



## Learning Theories in Education

**PAKISTAN ALLIANCE FOR EARLY CHILDHOOD**

**MS. ANEELA ALTAF MUKHI**

**TECHNICAL EXPERT- ECD**

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# Structure of the Session

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THEORY OF COGNITIVE  
DEVELOPMENT

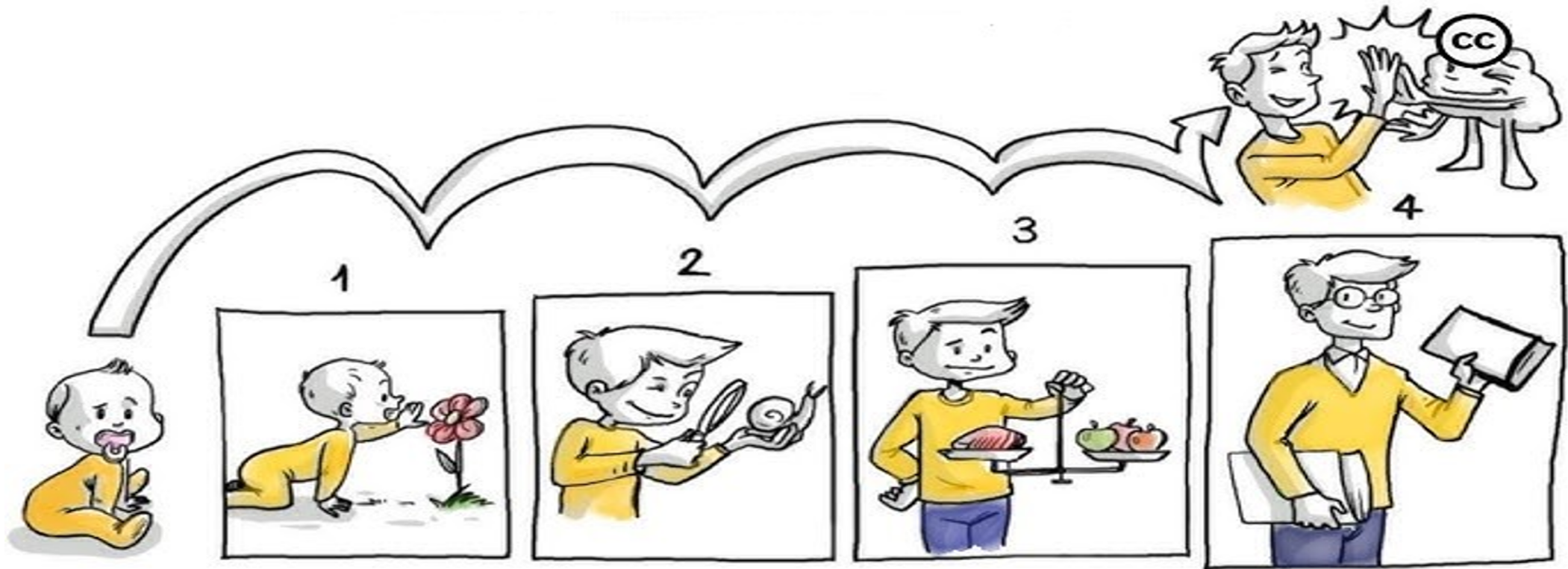
VYGOTSKY'S  
SOCIO-  
CULTURAL  
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ERIK ERIKSON'S  
THEORY OF  
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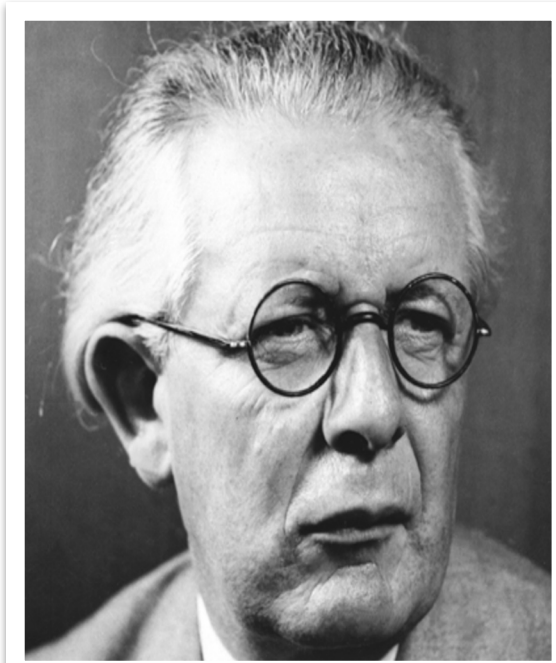
# JEAN PIAGET'S THEORY OF COGNITIVE DEVELOPMENT

# Jean Piaget- Theory of Cognitive Development



# Jean Piaget- Theory of Cognitive Development

- Jean Piaget (1896-1980) a Swiss psychologist, who studied the intellectual and logical abilities of children, theorized that cognitive development proceeds in four stages that follow the same sequential order.
- His Cognitive Development Theory is hugely influential in the fields of education and psychology.
- He proposed that the thinking process develops through each of the stages, until a child can think logically.



# Jean Piaget- Theory of Cognitive Development

It focuses on children, from birth through adolescence, and characterizes different stages of development, including:

