GRAND AND EMERGENT THEORIES OF DEVELOPMENT
Class Outline

• Review
• Grand Theories and Emergent Theories lecture
Review

- Scientific Approaches
  - Observation, correlation, experimentation, qualitative
- Types of Data
  - Cross-sectional, longitudinal, cross-sequential
- Bioecology
Theories of

• Proposed interpretation or explanation of how and why people change as they grow older

• Framework or organization for observations
Evaluating Theories

- Comprehensiveness (scope)
- Inclusiveness
- Parsimony (Occam’s Razor)
- Research Support
- Significance & Usefulness
- Heuristic Value
Date of birth: June 29, 2011
Expected date of death:
Event, Goal, or Expected Role:

The Lifeline
Psychoanalytic

- **Major player**: Freud
- **Major tenet**: Unconscious drives influence behavior; childhood experiences affect adult life
- **Major task**: Resolve sexual conflict in stage to progress
What if it’s not about

- Psychosocial Development
  - **Major player**: Erikson
  - **Major tenet**: Development influenced by individual and social environment
  - **Major task**: Resolve tension in stage to progress
What's the nature of the trouble, and when did it begin?

Let's drive it around and see what happens.

© Original Artist
Behaviorism

- **Major players**: Watson, Pavlov, Skinner
- **Major tenet**: Behaviors are observable and learned through conditioning and reinforcement
- **Major task**: Learn behaviors to effectively function in culture
What if it’s not about reinforcement?

- Social Learning Theory
  - **Major player**: Bandura
  - **Major tenet**: Learning can occur through modeling
  - **Major task**: Develop behaviors through observing and imitating others
Cognitive Theory

- **Major player**: Piaget

- **Major tenet**: Humans’ thought processes change over time and influence attitudes, beliefs, and behaviors

- **Major tasks**: Assimilate or accommodate new info to progress to next stage
Changing Our Thinking

- **Assimilation**
  - Fit new information into preexisting cognitive framework

- **Accommodation**
  - Adapt cognitive framework to include new information
Evaluating Stage

- (Freud, Erikson, Piaget)
- Assumption of stage theories?
- Pros of stages?
- Cons?
Summary

- Theories used to organize observations about how people develop

- Psychoanalytic: Freud’s psychosexual & Erikson’s psychosocial. Unconscious drives, early childhood experiences

- Behaviorism: Learn behavior through conditioning, reinforcement, and modeling. Must study observable phenomena

- Cognitive: How we think changes. Must assimilate or accommodate new information
Need for emergent

- 5 characteristics of development
- Multicultural, multidisciplinary, multicontextual
Sociocultural Theory

• **Major player:** Vygotsky (Bronfenbrenner)

• **Major tenet:** Interaction between developing individual and society

• **Major task:** Acquire knowledge required by society through guided participation
Learning in Sociocultural Theory

- **Guided Participation**
  - Both learner and teacher are active
  - Mutual involvement in cultural practices

- **Zone of Proximal Development**
  - Skills to learn are not too easy and not too hard
Epigenetic Theory

- **Major player**: Gottlieb

- **Major tenet**: Genes influence environment, and environment influences genes to allow development

- **Major task**: Selective adaptation over eons to promote survival
<table>
<thead>
<tr>
<th>Trait</th>
<th>Genes</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue eyes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoys bungee jumping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 feet tall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red hair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IQ of 150</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smokes cigarettes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weighs 250 pounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcoholic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has cancer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Nature/Nurture

- Complex interaction
- Never only nature or only nurture