

NOTE: Very rough draft here, but this is used in the timeline.

- **Piaget's Cognitive Development Theory**

3rd grade: I was a smart cookie, so I was very good at those speed math tests (do 30 problems in a minute, stuff like that). I was so good and enthralled that I decided to go all the way and finish the add/subtract section. Then I finished the multiply/divide section. However, a new format appeared that I couldn't recognize (I would later learn it to be the exponent). The question was 15^2 . I started it by doing what I normally do with multiplication and got 30, which was wrong. I first tried to assimilate what it was before asking my teacher what it was, which made me have to accommodate the fact that exponent's was multiplication but with the number itself. The upper number indicates how many times I had to multiply it.

- **Vygotsky's Sociocultural Cognitive Development Theory**

My event was in preschool in 2007 when I was 4 years old. We needed to clean up after playtime because we were messy children, but I just wanted to sing the song, no clean up. While walking around and singing, the other students noticed that I wasn't doing much. One even clued in the teacher, who didn't do much at the start, but quickly asked what I was doing when I sat down. Me, a very young child who didn't want to get in trouble, started to help, but it was too late. The play area was already clean, so there was nothing I could do. The ZPD comes from looking at the other students cleaning up and the teacher not getting on to them, so I learned cleaning up was good.

- **Bronfenbrenner's Bioecological Human Development Theory**

September 2010, my town hosts the national chuckwagon race championship (racing around in old-time wagons). I realized that we are in such a weird area of population because Clinton itself is a very small town that resides on a main highway, so most of our stuff comes from people traveling through. This is attached to the fact that we are in small town south, so we don't have many special events going on. There, we see a lot of systems exposed. Microsystem: Immediate Family, use going to chuckwagon races; Mesosystem: School, Chuckwagon races being talked about; Exosystem: People from all over to chuckwagon

- **Erikson's Psychosocial Development Theory**

2006: I was 3 years old at the time and my dad was a TV satellite installer. He was on a roof of some house when I decided that it was time for me to join him. Confident in my abilities, I scaled the ladder with ease and made it to the top. Horror on his face, he calmly ask for help as I stood at the top rung looking at him. Luckily, there was no harm, but this event apparently boosted my confidence around heights so much that I didn't show a fear in them (I was told this, but I'm not scared of heights, so it could be correlated). It was Erikson's second stage, autonomy vs guilt.

- **Kohlberg's Moral Development Theory**

The event was in junior year of high school. I had a bad grade in a class, but I knew it was fixable. My mother, however, would not appreciate to see a low grade, especially during this stage of school (not too late, but still quite close for comfort). So I lied to her to make her get off my back about it. When the grade came out, it was an A so it was perfectly fine on her end, but the moral dilemma is there. Should I have lied to her? Even if the grade was unrepairable? I personally think that as long as the results are fine, the journey shouldn't matter as much; it's only when the results differ from expectation when the journey should be examined (which isn't necessarily a bad thing)

- **Multicultural Identity Development Theory**

I grew up in rural small town south, lots of community that I didn't participate in, small school with <400 people (only reason it was bigger was because they consolidated high schools before I went there). The event was freshman year of college where I was in a completely different environment that shared more my interest.

Summary

Lots of my experiences consisted of social interactions between peers or my family. Those, I think, were the real shapers of my life and education. Most of the time, I would learn something from someone, which would build off everything, and then I would "teach" it to someone, which made my education grow even more.