language  
morals  
memory  
reasoning

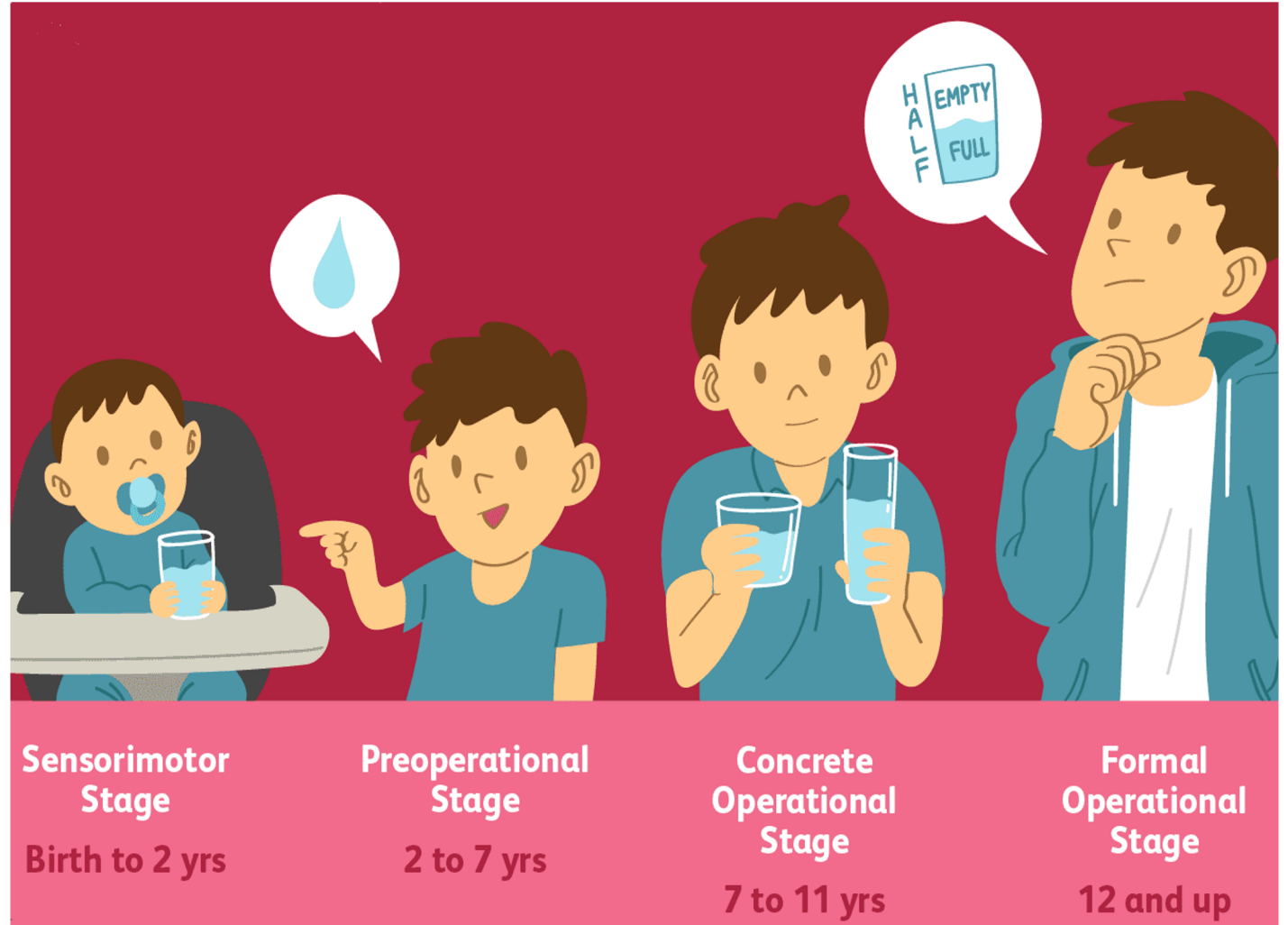
Piaget made several assumptions about children while developing his theory:

- Children build their own knowledge based on their experiences.
- Children learn things on their own without influence from adults or older children.
- Children are motivated to learn by nature. They don't need rewards as motivation.

# Jean Piaget- Theory of Cognitive Development

There are four stages in all:

- Sensorimotor Stage
- Preoperational Stage
- Concrete Operational Stage
- Formal Operational Stage



# Jean Piaget- Theory of Cognitive Development

Stage	Age	Characteristics	Goal
<b>Sensorimotor</b>	Birth to 18–24 months old	Motor activity without use of symbols. All things learned are based on experiences, or trial and error.	Object permanence
<b>Preoperational</b>	2 to 7 years old	Development of language, memory, and imagination. Intelligence is both egocentric and intuitive.	Symbolic thought
<b>Concrete operational</b>	7 to 11 years old	More logical and methodical manipulation of symbols. Less egocentric, and more aware of the outside world and events.	Operational thought
<b>Formal operational</b>	Adolescence to adulthood	Use of symbols to relate to abstract concepts. Able to make hypotheses and grasp abstract concepts and relationships.	Abstract concepts

# 1. Sensorimotor

- The sensorimotor stage covers children ages birth to 18–24 months old. Characteristics include motor activity without use of symbols. All things learned are based on experiences, or trial and error.
- The main goal at this stage is establishing an understanding of object permanence — in other words, knowing that an object still exists even if you can't see it or it's hidden.





# 1. Sensorimotor – Practical Activities

- Use real objects in play activities.
- Connect play to the five senses.
- Implement routines for the youngest children. They are predictable and may be highly useful with developing communication.





## 2. Preoperational



- The preoperational stage can be seen in children ages 2 through 7. Memory and imagination are developing. Children at this age are egocentric, which means they have difficulty thinking outside of their own viewpoints.
- The main achievement of this stage is being able to attach meaning to objects with language. It's thinking about things symbolically. Symbolic thought is a type of thinking where a word or object is used to represent something other than itself.

## 2. Preoperational – Practical Activities

- Children learn best by doing. Allow them to actively interact with a variety of things in their environments, including books, people, games, and objects.
- Ask questions while children are engaged in daily routines and allow them to come up with their own ideas.
- Point out new things and encourage children to question you about those things.





### 3. Concrete Operational

- Children are much less egocentric in the concrete operational stage. It falls between the ages of 7 to 11 years old and is marked by more logical and methodical manipulation of symbols.
- The main goal at this stage is for a child to start working things out inside their head. This is called operational thought, and it allows kids to solve problems without physically encountering things in the real world.



### 3. Concrete Operational – Practical Activities

- Create timelines, three dimensional models, science experiments, and other ways to manipulate abstract concepts.
- Use brain teasers and riddles to foster analytical thinking.
- Focus on open-ended questioning.



## 4. Formal Operational

- Children 11 years old and older fall into Piaget's formal operational stage. A milestone of this period is using symbols to understand abstract concepts. Not only that, but older kids and adults can also think about multiple variables and come up with hypotheses based on previous knowledge.
- Piaget believed that people of all ages develop intellectually. But he also believed that once a person reaches the formal operational stage, it's more about building upon knowledge, not changing how it's acquired or understood.





