Adolescent Development Relationships and Culture 14th edition Dolgin Test Bank

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Chapter 2

Dolgin Test Bank

MULTIPLE CHOICE (50)

1. If a researcher were to take a strictly biological viewpoint of adolescence, she would believe adolescence involves only
   a. sexual and physical maturation.
   b. cognitive and sexual maturation.
   c. moral and sexual maturation.
   d. physical and cognitive maturation.

   Answer: a
   Topic: Biological Views of Adolescence
   Learning Objective: LO 2.1: Explain the renewed interest about biological influences on adolescent development
   Skill Level: Understand the Concepts
   Difficulty Level: Easy

2. Adolescence researchers use the term_____ to describe genes' actions that are greatly influenced by the environment.
   a. "environmental genetics"
   b. "deterministic genetics"
   c. "epigenetic"
   d. "genome"

   Answer: c
   Topic: Biological Views of Adolescence
   Learning Objective: LO 2.1: Explain the renewed interest about biological influences on adolescent development
   Skill Level: Understand the Concepts
   Difficulty Level: Easy

3. Patricia's natural hair color is red. Her red hair is an example of a(n)
   a. genotype.
   b. phenotype.
   c. genome.
   d. epigenetic trait.

   Answer: b
   Topic: Biological Views of Adolescence
   Learning Objective: LO 2.1: Explain the renewed interest about biological influences on adolescent development

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Skill Level: Apply What You Know
Difficulty Level: Easy

4. _____is considered the "father of adolescent psychology" and took a _____approach to studying it.
   a. Albert Bandura; biological
   b. Jean Piaget; cognitive
   c. G. Stanley Hall; scientific
   d. Erik Erikson; developmental

   Answer: c
   Topic: Biological Views of Adolescence
   Learning Objective: LO 2.1: Explain the renewed interest about biological influences on adolescent development
   Skill Level: Analyze It
   Difficulty Level: Moderate

5. G. Stanley Hall theorized that adolescence is a time of
   a. emotional growth.
   b. strong moral development.
   c. cognitive restructuring.
   d. storm and stress.

   Answer: d
   Topic: Biological Views of Adolescence
   Learning Objective: LO 2.1: Explain the renewed interest about biological influences on adolescent development
   Skill Level: Understand the Concepts
   Difficulty Level: Easy

6. "Adolescence is a time of upward development as well as spirals of upward and downward changes." Which researcher characterized adolescent development in this manner?
   a. Arnold Gesell
   b. Sigmund Freud
   c. Jean Piaget
   d. Lev Vygotsky

   Answer: a
   Topic: Biological Views of Adolescence
   Learning Objective: LO 2.1: Explain the renewed interest about biological influences on adolescent development
   Skill Level: Understand the Concepts
   Difficulty Level: Moderate

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7. Sigmund Freud characterized adolescence as a period of
   a. sexual turmoil and unrest.
   b. sexual upheaval and depression.
   c. sexual excitement and anxiety.
   d. sexual ambiguity and boredom.

   Answer: c
   Topic: Psychoanalytical and Psychosocial Views of Adolescence
   Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence
   Skill Level: Understand the Concepts
   Difficulty Level: Moderate

8. If a child engaged in an autoerotic activity, according to Freud, she would be engaging in
   a. a displeasing activity with others.
   b. a pleasing activity by herself.
   c. a social activity with others.
   d. a novel activity by herself.

   Answer: b
   Topic: Psychoanalytical and Psychosocial Views of Adolescence
   Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence
   Skill Level: Analyze It
   Difficulty Level: Moderate

9. Freud's psychosexual stages of development consist of five stages in the following order:
   a. genital, latency, oral, phallic, and anal.
   b. oral, anal, genital, latency, and phallic.
   c. anal, oral, genital, phallic, and latency.
   d. oral, anal, phallic, latency, and genital.

