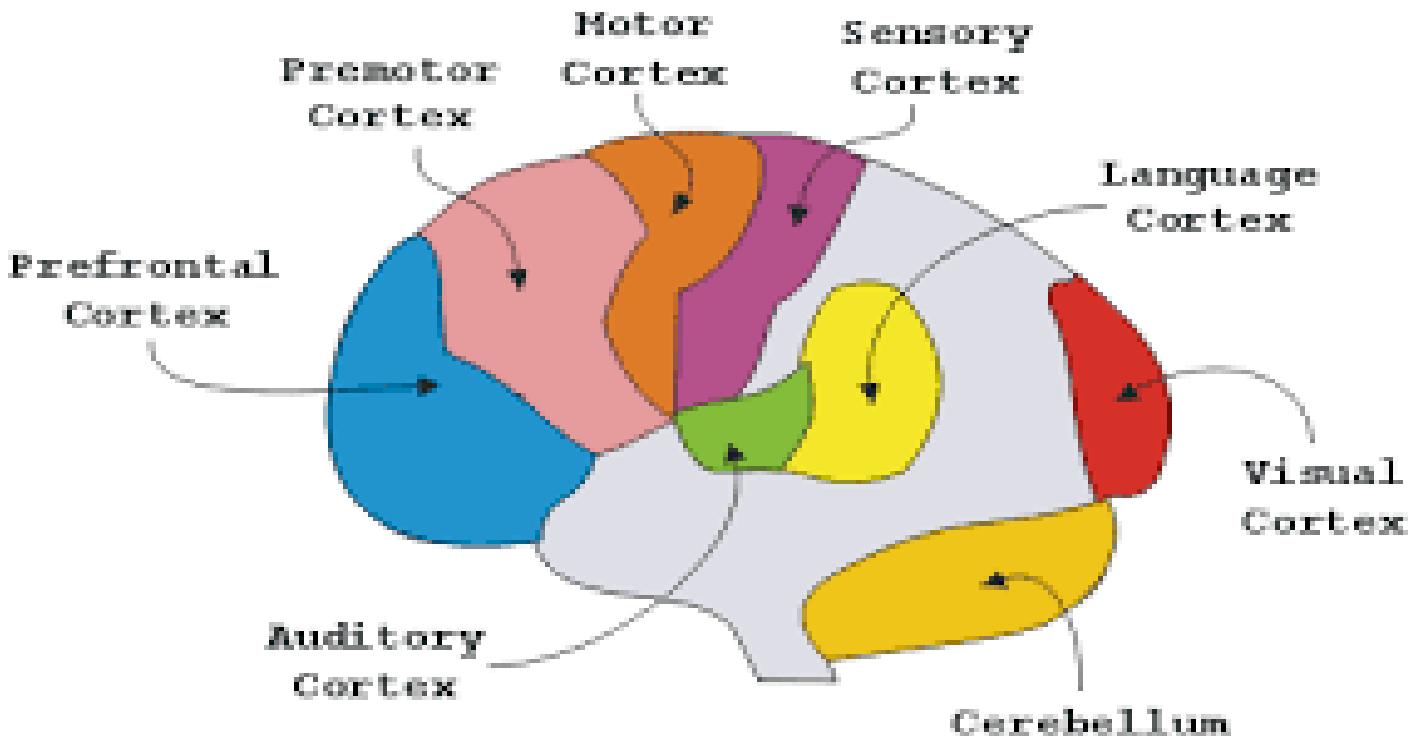


## INTRODUCTION TO EDUCATIONAL PSYCHOLOGY AND HUMAN DEVELOPMENT

### History of Psychology

- ☐ We can trace psychology's roots back to the ancient Greeks, who considered the mind to be a suitable topic for scholarly contemplation.
- ☐ In 17th-century British philosopher **John Locke** believed that children were born into the world with minds like "blank slates" (*tabula rasa* in Latin) and that their experiences determined what kind of adults they would become.
- ☐ His views contrasted with those of Plato and the 17th-century French philosopher René Descartes.
- ☐ René Descartes argued that some knowledge was inborn in humans.
- ☐ In late 19th century psychology was considered as scientific discipline.
- ☐ As a result in Leipzig, Germany, Wilhelm Wundt established the first experimental laboratory devoted to psychological phenomena.
- ☐ At about the same time, William James was setting up his laboratory in Cambridge, Massachusetts
- ☐ When Wundt set up his laboratory in 1879, his aim was to study the building blocks of the mind.



- ☐ After the study, he considered psychology to be the study of conscious experience.
- ☐ He coined a term known as **structuralism** focused on uncovering the fundamental mental components of perception, consciousness, thinking, emotions, and other kinds of mental states and activities.

## WUNDT AND OTHER STRUCTURALISTS USED A PROCEDURE CALLED INTROSPECTION

Where they presented people with a stimulus—such as a bright green object or a sentence printed on a card—and asked them to describe, in their own words and in as much detail as they could, what they were experiencing.

In the early 1900s, structuralism was replaced another perspective known as **functionalism** led by Led by the American psychologist **William James**

In functionalism concentrated on what the mind *does and* how behavior *functions* instead focusing on the mind's structure.

For example, developing emotion of fear is preparing us to deal with emergency situations.

Functionalist believed that behavior allows people to satisfy their needs and how our “stream of consciousness” permits us to adapt to our environment.

- ☐ Another follower of functionalism John Dewey, American educator drew on functionalism to develop the field of school psychology, proposing ways to best meet students' educational needs.
- ☐ Also, **Gestalt psychology** came which emphasizes how perception is organized.
- ☐ Instead of considering the individual parts that make up thinking, rather consider individual elements together as units or wholes
- ☐ Margaret Floy Washburn (1871–1939) was the first woman to receive a doctorate in psychology, and she did important work on animal behaviour.
- ☐ Leta Stetter Hollingworth (1886–1939) was one of the first psychologists to focus on child development and on women's issues.
- ☐ Karen Horney (pronounced “HORN-eye”) (1885–1952) focused on the social and cultural factors behind personality.
- ☐ Anna Freud (1895–1982), the daughter of Sigmund Freud, also made notable contributions to the treatment of abnormal behaviour,

## BRANCHES OF PSYCHOLOGY

- ☐ Clinical Psychologist/ Health: Work in counselling centres, rehabilitation centres, hospitals and clinics. They help mentally and emotionally disturbed clients
- ☐ Counselling Psychologist: Work in schools, hospitals, rehabs, counselling centres etc. they help people with emotional problems, career problems, marriage problems and family life. Other issues like depression, shyness, phobias, addiction
- ☐ School Psychologist: They mostly work Basic and Secondary schools. They deal with learning challenges, teacher-students life, concentration, students behaviours etc

