Albert Bandura, a Canadian psychologist

**Triarchic Reciprocal Causality:** interplay of personal, environmental, and behavioral influences

**Attention Retention Production Motivation Self-Reinforcement Volition**

**Self-Efficacy:** a person’s belief in their ability regarding a particular task

**Human Agency:** the exercising influence over life events (p. 404)

**Modeling:** changes from observing another person

**Mastery Experiences:** past successes and failures in a similar situation (p. 406)

**Vicarious Experiences:** seeing others succeed or fail in a similar situation

**Self-Regulation:** process to activate and sustain thoughts, behaviors, and emotions to reach goals

**Social Cognitive Theory**

The theory concerns modeling and observing others being reinforced or punished for particular tasks and behaviors. In addition, there is emphasis on the role of thinking, believing, expecting, anticipating, self-regulating, and making comparisons and judgments in behavior. Theory focuses on how people develop capabilities (social, cognitive, emotional, and behavioral) and how people regulate their lives and their motivation. Bandura’s theory is constantly being added to or reworked as Bandura is still alive and developing his theory.

*Educational Psychology* by Anita Woolfolk (p. 398-412)

<http://www.simplypsychology.org/bandura.html#sthash.EfOhdfLV.dpbs>

<http://www.muskingum.edu/~psych/psycweb/history/bandura.htm>

<https://www.youtube.com/watch?v=hHHdovKHDNU> (clown doll experiment)

<https://www.youtube.com/watch?v=5NbTU1EivJs&playnext=1&list=PL5F92C6475BA0298F>

Benjamin Bloom, an American educator and theorist

**Remembering:** remembering or recognizing something without understanding it

**Understanding:** understanding the material without relating it to anything

**Applying:** using a general concept to solve a particular problem (p. 516)

**Analyzing:** breaking down and looking at something in its parts

**Evaluating:** judging the value of the information and its applications

**Creating:** making something new through combination of different ideas and materials

**Bloom’s Taxonomy of Educational Objectives**

Bloom’s Taxonomy has gone through a recent change in its structure. The revision changed the words from nouns to gerunds and focused on the cognitive steps of learning. The pyramid is effective for teachers to have concrete things to look for in their students’ education (Is the child understating the material? Can the child create something from the information?). The taxonomy holds the most appeal in creating learning objectives for lesson plans and assignments.

*Educational Psychology* by Anita Woolfolk (p. 515-516)

<http://cft.vanderbilt.edu/teaching-guides/pedagogical/blooms-taxonomy/>

<http://www.celt.iastate.edu/teaching/RevisedBlooms1.html>

Urie Bronfrenbrenner, a Russian-American psychologist

**Context:** internal and external circumstances and influences that interact with an individual’s thoughts, feeling, sand actions to shape development and learning (p. 75)

**Microsystem:** a person’s immediate relationships and activities (p. 76)

**Mesosystem:** the set of interactions and relationships among all the elements of the microsystem (p. 76)

**Exosystem:** all the social settings that affect the person, even if not a direct member of the settings

**Macrosystem:** society at large (values, laws, traditions, etc.)

**Chronosystem:** the time period

**Bioecological Model of Human Development**

Bronfenbrenner’s model consists of four different sections that are all intrinsically connected. The sections go (from inside out): individual, microsystem, mesosystem, exosystem, and macrosystem all incased in the chronosystem (time). The model’s main point is the show how an individual and the world around them are constantly interacting and influencing each other. Within every person’s model is a different set of values, influences, community, etc. No one person can be separated from their model- as everything that influences them influences their development (both physical and social).

*Educational Psychology* by Anita Woolfolk (p. 75-76)

<http://nacce.org/ecological-theory-of-bronfenbrenner/>

<https://www.youtube.com/watch?v=sjhDYR1NbZY>

John Dewey, an American reformer and philosopher

**Democracy Community Freedom Curriculum Potential Cooperation**

**Progressive Education**

In the late 19th century, progressive education as new philosophers and educators wished to improve society by helping people develop their full potential. The proponents of this reform believed society could become better through changes in the school system. Dewey and others emphasized a learning environment where children could grow socially, physically, intellectually, and have challenges that made them think independently. Teachers in progressive education instruct based on the students’ interests, recognize differences among each student, use hands-on activities that were (to the greatest extent possible) initiated by the child. School should be a place where democratic ideals are upheld and students learn through meaningful activities. The community also becomes a source of curriculum and the education prepares citizens for the democratic society.

