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| Key Words |
| **Forebrain** – the anterior part of the brain, including the hemispheres and the central brain structures.**Midbrain** – the middle section of the brain forming part of the central nervous system.**Hindbrain** – the lower part of the brain that includes the cerebellum, pons and medulla oblongata.**Cerebellum** – an area of the brain near to the brainstem that controls motor movements (muscle activity).**Medulla oblongata** – connects the upper brain to the spinal cord and controls automatic responses.**Involuntary response** – a response to a stimulus that occurs without someone making a conscious choice. They are automatic such as reflexes. **Neural connection** – links formed by messages passing from one nerve cell neuron) to another.**Object permanence** – knowing something exists even if it is out of sight.**Symbolic play** – children play using objects and ideas to represent other objects and ideas.**Egocentrism** – unable to see the world from any other viewpoint but one’s own.**Animism** – believing that objects that are not alive can behave as if they are alive.**Centration** – focusing on one feature of the situation and ignoring other relevant features.**Irreversibility** – not understanding that an action can be reversed to return to the original state.**Morality** – general principles about what is right and wrong, including good and bad behaviour.**Schema** – mental representation of the world based on one’s own experiences. **Adaption** – using assimilation and accommodation to make sense of the world.**Assimilation** – incorporating new experiences into existing schemas.**Accommodation** - when a schema has to be changed to deal with a new experience.**Equilibrium** – when a child’s schemas can explain all that they experience; a state of mental balance.**Mindset** – a set of beliefs someone has that guides how someone responds to or interprets a situation.**Growth mindset** – believing practice and effort can improve your abilities.**Working memory** – has different parts for processing information coming from our senses.**Decentration** – being able to separate yourself from the world and take different views of a situation, so not being egocentric.**Person praise** – someone praises the individual rather than what they are doing.**Process praise** – someone praises what is being done, not the individual.**Entity theory/motivational framework** – a belief that behaviour or ability results from a person’s nature.**Incremental theory/motivational framework** – a belief that effort drives behaviour and ability, which can change.**Morals** – standards of right and wrong behaviour that can differ between cultures and can depend on the situation.**Heteronomous** – rules put into place by others.**Autonomous** – rules can be decided by the individual person.  |

Developmental Psychology

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| **Piaget’s theory of cognitive development** | **Dweck’s mindset theory** | **Willingham’s Learning theory** |
| **Four stages of development:** Sensorimotor stage (birth to 2 years): object permanence developedPreoperational stage (2 to 7 years): Children experience symbolic play, animism and egocentrism.Concrete operational stage (7 to 12 years): difficulty with abstract ideas such as morality.Formal operational stage (12+ years): Control over thoughts and themselves, they understand consequences of their actions.These stages are used in education to help children develop.Schemas are developed through experiences and help us to understand the world.  | **Fixed mindset -** believing your abilities are fixed and unchangeable. This can lead to children giving up and stop taking on challenges.**Growth mindset -** believing practice and effort can improve your abilities. | Factual knowledge comes before skill.Knowledge frees up working memory which leaves more processing power to solve problems.Practice + effort = skill mastery (automatic)We must practice until we ‘know things’.  |

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| **Issues and Debates – Theories of morality** |
| **Piaget’s Theory of Moral Development** | **Kohlberg’s Theory of Moral Development** |
| **Stage 1: Pre-moral stage (0-5 years)** little understanding of rules, behaviour regulated from the outside.**Stage 2: Heteronomous/moral realism (5-9 years)** Rules are rigid. Consequences dictate the severity of behaviour, not intentions.**Stage 3: Autonomous morality (10+ years)** Morals are seen as agreements between people, an action with bad consequences can be a good action if the intention was good. | **Stage 1: Pre-conventional level (up to 9 years)** What is right or wrong is determined by an outside authority and rules are followed for fear of punishment.**Stage 2: Pre-conventional level (up to 9 years)** Different individuals have different viewpoints, punishment is a risk to avoid.**Stage 3: Conventional level (young people and adults)** People should live up to family/community expectations. **Stage 4: Conventional level (young people and adults)** laws should be followed unless for a good reason and laws guarantee social order. **Stage 5: Post-conventional level (10% of people)** Unjust laws should be changed.**Stage 6: Post-conventional stage (10% of people)** Democratic processes may not be enough to change unjust laws, civil disobedience may be the only answer. |

**\*Use SCOUT to evaluate these theories.**

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| **Piaget and Inhelder (1956) Three Mountains Task** | **Gunderson et al (2013) Parent Praise to 1-3 year olds Predicts Children’s Motivational Frameworks 5 years later.** |
| **Aim:** Investigate the relationships between a child’s viewpoint and their perception of the viewpoints of others.**Procedure:** 100 children were asked to arrange boards to match what the doll could see and to choose a picture showing the doll’s viewpoint. The child then has to place a doll in a position to match the view on the picture. **Results:** 4-6 year olds always chose their own or a random viewpoint. 7-12 year olds could reflect the doll’s viewpoint inconsistently. 9-12 year olds could show the viewpoint of the doll.**Conclusion:** Children in the pre-operational stage were egocentric. Children in the concrete operational stage could see from other viewpoint showing that egocentrism had subsided.  | **Aim:** To investigate if person praise or process praise can be a predictor of motivational frameworks five years later.**Procedure:** 53 children were visited at home and videoed. Speech from the videos was transcribed and coded for process, person and other praise. At age 7-8 completed 2 verbal questionnaires about their motivational framework. **Results:** Boys received more process praise than girls, girls received more persona and other praise than boys. Significant correlation between process praise and incremental framework at 7-8 years old. No significant correlation between person praise and children’s entity motivational framework. **Conclusion:** Process praise led to an incremental motivational framework.  |

**\*Use GRAVE to evaluate these studies**