- ☐ Industrial or organizational Psychologist: they work in the industries and companies. They resolve work place conflict, conduct research on the company and marketing problems., staff recruitment and screening
- ☐ Developmental Psychologist: They work in schools and NGO's. They study physiological, cognitive and social development that takes place throughout person lifespan. Ie. childhood, adolescent, adulthood and old age
- ☐ Social Psychologist: They focus on how people interact with others in society. How social interaction can promote development and growth of a society, organization or a nation. Work mostly as consultants
- ☐ Experimental or Research Psychologist: Work in universities and Private Organizations. They focus on research on human behaviour processes. They conduct researchers using human and animals
- ☐ Engineering Psychologist: Focus on how to use machines to increase productivity and development. Eg ATM (Automated Teller Machine)
- ☐ Forensic Psychologist: focus on legal issues, the court and in the prisons. They also help investigating cases.
- ☐ Sports Psychologist: they focus brain, human behaviour and interaction, sports and recreation
- ☐ Educational Psychologist:

### MEANING OF THE CONCEPT

- ☐ First, it includes two disciplines: **education and psychology**
- ☐ Clifford (1984) defines educational psychology as applying the methods of psychology to studying the process of education.
- ☐ Expert in this field are called Educational psychologists
- ☐ Often considered as those who apply the principles of psychology to education and who devote their professional lives to understanding learners, the learning process, and the instructional strategies that enhance learning

### FOCUS OF EDUCATIONAL PSYCHOLOGY

- ☐ Learning and learning strategies
- ☐ Cognition or how human mind process information.
- ☐ Teaching and instruction methods
- ☐ Individual differences
- ☐ Motivation
- ☐ Intelligence
- ☐ Human development
- ☐ Special needs education
- ☐ Classroom discipline or management

- ☐ Social relations in school
- ☐ Educational technology
- ☐ Assessment
- ☐ Research methods

### **Relevance of Educational Psychology classroom**

- ☐ It helps teachers or instructors to gain clearer and deeper understanding of their students or learners.
- ☐ It equips the teacher or instructor comprehensive knowledge on psychological theories principles on how learning take place.
- ☐ It exposes the teacher to different pedagogical skills on how to deliver lesson in classroom or lecture hall. Eg. Discovery method, Lecture, Group work, Discussion etc.
- ☐ It equips the teacher with various students/learner motivation skills
- ☐ The Course again prepare teachers on classroom management procedures. That is the various classroom management skills.
- ☐ It also trains the teacher on effective methods evaluating students' learning after teaching. Either to use teacher made test or standardized test.
- ☐ It again assists teachers to effectively interprets students results

### **EFFECTIVE TEACHING**

- ☐ **Professional Knowledge:**
  - ☐ **subject matter**
  - ☐ **instructional strategies,**
  - ☐ **goal setting and instructional planning skills,**
  - ☐ **classroom management skills,**
  - ☐ **motivational skills,**
  - ☐ **technology skills,**
  - ☐ **communication skills**
- ☐ **Commitment**
- ☐ **Professional Growth**

**Developing a positive identity**

**Seek advice from experience teachers**

**Never stop learning**

**Build up good resources around yourself**

**Be part of a professional body**

## **HUMAN GROWTH AND DEVELOPMENT**

☐ Key concepts to be discussed:

☐ **Growth**

☐ **Development**

☐ **Maturity**

### **WHAT IS GROWTH?**

☐ Growth refers to physical increase in some quantity over time.

☐ It includes changes in terms of height, weight, body proportions and general physical appearance.

☐ These changes can be measured in centimeters or grams

### **WHAT IS DEVELOPMENT?**

☐ It is the qualitative changes that occurs in the person life span. These changes are orderly, predictable, sequence through maturity and experience or learning. Eg. cell differentiation of the embryo.

☐ Development refers to the qualitative changes in the organism as whole.

☐ Webster's dictionary defines development as "the series of changes which an organism undergoes in passing from an embryonic stage to maturity."

☐ These changes are continuous, orderly, predictable, sequence through maturity and experience or learning.

☐ These changes are continuous, orderly, predictable, sequence through maturity and experience or learning. Eg. cell differentiation of the embryo.

☐ It is a more wider and comprehensive term than growth.

☐ It is also possible without growth

### **WHAT IS MATURATION?**

☐ Maturation is the sequence of growth which is specified and controlled by our genes

☐ This is not as result of learning. Eg. crawling before walking, walking before running. Adult life: Desire to worship. Adolescent: desire to associate with opposite gender

## **DOMAINS OF DEVELOPMENT**

The complex qualitative changes that occurs through the life cycle of a person can be looked from three different dimensions known as **domains of development**.

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☐ These include:

1. **Physical Development**
2. **Cognitive Development**
3. **Psychosocial Development**

### **Physical Development**

- ☐ Changes in the body (brain, sense organs, muscles coordination, bones), *ways this body change is used*.
- ☐ It includes physical changes that occurs at adolescent age, adult age and old age etc.

**Note:** these changes do not include problem from accident or illness.

### **Cognitive Development**

Changes in reasoning, thinking, language acquisition and gaining knowledge. It involve the acquisition of knowledge through learning or experience.

*For example:* Jean Piaget theory talks about stage in cognitive development: Sensori motor stage, Preoperational, concrete operational stage, and formal operational stage

### **Psychosocial Development**

- ☐ How can we effectively stay or relate with people?
- ☐ As we develop physically or mentally, socially too we need to develop.
- ☐ The psychosocial development refers to the Changes in feeling and emotion and how the individual relate to people.
- ☐ It includes our relationship with friends, family, teachers, students, etc.

**Note:**

- ☐ The three domains are not isolated. They are interconnected.
- ☐ For example, through cognitive development that we acquire language skills, which enable us to effectively relate with people and vice versa.

## **CRITICAL ISSUES RELATING TO DEVELOPMENT**

- ☐ **Development is Continuous and Discontinuous:**
- ☐ Meaning development is conceived of as a process of the gradual accumulation of a behaviour, skill, or knowledge.
- ☐ development proceeds in a smooth and orderly fashion, with each change building on previous abilities.

*Development is discontinuous*

- ☐ Meaning change qualitatively across time, and that new organizations of behaviours, skills, or knowledge emerge in a rather abrupt or discrete fashion.
- ☐ E.g. some kids talk earlier than the expected time

### **Stability or Change**

- ☐ Simply put, we can ask whether development is best characterized by **stability** (for example, does a behaviour or trait such as shyness stay stable in its expression over time?) **OR**
- ☐ **change** (could a person's degree of shyness fluctuate across the life span?)
- ☐ Debate on stability versus change has to do with the degree to which early experiences play a formative role in our later development.

