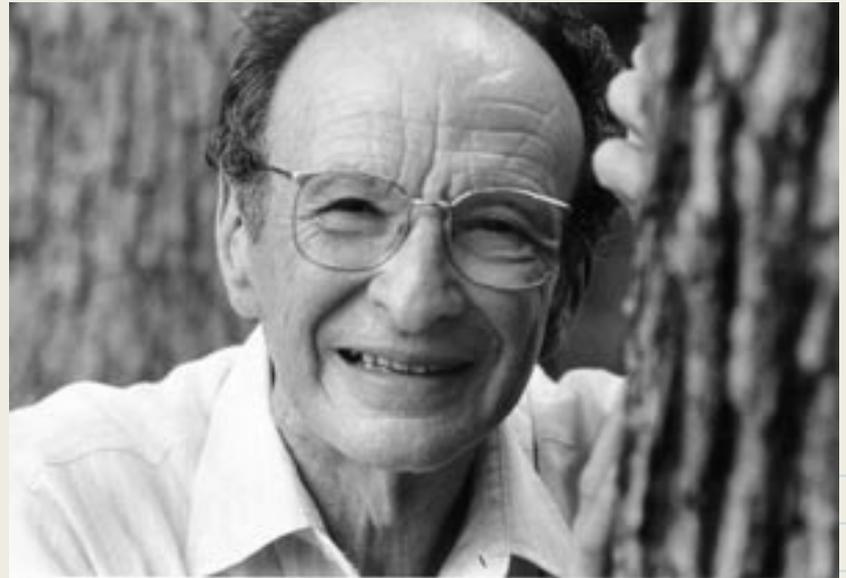


Social Learning Theories

By: Shari Hellwig, Joey Strother, Geoff Berg,
Rebecca Allen and Katherine Abella

Bronfenbrenner Biography

- Born in 1917 in Moscow.
- Moved to America when he was 6 years old.
- Completed his doctorate in 1942 and the next day joined the US army as a psychologist during WW II.
- Once the war ended went on to be a professor and board member at Cornell University for almost 60 years until his death in 2005.



Bronfenbrenner

Urie Bronfenbrenner developed a model to show the vast number of interacting social contexts which affect an individual's development called the bioecological model.

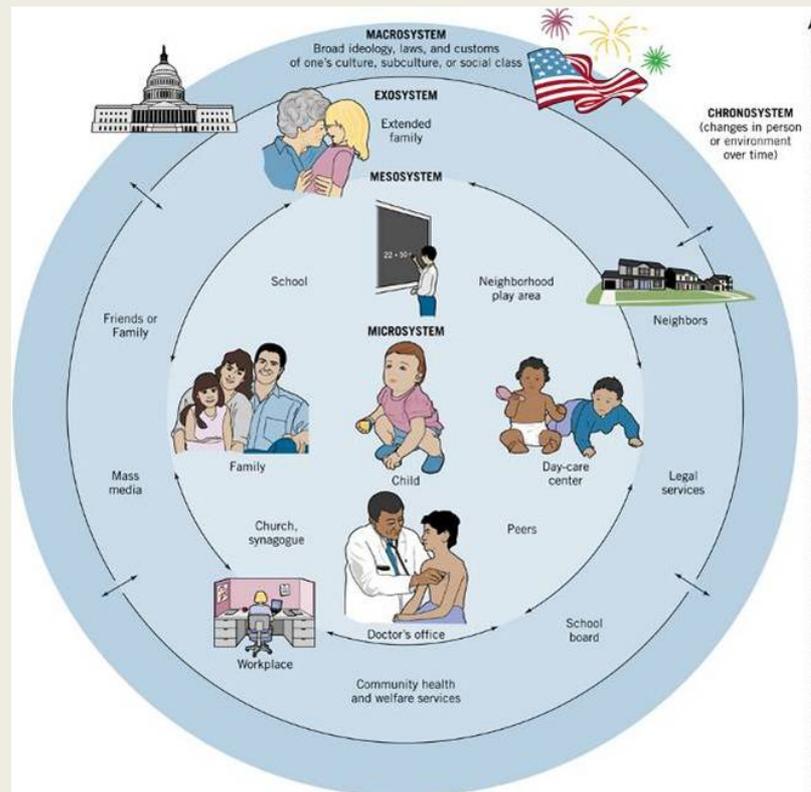
Bio - Recognizes that individual's biological selves contribute to the development process

Ecological - Relates the social relationships humans develop to ecosystems as they are constantly interacting and influencing each other

Bronfenbrenner posited that every individual learns and develops within a network of relationships, starting with immediate ones such as family, and expanding to encompass all of society.

