Lives Across Cultures Cross Cultural Human Development 6th edition Gardiner Test Bank

SKU: 9780134629445-TEST-BANK

Lives Across Cultures Cross Cultural Human Development 6th edition Gardiner Test Bank

Chapter 2

Theories and Methodology

Chapter Outline

Theories of Development

- What Is a Theory?
- Bronfenbrenner's Ecological Model
- Super and Harkness' Developmental Niche
- Piaget's Theory of Cognitive Development
- Vygotsky's Sociocultural Theory of Development
- Erikson's Psychosocial Theory
- Kohlberg's Theory of Moral Development

Methodology in Cross-Cultural Human Development

- Studying Development Cross-Culturally: Some Methods, Problems, and Solutions
- Methods for Assessing Components of the Developmental Niche
- Studying Ecological Systems

Summary

Study Questions

Developmental Analysis

Chapter Objectives

Explain why we study human development. Define *theory* and its purpose in the study of human development. Explain how our informal, unscientific, and unverified personal theories

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

Lives Across Cultures Cross Cultural Human Development 6th edition Gardiner Test Bank

about human nature affect our daily lives. Describe the major differences between our own personal theories and formal scientific theories and why we must develop the latter for the study of human development.

Describe Bronfenbrenner's "ecology of human development." List and discuss Bronfenbrenner's original four nested systems of the ecological environment. Describe the recent theoretical revisions in Bronfenbrenner's theory that focus on the chronosystem.

Compare Super and Harkness's developmental niche model with Bronfenbrenner's bioecological approach. Describe the three components of the developmental niche model. Identify two anthropological concepts regarding culture that Super and Harkness believe to be critical to the understanding of behavior within context.

List and discuss Piaget's four stages of cognitive development and explain how the major concepts, including scheme, assimilation, accommodation, and adaptation apply to cognitive changes in each stage.

Compare and contrast Piaget's and Vygotsky's theories of human development and point out how key concepts discussed in each contribute to our understanding of cross-cultural human development. Describe Erikson's and Kohlberg's theories of development.

Suggested Lecture Topics

2.1 Visual Anthropology

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

Lives Across Cultures Cross Cultural Human Development 6th edition Gardiner Test Bank

Film and photography have long been used in social science research to collect data during participant observation. In addition to the researcher's subjective experience and recollection, recorded images and sounds are considered a valuable data source. Visual anthropology, a young subfield of cultural anthropology, examines and creates visual representations of culture. This includes ethnographic films that document the lives of individuals and groups in society. These documentaries then serve as the source of study of the culture documented. With modern technology, researchers have been able to record more and better information.

A class session discussing the evolution of social science research through technological innovations can lead into exploration of further questions: Has technology increased "cultural contamination" in anthropological research, or is technology less intrusive than human involvement? How has the role of researcher changed as a result of technological advances? What is the difference between an ethnographic documentary and a TV reality show? What are the ethics behind using technology in participant observation?

J. Ruby (1996). Visual Anthropology. David Levinson and Melvin Ember (Eds.), *Encyclopedia of Cultural Anthropology*, (4), New York: Henry Holt and Company, pp. 1345–1351.

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

Lives Across Cultures Cross Cultural Human Development 6th edition Gardiner Test Bank

I. Barbash and L. Taylor (1997). *Cross-cultural Filmmaking: A Handbook for Making Documentary and Ethnographic Films and Videos.* Berkeley: University of California Press, 1997.

Society of Visual Anthropology

http://societyforvisualanthropology.org/

2.2 Vygotsky's Sociocultural Theory of Development

Lev Vygotsky's theory is not as well-known as that of Jean Piaget. However, in recent years, the theory has begun to attract the attention of many developmentalists who have begun to modify their ideas on cognitive development to include some of Vygotsky's concepts. A lecture, comparing and contrasting the two approaches to cognitive development, supplemented by the videos recommended below, would assist students in better understanding this approach. Among the points an instructor might want to stress are Vygotsky's use of the zone of proximal development, his focus on a shared social system among individuals, and the critical contribution he sees language making to cognitive development. Material from the chapter can be used to support Vygotsky's sociohistorical approach, in which an individual's behavior is adapted to a unique environmental context, while the context is structured in ways that further support expression of specific behaviors.

