

## Development – Knowledge Organiser

### Questions to ask yourself:

- How did you become who you are?
- How did you learn what you know?
- What makes us more efficient learners?

Key Theories	Summary	Strength	Weakness
<b>Piaget's Theory of Cognitive Development.</b>	Different kinds of logical thinking occur at each stage (S, P, CO, FO)	<ul style="list-style-type: none"> <li>• Well researched = increased understanding.</li> <li>• Changed classroom teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Small sample of Swiss children.</li> <li>• Challenged by the 'Naughty Teddy' and 'Policeman Doll' studies.</li> </ul>
<b>Dweck's Mindset Theory of Learning</b>	The set of assumptions we have (mindset) affects success. Success is due to effort not talent.	<ul style="list-style-type: none"> <li>• Supported by research.</li> <li>• Can be applied to many different settings (e.g. sport, school, business)</li> </ul>	<ul style="list-style-type: none"> <li>• Any sort of praise could be damaging.</li> </ul>
<b>Willingham's Learning Theory</b>	Educational ideas should be evidence based.	<ul style="list-style-type: none"> <li>• Evidence based theory.</li> <li>• Has had a positive impact on education.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of brain imaging to diagnose learning difficulties may be misleading.</li> </ul>

Key Studies	Summary	Strength	Weakness
<b>McGarrigle and Dondaldson's 'Naughty Teddy'</b>	Would a deliberate change in the row of counters would help younger children conserve.	<ul style="list-style-type: none"> <li>• Challenges Piaget's theory – leading to further research.</li> </ul>	<ul style="list-style-type: none"> <li>• The sample all came from one school.</li> <li>• The teddy could have been a distraction.</li> </ul>
<b>Hughes' 'Policeman Doll'</b>	A simplified test of Egocentrism.	<ul style="list-style-type: none"> <li>• More realistic test.</li> <li>• Challenges Piaget's theory.</li> </ul>	<ul style="list-style-type: none"> <li>• Effects of researcher expectations.</li> </ul>

	Key Term	Definition
1	Brain stem	Controls vital autonomic functions. Passes information between brain and body.
2	Cerebellum	Coordinates movement with sensory input.
3	Cognition	Refers to 'thinking' and all mental processes.
4	Cortex	The outer covering of the brain where mental processing takes place.
5	Thalamus	An information hub in the brain, relays sensory and motor signals to the cortex.
6	Accommodation	When we acquire new information that requires a new schema.
7	Assimilation	When we acquire new information that fits in to an existing schema.
8	Schema	A mental framework of beliefs and expectations that influence cognition.
9	Conservation	The ability to know that quantity remains the same when the form changes.
10	Egocentrism	A child's tendency to only be able to see the world from their own point of view.
11	Object permanence	A child's ability to know that objects continue to exist even when they can no longer be seen or heard.
12	Sensorimotor	0-2 years. Child is focussed on learning coordination.
13	Pre-operational	2-7 years. Child's thinking lacks internal consistency.
14	Concrete-operational	7-11 years. Beginning to use adult logic but only with physical objects.
15	Formal-operational	11+ years. Child is able to think logically and with abstract ideas.
16	Fixed mindset	A belief that achievements are due to innate abilities.
17	Growth mindset	A belief that even the most basic abilities can be developed through effort.
18	Self-efficacy	A person's understanding of their own capabilities.
19	Visualiser	A person who prefers to process information in terms of pictures.
20	Verbaliser	A person who prefers to process information through words and sounds.