Bronfenbrenner

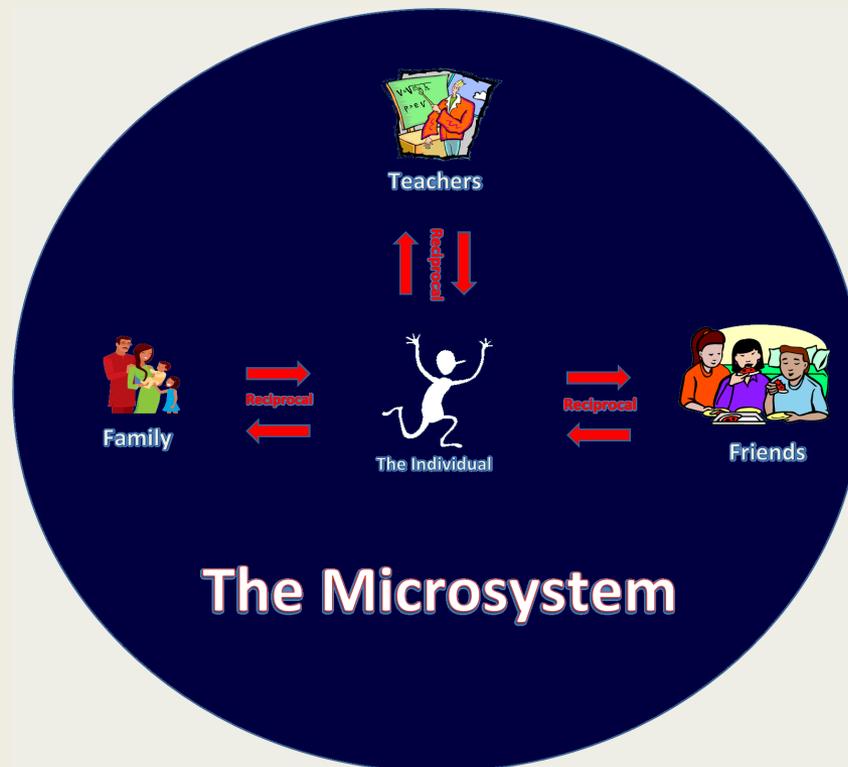
Bronfenbrenner's Bioecological Model



The Microsystem

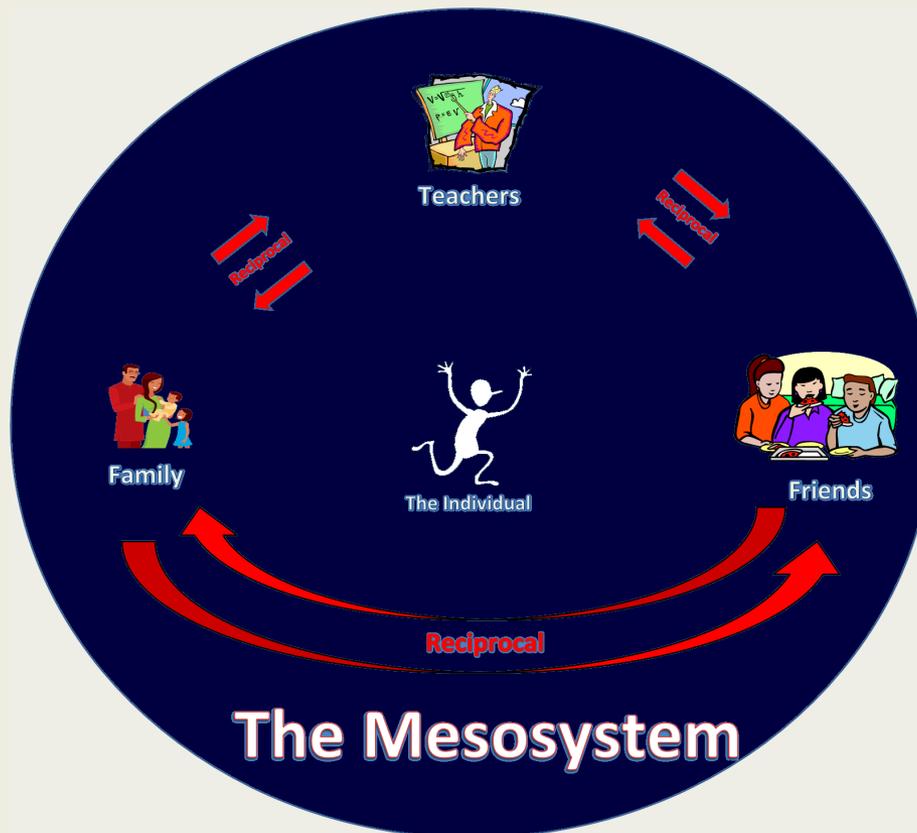
Includes a person's immediate relationships such as friends, family, and teachers.

Relationships are reciprocal - each person within the microsystem affects another.