### ***For stability***

- ☐ For instance, in Freud's theory, how we resolve our sexual and aggressive urges is strongly tied to the nature of our personality as adults.
- ☐ Also, Erik Erikson (1963) believed that how we dealt with key issues such as the development of a warm, caring relationship with our parents is a determinant factor in the person's adult life

### ***For change***

- ☐ Baltes (1987) a person's life is malleable throughout the life span and that later experiences are very important to change a person's personality

### **Development is influenced by Nature or Nurture**

- ☐ **By Nature:** refers to the position that our genetic inheritance, through the process of heredity, is the primary influence on development.
- ☐ (Arnold Gesell (1928)
- ☐ **By Nurture:** refers to environment
- ☐ (broadly construed as children's experiences, including parenting, education, learning, cultural influences) is primarily responsible for development
- ☐ John B. Watson (1928)

### ***For nature***

- ☐ To be tall or short is inherited
- ☐ the eye colour,
- ☐ clever or dull,
- ☐ extrovert or introvert
- ☐ Sex (gender) (female carry xx, male xy)
- ☐ Blood group (A, B, AB, or O)

☐ Sickle cell condition

☐ Diabetes condition

***For nurture***

☐ Through education people change

☐ Difficult situation can change people

☐ Nutrition can influence your development (cognitive)

☐ Medication/drug can influence development

☐ Community can influence development

☐ Diseases (HIV/AIDS, gonorrhea, or syphilis)

☐ In conclusion most developmental psychologists recognize that **nature** and **nurture** both play an important role in development.

☐ Rather than discussing **nature** *versus*

**Nurture**

**PRINCIPLE OF HUMAN GROWTH AND DEVELOPMENT**

☐ **Growth and development are directional**

1. Development proceeds from the center of the body outward. This is known as proximodistal principle of development.

It means that the spinal cord develops before outer parts of the body.

The child's arms develop before the hands and the hands and feet develop before the fingers and toes.

2. Development proceeds from the head downwards. This is known as the cephalocaudal principle

development occurs from head to tail.

The child gains control of the head first, then the arms and then the legs.

**Development are influenced by heredity and environment**

☐ This means we are product of (genes)hereditary and environment.

☐ That is both hereditary and environmental factors impact greatly on our development

**Growth and development are continuous process**

☐ Growth and Development is continuous because it begins from conception and continues till death

**Growth and development are individual processes**



- ☐ Each child/person develops as per his abilities and perception of his environment.
- ☐ Each child has its own rate of physical, mental, emotional and social development regardless of the stage of the development

### Growth and development are characterized by critical periods

- ☐ For instance, the first trimester (three month) is very critical because during this period, the baby's organs are at the formation stage.
- ☐ After delivery, first year is critical, adolescent stage critical, young adult critical and old age

### Growth and development proceed from the general to specific

- ☐ For instance, baby sees all men to be *dada* then when reach certain stage before they are able differentiate their real dada and other men.

### Development follows orderly and sequence

- ☐ For instance, children crawl before they walk. The child sit before standing

### Development involves Social expectations

- ☐ Development is determined by social norms and expectations of behaviours form the individuals

## PRENATAL AND POST-NATAL DEVELOPMENT

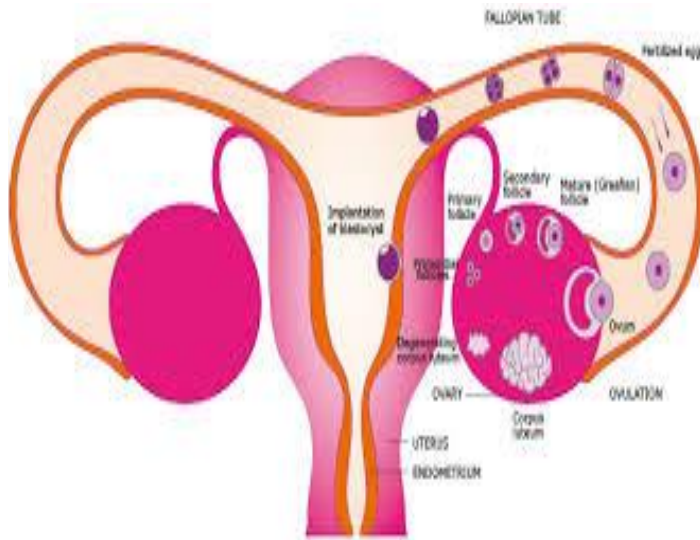
- ☐ **Prenatal** development refers to the period of growth and development of the fertilized human egg (within the 9 months period).
- ☐ It begins with **Conception**
- ☐ **Conception** occurs when an egg from the WOMAN is fertilized by a sperm from the MAN.
- ☐ In humans, the conception process begins with **ovulation**, when an ovum, or egg (the largest cell in the human body), which has been stored in one of the mother's two ovaries, matures and is released into the fallopian tube
- ☐ Ovulation occurs about halfway through the woman's menstrual cycle and is aided by the release of a complex combination of hormones.
- ☐ the hormones also cause the lining of the uterus to grow thicker and more suitable for implantation of a fertilized egg.

### STAGES IN PRENATAL

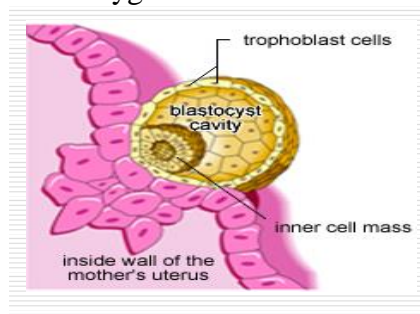
- ☐ **Germinal**
- ☐ **Embryonic and**
- ☐ **Fetal**

### Germinal Period

- ☐ The period is first two weeks(14days) after conception.
- ☐ After ejaculation, the man deposit 5million sperm cell.
- ☐ The sperms travel up the fallopian tube, to fertilize the egg.



- ☐ Some of the strongest swimmers succeed in meeting the egg and fertilize it.
- ☐ The fertilized is known as **Zygote**
- ☐ Because there will be growth, the zygote travels for 3-4days from the fallopian to the uterus if nothing interferes.
- ☐ After the zygote move to the womb of the woman and attaches itself to the walls of uterine (womb).
- ☐ The attachment process is called is called **implantation**
- ☐ After implantation the zygote or fertilized ovum is called **blastocyst**.



- ☐ The blastocyst is hollow ball of cells.

