

Developmental Perspectives
on Learning

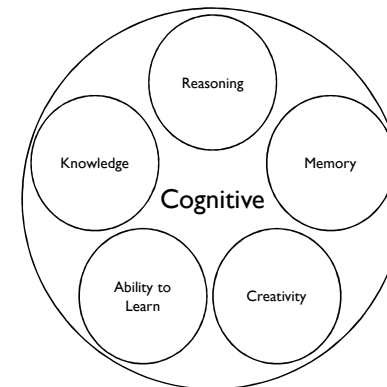
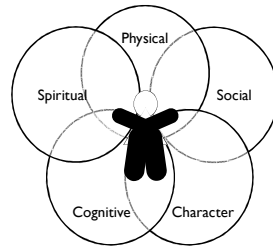
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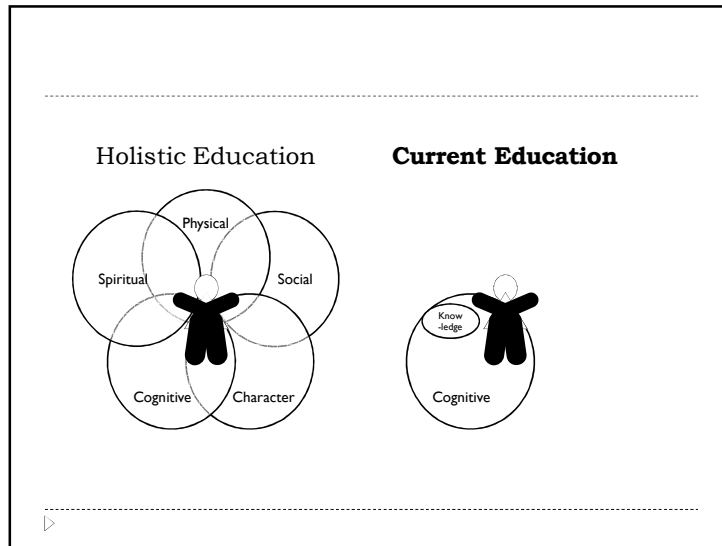
Development

- ▶ **Development:** Changes that occur in an individual over time
- ▶ **Changes:** Can be positive or negative
- ▶ **Individual:** One person
- ▶ **Time:** An indefinite period – can be short or long term

Domains of Development

- ▶ **Physical:** Growth and health
- ▶ **Social:** Interactions with others
- ▶ **Character:** Behavior that reflects good morals and ethics
- ▶ **Cognitive:** Mental/thinking abilities
- ▶ **Spiritual:** Daily transformation in the image of God through faith and obedience





Periods of Development

- ▶ **Antenatal:** Nine months of pregnancy
- ▶ **Infancy:** Birth through 1 year
- ▶ **Toddlerhood:** 1 to 2 years
- ▶ **Early Childhood:** 2 to 6 years
- ▶ **Middle Childhood:** 6 to 11 years
- ▶ **Adolescence:** 12 to 18 years
- ▶ **Young Adulthood:** 19-30 years
- ▶ **Middle Adulthood:** 31-60 years
- ▶ **Old Adulthood:** 61+ years

Special Topics in Development and Learning: Media usage in Infancy to Early Childhood

- ▶ Well-designed educational programming improves academic learning for children ages 3-5 (American Academy of Pediatrics, 2016)
 - ▶ Examples: Sesame Street
- ▶ Most TV programs and computer apps labeled as *Educational* have not been designed by child development or education experts (Vaala, Ly, & Levine, 2015)
 - ▶ Most programs are not “well designed educational programs”
- ▶ Watching some types of program (e.g., violent programs) leads to lower grades (Anderson et al., 2001)

Media usage in Infancy to Early Childhood

- ▶ **Language Development**
 - ▶ Exposure to high-quality, educational programming improves vocabulary knowledge (Linebarger, Kosanic, Greenwood, & Doku, 2004)
 - ▶ Exposure to cartoons and adult programs leads to lower vocabularies (Wright, Huston, Murphy, St. Peters, Piñon, Scantlin, & Kotler, 2011)
- ▶ **Physical Development**
 - ▶ High media usage leads to higher rates of obesity (Cox, Skouteris, Rutherford, Fuller-Tyszkiewicz, Dell'Aquila, & Hardy, 2012)
 - ▶ Children exposed to television had delays in gross and fine motor skills (Lin, Cherng, Chen, Chen, & Yang, 2015)

Media usage in Infancy to Early Childhood

▶ **Social Development**

- ▶ Viewing violent television is linked to aggression and behavior problems amongst children (Christakis, Garrison, Herrenkohl, Haggerty, Rivara, Zhou, & Liekweg, 2013)

▶ **Cognitive Development**

- ▶ High media usage leads to poor executive functioning (Nathanson, Aladé, Sharp, Rasmussen, & Christy, 2014)

Canadian Paediatric Society Recommendations (2017)

▶ **Minimize**

- ▶ Children under 2 years should not be exposed to media
- ▶ Children ages 2-5 should spend less than one hour per day with high-quality educational programming

▶ **Mitigate**

- ▶ Parents or older siblings co-view media
 - ▶ Ensure only watching high-quality educational programming
 - ▶ Explain what is happening on the program

▶ **Model**

- ▶ Adults should model healthy use of ICT
 - ▶ Schedule family media-free times
 - ▶ Turn off background television

Korb's Media Recommendations

- ▶ The money spent on media is better spent on books
 - ▶ Media has both advantages and disadvantages
 - ▶ There are no disadvantages of exposing children to books!

Developmental Levels

1. Toddlers (2-3 years)
2. Nursery Programs (4-5 years)
3. Lower Primary School (6-8 years)
4. Upper Primary School (9-11 years)
5. Junior Secondary School (12-15 years)
6. Senior Secondary School (16-18 years)
7. Pre-Admission Youths (19-20 years)
8. Tertiary Education (21-25 years)
9. Early Adulthood (25-30 years)
10. Middle Adulthood (30-50)
11. Older Adulthood (50+)