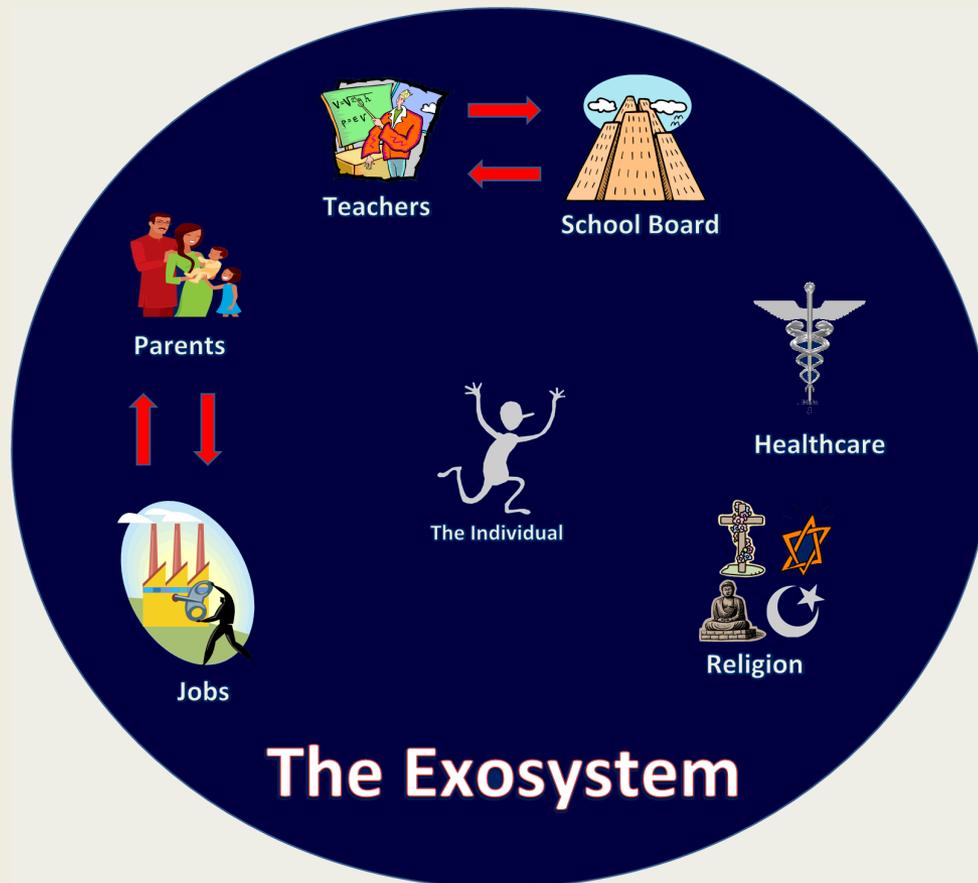
The Mesosystem

Interactions and relationships between members of the microsystem.
Relationships are also reciprocal



The Exosystem

Social systems that affect the child, even if the child is not a member of the system



The Macrosystem

The larger culture and society, including all of its values, laws, conventions, and traditions



Theory Relevance For Teachers

Shows how influences in all social systems are reciprocal

Students develop in various ecosystems that are in constant interaction and influence each other.

- Bronfenbrenner's theory reveals the dynamic forces that interact to create different contexts for students' personal development
- With this knowledge, teachers can realize how they can't be solely responsible for the complete development of their students
- However, they can be aware of necessary changes they can make in their teaching to accommodate students' social needs and circumstances via differentiation.



Theory Relevance cont.

Motivation to Teach for Positive Transfer

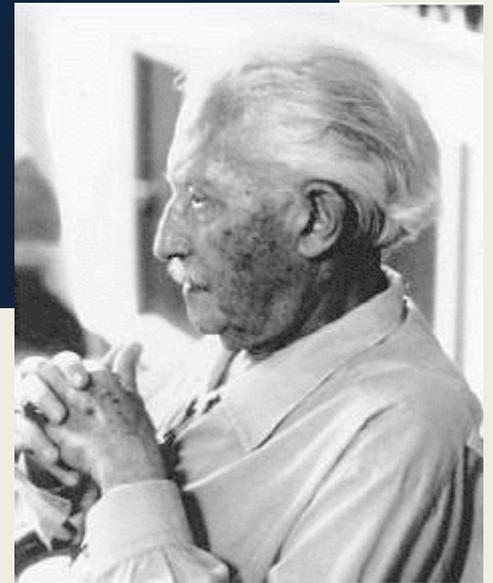


- In Chapter 8 - Complex Cognitive Processes, **transfer** is defined as:
"Influence of previously learned information, skills, and motivation on learning new information or completing new tasks successfully" (p. 294)
- Bronfenbrenner's bioecological theory motivates teachers to use students' knowledge and understanding from their diverse social backgrounds to achieve positive transfer and enhance learning

Example: Have students make connections between learning in school and life outside school by getting them to engage in various discussions and activities

Erikson

- Erik Erikson (1902-1994)
- Born in Frankfurt Germany
- Never Graduated high school
- His mother did not tell Erikson who his biological father was until he was a teenager. This sparked his interest in identity.
- met Freud in Vienna when traveling through Europe
- Erikson created an alternative to Freud's "Psychosexual development"
- Famous for the idea of "Identity Crisis"



Erikson's Eight Stages of Man (psychosocial development)

- organization of the stages that a person goes through as they develop their own personal identity
- At each stage, a person must face a developmental crisis- their well being and success in future stages depends on how well this is dealt with.