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- ❑ The outer layer of the blastocyst consists of cells collectively called the **trophoblast**.
- ❑ This layer surrounds the **inner cell mass** and a **fluid-filled cavity** known as the **blastocoel**.
- ❑ Part of this cells begin to form **membranes** that help protect the growing organism.
- ❑ The membranes become the yolk sac, called **allantois** which later becomes **circulatory system**
- ❑ Amnion membrane, later become **amniotic sac** a bubble-like home,
- ❑ the chorion membrane later becomes the **placenta**
- ❑ After 2 weeks the blastocyst becomes **embryo**
- ❑ **Embryonic period**: 3<sup>rd</sup>-8<sup>th</sup> weeks.
- ❑ This stage is characterized by *cephalocaudal* development and *proximodistal* development
- ❑ At this stage: placenta develops and connect **umbilical cord**

### Embryonic period (3<sup>rd</sup>-8<sup>th</sup> weeks)

- ❑ After 2 weeks the blastocyst becomes **embryo**
- ❑ This stage is characterized by *cephalocaudal* development and *proximodistal* development
- ❑ At this stage: placenta develops and connect **umbilical cord**



- ❑ The umbilical cord contains three blood vessels through which the embryo's blood circulates to and from the placenta.
- ❑ The placenta is a disk-shaped mass tissue which is implanted in the inner wall of the uterus (womb) and serves as a two-way filter between the bloodstream of the mother and the embryo.
- ❑ It makes it possible for the mother to carry on life functions such as digestion, excretion, circulation and respiration for the embryo.
- ❑ The mass blood vessels on the mother's side of the placenta absorbs the wastes into her blood bloodstream.
- ❑ The embryo receives, through the vein in the umbilical cord, fresh nutrients (oxygen, amino acids, sugar, fats and minerals) from the mother's blood stream.

- ☐ At the end of 4<sup>th</sup> week, the heart begins beat, that is first movement of the embryo.
- ☐ Nervous system function and develops rapidly.
- ☐ Three layers of cells: **ectoderm**, **mesoderm** and **endoderm** begin differentiate.
- ☐ **ectoderm** which is the outer layer helps in the development of sensory cells, skin, hair, nails, nervous system
- ☐ **mesoderm**: the middle layer, helps in formation of muscle, skeleton, circulatory and excretory system.
- ☐ **endoderm** inner layer helps in the formation of glands, trachea, lungs, liver and pancreas
- ☐ At 8weeks all the major organs are formed and present
- ☐ Both inner organs and external (mouth, nose, eye and head) are clearly distinct.
- ☐ The embryo ends with the development first bone cell.
- ☐ At this stage is also called **organogenesis** means stage of organs formation

### NOTE:

- ☐ It is estimated that 30 percent of all embryos are aborted at this stage without mother knowing why.
- ☐ 90 percent can be aborted as result of chromosomal abnormalities or environmental factors
- ☐ At this stage the organism is called **fetus** or **fetal stage**

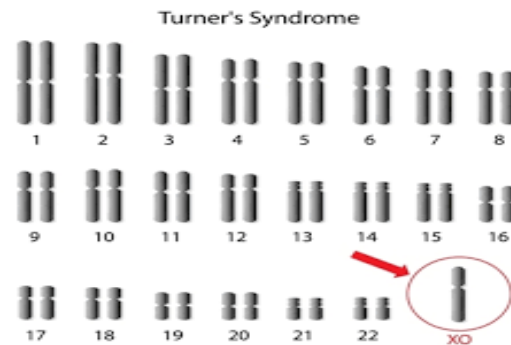
**Fetal period:** from 3<sup>rd</sup> – 4<sup>th</sup> month

- ☐ The stage is characterized with growth in height and weight.
- ☐ Appearance of Sex organs
- ☐ By 4<sup>th</sup> month the fetus is about 8 to 10 inches in length and weights 170 to 227grams
- ☐ 4<sup>th</sup> to 5<sup>th</sup> month, growth is rapid and feels the movement of the baby
- ☐ both white and red blood cells are developed and used
- ☐ Red blood cell for oxygen transportation and white blood cell for fighting diseases
- ☐ End 5<sup>th</sup> month the fetus is 10to 12 inches long and a pound in weight
- ☐ Fetus sleep wake up
- ☐ 9<sup>th</sup> month fetus about 20inches long and about 3.4kilograms

## THREATS TO PRENATAL DEVELOPMENT

### 1. BIOLOGICAL

- ❑ Down's Syndrome: This condition was first discovered in 1866 by a British doctor, Langdon Down.
- ❑ where instead of normal human 23 pairs= 46 chromosomes, there is additional 24<sup>th</sup> chromosomes making the individual having 47 chromosomes.
- ❑ This condition is known as **trisomy 21**
- ❑ Researchers for instance Blackman (1996) reveal that the condition can occur 1 out of 750 women between the ages of 30-35
- ❑ while 1 out of 300 women 35-39
- ❑ 1 in 80 women in 40-45

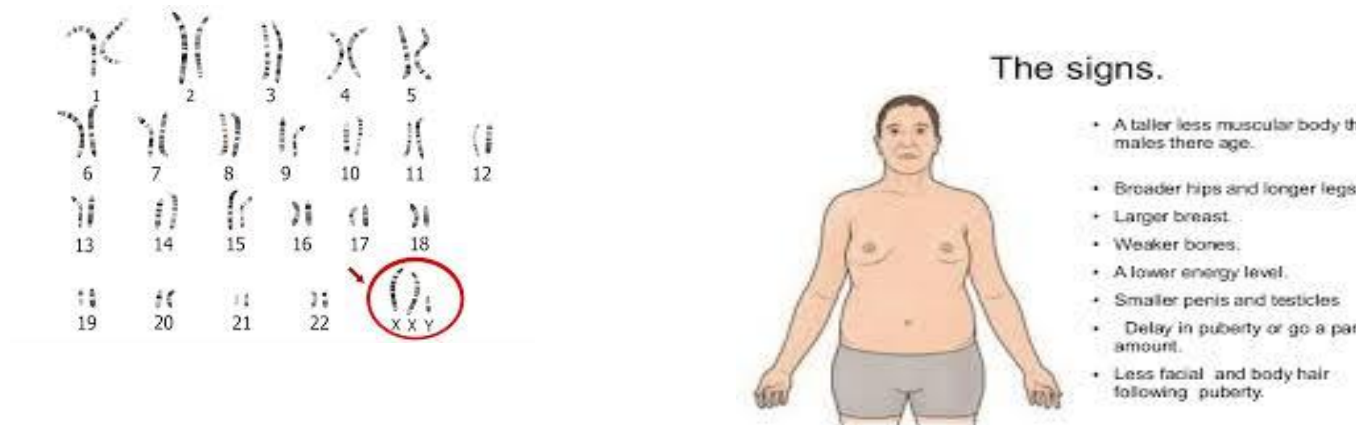


### Turner's syndrome

- ❑ where there is absence of *a chromosomes* resulting XO.
- ❑ This happens when there is no chromosomes in the egg, before the X sperm fertilized the egg.
- ❑ Females suffer this condition and is known as **monosomy X**.
- ❑ such females do not have their sexual organs well develop,
- ❑ they do not menstruate and are infertile.

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- ☐ Klinefelter's syndrome: where chromosomal combination is XXY.
- ☐ This happens when a normal sperm carrying XY chromosomes fertilized egg with X chromosomes



## ENVIRONMENTAL

- ☐ **Maternal nutrition:**
- ☐ Pregnant mother must balance diet.
- ☐ Increase intake of vegetables and fruits.