## 4. Formal Operational – Practical Activities

- Offer step-by-step explanations of concepts and utilize charts and other visual aids.
- Explore hypothetical situations. You may relate them to current events or social issues.
- Broaden concepts whenever possible. For example, if talking about the Civil War, discuss other issues that have divided the country since that time.



# Piaget' Philosophy-Education Programme

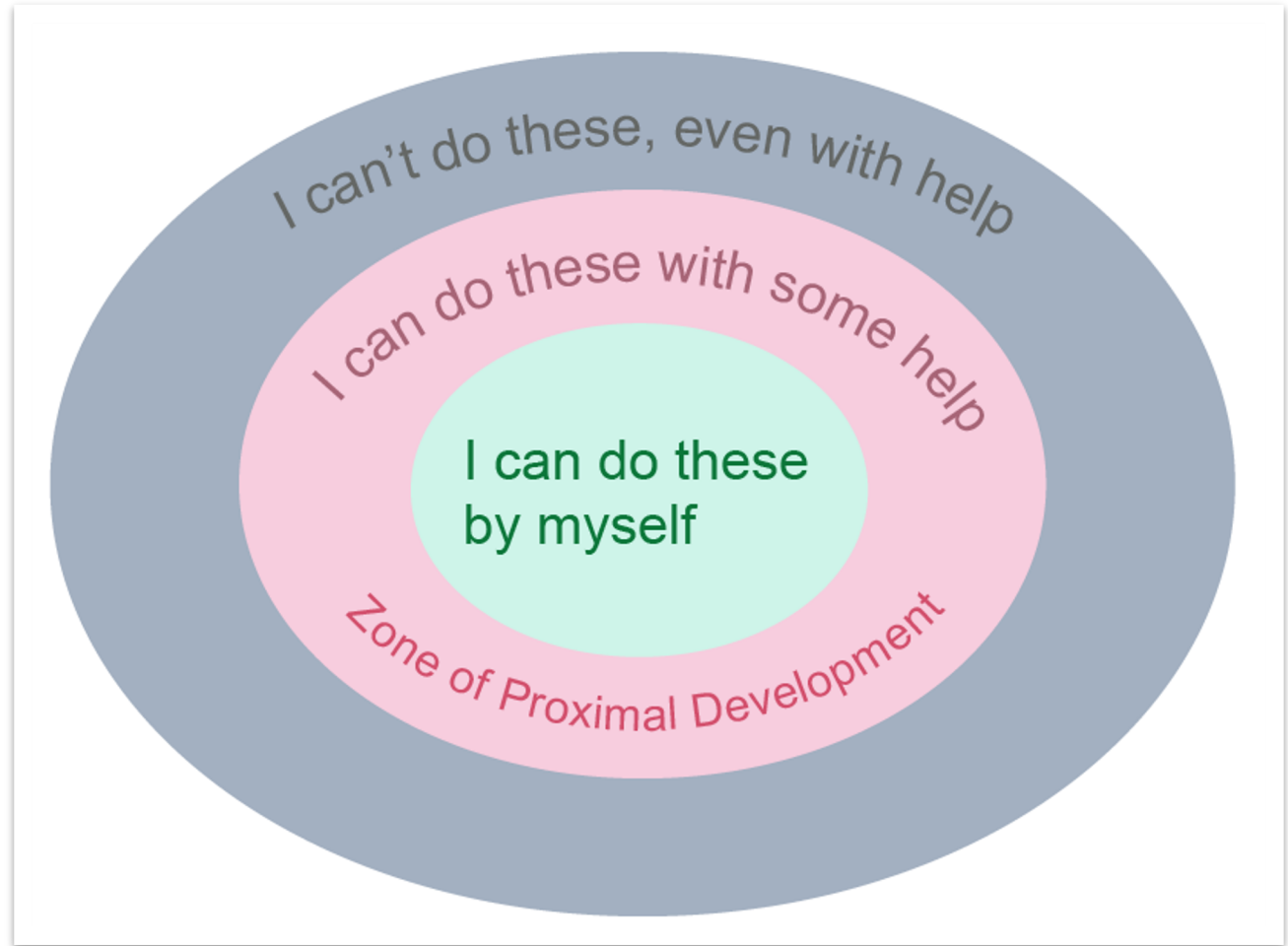
Examples include:

- Providing chances for trial and error. Focus on the process of learning versus the end result.
- Providing children with visual aids and other props, like models, to illustrate different ideas and concepts.
- Using real-life examples to paint complex ideas, like word problems in Mathematics
- Providing chances to classify or group information. Outlines and hierarchies are good examples and allow children to build new ideas from previous knowledge.
- Offering problems that necessitate analytical or logical thinking. Brain teasers can be used as a tool in this instance.

# VYGOTSKY'S SOCIO-CULTURAL THEORY



# Vygotsky's Theory of Socio Cultural Development



# Vygotsky's Socio Cultural Theory of Cognitive Development

Lev Vygotsky (1896-1934) was a Russian psychologist who argued that culture has a major impact on a child's cognitive development.

The main assertion of the Vygotsky theory is that cognitive development in early childhood is advanced through social interaction with other people, particularly those who are more skilled.

Vygotsky believed that social learning comes before cognitive development in children, and that children construct knowledge actively.

# Vygotsky's Concept of Zone of Proximal Development

- Vygotsky is most recognized for his concept of **Zone of Proximal Development** (ZPD) pertaining to the cognitive development in children.
- The zone of proximal development (ZPD), or zone of potential development, refers to the range of abilities an individual can perform with the guidance of an expert, but cannot yet perform on their own.
- A good teacher identifies a child's ZPD and helps the child stretch beyond it. Then the adult (teacher) gradually withdraws support until the child can then perform the task unaided.