- 1. Basic Trust versus Basic Mistrust**
- 2. Autonomy versus Shame and Doubt**
- 3. Initiative versus Guilt**
- 4. Industry versus Guilt**
- 5. Identity versus Role Confusion**
- 6. Intimacy versus Isolation**
- 7. Generativity versus Stagnation**
- 8. Ego Integrity versus Despair**

8 Stages of Psychosocial Development

STAGE 1

Basic Trust Versus Basic Mistrust

- Birth to 12-18 months
- Major event: Feeding
- Need for loving trusting caregivers, otherwise mistrust is developed
- Basic needs (feeding, cleaning, love) required
- Infant must learn to trust the outside world in order to succeed in the future.

STAGE 2

Autonomy Versus Shame and Doubt

- 18 months to 3 years
- major event: Toilet Training
- Developing physical skills, if not developed properly can bring shame.
- parents must be protective but not over-protective
- children who do not succeed in this stage lack overall confidence in future stages.

Continuation of Erikson's Life Stages

STAGE 3

Initiative versus Guilt

- 3-6 years old
- major event: Independence
- The child continues to become assertive and to take initiative but may be too forceful, which may lead to guilt
- learning how to partake in activities while learning how to not act on all impulses

STAGE 4

Industry versus Inferiority

- Middle and late childhood - (6 years old to early adolescence)
- Students desire to learn the new skills and concepts that they are exposed to.
- Hazard: Danger of insecurity by not being able to measure up to others.
- Significant relationship:
 - school
 - neighborhood

Continuation of Erikson's Life Stages

STAGE 5

Identity Versus Identity Confusion

- Adolescence (10-20 years)
- This stages brings up questions of identity in which adolescence try to answer.
- They can question:
 - who they are
 - what they are about
 - where they are going in life
- As they try to find answers to who we are we create ideals that are often based on experience.
- Can remain confused if we do not find answers to identity questions or do not develop who we are
- significant relationships
 - peer groups

STAGE 6

Intimacy Versus Isolation

- Early Adulthood (20s-30s)
- Intimacy- Find a companion to share lifes struggles and joys.
- If someone was to not find someone to share their life with, during this period, they often feel superior to their peers.
- Significant relationship:
 - Husband/Wife
 - Friends

Continuation of Erikson's Life Stages

Stage 7

Generativity versus Stagnation

- Middle Adulthood (40s-50s)
- Generativity means that you take your knowledge and impart it on the next generation
- Stagnation is when an individual does not believe they have done their part in equipping the next generation
- Example: Parenting
- Significant Relationships:
 - Co-Workers
 - Family
 - Community

STAGE 8

Integrity versus Despair

- Late Adulthood (60s onward)
- This is a time for reflection on the life lived.
 - If positive an individual will believe that life was worth living.
 - If negative an individual will fear death or think that their beliefs are the corrects and no other opinions can make a difference.
- Significant Relationships:
 - Those who are similar

Theory Relevance for Teachers

Understanding Students' Individual Development

- Erikson's Psychosocial theory offers a basic framework for understanding the needs of young people in relation to the society in which they grow, learn, and ultimately make their contributions.
- With this framework of understanding, teachers can help students with the emergence of the self and the search for identity within their classroom
- Most importantly, teachers have an opportunity to support and guide students in resolving their developmental crises, which would have a lasting effect on their self-image and view of society.



Theory Relevance cont.

Encourage lasting Industry skills for Students to succeed in later stages of life



- According to Erikson's theory, individuals face the 4th stage: *Industry versus Inferiority* in the important event of going to school for the first time
- If teachers are aware of this pivotal stage of developmental crisis for students, they can adjust their teaching to make the transition to school easier for children, especially those who differ economically or culturally
- This would help create a positive learning environment that encourages lasting industry skills for students to succeed in later stages of life

References

Urie Bronfenbrenner. (2011). In *Cornell University*. Retrieved September 28, 2012, from <http://www.bctr.cornell.edu/about-us/urie-bronfenbrenner>

HARDER, A. F. (n.d.). Erik Erikson's Developmental Stages. *Support4Change*. Retrieved September 30, 2012, from http://www.support4change.com/index.php?option=com_content&view=article&id=47&Itemid=108

Santrock, J. W., Woloshyn, V. E., Gallagher, T. L., Petta, T. D., & Marini, Z. A. (2010). *Educational psychology* (3rd Canadian ed.). Whitby, Ont.: McGraw-Hill Ryerson.