   Answer: d
   Topic: Psychoanalytical and Psychosocial Views of Adolescence
   Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence
   Skill Level: Understand the Concepts
   Difficulty Level: Easy

10. In which of the following stages of psychosexual development are the child's sexual interests not that intense, and the object of his or her sexual desire switches from the self to others?
    a. Oral

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b. Anal
c. Latency
d. Genital

Answer: c
Topic: Psychoanalytical and Psychosocial Views of Adolescence
Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence
Skill Level: Understand the Concepts
Difficulty Level: Moderate

11. Freud theorized that young boys work hard at identification and developing well-rounded personalities when they face
a. the genital stage.
b. the latency stage.
c. castration anxiety.
d. the Electra Complex.

Answer: c
Topic: Psychoanalytical and Psychosocial Views of Adolescence
Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence
Skill Level: Analyze It
Difficulty Level: Difficult

12. Because Freud's psychoanalytic theory developed from his work with institutionalized patients, his theory has
a. a positive bias.
b. a negative bias.
c. no bias.
d. an indeterminate bias.

Answer: b
Topic: Psychoanalytical and Psychosocial Views of Adolescence
Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence
Skill Level: Analyze It
Difficulty Level: Difficult

13. Anna Freud theorized that _____grow(s)/increase(s) dramatically during adolescence to satisfy desires.
a. the id
b. the ego

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c. the superego
d. defense mechanisms

Answer: a
Topic: Psychoanalytical and Psychosocial Views of Adolescence
Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence
Skill Level: Understand the Concepts
Difficulty Level: Easy

14. Suppose Fredericka finds a wallet filled with cash on her way home from school. She immediately turns the wallet in at the school office. Which of the following was guiding her behavior?
a. The id
b. The ego
c. The superego
d. The unconscious

Answer: c
Topic: Psychoanalytical and Psychosocial Views of Adolescence
Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence
Skill Level: Apply What You Know
Difficulty Level: Easy

15. Unlike Freud, Erik Erikson believed that the _____was the driving force behind an individual's behavior.
a. id
b. ego
c. superego
d. unconscious

Answer: b
Topic: Psychoanalytical and Psychosocial Views of Adolescence
Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence
Skill Level: Analyze It
Difficulty Level: Moderate

16. Erik Erikson developed a(n) ____-stage theory in which the individual has a(n) ____ task to master in each stage.
a. five; intelligence
b. six; developmental

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c. seven; cognitive
d. eight; psychosocial

Answer: d
Topic: Psychoanalytical and Psychosocial Views of Adolescence
Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence
Skill Level: Understand the Concepts
Difficulty Level: Moderate

17. Consistent with Erik Erikson's developmental stages, if an individual develops close, meaningful relationships, then he has completed the
a. ego integrity vs. despair stage.
b. generativity vs. stagnation stage.
c. intimacy vs. isolation stage.
d. industry vs. inferiority stage

Answer: c
Topic: Psychoanalytical and Psychosocial Views of Adolescence
Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence
Skill Level: Analyze It
Difficulty Level: Easy

18. Michaela has developed a sense of boredom and apathy about life. Erikson would say that this is a result of the
a. intimacy vs. isolation stage.
b. generativity vs. stagnation stage.
c. autonomy vs. shame stage.
d. initiative vs. guilt stage.

Answer: d
Topic: Psychoanalytical and Psychosocial Views of Adolescence
Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence
Skill Level: Apply What You Know
Difficulty Level: Moderate

19. Identity formation is a
a. process that lasts throughout one's life.
b. process that ends at adolescence.
c. process that ends at adulthood.
d. process that can end at any point during an individual's life.

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Answer: a
Topic: Psychoanalytical and Psychosocial Views of Adolescence
Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence
Skill Level: Understand the Concepts
Difficulty Level: Moderate

20. Erik Erikson termed the lack of personal identity as
    a. identity nonadherence.
    b. identity diffusion.
    c. identity anomaly.
    d. identity confusion.

