Definition

- A set of interrelated statements that provides an explanation for a class of events. (from book Crandell, Crandell, & Zanden, 2009)
- A set of ideas proposed to describe and explain certain phenomena. (from book Sigelman & Rider, 2009)

A good theory helps us to describe, predict, and explain human development.

**Issues in Human Development**

<table>
<thead>
<tr>
<th>Nature-nurture</th>
<th>Is development primarily the product of genes, biology, and maturation or of experience, learning, and social influences?</th>
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</thead>
<tbody>
<tr>
<td>Goodness-Badness of Human Nature</td>
<td>Are humans innately good, innately bad, neither, or both?</td>
</tr>
<tr>
<td>Activity-Passivity</td>
<td>Do humans actively shape their own environments and contribute to their own development or are they passively shaped by forces beyond their control?</td>
</tr>
<tr>
<td>Continuity-Discontinuity</td>
<td>Do humans change gradually and in quantitative ways or do they progress through qualitative different stages and change dramatically into different beings?</td>
</tr>
<tr>
<td>Universality-Context Specificity</td>
<td>Is development similar from person to person and from culture to culture, or do pathways of development vary considerably depending on the social contexts?</td>
</tr>
</tbody>
</table>

From book Sigelman & Rider, 2009, pg33

**Psychoanalytic Theory**

Freud (1856-1939): Psychoanalytic Theory

- He proposed that people are driven by motives and emotional conflicts of which they are largely unaware and that they are shaped by their earliest experiences in life.
- Each person has certain amount of psychic energy that can be used to satisfy basic urges. They are divided into three components:
  - Id: an impulsive, irrational part of the personality whose mission is to satisfy the instincts. People seek immediate gratification. Example: infants cry when they are hungry until their needs are met.
  - Ego: rational side of the individual that tries to find realistic ways of gratifying the instincts. Ego emerged during infancy. Example: toddler lead dad to kitchen and say “cookie” when they are hungry.
  - Superego: internalized moral standards. From 3-6 years old. Example: not violating the rules and may feel shame if they do.
**Freud's Psychosexual Theory**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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<tbody>
<tr>
<td>Oral stage (birth to 1 year)</td>
<td>Libido is focused on the mouth as a source of pleasure. Obtaining oral gratification from a mother figure is critical to later development.</td>
</tr>
<tr>
<td>Anal stage (1 to 3 years)</td>
<td>Libido is focused on the anus and toilet training creates conflicts between the child's biological urges and the society's demands.</td>
</tr>
<tr>
<td>Phallic stage (3 to 6 years)</td>
<td>Libido centers on the genitals. Resolution of the Oedipus or the Electra complex results in identification with the same-sex parent and development of the superego.</td>
</tr>
<tr>
<td>Latent period (6 to 12 years)</td>
<td>Libido is quiet; psychic energy is invested in schoolwork and play with same-sex friends.</td>
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<tr>
<td>Genital stage (12 years and older)</td>
<td>Puberty reawakens the sexual instincts as youth seek to establish mature sexual relationships and pursue the biological goal of reproduction.</td>
</tr>
</tbody>
</table>

**Erikson (1902-1994): Neo-Freudian Psychoanalytic Theory**

- He concerned with inner dynamics of personality and it evolves through systematic stages.
- He proposed that personality continues to develop over the entire life span but not during the first five to six years of life (Freud).
- Erikson concerned with psychosocial development, or development of the person within a social context.

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**Erikson's Psychosocial Stages**

<table>
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<tr>
<td>Trust vs. mistrust (birth to 1 year)</td>
<td>Infants must learn to trust their caregivers to meet their needs. Response parenting is critical.</td>
</tr>
<tr>
<td>Autonomy vs. shame and doubt (1 to 3 years)</td>
<td>Children must learn to be autonomous to assert their wills and do things for themselves or they will doubt their abilities.</td>
</tr>
<tr>
<td>Initiative vs. guilt (3 to 6 years)</td>
<td>Preschoolers develop initiative by devising and carrying out bold plans, but they must be learn not to impose on the right of others.</td>
</tr>
<tr>
<td>Industry vs. inferiority (6 to 12 years)</td>
<td>Children must master important social and academic skills and keep up with their peers; otherwise, they will feel inferior.</td>
</tr>
<tr>
<td>Identity vs. role confusion (12 to 20 years)</td>
<td>Adolescents ask who they are and must establish social and vocational identities; otherwise, they will remain confused about the roles they should play as adults.</td>
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<tr>
<td>Intimacy vs. Isolation (20 to 40 years)</td>
<td>Young adults seek to form a shared identity with another person, but may fear intimacy and experience loneliness and isolation.</td>
</tr>
<tr>
<td>Generativity vs. stagnation (40 to 65 years)</td>
<td>Middle-aged adults must feel that they are producing something that will outlive them; either as parents or as workers, otherwise, they will become stagnant and self-centered.</td>
</tr>
<tr>
<td>Integrity vs. despair (65 years and older)</td>
<td>Older adults must come to view their lives as meaningful to face death with out worries and regrets.</td>
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**Learning Theory**

**Watson (1913): classical conditioning**

- He believed that human development and functioning should be based on observations of overt behaviours rather than on speculations about unobservable cognitive and emotional process.
- Classical conditioning: simple form of learning in which a stimulus that initially had no effect on the individual comes to elicit a response through its association with a stimulus that already elicits the response.
- Unconditioned stimulus (UCS): An unlearned stimulus
- Unconditioned response (UR): A response come from UCS
- Conditioned stimulus (CS): A neutral stimulus come first and following by UR. Then the neutral stimulus will become CS
- Conditioned response (CR): A response come from CS

Refer the example on Book Sigelman & Rider, 2009, pg 40

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**Skinner: Operant Conditioning**

- He emphasized on the role of environment in controlling behavior.
- Positive punishment: occurs when an unpleasant event is added to the situation following a behavior.
- Negative punishment: occurs when something pleasant is removed from the situation following the behavior.
- Positive reinforcement: something has been added to the situation, reinforcement means strengthened.
- Negative reinforcement: occurs when a behavioral tendency is strengthened because something negative or unpleasant is removed from the situation.
Concrete operations

Sensorimotor
Birth to 2 years

Preoperational
2 to 7 years

Concrete operations
7 to 11 years

Formal operations
11 to 12 years and older

**(Cognitive Development Theory)**

- Emphasized on cognitive development.
- **Constructivism:**
  - Piaget viewed intelligence as a process that helps an organism adapt to its environment.
  - A child actively constructs new understandings of the world based on their experiences.
  - Children use their current understandings of the world to help them solve problems, they also revise their understandings to make them fit reality better.


- Human are cognitive beings whose active processing of information plays a critical role in their learning, behavior, and development.
- Children could learn a response neither using classical conditioning nor operant conditioning.
- This theory highlighting that observational learning is the most important mechanism through which human behavior changes, Bandura made his cognitive emphasis clear.
- Observational learning: learning by observing the behavior of other people (or call models).
- Example: a child may learn how to speak a language, tackle math problems, smoke, and others, by imitating others.

**(Bandura: Social Cognitive Theory)**

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