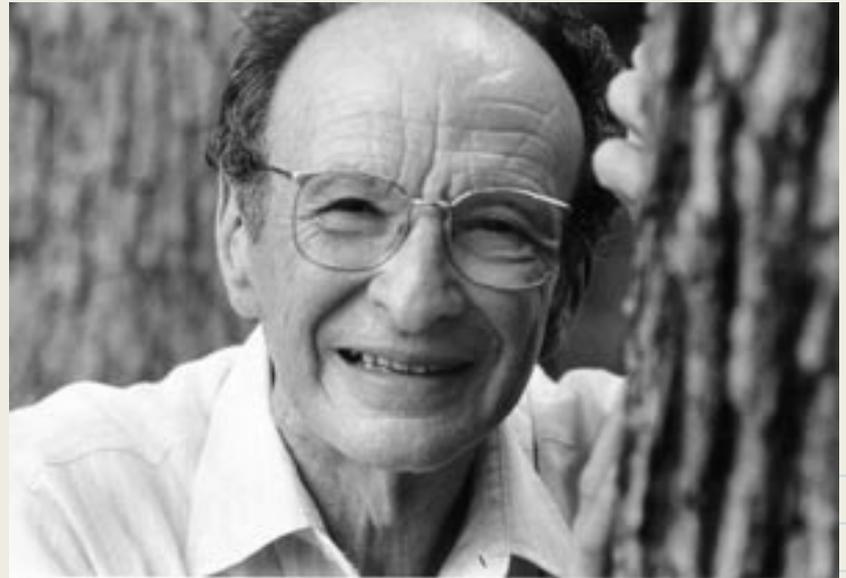
Woolfolk, A. E., Winnie, P. H., & Perry, N. E. (2011). *Education Psychology* (5th Canadian ed.). Toronto, Ont.: Pearsons Canada Inc.

Social Learning Theories

By: Shari Hellwig, Joey Strother, Geoff Berg,
Rebecca Allen and Kaye Abella

Bronfenbrenner Biography

- Born in 1917 in Moscow.
- Moved to America when he was 6 years old.
- Completed his doctorate in 1942 and the next day joined the US army as a psychologist during WW II.
- Once the war ended went on to be a professor and board member at Cornell University for almost 60 years until his death in 2005.



Bronfenbrenner

Urie Bronfenbrenner developed a model to show the vast number of interacting social contexts which affect an individual's development called the bioecological model.

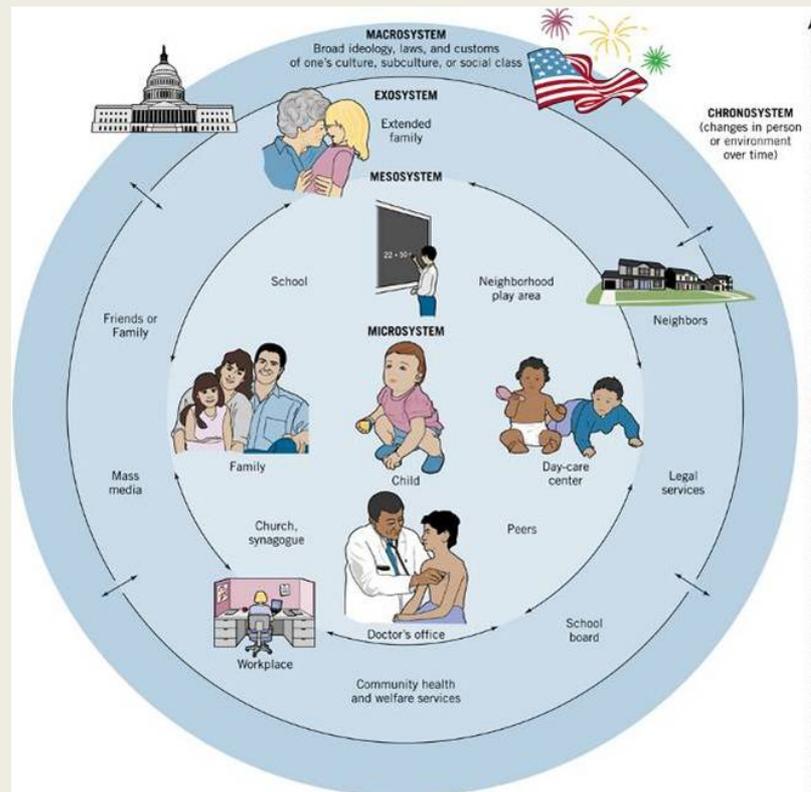
Bio - Recognizes that individual's biological selves contribute to the development process

Ecological - Relates the social relationships humans develop to ecosystems as they are constantly interacting and influencing each other

Bronfenbrenner posited that every individual learns and develops within a network of relationships, starting with immediate ones such as family, and expanding to encompass all of society.