**Note:** Nutritional deficiency can cause premature birth, still birth, miscarriage, affect formation of organs etc.

- ☐ **Maternal stress:**
- ☐ the emotional state of the mother can affect the fetal development.
- ☐ Pressure from family, death, abuse from husband, etc.
- ☐ **Maternal diseases:**
- ☐ diseases in the mother, can easily affect the baby in the womb
- ☐ Measles, chicken pox, syphilis, gonorrhea.
- ☐ Because through umbilical cord and the placenta there is transmission
- ☐ **Drugs use:**
- ☐ some drugs, cocaine, heroin, cigarette, alcohol can be harmful to the fetus.
- ☐ Condition like fetal alcohol syndrome, as a result of excessive drinking during pregnancy.
- ☐ Such babies are born with small heads, retarded physical growth, eyes with drooping lids.

- ☐ **Age of mother:**
- ☐ mothers in 20's do have healthier babies
- ☐ Those above 35years are expose some challenges
- ☐ **X-Ray effect**
- ☐ **Accidents**
- ☐ **Attempted abortion**

### **Post-natal Development (stages)**

- ☐ **Infancy** (Birth to 2years)
- ☐ Normal weight 3.4kgs, 50cm height.
- ☐ The bone is soft, rapid development than any other period in life.
- ☐ Activities at level include eye fixation on light and sucking of fingers.
- ☐ Head and hand movement and kicking of legs and foot.
- ☐ They identify their care givers by their odour.
- ☐ At this stage, motor skills like, creeping crawling, sitting, walking, talking etc.

### **Childhood (2-11years)**

- ☐ This is in two parts. That is early childhood (2-6years) and late childhood (6-11years).
- ☐ **Early Childhood** is associated with slower growth compare with infancy.
- ☐ Head growth is slower but limbs growth is faster. Boys develop more muscles.
- ☐ First permanent teeth development but girls develop it faster than boys.
- ☐ Play and group activities is important at this stage.
- ☐ **Late childhood** is associated with puberty changes.
- ☐ Child develop permanent 28 out of 32 permanent teeth.
- ☐ Girls grow heavier and fatter.
- ☐ Boys mostly are superior in running, jumping, climbing and throwing

### **Adolescence (12-19)**

- ☐ Boys at this stage are heavier than girls, growth is rapid
- ☐ Adolescent signs are visible

- ☐ At this stage, they fight for recognition in the family, independence, high achievement, satisfying life philosophy and attaching to the opposite sex.

### THEORIES OF HUMAN DEVELOPMENT

- ☐ *What is a theory?*
- ☐ Theory is defined as a statement or group of statements that clarify the mechanics of the world around us and frequently explains relations among phenomena (Vogt, 2005).

#### What is a developmental theory?

- ☐ Is a theory that describe and understand the long-term changes and the patterns of these changes during a person's lifetime by discovering the principles that underline the process of changes (Owusu-Banahene, 2008)

#### Grouping of human development theories

- ☐ *Psychodynamic theories:*

- ☐ A. Sigmund Freud theory
- ☐ B. Erik Erikson theory

- ☐ *Cognitive theories:*

A. Jean Piaget theory

B. Lev Vygotsky

- ☐ *Moral development theories:*

A. Jean Piaget

B. Lawrence Kohlberg

- ☐ *Language development theories:*

A. Noam Chomsky

B. B.F. Skinner

### PSYCHODYNAMIC THEORY

- ☐ A psychodynamic theory is a view that explains personality in terms of conscious and unconscious forces, such as unconscious desires and beliefs.
- ☐ It was originated by Sigmund Freud
- ☐ Psychodynamic theories are based on a developmental perspective; childhood relationships with caregivers are thought to play a central role in shaping later relationships



- ☐ Psychodynamic theorists have placed particular emphasis on growth that occurs in relationships, noting that changes in thoughts and feelings are often achieved in the context of interactions with others.

### SIGMUND FREUD THEORY OF HUMAN DEVELOPMENT

#### *View on Human Being*

- ☐ Human behaviour is deterministic and motivated by a psychic energy.
- ☐ In that it is influence by factors which are beyond the individual's control.
- ☐ These factors are biologically motivated. The individual has little or no control of the behaviour.
- ☐ As humans our behaviour, our thoughts and actions, are the product of our psyche.
- ☐ In order to have an understanding of why we behave as we do, it is necessary to identify the formation and structure of the human psyche.

#### **Key concept of Freud's Theory of Human Development**

##### **1. Structure of the personality/psychic**

- ☐ According to Freud, human psychic is 3 elements;
- ☐ *id*,
- ☐ *ego*
- ☐ *superego*

#### **Id**

- ☐ The Id is the unorganized part of the psyche that contains a human's instinctual drives
- ☐ The Id is the only part of the psyche that is present at birth and it is the source of our bodily needs, wants, desires, and impulses; particularly our sexual and aggressive drives.
- ☐ The Id is an entirely unconscious aspect of the psyche
- ☐ It is the "source of all psychic energy"; thus making
- ☐ it the primary component of personality
- ☐ Id contains the libido, which is the primary source of instinctual force that is unresponsive to the demands of reality.
- ☐ Id operates on pleasure principle drives
- ☐ The Id to seek immediate gratification of all needs, wants, and desires.
- ☐ When immediate gratification fails, tension is created but somehow need to be discharged
- ☐ The Id remedies this tension through **Primary Process**.

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- ☐ The Id uses **Primary Process** to fulfill the need to act on an urge that is dangerous or unacceptable by creating a **mental image** of the desired object to substitute for the urge.
- ☐ Daydreaming and masturbation would be common examples of the Primary Process.

### EGO

- ☐ The desires of the Id give rise to the Ego.
- ☐ Ego ensures that the impulses of the Id are expressed in a way that is acceptable to the real world.
- ☐ The Ego operates according to the reality principle.
- ☐ The Ego has a set of psychic functions able to distinguish between fantasy and reality
- ☐ The Ego represents reason and common sense.
- ☐ The ego is said to serve three masters: the external world, the Id, and the Super-Ego

### SUPER-EGO

- ☐ The Super-Ego is the third part of Freud's system
- ☐ The Super-Ego reflects the internalization of cultural rules, mainly taught by parents applying their guidance and influence
- ☐ The Super-Ego aims for perfection.
- ☐ It is made up of the organized part of the personality structure, which includes the individual's Ego ideals, spiritual goals, and one's conscience
- ☐ It is a psychic agency that criticizes and prohibits one's drives, fantasies, feelings, and actions.
- ☐ Super-Ego works in contradiction to the Id because it strives to act in a manner that is socially appropriate.

