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Chapter 2 How students develop and learn

Learning Outcome 2.1: Describe influential human development theories from the twentieth century and how they relate to effective teaching.

- 1) Studies in human development typically focus on:
 - a) changes that occur in humans between birth and adulthood.
 - b) chronological changes in physical, personal and other domains.
 - c) changes that are judged to be for the better or worse.
 - d) changes that allow us to become more consistent in our responses.

Question Type: Multiple Choice

Answer: b

Learning Outcome: 2.1

Difficulty: 2

Page Ref: 16

- 2) Give three reasons why there are still problems in generalising explanations of human development across genders and cultures.

Question Type: Short Answer

Answer:

- 1) Circumstances and medical conditions of some cultural groups can be impediments to development.
- 2) The focus on intra-individual change can often lead to insufficient attention being given to interpersonal and social forces.
- 3) Life events vary enormously between individuals.

Learning Outcome: 2.1

Difficulty: 2

Page Ref: 16

- 3) Which of the following is not one of the four major strands of human development theory that were prevalent in the 1950s and 1960s?
 - a) Cognitive psychology.
 - b) Behavioural psychology.
 - c) Social constructivist psychology.
 - d) Social cognitive psychology.

Question Type: Multiple Choice

Answer: c

Learning Outcome: 2.1

Difficulty: 1

Page Ref: 17–18

- 4) An important way for teachers to find out first-hand about their students' work habits, manual dexterity and the nature of their present developmental tasks is by:
- a) asking parents and caregivers.
 - b) reading textbooks.
 - c) observing students.
 - d) asking previous teachers.

Question Type: Multiple Choice

Answer: c

Learning Outcome: 2.1

Difficulty: 2

Page Ref: 19

- 5) Explain why teachers need to be familiar with human development theories. Choose five key insights from the chapter and explain how they would inform your practice as a teacher.

Question Type: Essay

Answer: The student's response should cover:

- Teachers need to be familiar with human development theories so they can engage in developmentally appropriate practice (i.e. practice suited to the characteristics and progress of individual children) (McDevitt et al.; 2013).
- Developmental theories are dynamic and dependent on use. The way teachers might use a particular theory depends upon how they interpret it and use it as a tool in the classroom.
- Teachers need to observe students closely to assess their levels of development.
- Depending on which theorists' insights the student refers to, teaching practices cited should be drawn from strategies listed for those theorists at various points in the chapter.

Learning Outcome: 2.1

Difficulty: 3

Page Ref: 16–35

Learning Outcome 2.2: Identify student characteristics and teaching strategies that typify Piaget's four stages of intellectual development.

- 6) Jean Piaget used the term 'assimilation' to refer to when children:
- a) actively construct their world.
 - b) incorporate new knowledge into existing knowledge.
 - c) adjust to new information.
 - d) achieve a state of mental balance.

Question Type: Multiple Choice

Answer: b

Learning Outcome: 2.2

Difficulty: 1

Page Ref: 19

- 7) Is the following statement True or False? 'According to Piaget, cognitive growth results from cognitive equilibrium.'

Question Type: True/False

Answer: False (Cognitive growth results from cognitive disequilibrium.)

Learning Outcome: 2.2

Difficulty: 1

Page Ref: 19–20

- 8) In Piaget's four stages of intellectual development the 'concrete operational stage' is applied to the age range:
- a) 0–2 years.
 - b) 2–7 years.
 - c) 7–11 years.
 - d) 11 years and above.

Question Type: Multiple Choice

Answer: c

Learning Outcome: 2.2

Difficulty: 1

Page Ref: 20

- 9) Classifying objects based on a single characteristic is typical of children at:
- a) sensori-motor stage.
 - b) pre-operational stage.
 - c) concrete operational stage.
 - d) formal operational stage.

Question Type: Multiple Choice

Answer: b

Learning Outcome: 2.2

Difficulty: 1

Page Ref: 21

10) A strategy that would not be appropriate for teaching children at Piaget's pre-operational stage is:

- a) using concrete materials.
- b) providing hands on experience.
- c) keeping instructions brief.
- d) imagining ideal-world scenarios.

Question Type: Multiple Choice

Answer: d

Learning Outcome: 2.2

Difficulty: 2

Page Ref: 21–22

11) Provide an overview of the key insights from the developmental theories of Piaget, Bruner and Vygotsky and comment on any areas of commonality and divergence.

