

## Chapter 2: Theories of Psychosocial and Cognitive Development

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### MULTIPLE CHOICE

1. Erik Erikson's theory of psychosocial development
  - a. is child centered because it fails to address important psychological changes in adulthood.
  - b. has educational utility with young children but not with adolescents.
  - c. emphasizes that societal expectations and opportunities can powerfully impact development.
  - d. suggests that children can passively absorb information as long as it is presented in a developmentally appropriate manner.

ANS: B                      REF: 28-30

NOT: Erikson proposed that psychosocial development occurs throughout life, the child is an active participant in development, and societal expectations and opportunities can powerfully impact development.

2. Erik Erikson's psychosocial theory is useful for teachers
  - a. who instruct elementary school children, but it is not practical for teachers of college students.
  - b. who design lesson plans for preschool children, but it is not very useful for instruction with primary and secondary grade children.
  - c. who believe that children's development is influenced more strongly by genetics than by cultural factors.
  - d. because it suggests that children play an active role in their own development.

ANS: D                      REF: 28-30

NOT: Erikson emphasizes that people play an active role in their own psychosocial development as they attempt to understand and organize their experiences.

3. The idea that personality development follows a predictable pattern with identifiable benchmarks best reflects the
  - a. principle of formal operations.
  - b. law of psychosocial development.
  - c. heredity versus environment issue.
  - d. epigenetic principle.

ANS: D                      REF: 28

NOT: Erikson's epigenetic principle suggests that development presents itself in an orderly step-by-step pattern.

4. Erikson's theory of psychosocial development states that personality development occurs
  - a. in a different sequence for different people depending on external, environmental factors.
  - b. by successfully resolving a predetermined series of turning points, or psychosocial crises.
  - c. solely on the basis of how much effort an individual puts forth.
  - d. automatically because nature has predisposed individuals to act in ways that cannot be altered by the environment.

ANS: B                      REF: 28

NOT: Erikson proposed that personality development occurs as people successfully negotiate each of

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eight psychosocial crises that begin in infancy and end during old age.

5. Erikson uses the epigenetic principle to hypothesize that personality development is related to
  - a. genetic factors rather than environmental factors.
  - b. a series of interrelated stages of development, all of which have a critical period.
  - c. the prenatal period of development because each psychosocial stage is genetically determined.
  - d. factors that for the most part are independent of chronological age.

ANS: B                      REF: 28

NOT: Erikson's epigenetic principle suggests that development presents itself in an orderly step-by-step pattern.

6. According to Erikson, personality growth occurs in eight stages that are characterized by
  - a. the confrontation and resolution of various crises for better or worse.
  - b. dichotomies that lack any prescribed order, though these stages are nonetheless experienced by most individuals.
  - c. the acceptance of desirable qualities and the rejection of negative ones; a preponderance of desirable qualities is what determines how well adjusted someone is.
  - d. a perfect balance between positive and negative personality characteristics.

ANS: A                      REF: 28

NOT: Erikson viewed personality development as the successful resolution of eight psychosocial crises, which the individual confronts at various critical periods in the life span. In his view, people are optimally adjusted when they possess both negative and positive qualities of a particular stage, provided the positive quality is significantly stronger than the negative quality.

7. Which of the following most clearly describes a form of parental behavior that would lead to desirable child development during the psychosocial stage Erikson described for two- and three-year-olds?
  - a. Parents insist that their daughter attempt to cut a piece of meat, even though she is reluctant to try.
  - b. A parent encourages a child who is trying to learn new skills, while at the same time providing support and supervision for her.
  - c. Parents toilet train their child in a very strict manner.
  - d. Parents agree on a policy of not setting limits for their child, so that she or he can become more autonomous.

ANS: B                      REF: 29

NOT: The dichotomy of this stage is autonomy versus shame and doubt. Children at this age begin to exert independence. If they are encouraged by their parents and allowed to go at their own pace while being supervised at the same time, they will develop the independence to successfully negotiate successive stages. If they are not given encouragement or are scolded or ridiculed for their efforts, they may develop feelings of self-doubt or shame.

8. According to Erikson, teachers can help students between the ages of four and five develop in a healthy fashion by
    - a. encouraging them never to feel guilty.
    - b. promoting the open expression of initiative at all times.
    - c. striving for a perfect balance between initiative and guilt.
    - d. giving them the freedom to explore and taking the time to answer questions.
-

ANS: D REF: 29

NOT: According to Erikson, children who are encouraged by adults and given the freedom to explore and experiment will develop the desire to initiate these undertakings. This quality of initiative, in addition to the autonomy developed in the previous stage, is the positive aspect of the initiative versus guilt stage. Children who are not encouraged, or who are made to feel guilty for their initiative, may have problems successfully resolving this stage.

