

Overview of Ch 3: The Self, Social, and Moral Development

- ◆ Erikson: Psychosocial Development
- ◆ Self Concept & Self Esteem
- ◆ Moral Reasoning Theories
- ◆ Bronfenbrenner's Bioecological Model of Human Development



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Erikson's Psychosocial Personality Development Theory

- ◆ Assumptions
- ◆ Stages:
 - Trust / Mistrust: Birth to 12-18 months
 - Autonomy / Shame & Doubt: 18 months to 3 years
 - Initiative / Guilt: 3 to 6 years
 - Industry / Inferiority: 6 to 12 years

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Erikson's Stages Cont'd



- Identity / Role Confusion: Identity diffusion & Identity foreclosure
 - » James Marcia's work on identity statuses: 2 underlying dimensions, 4 statuses correspond to Erikson's
 - ◆ achievement
 - ◆ foreclosure
 - ◆ diffusion
 - ◆ Moratorium
 - » Studies on Timing: identity achieved much later
- Intimacy / Isolation: Young adulthood
- Generativity / Stagnation: Middle Adulthood
- Ego integrity / Despair: Late adulthood

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How can we help Students to positively Resolve Personality Crises?

- ◆ Trust?
- ◆ Autonomy?
- ◆ Initiative?
- ◆ Industry?
- ◆ Identity?

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Self Concept & Self Esteem

- ◆ Picture versus opinion
- ◆ Development of self-concept: tied to cognitive development and experience
 - Learned helplessness
 - Self-fulfilling prophecies
- ◆ Development of self-esteem: based on positive social feedback or authentic achievement?
- ◆ Multiple components of self-esteems
- ◆ Gender differences in timing of Puberty and impact of puberty on physical self-esteem
- ◆ Big-Fish-Little-Pond Effect & Little-Fish-Big-Pond Effect

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Piaget's Moral development Theory

- ◆ Assumptions
- ◆ Stages
 - Premoral period (3-5 yrs)
 - Heteronomous morality (5-10 yrs)
 - » Rules non-negotiable
 - » Consequences more important than intentions
 - » Punishment reciprocal rather than expiatory
 - Autonomous morality (10 & up)
- ◆ Recent research: Piaget underestimated moral understanding of young children
 - Stories confound intentions & consequences
 - Children as young as 3 understand rules vary in importance

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Kohlberg's Theory of Moral development

- ◆ Assumptions
- ◆ Stages:
 - Preconventional level
 - » Stage 1: punishment & obedience
 - » Stage 2: Instrumental purpose
 - Conventional level
 - » Stage 3: "Good boy-good girl"
 - » Stage 4: Law & order
 - Postconventional level
 - » Stage 5: Social contract
 - » Stage 6: Universal ethics
- ◆ Research on Kohlberg's theory
 - Longitudinal studies
 - Studies of real-life moral reasoning
- ◆ What role could/should teachers play in influencing students' moral development?

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Bronfenbrenner's Bioecological Model of Human Development

Development influenced by several layers of interacting factors:

- Microsystem
- Mesosystem
- Exosystem
- Macrosystem

To understand and improve how we and our students develop, we should not limit our focus on just the microsystem

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