Answer: b
Topic: Psychoanalytical and Psychosocial Views of Adolescence
Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence
Skill Level: Understand the Concepts
Difficulty Level: Easy

21. Which of the following could be an outcome of identity diffusion?
    a. Working long days
    b. Euphoria and zest for life
    c. Drug and alcohol abuse
    d. An extroverted personality

Answer: c
Topic: Psychoanalytical and Psychosocial Views of Adolescence
Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence
Skill Level: Analyze It
Difficulty Level: Moderate

22. Psychologists believe that the single most important task of adolescence is
    a. physical growth.
    b. psychological growth.
    c. forming an identity.
    d. satisfying the needs of the id.

Answer: c
Topic: Psychoanalytical and Psychosocial Views of Adolescence
Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence

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Skill Level: Understand the Concepts
Difficulty Level: Easy

23. Gap years are a common tradition in
    a. Japan and China.
    b. Europe and Australasia.
    c. China and Hong Kong.
    d. Latin America and South America.

    Answer: b
    Topic: Psychoanalytical and Psychosocial Views of Adolescence
    Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence
    Skill Level: Understand the Concepts
    Difficulty Level: Easy

24. Research by King (2011) indicates that most adolescents who take a gap year feel
    a. they benefited from it.
    b. they wasted that year.
    c. they neither benefited nor wasted that time.
    d. they should have not taken the year off.

    Answer: a
    Topic: Differentiate the psychoanalytic and psychosocial perspective of Adolescence
    Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence
    Skill Level: Understand the Concepts
    Difficulty Level: Easy

25. Jean Piaget believed cognitive development is driven by
    a. biology and identity formation.
    b. physiological developments and environmental influences.
    c. brain maturation and personal experience.
    d. social influences and biology.

    Answer: c
    Topic: Cognitive Views of Adolescence
    Learning Objective: LO 2.3: Contrast Piaget's and Vygotsky's views of cognitive development
    Skill Level: Understand the Concepts
    Difficulty Level: Moderate

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26. Jean Piaget would say that a child who reaches out to grasp something he wants is using
    a. assimilation.
    b. accommodation.
    c. a schema.
    d. modification.

    Answer: c
    Topic: Cognitive Views of Adolescence
    Learning Objective: LO 2.3: Contrast Piaget's and Vygotsky's views of cognitive development
    Skill Level: Apply What You Know
    Difficulty Level: Moderate

27. Suppose a child's brown dachshund gives birth to a litter of black-and-gold puppies. The child now learns that dachshunds can be black and gold as well as brown. According to Piaget, the child is now using the concept of
    a. accommodation.
    b. assimilation.
    c. modification.
    d. schemata.

    Answer: b
    Topic: Cognitive Views of Adolescence
    Learning Objective: LO 2.3: Contrast Piaget's and Vygotsky's views of cognitive development
    Skill Level: Apply What You Know
    Difficulty Level: Moderate

28. Jean Piaget theorized that it is the desire for _____ that pushes children through to the next stage of cognitive development.
    a. accommodation
    b. assimilation
    c. equilibrium
    d. adaptation

    Answer: c
    Topic: Cognitive Views of Adolescence
    Learning Objective: LO 2.3: Contrast Piaget's and Vygotsky's views of cognitive development
    Skill Level: Understand the Concepts
    Difficulty Level: Easy

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29. Jean Piaget developed four stages of cognitive development in the following chronological order:
    a. preoperational, concrete, formal operational, and sensorimotor.
    b. sensorimotor, preoperational, concrete, and formal operational.
    c. concrete, sensorimotor, formal operational, and preoperational.
    d. sensorimotor, concrete, preoperational, and formal operational.

    Answer: b
    Topic: Cognitive Views of Adolescence
    Learning Objective: LO 2.3: Contrast Piaget's and Vygotsky's views of cognitive development
    Skill Level: Understand the Concepts
    Difficulty Level: Moderate

30. If a child learns her teacher can be both a dad and a teacher, then Piaget would categorize the child in which of the following developmental stages?
    a. Sensorimotor
    b. Concrete
    c. Preoperational
    d. Formal operational

    Answer: b
    Topic: Cognitive Views of Adolescence
    Learning Objective: LO 2.3: Contrast Piaget's and Vygotsky's views of cognitive development
    Skill Level: Analyze It
    Difficulty Level: Moderate