Question Type: Essay

Answer: The student's response should cover:

- Piaget: biological inevitability to how children develop; 'schema', a framework that exists in an individual's mind to organise and interpret information, to demonstrate how children construct the world; processes of assimilation and accommodation responsible for how children use and adapt their schemata; four stages of development (sensori-motor (0–2 years), pre-operational (2–7 years), concrete operational (7–11 years), formal operational (11 years plus).
- Bruner: see insights summarised in dot points at bottom of page 24. Bruner identified three stages of growth: (enactive stage of learning by doing; iconic stage involving the use of imagery but not language; symbolic stage where understanding comes through the use of symbol systems such as language.
- Vygotsky: focused on social interaction as the main determinant of human development: children use private speech to communicate with themselves and outer speech to communicate with others. Four stages in the development of thought: non-verbal thought and conceptual speech; beginning of a merging between thinking and speech; egocentric speech (overt); egocentric speech becomes covert.

- Commonality (e.g. all focused on staged development); Bruner and Vygotsky had a strong focus on the role of social interaction and language in development.
- Divergence (e.g. Piaget related children's ages to their stages of development).

Learning Outcome: 2.2

Difficulty: 3

Page Ref: 19–28

Learning Outcome 2.3: Compare and contrast Bruner's and Vygotsky's insights about learning and thought development.

12) Jerome Bruner's insights about development were primarily focused on:

- a) social development.
- b) intellectual development.
- c) language development.
- d) moral development.

Question Type: Multiple Choice

Answer: b

Learning Outcome: 2.3

Difficulty: 2

Page Ref: 24

13) Describe 2 strategies teachers could use to practice Bruner's idea of discovery learning.

Question Type: Short Answer

Answer: Present both examples and non-examples of concepts; help students see connections among concepts; pose questions and encourage students to find answers; try to get students to make intuitive guesses.

Learning Outcome: 2.3

Difficulty: 1

Page Ref: 25–26

14) Lev Vygotsky theorised that at about two years of age children:

- a) do not connect speech and thought.
- b) begin to connect their thinking with their speech.
- c) begin to use speech to direct their behaviour.
- d) use covert abbreviated speech to talk about their actions.

Question Type: Multiple Choice

Answer: b

Learning Outcome: 2.3

Difficulty: 1

Page Ref: 26–27

15) One difference between the theories of Bruner and Vygotsky is that:

- a) Vygotsky focused more on the social world of the child.
- b) Bruner placed more importance on scaffolding students' efforts.
- c) only Bruner identified stages of growth.
- d) Vygotsky placed more emphasis on discovery learning.

Question Type: Multiple Choice

Answer: a

Learning Outcome: 2.3

Difficulty: 3

Page Ref: 24–28

Learning Outcome 2.4: Describe the effects of positive and negative life experiences in Erikson's eight stages of psychosocial development.

16) In his theory of psychosocial development, Erik Erickson argued that:

- a) the seven stages of development are independent of each other.
- b) there are two adult stages of development.
- c) identity is the basis for personality development.
- d) industry versus role confusion is an important childhood stage.

Question Type: Multiple Choice

Answer: c

Learning Outcome: 2.4

Difficulty: 2

Page Ref: 29

17) Is the following statement True or False? 'Erickson saw the tension between negative and positive polarities as necessary for healthy psychosocial development.'

Question Type: True/False

Answer: True

Learning Outcome: 2.4

Difficulty: 1

Page Ref: 29

- 18) Erickson's third stage of initiative versus guilt is most typical of children aged:
- a) 2–3 years.
 - b) 4–5 years.
 - c) 6–7 years.
 - d) 8–9 years.

Question Type: Multiple Choice

Answer: b

Learning Outcome: 2.4

Difficulty: 1

Page Ref: 30

Learning Outcome 2.5: Describe teaching implications arising from Kohlberg's theory of moral development.

- 19) Lawrence Kohlberg's theory of moral development was strongly influence by the work of:
- a) Piaget.
 - b) Bruner.
 - c) Vygotsky.
 - d) Erickson.

Question Type: Multiple Choice

Answer: a

Learning Outcome: 2.5

Difficulty: 1

Page Ref: 31

- 20) In Kohlberg's six stages of moral development, people make moral judgments based on performing 'good' and 'bad' roles at:
- a) stage 3.
 - b) stage 4.
 - c) stage 5.
 - d) stage 6.

Question Type: Multiple Choice

Answer: a

Learning Outcome: 2.5

Difficulty: 1

Page Ref: 32

- 21) Kohlberg focused on stages of moral development rather than the development of values because he believed:
- a) values are difficult to teach.
 - b) values are not the basis of moral choices.
 - c) there is a lack of consensus on which values to teach.
 - d) moral development can be taught.

Question Type: Multiple Choice

Answer: c

Learning Outcome: 2.5

Difficulty: 2

Page Ref: 32

- 22) Is the following statement True or False? 'Kohlberg believed that teachers should intervene to accelerate children's progression through the three stages of moral reasoning.'

Question Type: True/False

Answer: False (Kohlberg believed in a 'natural' sequence for these stages. Children react to their environment so the role of the teacher is to enhance the child's development along a path that will inexorably occur over a period of time.)

Learning Outcome: 2.5

Difficulty: 2

Page Ref: 31–32