 8 stages of development (Bingham, T., p. 12). His research added to developmental stage success according to what was accomplished by the stage ending, resulting in "self" balance if not completely successful (Bingham, T., p. 12). His research stands as a means for colleagues to associate social and emotional aspects of the environment and apply them to assist with behavioral growth (Bingham, T., p. 15). Being aware of Erikson's 8 stages of development can guide teachers' themed lessons, detailing instruction according to the majority students' operational "age" (Bingham, T., p. 15). The use of psychosocial development will stand as support as I guide lesson plans and create activities being mindful of student needs and building supportive and dependable trust.

BEHAVIORISM

Behaviorism describes a psychological approach to the formation of behavior (McLeod, 2017). This behavior occurs visibly and detectably from the student's regular surroundings and use of communication (McLeod, 2017). Through careful study of this approach, teachers can view the pros and cons of environmental influences that can alter a student's direction. Although environmental conditioning plays a large part in the formation of behavior, it is known that it is not the only cause. The learning theory consisting of classical or operant conditioning, and so, will also need to be considered when evaluated (McLeod, 2017).

COGNITIVISM

In contrast to behaviorism, cognitivism takes a look at the inner development of an individual (J L, 2015). The person is described as a "computer", inputting data similar to a "black box" (J L, 2015). This type of viewing allows deeper study of mental processes (J L, 2015). The source of output is not normally used as an indicator but does give insight to the inner mind and therefore observed as an assistant (J L, 2015). Remembering that evaluation of these processes will lead to unobservable changes makes an interesting avenue for ways to assess these changes.

CONSTRUCTIVISM

Constructivism deals with prior knowledge and the use of assimilation in forming knowledge as we go along (Constructivism as a Paradigm for Teaching and Learning (n.d)). A good way to apply this theory is by involving students in active learning consisting of knowledge that generates deep thought and then later discussed as a group to gain more learning aspects (Constructivism as a Paradigm for Teaching and Learning (n.d)). Building upon this theory can prepare students to be thoughtful thinkers on a regular basis (Constructivism as a Paradigm for Teaching and Learning (n.d)). These skills can be used as students learn how to be better scientists while comprehending given lessons (Constructivism as a Paradigm for Teaching and Learning (n.d)).

The current dominant theory in education, I believe, stands as constructivism. This theory supports the thinking of young minds and will grow as they learn. With constructivism, students can establish a learning system that is supported by their impression of the world as their minds continue to be shaped. They can use previous experience to help guide their understanding of knowledge formed questions. This type of theory offers more personal interest to class conversations, expanding understanding amongst peers.

The dominant theory affects the way educators develop activities that join the class together. Students can present more in-depth conversations, using exploratory tools to extend their critical thinking through experiences and knowledge. It is important for teachers to know

these theories to have a support system to rely on. By associating classroom activities and centering them around the current stage range, the students are associated with teachers can grasp concepts and ideas that are not too difficult for the students to understand. Helping students in critical thinking will prove to be beneficial in the long run as teachers shape and mold the minds of the future.

The age-level characteristics of students I plan on working with are as follow:

- Eleven-year-olds
- Interests in organized games
- Rapid growth
- Girls outgrowing boys
- Want of group approval
- Independence
- Increased appetites
- Sensitivity to others and own feelings
- Self-conscious about physical activities unless skilled
- Becoming more analytical
- Starting to really notice the opposite gender

The use of an internal environment and provision of safety for students will assist the atmosphere as they seek group approval and sensitivity to other's feelings increase. The use of Maslow's theory will also support students as they discover in a positive environment. The use of Vygotsky's 5 contributions of social interaction will also guide learning at this develop stage. These guides also contribute to the student's zone of proximal development. The use of Erikson's Psychosocial Development adds additional support in group approval as students learn and are acknowledged for thoughtful answers in stage 4 of industry versus inferiority. Behaviorism and constructivism also play a roll in forming ideas and views through previously learned experience, producing individual uniqueness.

Competency 1 in the educational classroom proves to be a needed guide. This information helps the teacher create a classroom atmosphere that is student centered. The ideas and information of known theorists and the theories provided will assist with appropriate activities for age developed and cognitive developed students. The various stages will also assist with appropriate activities and conversations with students.

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