M. Cole (1996). *Cultural Psychology.* Cambridge, MA: Harvard University Press.

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

Lives Across Cultures Cross Cultural Human Development 6th edition Gardiner Test Bank

A. Kozulin (1990). *Vygotsky's Psychology: A Biography of Ideas*. NY: Harvester Wheatsheaf.

J. Valsiner (1996). One hundred years: A constructive jubilee celebration for Lev Vygotsky and Jean Piaget. *Culture & Psychology*, Vol. 2 (3), 243–245.

R. Van der Veer (1996). The concept of culture in Vygotsky's thinking. *Culture & Psychology*, Vol. 2 (3), 247–263.

L. S. Vygotsky (1978). *Mind in Society: The Development of Higher Psychological Processes.* Cambridge, MA: Harvard University Press.

Miller, J. G. (1997). Cultural conceptions of duty: Implications for motivation and morality. In D. Munro, J. E. Schumaker, & S. C. Carr (Eds.), *Motivation and Culture*. New York: Routledge. (pp. 178–192).

2.3 The Researcher and the Method

A fundamental method of anthropological research is *participant observation*. This method requires the researcher to live within the community being studied for an extended period of time (often a year or a complete seasonal cycle). In addition to speaking the local language, administering surveys, and recording interviews, the anthropologist usually takes on a particular role within the society and becomes a participating member of the group to the greatest extent possible. For example,

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

Lives Across Cultures Cross Cultural Human Development 6th edition Gardiner Test Bank

anthropologists have become fictive kin members (accepted as a family member in a household), apprentice shaman, or "cultural brokers," acting as liaisons between the community and government administrators. This research method can be psychologically demanding for the researcher, and occasionally a project must be modified or abandoned.

Cognizant of these difficulties, Margaret Mead once recommended that prior to fieldwork, the anthropologist should undergo psychotherapy. Several well-known researchers have published personal narratives of the psychological and physical demands of this method. A lecture discussing the "personal psychology" aspects of this kind of intensive experience and the effect of the researcher's temperament and personality on the type and quality of the research done would help students appreciate the special nature of this method. Some of the better-known works on this topic are listed here.

https://assessment.trinity.duke.edu/documents/ParticipantObservationFieldGuide.pdf

An online guide describing the method and procedure. Interesting and informative.

B. Malinowski (1967). *A Diary in the Strict Sense of the Term*. New York, Harcourt, Brace & World.

Morelli, G. A., & Ivey-Henry, P. (2004, March–June). Field work: More than just a trip to the field. *Cross-Cultural Psychology Bulletin, 38* (1–2), 10–17.

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

Lives Across Cultures Cross Cultural Human Development 6th edition Gardiner Test Bank

B. G. Anderson (1990). *First Fieldwork: The Misadventures of an Anthropologist*. Prospect Heights, Ill. Waveland Press.

P. Golde (Ed.) (1986). *Women in the Field: Anthropological Experiences*. Berkeley: University of California Press.

H. G. De Soto & N. Dudwick (Eds.). (2000). *Fieldwork Dilemmas: Anthropologists in Postsocialist States.* Madison, WI: University of Wisconsin Press.

P. R. DeVita (Ed.) (2000). *Stumbling Toward Truth: Anthropologists at Work*. Prospect Heights, IL: Waveland Press.

Van de Vijver, F. J. R. & Leung, K. (2000). Methodological issues in psychological research on culture. *Journal of Cross-Cultural Psychology*, 31, 33–51.

Student Activities

1. In order for students to experience cultural variations in the workings of Piaget's theory, arrange for members of the class to observe school-age children performing several conservation tasks in a multicultural environment, for example, a school attended by children of varying ethnic backgrounds. Have several children of different ages perform tasks involving conservation of substance, length, number, liquid, and/or area. Ask students to share their observations with the class, comparing their findings with those discussed in this chapter or in the chapter by Pierre Dasen in Lonner & Malpass' *Psychology and Culture*.

