A study that compares 2-year-olds, 4-year-olds, and 6-year-olds on the same task is said to have a design that is:

a. longitudinal
b. cross-sectional
c. theoretical
d. observational

Research Designs

How We Study Human Development

Week 3
Overview of Chapter 1

- Developmental Science
- Children, Science & Society
- The Central Issues of Developmental Science
- Theories of Development
- Methods for Studying Development
- Looking Ahead

Overview of this week

- Every psychologist has a theoretical framework
  - it offers a lens through which to look at the child
  - it includes assumptions...
    - about the process of development
    - about nature & nurture
    - about why people differ
    - about the way to do research

Four Theoretical Frameworks

- Biological-Maturation Framework
- Social-Learning Framework
- Constructivist Framework
- Sociocultural Framework

Four Theoretical Frameworks

- Biological-Maturation Framework - p. (Psychodynamic) 18
- Social-Learning Framework - p. 20
- Constructivist Framework - p. 21
- Sociocultural Framework - p. 23
In your framework:

- what is the role of nature?
- what is the role of nurture?
- what is the major cause or mechanism of development?
- is development continuous or discontinuous?
- how are individual differences explained?
- name some psychologists who worked in the framework
- what do you find convincing and unconvincing?

The Question of Continuity

Is the process of development **gradual and continuous** (primarily in the form of quantitative changes), or is it marked by **abrupt, stagelike discontinuities** (primarily in terms of qualitative changes)?

The Question of Nature versus Nurture

**Nature**: inherited biological predispositions

**Nurture**: influence of the physical, social and cultural environment on the individual
**Biological-Maturation Framework**

- endogenous factors play major role
- exogenous factors play secondary role
- maturation: a recapitulation of evolution
- discontinuity: there are stages
- inherited traits; + environments can make kids 'ripen' too soon

- G. Stanley Hall (1844-1924), Arnold Gesell (1880-1939), Sigmund Freud (1856-1939), Noam Chomsky (1939-)

**endogenous:**
- coming from inside the organism
- i.e. nature

**exogenous:**
- coming from outside the organism
- i.e. nurture

**Ontogeny recapitulates Phylogeny**

- **Phylogeny:** the evolutionary history of the species
- **Ontogeny:** the development of an individual organism during its lifetime

**G. Stanley Hall (1844-1924)**

- First president of the American Psychological Association
- “Holding that the child and the race are each keys to the other, I have constantly suggested phyletic explanations... only here can we hope to find true norms against the tendencies to precocity in home, school, church, and civilization generally.”
Arnold Gesell (1880-1961)
Noam Chomsky (1928- )

- Each of us is born with an innate 'Language Acquisition Device' (LAD)

John Watson (1878-1958)

- Let us limit ourselves to things that can be observed, and formulate laws concerning only those things. Now what can we observe? We can observe behavior -- what the organism does or says.
- Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select ... regardless of his talents, inclinations, tendencies, abilities, vocations and race of his ancestors.

B. F. Skinner (1904-1990)
Albert Bandura (b. 1925)

Social-Learning Framework
- nature provides ‘the clay’
- nurture ‘shapes’ it: reward & punishment
- learning: shaping, conditioning, or training behavior
- change is gradual; child & adult don’t differ qualitatively
- individuals are trained differently
- John Watson (1878-1958), B. F. Skinner (1904-1990), Albert Bandura

video: the first two theoretical frameworks
- IQ testing started during the 1st world war
- early studies of inheritance
- John Watson’s work
- Advertizing
- Breeding a better baby
- The eugenics movement
- (apologies: it’s recorded from the TV!)
• scientists' theories are not separate from the societies we live in
• nativism had troubling links to eugenics
• behaviorism had troubling links to advertising & propaganda
• neither of these theoretical frameworks was very good at explaining how children develop

Constructivist Framework
• nature & nature play an equal role; organism & environment in continuous interaction
• adaptation: active construction of ways of knowing
• universal, qualitatively distinct stages
• individuals develop at different speeds
• Jean Piaget (1896-1980)

Jean Piaget (1896-1980)

The Roles of Nature & Nurture
Sociocultural Framework

- nature & nurture interact, mediated by culture
- co-construction: by both child and adults
- qualitative changes, across cultures too
- individuals live in different cultures, and will act differently in different settings
- Lev Vygotsky, Michael Cole, Barbara Rogoff, Jean Lave, Jerome Bruner…

Lev Vygotsky (1896-1934)

Michael Cole (1938- )

Cultural Mediation

*Homo sapiens*

- **Artifacts** (e.g., tools, clothing, words), mediate our interaction with the world
- **Cultural practices** pass knowledge to succeeding generations
Main Points
- Different psychologists employ different theoretical frameworks to view development and explain it.
- The 4 frameworks differ in their assumptions about:
  - the role of nature & nurture in development
  - whether development is continuous or discontinuous
  - why people differ from each other
- The cultural context framework is the newest and most exciting
  - *both* children and adults actively shape a child's development
  - culture provides “designs for living”

One-page paper:

“Change the circumstances of a child’s life, and you change the future.”

What might this mean?