31. If Sasha used a simile in a story she wrote in class, Piaget would categorize her cognitive development in which of the following stages?
    a. Concrete
    b. Formal operational
    c. Preoperational
    d. Sensorimotor

    Answer: b
    Topic: Cognitive Views of Adolescence
    Learning Objective: LO 2.3: Contrast Piaget's and Vygotsky's views of cognitive development
    Skill Level: Apply What You Know
    Difficulty Level: Difficult

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32. A child who is able to use inductive reasoning would be at which of Piaget's cognitive stages?
    a. Sensorimotor
    b. Formal operational
    c. Concrete
    d. Preoperational

    Answer: b
    Topic: Cognitive Views of Adolescence
    Learning Objective: LO 2.3: Contrast Piaget's and Vygotsky's views of cognitive development
    Skill Level: Understand the Concepts
    Difficulty Level: Moderate

33. Lev Vygotsky believed that children learn best
    a. through individual instruction.
    b. through social interaction.
    c. when they are biologically ready.
    d. when they are intellectually ready.

    Answer: b
    Topic: Cognitive Views of Adolescence
    Learning Objective: LO 2.3: Contrast Piaget's and Vygotsky's views of cognitive development
    Skill Level: Understand the Concepts
    Difficulty Level: Moderate

34. Based on Lev Vygotsky's theory of cognitive development, he would support the concept of
    a. group learning.
    b. Web-based instruction.
    c. self-taught learning.
    d. parental instruction.

    Answer: a
    Topic: Cognitive Views of Adolescence
    Learning Objective: LO 2.3: Contrast Piaget's and Vygotsky's views of cognitive development
    Skill Level: Analyze It
    Difficulty Level: Moderate

35. Which adolescence researcher utilized the concept of modeling in their theory of development?
    a. Anna Freud

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b. Lev Vygotsky
c. Albert Bandura
d. Jean Piaget

Answer: c
Topic: Cognitive Views of Adolescence
Learning Objective: LO 2.3: Contrast Piaget's and Vygotsky's views of cognitive development
Skill Level: Understand the Concepts
Difficulty Level: Easy

36. Suppose Frankie views another child being rewarded with candy for hitting a blowup doll. Frankie then decides to engage in similar aggressive behavior in hopes of receiving candy. Albert Bandura would view Frankie's behavior as a result of
a. vicarious reinforcement.
b. negative reinforcement.
c. negative punishment.
d. biological determinism.

Answer: a
Topic: Cognitive Views of Adolescence
Learning Objective: LO 2.3: Contrast Piaget's and Vygotsky's views of cognitive development
Skill Level: Apply What You Know
Difficulty Level: Moderate

37. In the 1980s, Albert Bandura expanded his social learning theory to include the role of
a. social interactions.
b. biological determinism.
c. cognition.
d. moral reasoning.

Answer: c
Topic: Cognitive Views of Adolescence
Learning Objective: LO 2.3: Contrast Piaget's and Vygotsky's views of cognitive development
Skill Level: Understand the Concepts
Difficulty Level: Easy

38. Which adolescence researcher developed a theory using "developmental tasks"?
a. Lev Vygotsky
b. Jean Piaget
c. Robert Havighurst

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d. Erik Erikson

Answer: c
Topic: The Impact of Culture on Adolescents
Learning Objective: LO 2.5: Differentiate theories on how culture shapes adolescent behavior
Skill Level: Understand the Concepts
Difficulty Level: Easy

39. Robert Havighurst supported the idea that there are
a. no set time periods for teaching developmental tasks.
b. correct times for teachable moments of developmental tasks.
c. six developmental tasks that must be taught in childhood.
d. developmental tasks that adolescents learn instinctually.

Answer: b
Topic: The Impact of Culture on Adolescents
Learning Objective: LO 2.5: Differentiate theories on how culture shapes adolescent behavior
Skill Level: Analyze It
Difficulty Level: Moderate

40. Kurt Lewin's field theory states that human behavior is a product of
a. the person and his or her environment.
b. biology and culture.
c. instinct and social interactions.
d. culture and instinct.