### 3. Level of awareness

- ☐ Freud opines three levels of awareness:
  - ☐ Consciousness
  - ☐ Pre-consciousness/ Sub-consciousness
  - ☐ Unconsciousness

#### **Consciousness**

- ☐ The conscious mind includes everything that we are aware of.
- ☐ It is the aspect of our mind that we can think and talk about rationally

#### **Pre-consciousness**

- ☐ This part of the mind generally represents ordinary memory.
- ☐ We are not consciously aware of the information contained in the Preconscious;
- ☐ however, we can retrieve it and pull it into consciousness at anytime

## Unconsciousness

- ☐ It deals with repressed data.
- ☐ It is a reservoir of feelings, thoughts, urges, and memories that are outside of our conscious awareness
- ☐ most of the contents of the unconscious were unpleasant, such as feelings of pain, anxiety, or conflict
- ☐ But continually influences behaviour and experience, even though there is no awareness of the influences
- ☐ Freud links the unconscious to dreaming
- ☐ hypnosis technique is use to bring repressed feelings and desires from the Ucs to a more conscious level

## 4. Stages of psychosexual development

### Oral stage (birth-1year)

- ☐ In the first stage of personality development
- ☐ The libido is centered in a baby's mouth
- ☐ It gets much satisfaction from putting all sorts of things in its mouth to satisfy the libido, and thus its id demands
- ☐ It is associated with sucking, biting, and breastfeeding.
- ☐ Freud revealed that parents have to properly wean their babies to avoid fixation.
- ☐ Fixation at the oral stage can lead to *smoking, drinking, abusive, argumentative, biting remarks finger-chewers*, etc in adult life etc.

### Anal stage (1-3years)

- The libido now becomes focused on the anus
- the child derives great pleasure from defecating
- Freud believed adult depends on potty/toilet training
- Early or harsh toilet training can lead to the child becoming an anal-retentive personality behaviours such as *hates mess, is obsessively tidy, punctual, stingy and respectful of authority*  
This result in the individual holding on to their faeces.
- ☐ Anal expulsive, on the other hand, may occur when the individual underwent a liberal toilet-training regime. Adult life behaviour may include: *like giving things away, like mess sadistic, hostile etc.*

### Phallic stage (3-6 years)

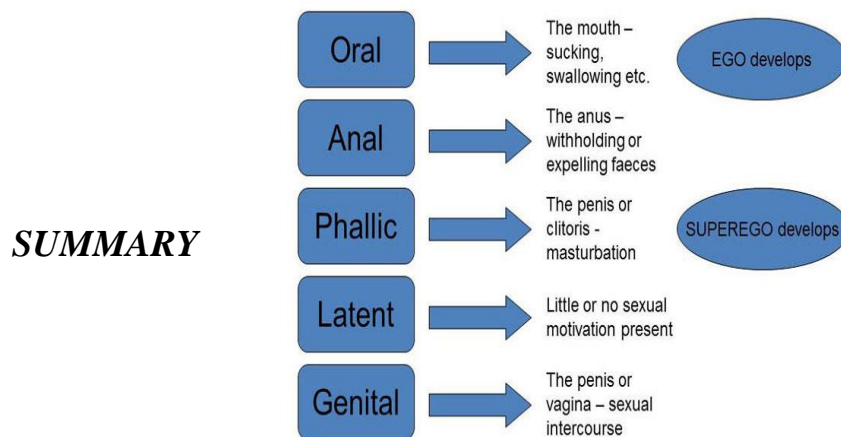
- ☐ Libido Sensitivity now becomes concentrated in the genitals
- ☐ The child becomes aware of anatomical sex differences between male and female
- ☐ At this stage there is unconscious desire for parents
- ☐ The male child desire to have the mother or sees the mother as object of love but sees the father as a threat and this is called **Oedipus complex**
- ☐ The female desire to have the father; known as **Electra complex**. The female feels to have penis which lead to penis envy.

## Latency stage (6-11years)

- ☐ At this stage the sexual drive is dormant.
- ☐ The individual involves non sexual activities like play, sport and games, hobbies and school activities.
- ☐ The child needs to develop social and communication skills.

## Genital stage (12-adolescence)

- ☐ The individual at this point develop strong interest in the opposite sex
- ☐ Sexual instinct is directed to heterosexual pleasure, rather than self-pleasure like during the phallic stage.
- ☐ Adolescence at this stage must be guided to obey societal laws



## 5. Defense mechanism

- ☐ Defense mechanism can be explained as the tactic developed by the ego to protect against anxiety.
- ☐ They are thought to safeguard the mind against feelings and thoughts that are too difficult for the conscious mind to cope with.
- ☐ **Denial:** Refusal to accept reality or fact, acting as if a painful event, thought or feeling did not exist.
- ☐ For instance, someone heard of a bad/shocking news, first thing the person may say is the news is not true.
- ☐ **Regression:** is reversion to an earlier stage of development in the face of unacceptable thoughts or impulses.
- ☐ That is when under stress, the individual exhibiting early developmental behaviours.
- ☐ Some under stress can urinate without knowing
- ☐ **Regression:** is reversion to an earlier stage of development in the face of unacceptable thoughts or impulses.
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- ❑ **Projection:** it involves taking our own unacceptable qualities or feelings and ascribing them to other people.
- ❑ For example, you hate a person but you keep saying is the person who hates me.
- ❑ **Reaction:** it is converting of unwanted or dangerous thoughts or feelings impulses into their opposites.
- ❑ Try to behave in an opposite way.
- ❑ E.g. This is someone you do like but when the person is around you behave as if you like the person.
- ❑ **Repression:** is unconscious blocking of painful experiences.
- ❑ A painful experience you will not like to remember in your life.
- ❑ But turns to hunt or influence your life.
- ❑ **Displacement:** redirecting of thoughts or feelings or frustration to less powerful agent or object.
- ❑ For example, your boss provokes you at work, because is your boss you cannot react
- ❑ **Rationalization:** trying to give reason for every behaviour.
- ❑ E.g. A students failed a paper, instead of accepting of note studying, he /she will say the lecturer did not lecture the course well, the lecturer does not like me that is why.
- ❑ **Sublimation:** channeling of unacceptable impulses, thoughts or feeling into acceptable one.
- ❑ For fighting or beating people is unacceptable, but the person can channel that feeling to bossing and it is acceptable

### PSYCHOSOCIAL THEORY

(Erik Erikson)

- ❑ Erik Erikson theory of psychosocial development is one of the best-known theories of personality in psychology.
- ❑ Much like Sigmund Freud, Erikson believed that personality develops in a series of stages.
- ❑ Unlike Freud's theory of psychosexual stages, Erikson's theory describes the impact of social experience across the whole lifespan.
- ❑ One of the main elements of Erikson's psychosocial stage theory is the development of **ego identity**.
- ❑ **Ego identity** is the conscious sense of self that we develop through social interaction.
- ❑ According to Erikson, our ego identity is constantly changing due to new experience and information we acquire in our daily interactions with others.
- ❑ Erikson also believed that a sense of competence also motivates behaviours and actions.
- ❑ Each stage in Erikson's theory is concerned with becoming competent in an area of life.
- ❑ If the stage is handled well, the person will feel a sense of mastery, which he sometimes referred to as **ego strength** or **ego quality**.
- ❑ But, if the stage is managed poorly, the person will emerge with a sense of inadequacy
- ❑ In each stage, Erikson believed people experience a conflict that serves as a turning point in development.
- ❑ In Erikson's view, these conflicts are centered on either developing a psychological quality or failing to develop that quality.