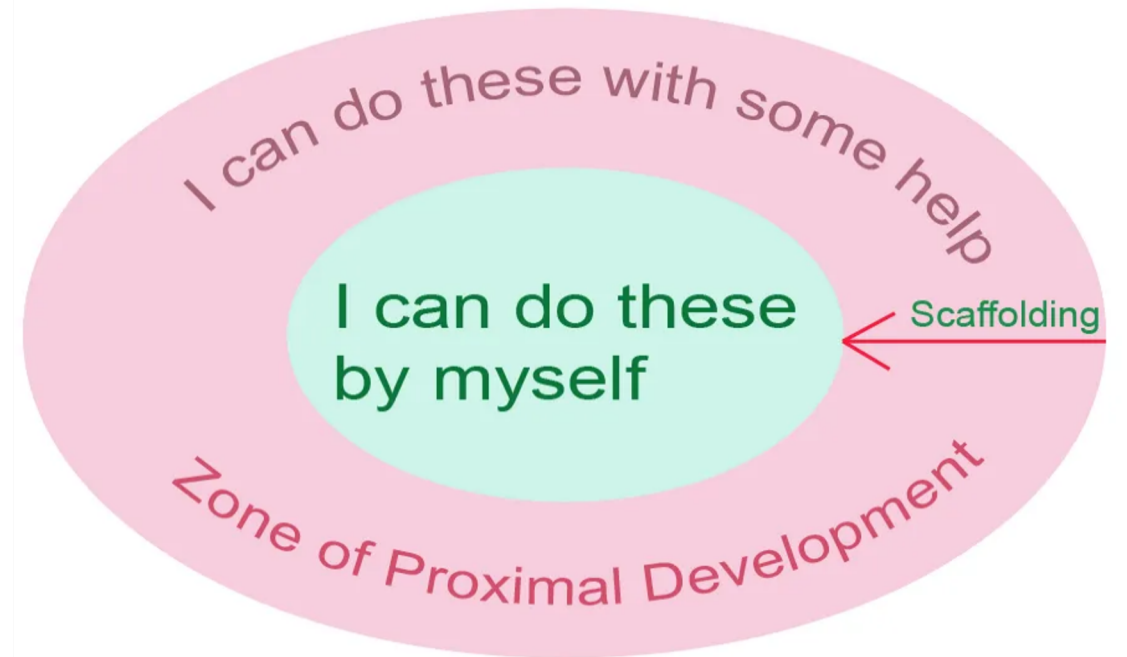


# Some Examples of ZPD Applications in the Classroom

- A teacher in an experimental psychology course might initially provide scaffolding by coaching them through their experiments. Later, the teacher slowly removes the scaffolding by only providing brief descriptions of how to proceed. Finally, students would be expected to carry out their experiments independently.
- A teacher may provide traceable worksheets to students learning how to write the alphabet. The teacher may also use a whiteboard to model the steps it takes to write letters. If some students get stuck, the teacher may have them practice on the whiteboard together until the skill is mastered.
- For children learning another language, a teacher may write a sentence on the board, read it aloud, then encourage the students to take turns reading it aloud themselves. The teacher may then split the children into groups to practice reading together before assigning reading homework to do independently.

# Scaffolding

When a child is in their ZPD, an expert will provide them with appropriate assistance to help them accomplish a new task or skill. Activities, instructions, tools, and resources that are used to aid in this learning process are known as scaffolding.



# Examples of Scaffolding that Educators may Include

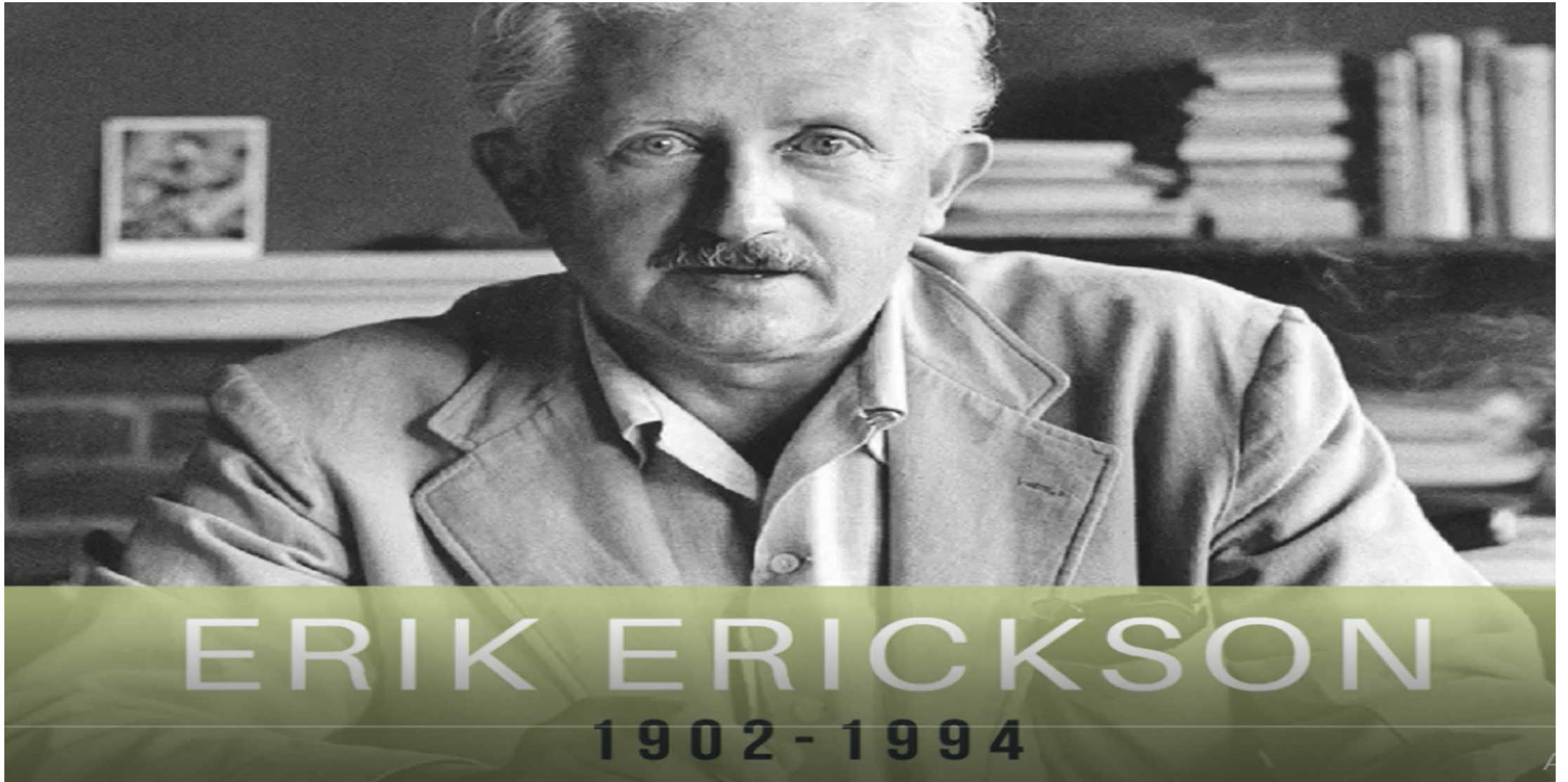
- Asking a student what they think should be done next, what their thought process was, or if there are other ways the problem can be solved,
- Modeling how to solve a similar problem or complete a similar task.
- Putting students in small groups and having them discuss a new concept before engaging in it.
- Using visual aids to help students conceptualize a task prior to engaging in it.
- Asking students to use prior knowledge to better understand more complex topics.