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

Lives Across Cultures Cross Cultural Human Development 6th edition Gardiner Test Bank

2 Students often think that learning is confined to the classroom. An activity that allows them to connect what happens in class with real-life experience is for them to develop a portfolio containing a collection of their semester work, perhaps as a "research log" of the class experience. Entries should consist of out-of-class exercises and reflections on observations made about specific course content as they relate to a better understanding of cross-cultural human development. Occasional oral reports can be given on their findings and reactions to individual and group exercises. Portfolios can be randomly evaluated or on a regular schedule as described in the instructor's syllabus, and may serve as foundation for collective class projects.

3. Your city may host one or more ethnic folk festivals each year, such as a Chinese New Year celebration, a Greek food festival, or an Oktoberfest. Have students team up in groups of three or four to work as a multidisciplinary research team to study such an event. One student could take the role of cross-cultural psychologist and collect data about the role of the children of the community in the festival or its importance to them. Another student could act as the team's sociologist and gather information about the integration of different social institutions in producing the event. Another student could be the team's ethnographer and record specific rituals or dances performed, perhaps by using ethnographic film methodology, if allowed to. Prior to the event, have the team discuss their separate methods and foci. After the event, have the teams combine their data and analyses into a coherent, comprehensive presentation to the class on the festival as a whole.

Audiovisual Materials

Piaget's Developmental Theory: An Overview (1989, Davidson Films, 30 min.). Piaget's

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

Lives Across Cultures Cross Cultural Human Development 6th edition Gardiner Test Bank

theory of cognitive development is presented using archival footage of Piaget himself along with David Elkind demonstrating several Piagetian tasks and interviewing children about their performance.

Vygotsky's Developmental Theory: An Introduction (1994, Davidson Films, 28 min.). This program provides a biographical sketch of the life of Lev Vygotsky, along with clear illustrations of concepts central to his work.

Moral Development (1977, RMI Media Productions, 28 min.). Discusses moral reasoning and socialization theory; Kohlberg's six stages of moral reasoning; experiences that are likely to encourage the development of higher stages of moral reasoning.

The Developing Person (2003, Insight Media, 30 min.). This video provides a history of the scientific study of human development, beginning with Locke and Rousseau. It includes Piaget, Erikson, Urie Bronfenbrenner's ecological model, psychoanalytic theory, learning theory, behaviorism, cognitive theory, and the life span perspective.

Things to Do and Think About

1. Consider your own development and how your developmental niche was established. What are some of the characteristics of your ecological system, and how did they contribute to the person you are today? In what ways were they different for each of your parents or for your older or younger siblings? You may find it interesting to discuss this with a friend and compare and contrast your development up to this point

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

Lives Across Cultures Cross Cultural Human Development 6th edition Gardiner Test Bank

in your lives and consider how it might change in the future.

2. After reviewing Vygotsky's sociocultural theory, try to teach or coach another person (friend, sibling, teammate) to learn a new skill by providing guidance, or scaffolding, to move through the zone of proximal development. To obtain optimal results, focus your instruction on that person's potential rather than his level of actual development (i.e., teach him a completely new skill, like juggling, eating with chopsticks, or knitting, rather than improve a skill he already has).
3. Begin a journal to create your own "autobiography" on your cultural development. Jot down examples from your own life where you think the concepts from each chapter have influenced your development. Follow along Maddi Skelton's life through the vignettes at the end of each chapter for ideas.

Test Questions: Multiple Choice

1. The theories of Piaget, Kohlberg, and Erikson are considered to be traditional or mainstream psychological theories that focus on the individual. Examples of interactionist theories, as discussed in the text, are those of
   a. Mead, Benedict, and Whiting.
   b. Freud, Horney, and Jung.
   c. Bronfenbrenner, Super and Harkness, and Vygotsky.
   d. Gilligan, Matsumoto, and Gardiner.