#### Stages of Psychosocial development

- ❑ **Trust vs. Mistrust (birth-1year)**
  - The first stage of Erikson's theory of psychosocial development occurs between birth and one year of age and is the most fundamental stage in life.
  - Because an infant is utterly dependent, the development of trust is based on the dependability and quality of the child's caregivers.
  - Children develop a sense of trust when caregivers provide reliability, care, and affection.

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- If a child successfully develops trust, he or she will feel safe and secure in the world.
- Caregivers who are inconsistent, emotionally unavailable, or rejecting contribute to feelings of mistrust in the children they care for. Failure to develop trust will result in fear and a belief that the world is inconsistent and unpredictable.

### □ **Autonomy vs. Shame and Doubt**

(2 to 3 years)

- The second stage of Erikson's theory of psychosocial development takes place during **early childhood** and is focused on children developing a greater sense of personal control.
- Like Freud, Erikson believed that toilet training was a vital part of this process.
- However, Erikson's reasoning was quite different than that of Freud's. Erikson believed that learning to control one's body functions leads to a feeling of control and a sense of independence.
- Other important events include gaining more control over food choices, toy preferences, and clothing selection.
- Children who successfully complete this stage feel secure and confident, while those who do not are left with a sense of inadequacy and self-doubt.

### □ **Initiative vs. Guilt** (Preschool-3 to 5 years)

- During the preschool years, children begin to assert their power and control over the world through directing play and other social interaction.
- Success in this stage leads to a sense of purpose and feel capable and able to lead.
- But Children who try to exert too much power experience disapproval, resulting in a sense of guilt.

### □ **Industry vs. Inferiority**

- This stage covers the early school years from approximately age 5 to 11
- Through social interactions, children begin to develop a sense of pride in their accomplishments and abilities.

### □ Children need to cope with new social and academic demands.

- Children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills.
- Those who receive little or no encouragement from parents, teachers, or peers will doubt their ability to be successful

### □ **Identity vs. Confusion**

(Adolescence - 12 to 19 years)

- During adolescence, the individuals are exploring their independence and developing a sense of self.
- Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and a feeling of independence and control.
- Those who remain unsure of their beliefs and desires will be insecure and confused about themselves and the future.

### □ **Intimacy vs. Isolation**

(Young Adulthood-20 to 40 years)

- This stage covers the period of early adulthood when people are exploring personal relationships.

- ☐ Erikson believed it was vital that people develop close, committed relationships with other people.
- ☐ Those who are successful at this step will develop relationships that are committed and secure.
- Erikson believed that a strong sense of personal identity was important to developing intimate relationships.
- Studies have demonstrated that those with a poor sense of self tend to have less committed relationships and are more likely to suffer emotional isolation, loneliness, and depression.
- ☐ **Generativity vs. Stagnation**  
(Middle Adulthood - 40 to 65 years)
  - During adulthood, we continue to build our lives, focusing on our career and family.
  - Those who are successful during this phase will feel that they are contributing to the world by being active in their home and community.
  - Those who fail to attain this skill will feel unproductive and uninvolved in the world.
- ☐ **Integrity vs. Despair**  
(Maturity - 65 to death)
  - This phase occurs during old age and is focused on reflecting back on life.
  - Those who are unsuccessful during this phase will feel that their life has been wasted and will experience many regrets.
  - The individual will be left with feelings of bitterness and despair.
  - Those who feel proud of their accomplishments will feel a sense of integrity.
  - Successfully completing this phase means looking back with few regrets and a general feeling of satisfaction.

### COGNITIVE DEVELOPMENT THEORIES

- ☐ Theories of cognitive development seek to explain the dynamic processes through which human minds grow and change from infancy throughout the life span.
- ☐ Cognition refers to capabilities including memory, thinking and reasoning, spatial processing, problem solving, language, and perception.
- ☐ Theories of cognitive development aim to explain mechanisms of change, thus development, rather than to merely describe the capabilities of children across ages or between children, adults, and aging populations.

### Jean Piaget theory of Cognitive Development

- ☐ Jean Piaget (1896–1980) emerged as one of the modern cognitive developmental psychologists.
- ☐ The Piaget's theory focus on development and learning theories
- ☐ Development focus on the learner's capabilities and
- ☐ the learning focuses on the realization of such capabilities and the education within the theory is extrinsic
- ☐ Kendra (2014), the cognitive developmental theories explain the change in reasoning level of a child acquiring new ways of understanding their world.
- ☐ Piaget's theory of implication assumes that all children go through the same sequence of development, but they do so at different rates.
- ☐ Teachers must make a special effort to provide classroom activities for individuals and small groups, rather than for the total class group
- ☐ Assessment should be based on individual progress, rather than on the normal standards of same age peers.



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- ☐ Individuals construct their own knowledge during the course of the interaction with the environment.
- ☐ The content of instruction needs to be consistent with the developmental level of the learner.
- ☐ The teacher's role is to facilitate learning by providing a variety of experiences.
- ☐ Teacher should obviously provide opportunities for learners to explore and experience, by doing so is encouraging learner's new understandings.
- ☐ The further implication for instruction is the use of concrete hands on experiences to help learners learn additional suggestions.