INTERACTION POINT

# ERIK ERIKSON'S THEORY OF SOCIAL- EMOTIONAL DEVELOPMENT



# Erik Erikson's Theory of Social Emotional Development (Video)



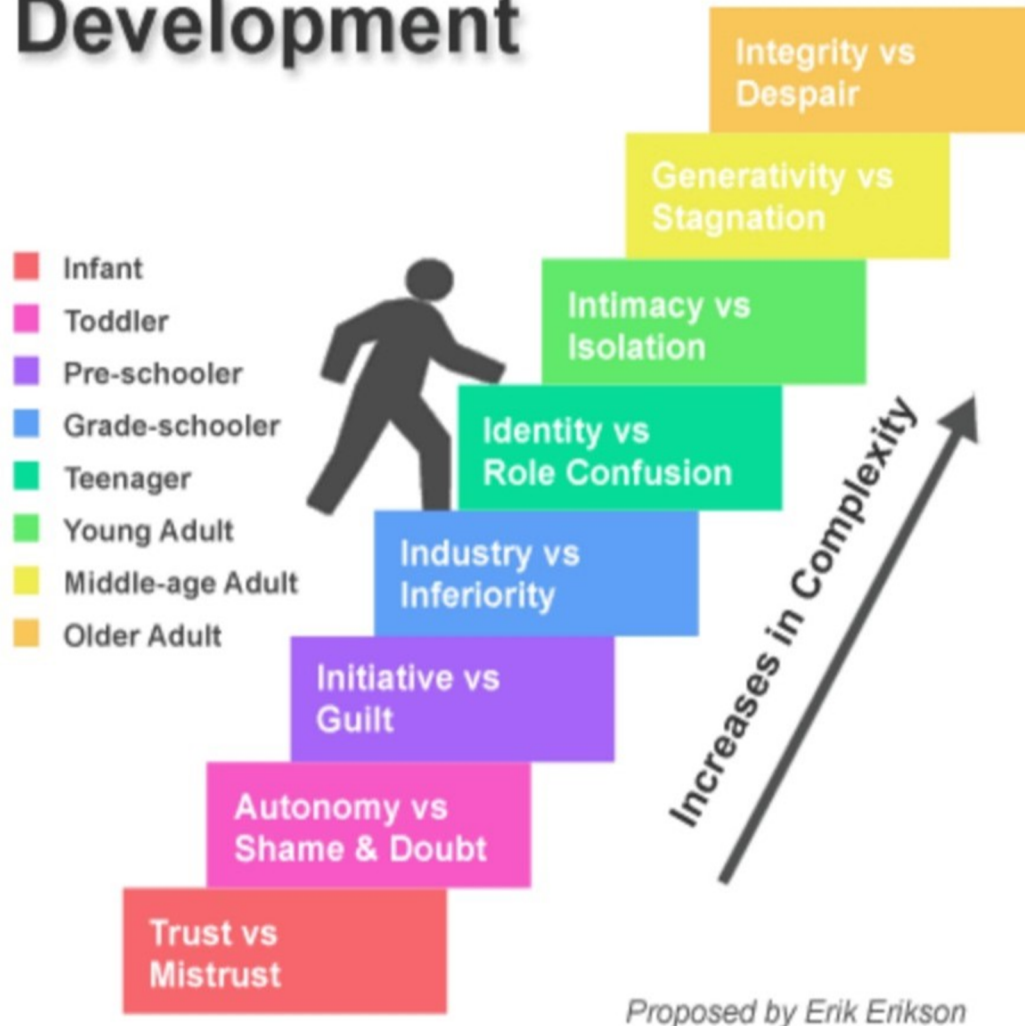


During each stage, the person experiences a psychosocial crisis which could have a positive or negative outcome for personality **development**.

All individuals must overcome or resolve successfully in order to adjust well to the environment.

# Erik Erikson's Theory of Social Emotional Development

## Stages of Psychosocial Development



- Erikson's psychosocial theory of development considers the impact of external factors, parents and society on personality development from childhood to adulthood.
- According to Erikson's theory, every person must pass through a series of eight interrelated stages over the entire life cycle.

# Infancy: Birth-18 Months Old

## Basic Trust vs. Mistrust – Hope

- During the first or second year of life, the major emphasis is on the mother and father's nurturing ability and care for a child, especially in terms of visual contact and touch.
- The child will develop optimism, trust, confidence, and security if properly cared for and handled.
- If a child does not experience trust, he or she may develop insecurity, worthlessness, and general mistrust to the world.





# Toddler/Early Childhood Years: 18 Months To 3 Years

## **Autonomy vs. Shame – Will**

The second stage occurs between 18 months and 3 years. At this point, the child has an opportunity to build self-esteem and autonomy as he or she learns new skills and right from wrong.

The well-cared for child is sure of himself, carrying himself or herself with pride rather than shame.

During this time of the “terrible twos”, defiance, temper tantrums, and stubbornness can also appear.

