

THEORIES/MODELS OF DEVELOPMENT

APPLIED TO COMMUNICATION

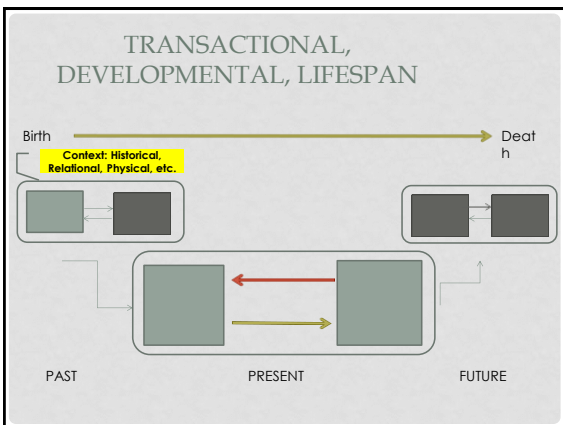
DEFINING "DEVELOPMENT"

Qualities

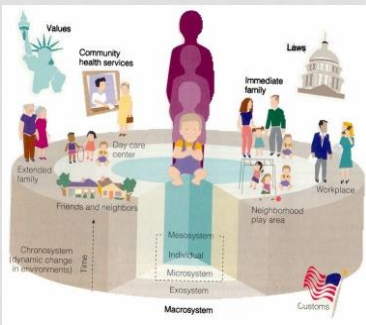
- Global to discrete
- **Simple to complex**
- Integration to differentiation
- Self-oriented to other-oriented
- Dependency to autonomy

Major Theory Groups (Salkind, 2004, p. 17)

- Biological
- Psychodynamic
- Behavioral
- Cognitive-Developmental



ECOLOGY OF HUMAN DEVELOPMENT



Urie
Bronfenbrenner's
"Bio-ecological"
model
Bronfenbrenner &
Morris (2000)



PROXIMAL PROCESSES AND COMMUNICATION DEVELOPMENT (BRONFENBRENNER)

- Individual as an active contributor
- Activities need to occur on a regular basis, over extend period of time
- Activities become more complex over time (must change to continue to spur future changes)
- There is reciprocal influence– influencing and influenced by
- Interactions with people most important, but also person-object interaction influential
- Importance and role of processes changes over time with the individual and the environment

**PIAGET, BRUNER, &
VYGOTSKY**

APPLIED TO LIFESPAN COMMUNICATION

PIAGET

COGNITIVE-DEVELOPMENTAL

- Key assumptions and concepts
 - genetic epistemology—science of changing knowledge
 - Humans are active agents
 - Development refers to broad, spontaneous processes, resulting in addition, modification, reorganization of psychological structures
 - Systems theory approach—equilibration as central component
 - Development—maturation (biological change), experience (interaction with environment), social transmission (information, attitudes, customs learning), equilibration (integration, motivation)
 - Learning—Necessary, but a subcomponent of development
 - Schema Theory (primary unit of mental organization)
 - How is it organized? (Simple-complex)
 - How do people **adapt** (adjust) to experience?
 - How do people **assimilate** (bring into) experiences into existing scheme?
 - How do people **accommodate** (change) schemata in response to new experiences?

PIAGET'S STAGES

Sensorimotor (0-2)

- Reflexive
- Primary Circular
- Secondary circular (cause/effect)
- Secondary schemata (object permanence)
- Tertiary circular (novelty)
- **Symbolic representation** (18-24 months)

Pre-Operational (2-7)

- Language acquisition
- Egocentric reasoning
- Perception-bound thinking
- Conservation limits

PIAGET'S STAGES

Concrete Operational (7-12)

- Reversible thought
- Logic
- Conservation
- Concrete learning/problem-solving
- Experienced-based thinking

Formal Operational (12-)

- Formulate/test hypothesis
- Abstract thinking
- Induction/deduction
- Egocentric reasoning
- Non perception-bound thinking

COGNITIVE-DEVELOPMENTAL

- Sequences of Disequilibrium → Structural changes → Equilibrium
- Applying Salkind's assumptions:
 1. Do developing communicators begin in states of "conflict" between current message abilities and environmental demands?
 2. Do states of equilibrium last longer than disequilibrium?
 3. Is the rate of change variable to individuals?
 4. Does disequilibrium always result in structural changes to communication production/interpretation abilities?
 5. As communicators are changing, does it follow that there is maximum stability from the time of the change to the next period of disequilibrium?
 6. Is the process of communication changes invariant?
 7. Can developmental communication stages be skipped?
 8. Does later communication development depend on earlier stages?

BRUNER

BRUNER BASICS

- Social interaction as basis for learning
- **Constructivism**
- Modes of representation– enactive (direct contact), iconic (mental learning), symbolic (nonverbal/verbal)
- Assumptions—
 - Representation ability is key
 - Storage system/capacity
 - Language ability is key
 - Quality of learning = quality of teaching
 - Quality of language related to teaching/learning
- Learning objective– What concepts? Readiness?
Preview-view-review

LEV VYGOTSKY

VYGOTSKY BASICS

- A Socio-cultural theory
- 1. Children construct own knowledge
- 2. Development embedded in social contexts
- 3. Learning sets the stage for development
- 4. Language plays a central role in mental development
 - ZPD (Zone of proximal development)
- Development is "Stage-like"
 - Primitive (0-2)
 - Naïve psychology (2-7)
 - Egocentric speech (7-12)
 - Ingrowth (12-)- Thinking, communicating
- Scaffolding (building bridges to learning)

Jean Piaget and Lev Vygotsky



•Development precedes learning
•Stage Model of Cognitive
Assimilation & Accommodation

•Learning precedes development
•Zone of Proximal Development