Bronfenbrenner

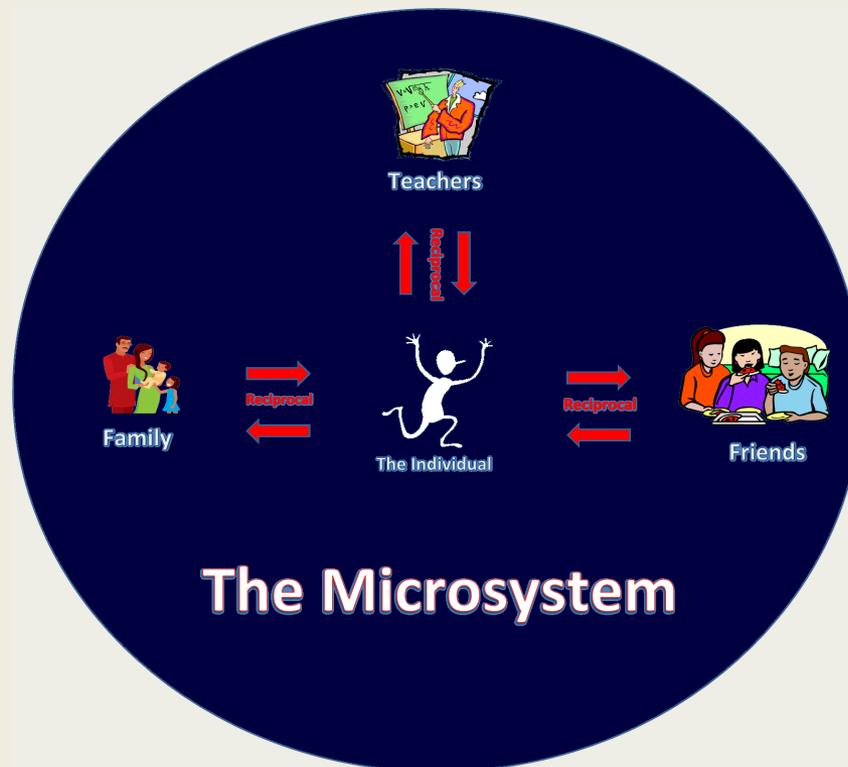
Bronfenbrenner's Bioecological Model



The Microsystem

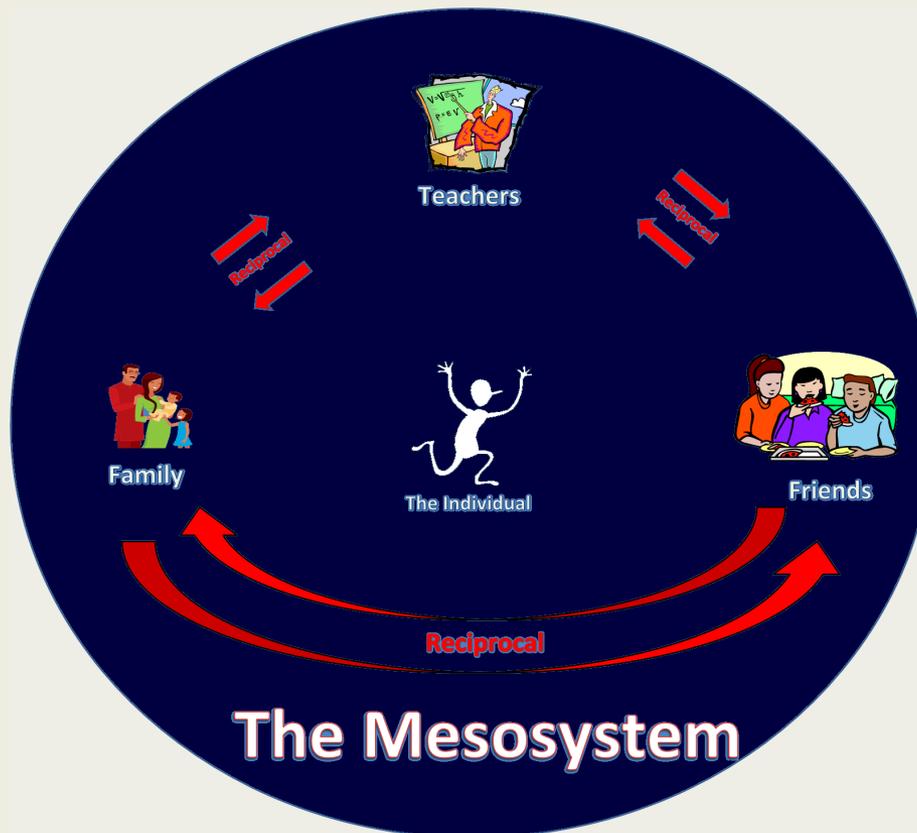
Includes a person's immediate relationships such as friends, family, and teachers.

Relationships are reciprocal - each person within the microsystem affects another.