Answer: C

Topic/Concept: Theories of development

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

Difficulty Level: Easy

Skill Level: Understand

2. Bronfenbrenner, in his ecological model, divides the environment into several nested systems. The system which recognizes the interrelation between settings, or the "linkages and processes taking place between two or more settings containing the developing person" is the

   a. exosystem.

   b. macrosystem.

   c. mesosystem.

   d. microsystem.

Answer: c

Topic/Concept: Theories of development

Difficulty Level: Easy/Moderate

Skill Level: Understand

3. In Bronfenbrenner's model, the most complex system, which consists of customs, values, and laws in a given individual's culture is the

   a. exosystem.

   b. macrosystem.

   c. mesosystem.

   d. microsystem.

Answer: b

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

Lives Across Cultures Cross Cultural Human Development 6th edition Gardiner Test Bank

Topic/Concept: Theories of development

Difficulty Level: Easy

Skill Level: Understand

4. Mohammed, a high school exchange student, has just arrived from Malaysia to live with his host family in California. Mohammed attends a varsity volleyball game at his new school. At first, he seems puzzled about the rules of the game. However, as it progresses, he smiles and says, "This game is just like sepak takaru back home, only we play it with a ball made from bamboo and we can use our head and feet to volley the ball back and forth across the net." Mohammed's ability to adjust or modify his scheme of volleyball to fit his scheme of sepak takaru is an example of

a. adaptation.

b. accommodation.

c. equilibration.

d. assimilation.

Answer: b

Topic/Concept: Theories of development: Piaget's theory of cognitive development

Difficulty Level: Easy/Moderate

Skill Level: Understand

5. Foo May May is assisting her three-year-old son, Alex, to build a tower out of Lego blocks. At first, Alex needs lots of help. However, as he becomes more confident, his mother steps back and allows him to build on his own. The distance between what

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

Alex can do on his own and the potential level of development he might attain given help or assistance from his mother refers to Vygotsky's

a. zone of proximal development.

b. zone of greatest assistance development.

c. zone of cephalo development.

d. zone of least assistance development.

Answer: a

Topic/Concept: Theories of development

Difficulty Level: Easy

Skill Level: Understand

6. Kohlberg's theory of moral development has been criticized for its limitations across various cultures and ecological settings because

a. the study took place in the nineteenth century.

b. moral development and reasoning cannot be studied.

c. the original study was sex biased (only male subjects).

d. the findings were not valid.

Answer: c

Topic/Concept: Theories of development

Difficulty Level: Easy/Moderate

Skill Level: Analyze

7. Dybdahl's research among Somali mothers and their children described the specific

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

components of the developmental niche of the inhabitants of Mogadishu. The first component of their developmental niche includes

a. their totemic belief system and expectations about development.
b. the child's informal education.
c. their nomadic way of life, with its emphasis on the extended family and clan.
d. the psychology of the child's caretakers, which is characterized by both traditionalism and modernism.

Answer: c

Topic/Concept: Theories of development: Developmental niche

Difficulty Level: Easy

Skill Level: Understand

8. Based on research on Kohlberg's theory of moral development, which type of attitude would be most common among adolescents and adults?

a. I follow rules in order to maintain social order.
b. I do the "right thing" because I am afraid of punishment.
c. I follow self-chosen ethical principles that I believe are universal.
d. I obey rules in order to receive rewards.

Answer: a

Topic/Concept: Theories of development

Difficulty Level: Easy/Moderate

Skill Level: Analyze

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

Lives Across Cultures Cross Cultural Human Development 6th edition Gardiner Test Bank

9. Piaget asserts that normal cognitive growth passes through the following four stages:

a. infancy, toddler, child, adult.

b. infancy, early childhood, assimilation, accommodation.

c. birth, childhood, adolescence, adult.

d. infancy, early childhood, middle childhood, adolescence.

Answer: d

Topic/Concept: Theories of development

Difficulty Level: Easy

Skill Level: Understand

10. If a research finding is considered "objective," it is fundamentally

a. unbiased.

b. valid.

c. replicable.

d. reliable.