*Who Am I in the Lives of Children?*: An Introduction to Early Childhood Education by Stephanie Feeny, Evan Moravcik, and Sherry Nolte (p. 80-82)

<http://www.nytimes.com/2012/09/06/opinion/john-deweys-vision-of-learning-as-freedom.html>

<http://www.pbs.org/onlyateacher/john.html>

Erik Erikson, a German psychologist

**Psychosocial:** relation between emotional needs and social environment

**Autonomy:** independence

**Developmental Crisis:** must resolve one conflict to prepare for the next stage

**Trust v. Mistrust Autonomy v. Shame/Doubt Initiative v. Guilt Industry v. Inferiority**

**Identity v. Role Confusion Intimacy v. Isolation Generatively v. Stagnation**

**Ego Integrity v. Despair**

**Eight Stages of Psychological Development**

Erikson’s eight stages deal with how a child develop through different parts of their lives and are heavily influenced by the environment and those in it. The stages and their descriptions can be found on the front (the chart). Each stage comes to a developmental crisis that can be resolved through taking an extreme position or finding a balance between the two extreme responses. Each stage connects to the next one and influences future conflicts and crises. A person’s self-image and views of society are affected by each stage and its resolution.

*Educational Psychology* by Anita Woolfolk (p. 87-91)

<http://web.cortland.edu/andersmd/erik/sum.html>

<http://www.simplypsychology.org/Erik-Erikson.html#sthash.PMVpVClM.dpbs>

<http://www.youtube.com/watch?v=bdPPXGadRAU>

Friedrich Froebel, a German educator and proponent of Kindergarten education

**Kinder**: “child” **Garten:** “garden” **Knowledge of forms of life**

**Knowledge of forms of mathematics Knowledge of forms of beauty**

**Gifts:** materials **Occupations:** handwork activities

**The Froebelian Kindergarten**

The kindergarten has a teacher as the guide of the classroom who presents materials and activities designed to enhance sensory and spiritual development. Froebel believed that each child is born inherently good and has knowledge that can be awakened that could be exposed through the fundamental principles of Creation. Handwork activities are designed to foster discovery, skill, and inventiveness. Education begins with the concrete and lead to greater abstraction and perceptual development. Kindergarten cultivates a child’s natural goodness and should be an extension of the home.

*Who Am I in the Lives of Children?*: An Introduction to Early Childhood Education by Stephanie Feeney, Eva Moravcik, and Sherry Nolte

<http://www.infed.org/thinkers/et-froeb.htm>

<http://www.froebelfoundation.org/philosophy.html>

Howard Gardner, a developmental psychologist

**Logical-Mathematical Linguistic Musical Spatial Bodily-Kinesthetic Interpersonal**

**Intrapersonal Naturalist**

**Theory of Multiple Intelligences**

Gardner’s theory connects with the idea that each person may not have the same intelligence. The number of intelligences is normally stated to be eight, but Gardner believes there are more than eight intelligences. Each intelligence has its roots in a biological base and each may be emphasized in more in certain cultures or professions. Something that should be clear about this theory is that multiple intelligences is not the same as learning styles. More research is still being done on this theory, which has been met with high criticism.

*Educational Psychology* by Anita Woolfolk (p. 120-122)

<http://www.springhurst.org/articles/MItheory.htm>

<http://www.multipleintelligencetheory.co.uk/>

<http://www.youtube.com/watch?v=l2QtSbP4FRg>

Lawrence Kohlberg, an American psychologist

**Moral Realism:** children see rules as obsolete

**Morality if Cooperation:** children realize people can make and change the rules

**Moral Dilemma:** being a situation where not one single choice is completely and obviously right

**Preconventional (1-2):** judgment based on a person’s needs an perceptions

**Conventional (3-4):** expectations of laws, society, and environment are involved in judgment

**Postconventional (5-6):** judgments based on personal principles of fairness and justice; abstract

**Theories of Moral Development**

Through his evaluation of moral reasoning among children and adults, Kohlberg hypothesized a sequence of stages judgments of right and wrong. Abstract thinking increases as a person ages, as does seeing another’s perspective, evaluate intentions, and imagining alternatives.

Stage 1: *Obedience*, obey rules to avoid bad

Stage 2: *Rewards/Exchange*, right and wrong based on personal need and want

Stage 3: *Being Nice/Relationships*, good means being nice/ pleasing others

Stage 4: *Law and Order*, laws/authorities must be obeyed; society maintained

Stage 5: *Social Contract*, choice based on socially agreed standards

Stage 6: *Universal Ethical Principles*, universal principles of dignity and justice that everyone should uphold- despite law of society

*Educational Psychology* by Anita Woolfolk (p. 100-102)

<http://faculty.plts.edu/gpence/html/kohlberg.htm>

<http://www.simplypsychology.org/kohlberg.html#sthash.QEvj6vSM.dpbs>

Abraham Maslow, an American psychologist

**Self-Actualization:** reaching one’s potential

**Deficiency Needs:** needs that must be satisfied first (four lower levels)

**Being Needs:** growing needs to seek fulfillment (three higher levels)

**Hierarchy of Needs**

The hierarchy consists of different levels of human needs. One cannot move up a level without satisfying the need of the level below, according to Maslow. The first level (Biological and Physiological) consists of satisfying the basic needs- food, shelter, drink, sleep, etc. The second level (Safety) concerns feeling safe, protected, and stable. The third level (Belongingness and Love) contains affection, family, and relationships. The fourth level (Esteem) has self-esteem, mastery, prestige, and responsibility. The fifth level (Cognitive) deals with knowledge and meaning. The sixth level (Aesthetic) contains appreciation/ search for beauty and balance. The seventh (Self-Actualization) has people reaching their full potential and seeking personal growth.