9. Human beings are naturally curious and want to learn about the world around them. Likewise, they need to feel secure in knowing that they can freely explore the world without fear of embarrassment or self-doubt. These statements most closely reflect Erikson's
- first stage of psychosocial development.
  - second stage of psychosocial development.
  - third stage of psychosocial development.
  - fourth stage of psychosocial development.

ANS: B REF: 29

NOT: The psychosocial crisis to be resolved in Erikson's second stage is autonomy versus shame and doubt. Children at this age begin to exert independence. If they are encouraged by their parents and allowed to go at their own pace while provided with guidance from parents at the same time, they will develop the independence to successfully negotiate successive stages. If they are not given encouragement, or are scolded or ridiculed for their efforts, they may develop feelings of self-doubt or shame.

10. You have decided that the students in your kindergarten class will no longer be allowed to participate in unstructured play or imagination activities. These types of activities, in your opinion, are a waste of learning time and have no place in a solid curriculum. Your thoughts largely ignore the need to resolve which of the following psychosocial crises?
- trust versus mistrust
  - initiative versus guilt
  - integrity versus despair
  - play versus work

ANS: B REF: 29

NOT: Erikson's stage of initiative versus guilt stresses that children should participate in self-chosen physical activities and use language to discover and explore in order to develop a sense of initiative. Discouraging these activities increases the probability that children will come to feel guilty about acting on their own.

11. Which of the following classroom practices would be most appropriate for children at Erikson's stage of industry versus inferiority?
- awarding extra points for students who finish assignments quickly
  - displaying charts listing the best students in various activities
  - placing completed assignments in each student's Successful Work folder
  - stressing the importance of earning high grades

ANS: C REF: 29 | 30-31

NOT: Elementary school children are at Erikson's stage of industry versus inferiority. Industry refers to the need for a child to learn that he or she can successfully complete tasks. Experiences that make children feel inadequate (as in competitive situations) are likely to lead to inferiority. The correct option most clearly reflects noncompetitive completion of tasks.

12. Rhonda, a sixth grader, loves to work in her father's wood shop crafting items that she designs. Often, however, when she approaches her father about letting her work with him, he dismisses her requests and tells her that she should "help your mother in the kitchen and stay out of my way." According to Erikson, Rhonda
- will certainly never have feelings of inferiority.
  - may have trust issues in any relationship.
  - may not work with wooden craft items until she is older and her gender role is properly formed.
  - is at risk for developing feelings of inferiority.

ANS: D REF: 29 | 30-31

NOT: Elementary and middle school children are at Erikson's stage of industry versus inferiority. Industry refers to the need for a child to learn that he or she can successfully complete tasks. Experiences that make children feel inadequate (such as being discouraged from pursuing certain activities) may lead to inferiority.

13. According to Erikson, if Robert has successfully resolved the psychosocial crisis of adolescence, he is now able to
- think abstractly about philosophical issues.
  - understand group dynamics and get along well with others.
  - form a strong romantic attachment to another person, marry, and plan to begin a family.
  - view himself as having a meaningful role in life.

ANS: D REF: 29 | 31

NOT: The psychosocial crisis of adolescence is identity versus role confusion. The successful resolution of this psychosocial crisis allows one to view oneself as having a meaningful adult role in life.

14. Seventeen-year-old Sarah has always enjoyed science, particularly biology and chemistry. She dreams of enrolling in pre-veterinary medicine in college. Her mother is a housewife who never had any vocational ambitions, and her father has always felt that women should focus on teaching or nursing careers. Since her parents don't encourage her in the field of veterinary medicine, Sarah eventually becomes ambivalent about her college plans and finally enrolls at a teacher's college. Sarah's situation is an example of
- role confusion.
  - psychosocial moratorium.
  - negative identity.
  - identity achievement.

ANS: A REF: 29

NOT: In this example, Sarah struggles with the discrepancy between her own ideas of the role she wishes to play as an adult and the examples and expectations of her parents. This situation typifies the role confusion often experienced by adolescents.