### Key concepts

- ☐ **Schema (singular is schemata)** The building block of knowledge
  - Piaget (1983), the schema is actually the different sensory motor map that the learner constructs about their world on their knowledge development.
  - Children develop the ability to represent the outer world in the internal images.
  - A schema describes both the mental and physical actions involved in understanding and knowing.
  - Schemas are categories of knowledge that help learners to interpret and understand the world.
- ☐ Learners are constantly challenged by the new information from their environment around them from infancy onwards.
- ☐ Learners construct more complex cognitive structures of their world in their mind to organize, understand and adapt to it.
- ☐ A child schema is constructed through the process of assimilation and accommodation
- ☐ **Assimilation**
  - Piaget Assimilation is the components of the adaptation when the information arises that can fit into the learner existing knowledge is added into the learner's cognitive structures.
  - This information adds to extends the learners mind structures or cognitive structures.
  - It actually occurs if the knowledge that learner is learning is not too dissimilar to learners existing knowledge; it can be assimilated or added to the existing cognitive structures.
  - Then the learner's cognitive structures are extended `meaning the new knowledge add to what learner is already know.
- ☐ **Accommodation**
  - Accommodation is the component of the adaptation and is actually when the new information arises that contradicts or conflicts with the learner's cognitive structures.
- ☐ In accommodation learner have to adjust and reshape his/her cognitive structures so that the new information can be fitted or accommodated in learners mind.
- ☐ It actually occurs if the new knowledge is very dissimilar to the existing knowledge and it cannot be linked with the existing knowledge
- ☐ disequilibrium occur meaning the learners cognitive structures is modified or changed in order to accommodate the new knowledge.
- ☐ **Equilibrium**
- ☐ Equilibrium is when the learner moves towards more complex or effective way of organizing and dealing with the world.
- ☐ it is regarded as the engine that drives the development of a learner.
- ☐ In the equilibrium the assimilation and accommodation interact continuously and
- ☐ accommodation opens up possibility of assimilation and vice versa in an ever-expanding cycle.



- ❑ The changes or expansions in learners mind have to be organized and kept in order and dynamic balance across the learner's cognitive structures.

## STAGES OF COGNITIVE DEVELOPMENT

- ❑ **Sensori-motor:** (birth-2years)
- ❑ At this stage the individual depends on the senses to gain knowledge
- ❑ The individual used the sense organs to identify object, differentiate between them in order to form a schema in the mind.
- ❑ This stage is actually the form of thought or intelligence as observed in the child's actions.
- ❑ The child's schema is simple and limited to what the child can explore through the body and senses.
- ❑ **Object permanence** develops at this stage whereby child understand the objects, whether is hidden or visible
- ❑ **Object permanence** is the understanding that **objects** continue to exist even when they cannot be perceived.
- ❑ It is also at this stage that children only look at the world through their own perspective.
- ❑ The child, has the physical interaction with his or her environment, builds a reality and how it works
- ❑ **Pre-operational stage** (2-7years):
- ❑ To the child to know object is not only using of the sense organs but the object must be used by the individual.
- ❑ The child on this stage is able to reason and give logical train of thoughts.
- ❑ The child uses the objects and symbols to represent something which exist in a concrete form for example: child play with a car as if it is a real car.
- ❑ At this stage the child is not yet able to conceptualize abstractly and needs concrete physical situations.
- ❑ During this stage the child language, thinking, imagination and problem solving develop faster as child can be able to work with images and symbols
- ❑ Children's vocabulary increases and their sentences progress from one- and two-word phrases to complete full sentences

### The stage is characterized with three things:

- **Realism:** Everything is real. The child believed in real things. Practice but not imagination.
- **Animism:** children at this stage considered all objects to have life in them. Here, the child thinks the sun and moon walks.
- **Transudative:** The child looks at goat which standing at one place and say the goat is sick that why it is not moving.

### Challenges the child face at this stage are:

- **Centering:** children at this stage mostly concentrate at one part of an object or activity. the child does not explore much.
- **Egocentrism:** the child behaviour and thinking is self centred.
- **Irreversibility:** inability to reverse one's thinking. Water in a cup example.

### Concrete operational stage (7-12years)

- ❑ During this stage, children begin to thinking logically about concrete events.
- ❑ They begin to understand the concept of conservation; that the amount of liquid in a short, wide cup is equal to that in a tall, skinny glass.

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- Their thinking becomes more logical and organized, but still very concrete.
- Children begin using inductive logic, or reasoning from specific information to a general principle.
- The egocentrism of the previous stage begins to disappear as kids become better at thinking about how other people might view a situation.

## *Features of this stage*

- **Conservation:** is noticing that the essence of something remains the constant, although surface feature may change. E.g. a sachet water poured in a basin, the child at this stage will tell the quantify of the water is the same. Giving 1cedi 2 = 2cedis.
- **Classification:** ability to group objects according to their characteristics in terms of shape, size, etc.
- **Seriation:** the child can arrange objects in ascending or descending order.

## **Formal Operational (12 above)**

- Thinking is not only abstract but also logical
- The reasoning engaged in is not driven necessarily by the presence of the concrete objects
- Children's can now generate the potential solutions to the problems in a systematic fashion. The social context is more important in this stage

## *Features of the stage*

- **Imaginary audience:** whatever the individual does, he or she imagine people are watching him or her.
- **Personal fable:** adolescent thinks he or she is so special.

## **LEV VYGOTSKY VIEW ON COGNITIVE DEVELOPMENT**

- Lev Vygotsky (1896-1934) was a Russian psychologist. He is considered as the father of social constructivist theory.
- He followed the work of Piaget –who is attributed as the roots of constructivism.
- The theory argues that social interaction precedes development; consciousness and cognition are the end product of socialization and social behaviour
- While Piaget focused on stages of child development and individual construction of knowledge, Vygotsky identified the greater socio-cultural influence on knowledge construction.
- Vygotsky believed that what a child can today with assistance, she will be able to do by herself tomorrow.

## **Key concept**

### **Proximal development (ZPD):**

Vygotsky defined ZPD the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer.

- ZPD was understood by Vygotsky to describe the current or actual level of development of the learner and the next level attainable through the use of mediating semiotic and environmental tools and capable adult or peer facilitation.
- **Upper Limit:** Level of additional responsibility the child can accept with assistance of an able instructor.
- **Lower limit:** ZPD Level of problem solving reached on different tasks by the child working alone.
- **Scaffolding:** is a way of operationalizing Vygotsky's (1987) concept of working in the zone of proximal development.
- Scaffolding is a technique of changing the level of support.

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- ☐ Scaffolding is where a more skilled person (i.e. teacher or advanced peer) adjusts the amount of guidance to fit the student's current performance level.
- ☐ It is when a student is exposed to a new thing, the more-skilled person might use direct instruction.

### **Three features scaffolding:**

1. the essentially dialogic nature of the discourse in which knowledge is co-constructed;
  2. the significance of the kind of activity in which knowing is embedded and
  3. the role of artifacts that mediate knowing
- ☐ The major goal of scaffolding in teaching represents view the ZPD characteristic of transfer of responsibility for the task to the student.
  - ☐ They emphasize the collaboration between the teacher and the learner in constructing knowledge and skill.
  - ☐ **Language and Thought:**  
Vygotsky believed that young children use language not only for social communication but also to plan, guide and monitor their behaviour in a self-regulatory fashion known as inner speech or private speech.

### **Teaching Strategies**

- ☐ Use the student's zone of proximal development in teaching.
- ☐ Use Scaffolding
- ☐ Use more skilled peers as teachers
- ☐ Monitor and Encourage children's use of private speech
- ☐ Assess the students ZPD

## MALBA YAW ABDUL-FATAWU 4 SRC PRESIDENT (PRINCE MALBA)