Answer: a

Topic/Concept: Methodology on cross-cultural human development

Difficulty Level: Easy

Skill Level: Understand

11. Margaret wants to study displays of justice and fairness in trial settings cross-culturally, using what Matsumoto has called the "bottom-up approach." One method she could use in order to do this is to

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

Lives Across Cultures Cross Cultural Human Development 6th edition Gardiner Test Bank

a. devise a theory of what constitutes a just decision, then observe trials in several societies and see how well the theory applies.

b. hold “mock trials” in different communities and observe people’s behavior.

c. attempt to become an active participant observer (i.e., juror) in at least two different cultures.

d. observe and record people’s behavior during a trial in one culture, then do the same in a different culture and compare the two.

Answer: d

Topic/Concept: Methodology in cross-cultural human development

Difficulty Level: Moderate

Skill Level: Evaluate

12. According to Super and Harkness, there are several methods that are suitable for studying components of the developmental niche. They include

a. participant observation, diaries, and ethnographic interviews.

b. quasi-experimentation, controlled experimentation, and structured questioning.

c. controlled experimentation, spot observations, and longitudinal data.

d. none of the above are suitable methods.

Answer: a

Topic/Concept: Methodology on cross-cultural human development

Difficulty Level: Easy

Skill Level: Understand

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

Lives Across Cultures Cross Cultural Human Development 6th edition Gardiner Test Bank

13. The narrative method of conducting research involves

a. measuring and comparing an aspect of individual behavior from at least two cultural groups.

b. translating materials.

c. reviewing a variety of narrative materials including stories (oral or written), diaries, letters, and so on, and their analysis.

d. talking with people.

Answer: c

Topic/Concept: Methodology in cross-cultural human development

Difficulty Level: Easy

Skill Level: Understand

14. Translating material from one language to another to achieve linguistic equivalence is called

a the hologeitic approach.

b. the back ideographic method.

c. the ethnographic language approach.

d. back translation.

Answer: d

Topic/Concept: Methodology in cross-cultural human development

Difficulty Level: Easy

Skill Level: Understand

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

15. Bronfenbrenner2019s nested concept of the ecological system has been depicted as

a. Russian wooden checker pieces.

b. Russian porcelain decorated circles.

c. Russian matryoshka dolls.

d. Russian Cossack dolls.

Answer: c

Topic/Concept: Theories in cross-cultural human development

Difficulty Level: Easy

Skill Level: Understand

Test Questions: Short Answer Essay

1. Discuss Piaget's processes of assimilation and accommodation in the context of understanding new experiences. How might these concepts play out for someone traveling to a new cultural environment?

Topic/Concept: Theories of development: Piaget's theory of cognitive development

Difficulty Level: Moderate/difficult

Skill Level: Evaluate

2. Jamal is seven years old and lives with his five brothers and two sisters in the town of Kuantan, in the state of Pahang, Malaysia. For the past four years, Jamal has been learning the skills of kite flying from his father, Ahmah Shah, who has won first place in several regional, state, and national competitions. Explain how scaffolding could be used to guide Jamal's skill level through Vygotsky's zone of proximal development.

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

Lives Across Cultures Cross Cultural Human Development 6th edition Gardiner Test Bank

Topic/Concept: Theories of development: Vygotsky's sociocultural theory of development

Difficulty Level: Moderate/difficult

Skill Level: Apply

3. You are an anthropologist returning to your university after completing an eighteen-month long field project in Kotonu, Benin, West Africa. Your focus of study was the "foodways" of the local population. You observed changes that occur when families stop growing their own fruits and vegetables in their traditional, multigenerational garden plot and begin to buy canned and processed foods from the market. For example, in the past, the entire household would share the garden work together. You noticed that the nutritional quality of the native diet has declined since grandmother was a girl. What are some of the possible consequences of your findings on the developmental niche? How might your findings be useful to a policy-making agency such as the World Health Organization or an aid agency such as CARE?

Topic/Concept: Methodology on cross-cultural human development

Difficulty Level: Moderate/difficult

Skill Level: Evaluate

Copyright © 2018, 2011, 2008 by Pearson Education, Inc. or its affiliates.

Lives Across Cultures Cross Cultural Human Development 6th edition Gardiner Test Bank