15. Brian is an only child whose father is a president of a large corporation, while his mother is a lawyer at a busy law firm. Brian has always enjoyed the company of other children partly, he believes, because he wasn't around children much except at school. He is particularly intrigued with young children's development and is thinking of majoring in early-childhood education in college. His parents are not happy with Brian's decision, and his father puts a great deal of pressure on him to major in business or pre-law. Brian isn't sure what to do. His situation is an example of
- identity achievement.
  - negative identity.
  - psychosocial moratorium.
  - role confusion.
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ANS: D REF: 29

NOT: In this example, Brian struggles with the discrepancy between his own ideas of the role he wishes to play as an adult and the examples and expectations of his parents. This situation typifies the role confusion often experienced by adolescents.

16. Which of the following is most likely to promote a sense of industry among students?
- Encourage intense competition for top grades by limiting the number of available A's and B's.
  - Create reasonable performance standards and communicate those standards to students.
  - Encourage communication with local businesses to keep students informed of available job opportunities.
  - Set a class "curve," making sure that equal percentages of students receive A's, B's C's, D's, and F's.

ANS: B REF: 30

NOT: One factor that is known to have a negative effect on one's sense of industry is competition for a limited number of rewards, such as occurs when teachers grade exams or projects "on the curve." This practice limits the top grades to the few students who achieve the highest scores, regardless of the actual level of their performance. Additionally, this practice guarantees a certain number of failures, regardless of the actual level of their performance. The solution is to base grades on realistic and attainable standards which are worked out ahead of time and communicated to students.

17. Indicate which of the methods below is most likely to enhance a sense of industry for students.
- Keep open lines of communication between the school and local businesses to foster work-study programs.
  - Encourage hard work by fostering intense competition for a limited number of top grades.
  - Discourage negativity by refusing to award failing grades in your classroom.
  - Decide in advance of instruction the quality of performance that earns A's, B's, C's, D's, and F's in your classroom.

ANS: D REF: 30

NOT: One factor that is known to have a negative effect on one's sense of industry is competition for a limited number of rewards, such as occurs when teachers grade exams or projects "on the curve." This practice limits the top grades to the few students who achieve the highest scores, regardless of the actual level of their performance. Additionally, this practice guarantees a certain number of failures, regardless of the actual level of performance. The solution is to base grades on realistic and attainable standards which are worked out ahead of time and communicated to students.

18. Which of the following educational objectives is *least* related to Erikson's description of the components of identity?
- arranging for students to experience recognition by teachers and peers
  - permitting students to postpone choosing between a college preparatory or vocational curriculum until they are ready to do so
  - encouraging physical well-being and acceptance of one's body in health courses
  - encouraging students to make specific plans for what they will do the first year after they graduate

ANS: B REF: 31

NOT: The components of identity, as described by Erikson, are knowing where one is going, feeling

at home with one's body, and assuredness of recognition from those who count. A psychosocial moratorium is a delay of commitment that gives a person an opportunity to sort out thoughts about identity. Such behavior is not a component of identity but rather a mechanism for coping with problems in developing identity.

19. Erikson's concept of the psychosocial moratorium is most like
- avoiding social contacts for several months.
  - consulting a counselor about social problems.
  - asking someone to help you make a decision.
  - sleeping on a problem or decision.

ANS: D REF: 31

NOT: When a young person feels threatened by having to decide on vocational and other life choices, Erikson suggested, a psychosocial moratorium might be appropriate. Such a delay of commitment is most like sleeping on a problem or postponing a decision.

20. Which of the following is not one of the components of identity as defined by Erikson?
- clear goals
  - expectation of acceptance by friends and significant others
  - satisfaction with physical appearance
  - feeling free to postpone decisions about a career

ANS: D REF: 31

NOT: Clear goals, acceptance of one's body, and getting recognition are the primary aspects of Erikson's concept of identity.

21. As described by Erikson, a psychosocial moratorium
- should be a period of postponing commitment.
  - refers to a symptom of emotional instability.
  - creates a negative identity state.
  - refers to a wish to be alone.

ANS: A REF: 31

NOT: When a young person feels threatened by having to make many important choices at once, a psychosocial moratorium may be appropriate. This delay of commitment should ideally be a period of exploration in which various possibilities are examined without a feeling of pressure. As used by Erikson, the term does not refer to antisocial tendencies.

22. James Marcia proposes the existence of four identity status categories by assessing the presence or absence of
- |                                     |                              |
|-------------------------------------|------------------------------|
| a. crisis and commitment.           | c. commitment and diffusion. |
| b. indecision and storm and stress. | d. moratorium and confusion. |

ANS: A REF: 31-33

NOT: Marcia proposes the existence of four identity status categories by assessing the presence or absence of crisis and commitment.