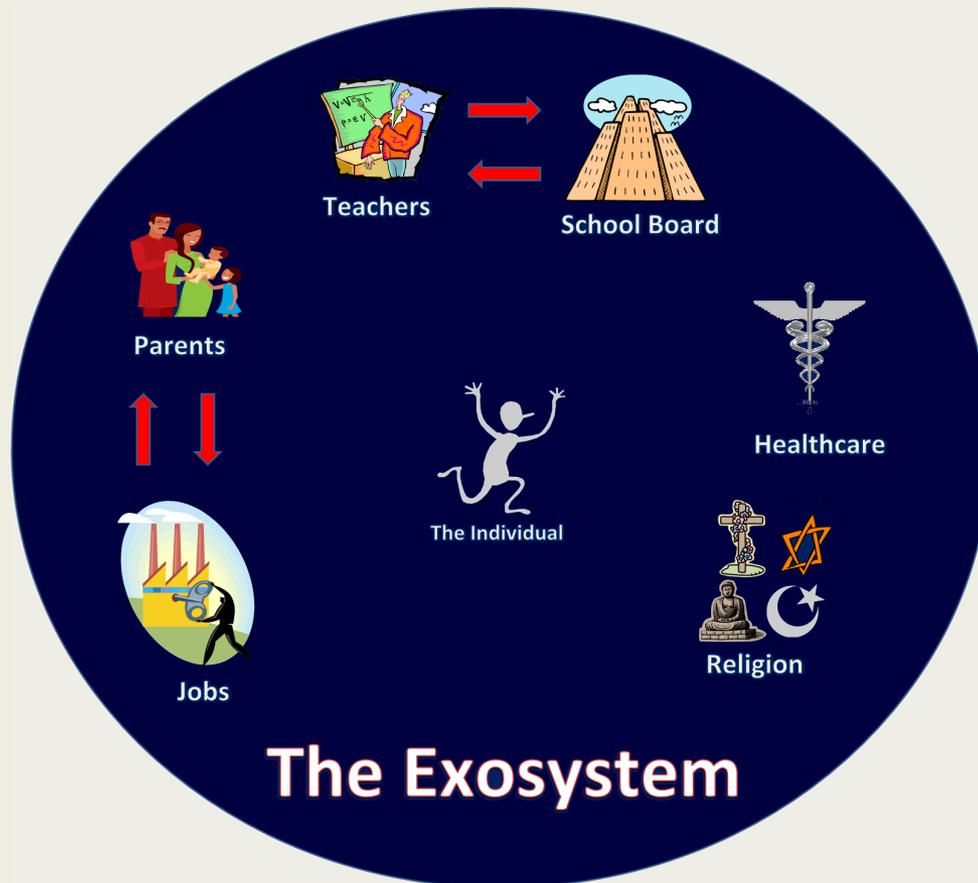
The Mesosystem

Interactions and relationships between members of the microsystem.
Relationships are also reciprocal



The Exosystem

Social systems that affect the child, even if the child is not a member of the system



The Macrosystem

The larger culture and society, including all of its values, laws, conventions, and traditions



Theory Relevance For Teachers

Shows how influences in all social systems are reciprocal

Students develop in various ecosystems that are in constant interaction and influence each other.

- Bronfenbrenner's theory reveals the dynamic forces that interact to create different contexts for students' personal development
- With this knowledge, teachers can realize how they can't be solely responsible for the complete development of their students
- However, they can be aware of necessary changes they can make in their teaching to accommodate students' social needs and circumstances via differentiation.



Theory Relevance cont.

Motivation to Teach for Positive Transfer

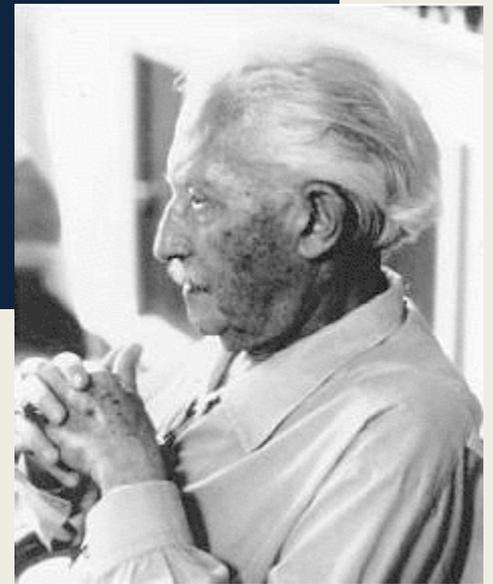


- In Chapter 8 - Complex Cognitive Processes, **transfer** is defined as:
"Influence of previously learned information, skills, and motivation on learning new information or completing new tasks successfully" (p. 294)
- Bronfenbrenner's bioecological theory motivates teachers to use students' knowledge and understanding from their diverse social backgrounds to achieve positive transfer and enhance learning

Example: Have students make connections between learning in school and life outside school by getting them to engage in various discussions and activities

Erikson

- Erik Erikson (1902-1994)
- Born in Frankfurt Germany
- Never Graduated high school
- His mother did not tell Erikson who his biological father was until he was a teenager. This sparked his interest in identity.
- met Freud in Vienna when traveling through Europe
- Erikson created an alternative to Freud's "Psychosexual development"
- Famous for the idea of "Identity Crisis"



Erikson's Eight Stages of Man (psychosocial development)

- organization of the stages that a person goes through as they develop their own personal identity
- At each stage, a person must face a developmental crisis- their well being and success in future stages depends on how well this is dealt with.