Answer: a
Topic: The Impact of Culture on Adolescents
Learning Objective: LO 2.5: Differentiate theories on how culture shapes adolescent behavior
Skill Level: Understand the Concepts
Difficulty Level: Easy

41. Which adolescence researcher developed the concept of the "marginal man"?
a. Lev Vygotsky
b. Kurt Lewin
c. Jean Piaget
d. Erik Erikson

Answer: b
Topic: The Impact of Culture on Adolescents

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Learning Objective: LO 2.5: Differentiate theories on how culture shapes adolescent behavior
Skill Level: Analyze It
Difficulty Level: Moderate

42. The research of Hong, et al. (2012) on the topic of parental abuse by adolescents supports which adolescent theorist's model?
    a. Kurt Lewin
    b. Lev Vygotsky
    c. Erik Erikson
    d. Urie Bronfenbrenner

    Answer: d
    Topic: The Impact of Culture on Adolescents
    Learning Objective: LO 2.5: Differentiate theories on how culture shapes adolescent behavior
    Skill Level: Analyze It
    Difficulty Level: Difficult

43. Which of the following statements would anthropologist Margaret Mead support?
    a. A child from a nontechnological society will be given less responsibilities than a child from a technological society.
    b. A child from a nontechnological society will be given equal responsibilities as a child from a technological society.
    c. A child from a nontechnological society will be less submissive than a child from a technological society.
    d. A child from a nontechnological society will be more submissive than a child from a technological society.

    Answer: c
    Topic: The Impact of Culture on Adolescents
    Learning Objective: LO 2.5: Differentiate theories on how culture shapes adolescent behavior
    Skill Level: Analyze It
    Difficulty Level: Difficult

44. Anthropologist Margaret Mead theorized that play and work for children in nontechnological societies are
    a. the same thing.
    b. two different concepts.
    c. viewed negatively.
    d. viewed as optional.

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Answer: a
Topic: The Impact of Culture on Adolescents
Learning Objective: LO 2.5: Differentiate theories on how culture shapes adolescent behavior
Skill Level: Analyze It
Difficulty Level: Moderate

45. In Arnett's (2000) study involving markers of adulthood, 90 percent of adolescents believed that adulthood was signified by
    a. accepting responsibility for one's actions.
    b. letting go of past mistakes.
    c. accepting one's intelligence level.
    d. liking who you are.

Answer: a
Topic: The Impact of Culture on Adolescents
Learning Objective: LO 2.5: Differentiate theories on how culture shapes adolescent behavior
Skill Level: Analyze It
Difficulty Level: Difficult

46. Research on the concept of *sturm und drang*
    a. does not support the idea.
    b. supports the idea.
    c. has been inconclusive on the topic.
    d. has been biased on the topic.

Answer: b
Topic: Storm and Stress Revisited
Learning Objective: LO 2.6: Summarize the current perspective on *sturm und drang* during adolescence
Skill Level: Understand the Concepts
Difficulty Level: Easy

47. Adolescence researchers with a biological view see the period of adolescence
    a. with a pessimistic outlook.
    b. with an optimistic outlook.
    c. with a neutral outlook.
    d. with caution.

Answer: a
Topic: Storm and Stress Revisited

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Learning Objective: LO 2.6: Summarize the current perspective on *sturm und drang* during adolescence
Skill Level: Understand the Concepts
Difficulty Level: Moderate

48. Which researcher, based upon his or her cultural observations, challenged the notion of stage theory development?
    a. Urie Bronfenbrenner
    b. Albert Bandura
    c. Jean Piaget
    d. Margaret Mead

    Answer: d
    Topic: Storm and Stress Revisited
    Learning Objective: LO 2.6: Summarize the current perspective on *sturm und drang* during adolescence
    Skill Level: Understand the Concepts
    Difficulty Level: Moderate

49. Which two researchers would support the idea that adolescent turmoil is not universal?
    a. Urie Bronfenbrenner and Margaret Mead
    b. Albert Bandura and Ruth Benedict
    c. Margaret Mead and Ruth Benedict
    d. Erik Erikson and Albert Bandura