*Educational Psychology* by Anita Woolfolk (p. 434-435)

<http://www.simplypsychology.org/maslow.html#sthash.3LJI3Zv9.dpbs>

<http://www.edpsycinteractive.org/topics/conation/maslow.html>

<https://www.youtube.com/watch?v=Iucf76E-R2s>

Arnold Gesell, an American psychologist

**Readiness:** period of development where a specific skill/response is most likely to occur

**Genetic Inheritance Maturation**

**Maturational Theory**

Genetic differences are determination for the rate of children attainting the growth/maturation necessary for learning. Progress follows after growth and maturation, which cannot be hastened. Environmental factors (like disease and injury, not like society and people) also affect children positively and negatively, so good health and normal growth patterns are important. Readiness is key to the theory as it influences the expectations for a child’s abilities and capabilities.

*Who Am I in the Lives of Children?*: An Introduction to Early Childhood Education by Stephanie Feeney, Eva Moravcik, and Sherry Nolte

<http://social.jrank.org/pages/384/Maturation.html>

<http://departments.weber.edu/chfam/1500/Gesell-theory.html>

Maria Montessori, an Italian education reformist

**Independence Productivity Cumulative**

**The Montessori Method**

Children learn by doing or observing things firsthand through the direction of the teacher (called the director or directress). Each activity connects to the next one and is done (primarily) individually. There is not play in the classroom, only purposeful activity. The materials used in the classroom are to help students develop their senses and learn new concepts. Teachers do not make assignments or tell the students what to do. Children decide what to work on and work on it in sequences.

*Who Am I in the Lives of Children?*: An Introduction to Early Childhood Education by Stephanie Feeney, Eva Moavcik, and Sherry Nolte (p. 86-89)

<http://www.montessori.edu/>

<http://www.youtube.com/channel/HChOiA19DSQfc>

Ivan Pavlov, a Russian physiologist

**Contiguity:** association of two events because of repeated pairing (p. 248)

**Stimulus:** event that causes behavior **Response:** observable reaction to a stimulus

**Classical Conditioning:** association of automatic responses with new stimuli (p. 248)

**Unconditioned Stimulus:** automatically produces an emotional/ physiological response (p. 249)

**Unconditioned Response:** naturally occurring emotional/physiological response (p. 249)

**Conditioned Stimulus:** evokes an emotional/physiological response after conditioning

**Conditioned Response:** learned response to previously neutral stimulus (p. 249)

**Classical Conditioning**

Through associations, people may respond to things that are essentially neutral stimulus. These responses are involuntary, but are emotional or physiological. Previous experiences or stimuli can lead to associations and connections with a new stimuli- either negative or positive.

*Educational Psychology* by Anita Woolfolk (p. 248-249)

<http://www.edpsycinteractive.org/topics/behavior/classcnd.html>

B. F. Skinner, an American psychologist

**Operants:** voluntary, (generally) goal-directed behaviors emitted by a person or animal (p. 250)

**Antecedents:** event preceding an action **Consequences:** event following an action

**Reinforcement:** use of consequences to strengthen behavior (p. 250)

**Reinforcer**: event that comes after a behavior and increases the likelihood that the behavior will happen again

**Operant Conditioning**

The theory states that behavior can be strengthened by reinforcement that follows every time the person does the behavior. The behavior will become weakened or extinguished if it is followed by punishment. The environment influences how people will behave, and reinforcement and punishment affect people’s behaviors and their want to change them. Consequences of the behavior (the reinforcement or punishment) can ultimately strengthen, weaken, or extinguish a behavior.

*Educational Psychology* by Anita Woolfolk (p. 250-251)

<http://www.simplypsychology.org/operant-conditioning.html#sthash.qt8HJKai.dpbs>

<https://www.youtube.com/watch?v=I_ctJqjlrHA>

<https://www.youtube.com/watch?v=fLoHH03QAAI>

Lev Vygotsky, a Russian psychologist

**More Knowledgeable Person**

**Zone of Proximal Development:** the zone where the children need assistance to complete a task before being able to do it on their own

**Cultural Tools:** tools and symbols in society that allow people to communicate, think, solve problems, and create knowledge (p. 56)

**Sociocultural Theory**

Vygotsky’s theory places importance on the social interactions in a child’s development. Children learn from more knowledgeable people (which could be peers, teachers, parents, etc.) through dialogues and interactions. A main point of the theory is zone of proximal development (ZPD), which is where a child needs help to complete a task before they can do the task on their own. ZPD can be crucial to helping a student learn something new without just telling them how to do it or doing it for them. The theory emphasizes the importance of social interactions in cognitive development.

*Educational Psychology* by Anita Woolfolk (p. 55-60)

<http://www.simplypsychology.org/vygotsky.html#sthash.ZngUSPcG.dpbs>

<http://www.muskingum.edu/~psych/psycweb/history/vygotsky.htm>