Children tend to be vulnerable during this stage, sometimes feeling ashamed and low self-esteem during an inability to learn certain skills.



## Important Tasks in Psychosocial Stage 2



Picking out her own clothes and dressing herself



Developing food preferences of her own



Choosing which toys she likes by herself



Mastering toilet training

# Preschooler: 3 To 5 Years

## Initiative vs. Guilt – Purpose

- During this period, children experience a desire to copy the adults around them and take initiative
- In creating play situations. They make up stories with toy phones and miniature cars, playing out roles in a trial universe, experimenting with the blueprint for what they believe it means to be an adult.





## Preschooler: 3 To 5 Years

- Conversely, if this tendency is crushed, either through criticism or control, children develop a sense of guilt. The child will often overstep the mark in his forcefulness, and the danger is that the parents will tend to punish the child and restrict his initiatives too much.
- It is at this stage that the child will begin to ask many questions as his thirst for knowledge grows. If the parents treat the child's questions as trivial, a nuisance or embarrassing or other aspects of their behavior as threatening then the child may have feelings of guilt for "being a nuisance".



## Preschooler: 3 To 5 Years

- Too much guilt can make the child slow to interact with others and may inhibit their creativity. Some guilt is, of course, necessary; otherwise the child would not know how to exercise self-control or have a conscience.
- A healthy balance between initiative and guilt is important. Success in this stage will lead to the virtue of **purpose**, while failure results in a sense of guilt.

# School Age Child: 6 to 12 Years

## Industry vs. Inferiority – Competence

During this stage, children are capable of learning, creating and accomplishing numerous new skills and knowledge, thus developing a sense of industry.

This is also a very social stage of development and if children experience unresolved feelings of inadequacy and inferiority among their peers, they can have serious problems in terms of competence and self-esteem.



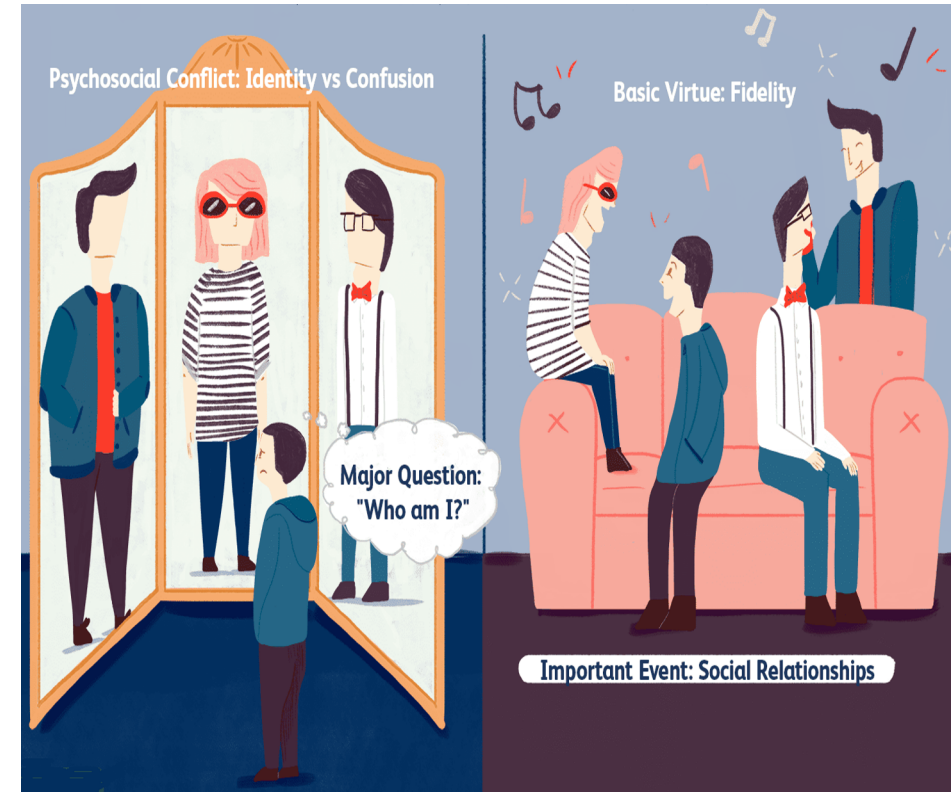
## School Age Child: 6 to 12 Years

- As the world expands a bit, their most significant relationship is with the school and neighbourhood. Parents are no longer the complete authorities they once were, although they are still important.
- If children are encouraged and reinforced for their initiative, they begin to feel industrious (competent) and feel confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his or her potential.

# Adolescent: 12 to 18 Years

## Identity vs. Role Confusion – Fidelity

- It occurs during adolescence, from about 12-18 years. During this stage, adolescents search for a sense of self and personal identity, through an intense exploration of personal values, beliefs, and goals.
- During adolescence, the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. The individual wants to belong to a society and fit in.



# Adolescent: 12 to 18 Years

- Erikson claims that the adolescent may feel uncomfortable about their body for a while until they can adapt and “grow into” the changes. Success in this stage will lead to the virtue of **fidelity**.
- Fidelity involves being able to commit one's self to others on the basis of accepting others, even when there may be ideological differences.
- During this period, they explore possibilities and begin to form their own identity based upon the outcome of their explorations. Failure to establish a sense of identity within society ("I don't know what I want to be when I grow up") can lead to role confusion. Role confusion involves the individual not being sure about themselves or their place in society.