- 1. Basic Trust versus Basic Mistrust**
- 2. Autonomy versus Shame and Doubt**
- 3. Initiative versus Guilt**
- 4. Industry versus Guilt**
- 5. Identity versus Role Confusion**
- 6. Intimacy versus Isolation**
- 7. Generativity versus Stagnation**
- 8. Ego Integrity versus Despair**

8 Stages of Psychosocial Development

STAGE 1

Basic Trust Versus Basic Mistrust

- Birth to 12-18 months
- Major event: Feeding
- Need for loving trusting caregivers, otherwise mistrust is developed
- Basic needs (feeding, cleaning, love) required
- Infant must learn to trust the outside world in order to succeed in the future.

STAGE 2

Autonomy Versus Shame and Doubt

- 18 months to 3 years
- major event: Toilet Training
- Developing physical skills, if not developed properly can bring shame.
- parents must be protective but not over-protective
- children who do not succeed in this stage lack overall confidence in future stages.

Continuation of Erikson's Life Stages

STAGE 3

Initiative versus Guilt

- 3-6 years old
- major event: Independence
- The child continues to become assertive and to take initiative but may be too forceful, which may lead to guilt
- learning how to partake in activities while learning how to not act on all impulses

STAGE 4

Industry versus Inferiority

- Middle and late childhood - (6 years old to early adolescence)
- Students desire to learn the new skills and concepts that they are exposed to.
- Hazard: Danger of insecurity by not being able to measure up to others.
- Significant relationship:
 - school
 - neighborhood

Continuation of Erikson's Life Stages

STAGE 5

Identity Versus Identity Confusion

- Adolescence (10-20 years)
- This stages brings up questions of identity in which adolescence try to answer.
- They can question:
 - who they are
 - what they are about
 - where they are going in life
- As they try to find answers to who we are we create ideals that are often based on experience.
- Can remain confused if we do not find answers to identity questions or do not develop who we are
- significant relationships
 - peer groups

STAGE 6

Intimacy Versus Isolation

- Early Adulthood (20s-30s)
- Intimacy- Find a companion to share lifes struggles and joys.
- If someone was to not find someone to share their life with, during this period, they often feel superior to their peers.
- Significant relationship:
 - Husband/Wife
 - Friends

Continuation of Erikson's Life Stages

Stage 7

Generativity versus Stagnation

- Middle Adulthood (40s-50s)
- Generativity means that you take your knowledge and impart it on the next generation
- Stagnation is when an individual does not believe they have done their part in equipping the next generation
- Example: Parenting
- Significant Relationships:
 - Co-Workers
 - Family
 - Community

STAGE 8

Integrity versus Despair

- Late Adulthood (60s onward)
- This is a time for reflection on the life lived.
 - If positive an individual will believe that life was worth living.
 - If negative an individual will fear death or think that their beliefs are the corrects and no other opinions can make a difference.
- Significant Relationships:
 - Those who are similar

Theory Relevance for Teachers

Understanding Students' Individual Development

- Erikson's Psychosocial theory offers a basic framework for understanding the needs of young people in relation to the society in which they grow, learn, and ultimately make their contributions.
- With this framework of understanding, teachers can help students with the emergence of the self and the search for identity within their classroom
- Most importantly, teachers have an opportunity to support and guide students in resolving their developmental crises, which would have a lasting effect on their self-image and view of society.



Theory Relevance cont.

Encourage lasting Industry skills for Students to succeed in later stages of life



- According to Erikson's theory, individuals face the 4th stage: *Industry versus Inferiority* in the important event of going to school for the first time
- If teachers are aware of this pivotal stage of developmental crisis for students, they can adjust their teaching to make the transition to school easier for children, especially those who differ economically or culturally
- This would help create a positive learning environment that encourages lasting industry skills for students to succeed in later stages of life

References

Urie Bronfenbrenner. (2011). In *Cornell University*. Retrieved September 28, 2012, from <http://www.bctr.cornell.edu/about-us/urie-bronfenbrenner>

HARDER, A. F. (n.d.). Erik Erikson's Developmental Stages. *Support4Change*. Retrieved September 30, 2012, from http://www.support4change.com/index.php?option=com_content&view=article&id=47&Itemid=108

Santrock, J. W., Woloshyn, V. E., Gallagher, T. L., Petta, T. D., & Marini, Z. A. (2010). *Educational psychology* (3rd Canadian ed.). Whitby, Ont.: McGraw-Hill Ryerson.

Woolfolk, A. E., Winnie, P. H., & Perry, N. E. (2011). *Education Psychology* (5th Canadian ed.). Toronto, Ont.: Pearsons Canada Inc.