23. In an attempt to scientifically validate Erikson's notions about identity, Marcia interviewed youths about their
- curfews, beliefs about parenting, and political views.
  - participation in the adolescent subculture and psychiatric history.
  - career goals, religious beliefs, and sexual attitudes.
  - incidence of drug use, views on freedom of speech, and level of physical maturity.

ANS: C                      REF: 31-33

NOT: Youths were asked their thoughts about a career, their value system, their sexual attitudes, and their religious beliefs.

24. According to Marcia's identity status categories, which of the following best describes a person who would be classified as an identity diffusion type?
- one who avoids thinking about an occupation or personal values
  - one who becomes politically active in support of a presidential candidate
  - one who experiments with different lifestyles
  - one who selects a career on the basis of parental wishes

ANS: A                      REF: 33

NOT: Identity diffusion types have yet to experience a crisis because they have avoided thinking about questions of identity. Avoiding coming to grips with key issues of identity is stressed most directly in the correct option.

25. Which of the following statements would most likely be made by a high school senior classified by Marcia as a foreclosure type?
- I have no idea about a career and I don't much care.
  - My parents want me to be a doctor, but I'm just not interested in that career.
  - When the time comes, I'm going to vote for liberal candidates, even though my parents always vote for conservative candidates.
  - I admire my parents and am delighted that my father has asked me to go into business with him.

ANS: D                      REF: 33

NOT: Individuals who unquestioningly embrace the values of their parents, and who have few doubts about what career they will have and what role they will play as adults, are characterized by Marcia's foreclosure type.

26. Sarah, though she prefers dance to medicine, is a medical student because her parents have always dreamed of having a "Dr. Daughter." She is certain that medicine is the right career for her because her parents have supported that notion. Sarah would be classified by Marcia as which of the following types?
- |               |                |
|---------------|----------------|
| a. diffusion  | c. foreclosure |
| b. moratorium | d. achievement |

ANS: C                      REF: 33

NOT: Foreclosure types do not experience doubt about identity issues because they accept and endorse the choices and values of their parents.

27. Sam began his academic career as a history major and, during his first semester, changed to archaeology. He is currently a media-arts student with a C average. When asked about his mediocre grades he indicates that he has a difficult time paying attention in class because he loves to daydream. All twelve of his ex-girlfriends say that he is an anxious soul who is uncertain of his future. James Marcia would most likely say that Sam's identity status is
- |                 |                 |
|-----------------|-----------------|
| a. moratorium.  | c. diffusion.   |
| b. achievement. | d. foreclosure. |

ANS: A                      REF: 33

NOT: As noted in Table 2.1 on page 33, Sam has the classic profile of a Moratorium identity status. He has difficulty concentrating and making academic and interpersonal commitments.

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28. According to Marcia, what identity status is usually the last to emerge developmentally?
- a. foreclosure
  - b. identity achievement
  - c. moratorium
  - d. identity diffusion

ANS: B REF: 33

NOT: Identity achievement types seek out interpersonal relationships and are capable of making mature, informed decisions after carefully considering all potential alternatives. From a developmental standpoint, this status is usually the last to emerge.

29. According to Marcia's identity status theory, moratorium types are more likely than other types to
- a. avoid thinking about a career.
  - b. be suffering an identity crisis.
  - c. endorse the values of their parents.
  - d. have made an occupational choice.

ANS: B REF: 33

NOT: Moratorium types are in crisis. They have not avoided issues of identity per se; rather, they have searched for answers but have not found ones they find satisfactory. These individuals are likely to become achievement types once they do find satisfactory answers, but first they may go through a temporary rebellion period in an effort to discover these answers.

30. According to Marcia, what do identity achievement and identity diffusion have in common?
- a. crisis
  - b. personal investment in an occupation or belief
  - c. active questioning of beliefs
  - d. nothing

ANS: D REF: 33

NOT: For identity achievement to occur, the individual experiences crisis, followed by commitment. An individual in identity diffusion has not experienced crisis or commitment. Therefore, according to Marcia, identity achievement and identity diffusion have nothing in common.

31. Erikson's theory holds that adolescents create an identity for themselves by actively exploring alternative beliefs, career options, and interpersonal relationships, and then making a choice. This contention appears to be
- a. an accurate description of identity formation in certain societies.
  - b. an accurate description of identity formation in virtually all societies.
  - c. accurate only for the career option part of identity formation.
  - d. basically inaccurate.