# Adolescent: 12 to 18 Years

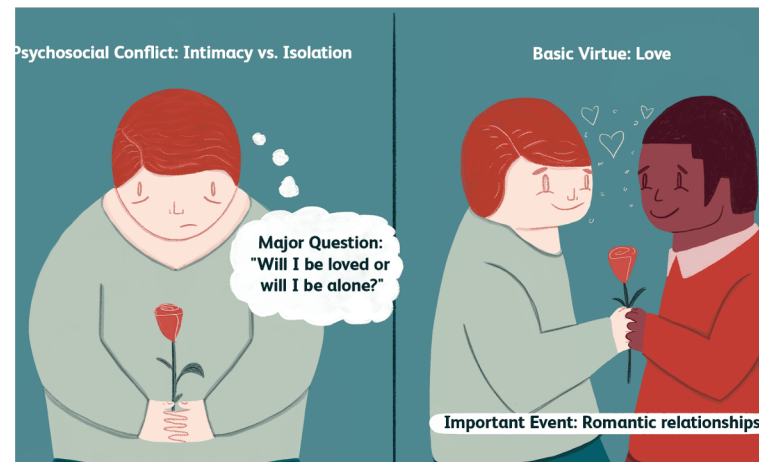
- In response to role confusion or **identity crisis**, an adolescent may begin to experiment with different lifestyles (e.g., work, education or political activities).
- Also pressuring someone into an identity can result in rebellion in the form of establishing a negative identity, and in addition to this feeling of unhappiness.



# Young Adult: 18 to 35 Years

## Intimacy and Solidarity vs. Isolation – Love

- This stage takes place during young adulthood between the ages of approximately 18 to 40 yrs. During this stage, the major conflict centres on forming intimate, loving relationships with other people.
- During this stage, they begin to share themselves more intimately with others. They explore relationships leading toward longer-term commitments with someone other than a family member.





# Young Adult: 18 to 35 Years

- Successful completion of this stage can result in happy relationships and a sense of commitment, safety, and care within a relationship.
- Avoiding intimacy, fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression.
- Success in this stage will lead to the virtue of **love**.

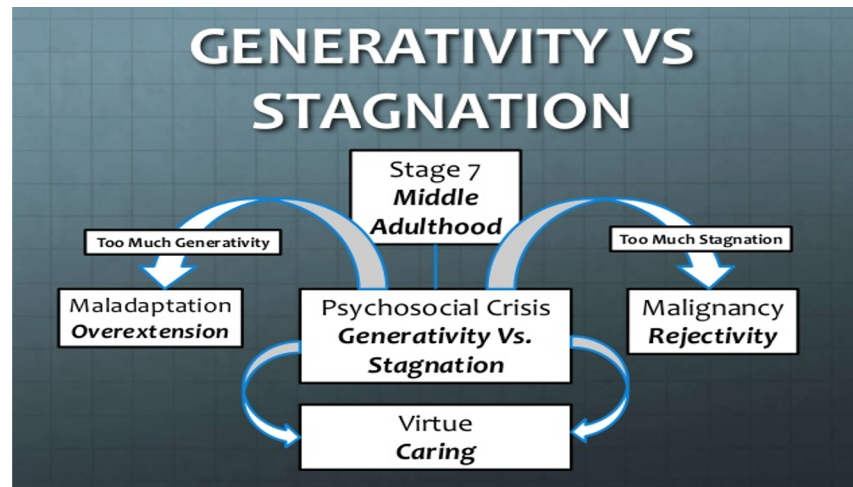




# Middle-Aged Adult: 40 to 55 or 65 Years

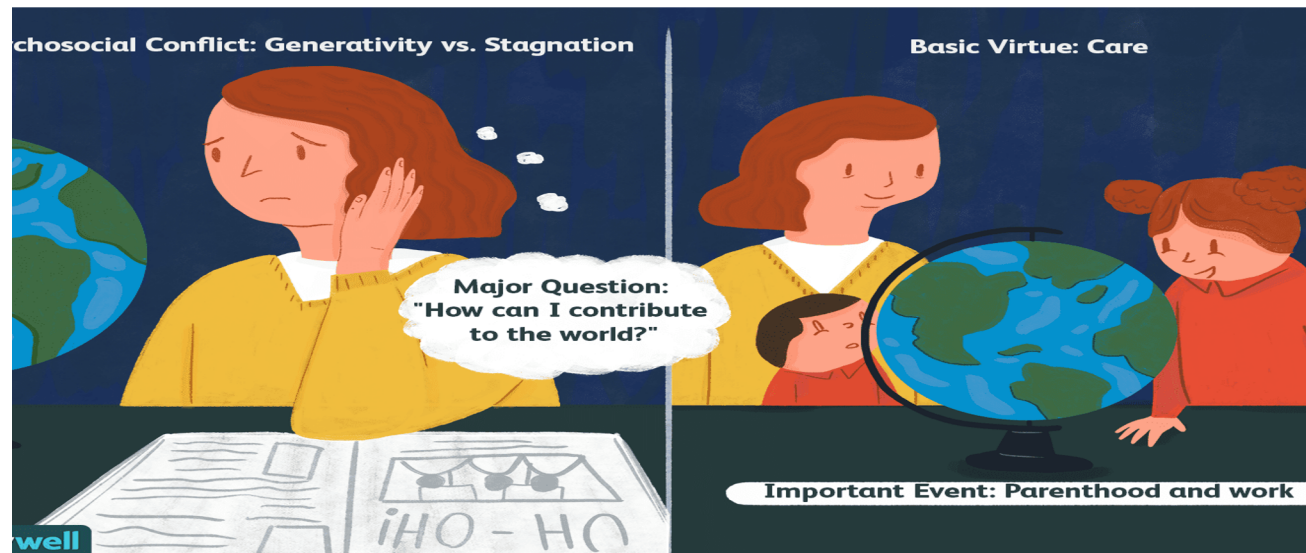
## Generativity vs. Self-Absorption or Stagnation – Care

- This stage takes place during middle adulthood (ages 40 to 65 years).
- They give back to society through raising their children, being productive at work, and becoming involved in community activities and organizations. Through generativity they develop a sense of being a part of the bigger picture.