    Answer: c
    Topic: The Impact of Culture on Adolescence
    Learning Objective: LO 2.5: Differentiate theories on how culture shapes adolescent behavior
    Skill Level: Analyze It
    Difficulty Level: Moderate

50. Suppose Harris has developed several meaningful relationships with other adolescents his age. He feels comfortable with what his body looks like and does not need to rely emotionally on his parents as much as he did in the past. Which adolescence researcher would say that Harris is emerging successfully into adulthood based upon these specific behaviors?
    a. Urie Bronfenbrenner
    b. Robert Havighurst
    c. Margaret Mead
    d. Ruth Benedict

    Answer: b

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Topic: The Impact of Culture on Adolescents
Learning Objective: LO 2.5: Differentiate theories on how culture shapes adolescent behavior
Skill Level: Apply What You Know
Difficulty Level: Moderate

SHORT ANSWER

1. G. Stanley Hall is considered the "father of adolescent psychology." Describe the strongest influence on Hall's theory of adolescent development, and how he viewed the period of adolescence. Identify the personality characteristics he believed to be associated with adolescence.
   Topic: Biological Views of Adolescence
   Learning Objective: LO 2.1: Explain the renewed interest about biological influences on adolescent development

2. Sigmund Freud developed a psychosexual theory of development. Within the theory, Freud discusses the Oedipal complex and the Electra complex. Describe each of these complexes, and at which stages of Freud's psychosexual theory that they occur. Also include how each complex is resolved.
   Topic: Psychoanalytic and Psychosocial Views of Adolescence
   Learning Objective: LO 2.2: Differentiate the psychoanalytical and psychosocial perspectives of adolescence

3. The psychoanalytic theory proposes three personality structures that are in constant conflict with each other especially during adolescence. Identify and describe each of these personality structures, and why they are in conflict with one another. Also include how this conflict is resolved.
   Topic: Psychoanalytical and Psychosocial Views of Adolescence
   Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence

4. Discuss Erik Erikson's perspective on identity crises in adolescence. Define the concept of an identity crisis, and why one might occur in an adolescent. Also provide behavioral outcomes of an individual who is experiencing an identity crisis.
   Topic: Psychoanalytical and Psychosocial Views of Adolescence
   Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence

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5. An increasing number of adolescents are taking gap years. Define this term, and where it originated. Also discuss two psychological benefits adolescences gain from a gap year.
   Topic: Psychoanalytical and Psychosocial Views of Adolescence
   Learning Objective: LO 2.2: Differentiate the psychoanalytic and psychosocial perspectives of adolescence

6. Jean Piaget developed a cognitive stage theory of adolescence. Define his concepts of accommodation and assimilation. Give an example of each concept, and discuss at which stage of his theory these concepts occur.
   Topic: Cognitive Views of Adolescence
   Learning Objective: LO 2.3: Contrast Piaget's and Vygotsky's views of cognitive development

7. Lev Vygotsky discusses the concept of scaffolding in his cognitive theory of development. Describe the concept, and give an example of how it might occur in the classroom. Also discuss the type of learning environment in which scaffolding would thrive.
   Topic: Cognitive Views of Adolescence
   Learning Objective: LO 2.3: Contrast Piaget's and Vygotsky's views of cognitive development

8. Albert Bandura developed the social learning theory. Describe Bandura's theory of development and the concept of modeling. Give an example of modeling negative behavior and the effect that vicarious reinforcement plays on future adolescent behaviors.
   Topic: Cognitive Views of Adolescence
   Learning Objective: LO 2.3: Contrast Piaget's and Vygotsky's views of cognitive development

ESSAY (with Key Points)

1. Robert Havighurst theorized there were major developmental tasks during adolescence. In one to two pages, describe Havighurst's psychosocial theory of development. Discuss factors that influenced the development of his theory, and the optimal time for learning these developmental tasks. Identity and provide examples of four of the eight tasks. Discuss the behavioral and psychological outcomes of adolescents who do not complete those tasks.