# Middle-Aged Adult: 40 to 55 or 65 Years

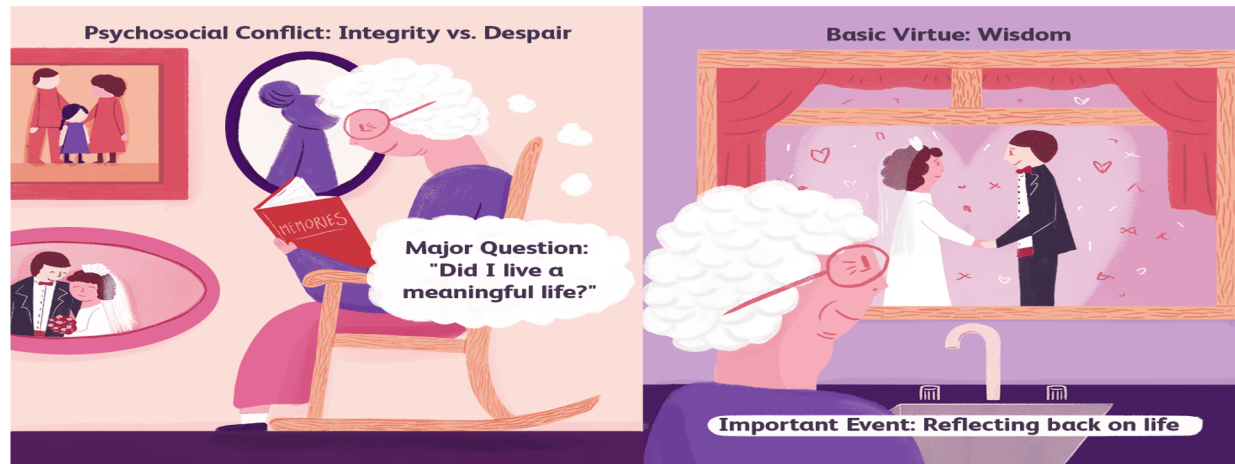
- Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
- By failing to find a way to contribute, they become stagnant and feel unproductive. These individuals may feel disconnected or uninvolved with their community and with society as a whole. Success in this stage will lead to the virtue of **care**.



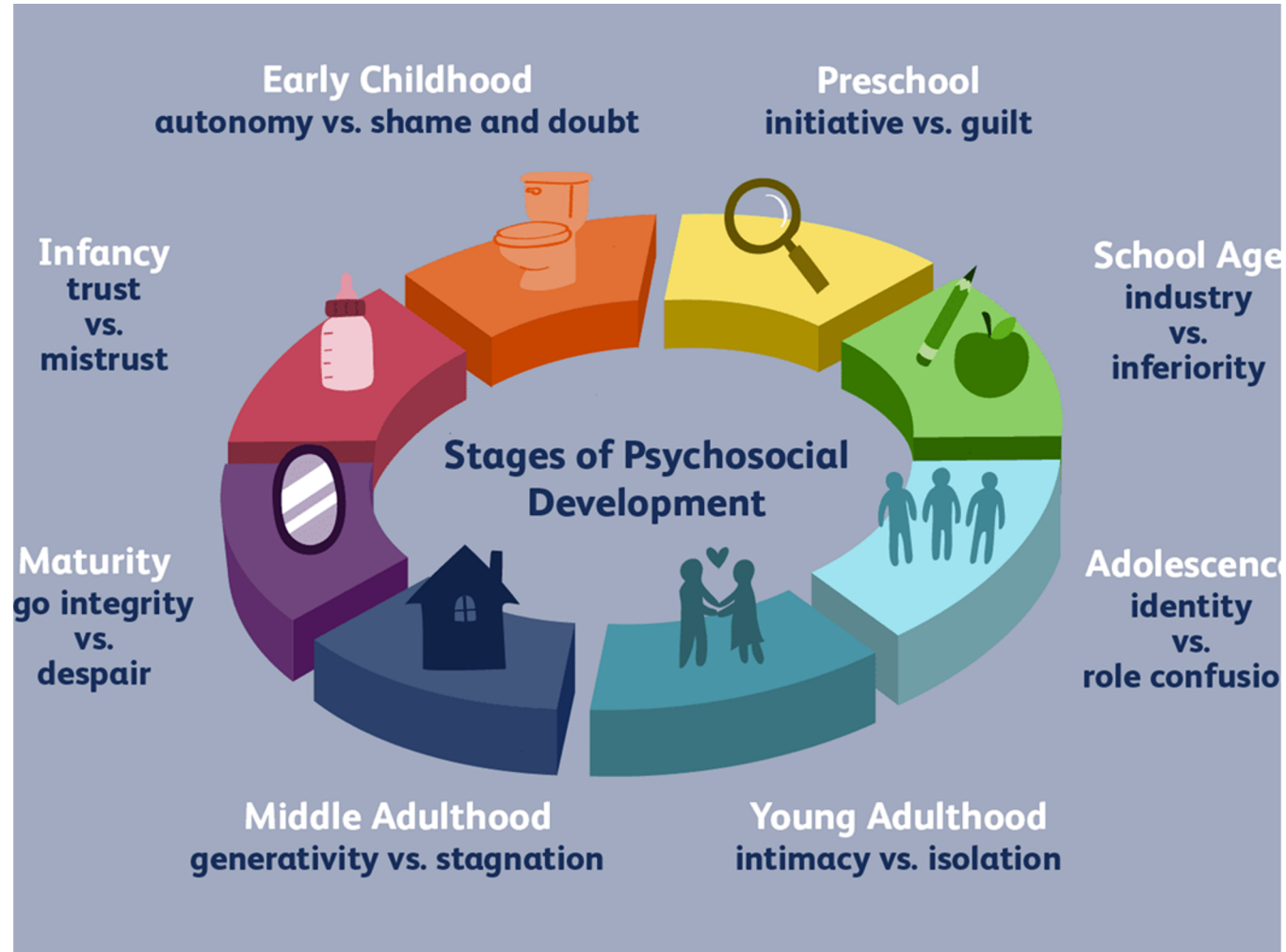
# Late Adulthood: 55 or 65 to Death

## Integrity vs. Despair – Wisdom

- Erikson believed that much of life is preparing for the middle adulthood stage and the last stage involves much reflection.
- As older adults, some can look back with a feeling of integrity — that is, contentment and fulfilment, having led a meaningful life and valuable contribution to society.
- Others may have a sense of despair during this stage, reflecting upon their experiences and failures. They may fear death as they struggle to find a purpose to their lives, wondering “What was the point of life? Was it worth it?”



# How is Erik Erikson's Theory Used Today?



**Erikson's theory** is useful for teaching, parenting, self-awareness, managing and coaching, dealing with conflict, and generally for understanding self and others.

INTERACTION POINT

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## Reading Material:

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