   Learning Objective(s):
   LO 2.3: Contrast Piaget's and Vygotsky's views of cognitive development
   LO 2.5: Differentiate theories on how culture shapes adolescent behavior

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LO 2.6: Summarize the current perspective on *sturm und drang* during adolescence

Brief Outline

I. Introduction
   A. Describe Havighurst's psychosocial theory.
      1. Factors that influenced the theory's development.
      2. Developmental tasks.
      3. Teachable moments.
II. Body
   A. Four developmental tasks.
      1. Descriptions of each task.
      2. Examples of each task.
      3. Behavioral outcomes of each task.
III. Conclusion

2. Kurt Lewin developed the field theory that explains why adolescents vacillate between mature and childish behavior. In one to two pages, describe the components that make up the field theory and the influences that helped Lewin develop this theory. Analyze how the concepts of "changing group membership" as well as the "marginal man" play into a child's transition to adulthood and the behavioral outcomes of this transition.

Learning Objective(s):
LO 2.4: Summarize Albert Bandura's social learning theory
LO 2.5: Differentiate theories on how culture shapes adolescent behavior.
LO 2.6: Summarize the current perspective on *sturm und drang* during adolescence

Brief Outline

I. Introduction
   A. Description of the field theory.
      1. Components of the theory.
      2. Factors that influenced the development of the theory.

II. Body
   A. Discussion of changing group membership.
      1. Behavioral outcomes related to this concept.
   B. Discussion of the marginal man.
      2. Behavioral outcomes related to this concept.

III. Conclusion

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3. Anthropologist Margaret Mead challenged the truths of adolescent stage theories based upon her observations of the Samoan culture. Discuss Mead's cultural research findings with regard to continuity of development and why she challenged stage theories. Discuss the difference in adolescent roles in nontechnological vs. technological societies. Provide and analyze three psychological and behavioral outcomes these roles produce in adolescents.

Learning Objective(s):

LO 2.3: Contrast Piaget's and Vygotsky's views of cognitive development
LO 2.5: Differentiate theories on how culture shapes adolescent behavior
LO 2.6: Summarize the current perspective on *sturm und drang* during adolescence

Brief Outline

I. Introduction
   A. Discussion of Mead's research.
      1. Integration of the concepts of continuity and discontinuity.
      2. Reasons Mead challenged stage theories.
II. Body
   A. Discussion of adolescent roles in nontechnological and technological societies.
      1. Psychological and behavioral outcomes of adolescents in these various roles.

III. Conclusion

4. Adulthood is a stage recognized by cultures all over the world. In one to two pages, discuss the criterion for reaching adulthood by nontechnological vs. technological societies. Discuss whether adolescents agree with this criterion. If they do not, what types of psychological and/or behavioral markers do adolescents use as criteria for adulthood? Additionally, include at what age adolescents in technological societies feel adulthood is achieved, and why.

Learning Objectives(s):

LO 2.1: Explain renewed interest about biological influences on adolescent development
LO 2.5: Differentiate theories on how culture shapes adolescent behavior
LO 2.6: Summarize the current perspective on *sturm und drang* during adolescence

Brief Outline

I. Introduction

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A. Define the concept of adulthood.
B. Discuss the criteria for reaching adulthood by nontechnological and technological societies.

II. Body

A. Discussion of whether adolescents agree with this criteria for adulthood.
B. Discussion of psychological and behavioral markers that adolescents use to mark adulthood.
C. Discussion of age in technological societies that adolescent feel that they have reached adulthood.
    1. Reasons why this age is appropriate.

III. Conclusion

5. The period of adolescence has been called *sturm und drang*. In one to two pages, define this term and trace its origins. Discuss whether *sturm und drang* still applies to the period of adolescence today, and why or why not.

Learning Objective(s):

LO 2.1: Explain the renewed interest about biological influences on adolescent development
LO 2.6: Summarize the current perspective on *sturm und drang* during adolescence.

I. Introduction

A. Define *sturm und drang*.
B. Discuss the origins of *sturm und drang*.

II. Body

A. Discussion of research on *sturm und drang*.
    1. The relevance of the term today and why or why not.

III. Conclusion

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