ANS: A REF: 34-35

NOT: Recent analyses suggest that Erikson's description of identity formation is accurate only for societies that tolerate an extended adolescence that makes only a minimal contribution to society and societies that have attained a certain level of social wealth.

32. Erik Erikson's theory of psychosocial development has been criticized for which of the following reasons?
- a. His ideas were based largely on his personal experiences rather than on systematic research.
  - b. His ideas are mostly applicable to Western societies and cultures.
  - c. His ideas are more applicable to the psychosocial development of males than females.
  - d. All of the above.
-



ANS: D REF: 34-35

NOT: At one time or another, Erikson's theory has been criticized for being based largely on his personal experience, for pertaining largely to Western societies, and for being gender biased.

33. Eight-year-old Elizabeth is given a butterfly net for her birthday. She spends hours and hours capturing all kinds of creatures: butterflies, moths, crickets, grasshoppers, beetles, aphids, and pill bugs, to name just a few. She notices that some of the creatures have six legs and some have eight. She also notices that some have hard covers over their wings and others don't. She takes note of these differences and begins to separate her creatures according to the differences she notes. Which of the following, according to Piaget, is the process in which Elizabeth is engaging?
- a. equilibrium
  - b. assimilation
  - c. foreclosure
  - d. organization

ANS: D REF: 37

NOT: Piaget postulated that people inherit the tendency to organize and adapt. Elizabeth is demonstrating the tendency to organize by trying to invent a classification scheme for her creatures.

34. Based on what he has seen at the circus, Larry came to believe that all elephants were docile. Recently, on his first African safari, he approached an elephant with the intention of petting it. Sensing Larry's presence, the elephant wheeled around and proceeded to charge. Larry must now adjust his elephant behavior scheme. According to Piaget, Larry must
- a. activate.
  - b. adapt.
  - c. disequilibrate.
  - d. organize.

ANS: B REF: 37

NOT: Adaptation is the process of creating a good fit between one's conception of reality and one's real life experiences. This individual must adapt his conception of how elephants react to being approached by humans in light of his experience with elephants in the wild.

35. Organized patterns of actions and thoughts, such as kicking a football or realizing that there are many different types of footballs, are defined by Piaget as
- a. organizations.
  - b. adaptations.
  - c. schemes.
  - d. equilibrations.

ANS: C REF: 37

NOT: As defined by Piaget, schemes are organized patterns of behavior or thought that are formulated when children interact with objects, experiences, and people in their environment.

36. Which of the following examples best illustrates Piaget's concept of assimilation?
- a. A person who quits the baseball team after learning that you must wear extremely tight, nylon pants.
  - b. A child who changes her scheme of "all snakes are poisonous and deadly" after easily surviving a bite from a common grass snake.
  - c. A woman who, after being stuck on an elevator, decides that all cable-driven devices are unsafe.
  - d. A student who learns that opossums can hang from tree branches by their tail and therefore adds opossums to her scheme of animals with prehensile tails.

ANS: D REF: 37

NOT: Assimilation refers to interpreting an experience in such a way that it fits into one's existing scheme. A student who learns that opossums can hang from tree branches by their tail can easily

assimilate this information into a scheme of animals that have prehensile tails.

37. Stella, who has always believed that wolves stalk and kill human beings, learns that they are actually quite wary of humans and rarely attack them. Consequently, she joins an environmental group that is dedicated to reintroducing wolves to areas where they once lived. This behavior is a reflection of
- accommodation.
  - assimilation.
  - conservation.
  - preoperational stage thinking.

ANS: A REF: 37

NOT: Accommodation occurs when an existing scheme is changed so that it fits with an experience. In this example, Stella accommodates by altering an existing scheme of wolf behavior.

38. Piaget would probably view the development of a system of classification of animals and plants as evidence of our need to
- view the parts of any whole in some kind of hierarchy.
  - adjust to our environment in an effort to maintain equilibrium.
  - organize the elements of our world into some kind of interrelated system.
  - change existing schemes in order to incorporate new experiences.

ANS: C REF: 37

NOT: Piaget postulated that humans have a basic need to organize the world around them. The system for the classification of plants and animals serves that function. While such a system of organization also places plants and animals in a hierarchy, Piaget saw organization as a more basic tendency.

39. A student used to putting two to three hours of study per week into most courses suddenly finds herself in a course in matrix algebra that requires ten to fifteen hours of weekly study just to maintain a C average. She must either \_\_\_\_\_, drop the course, or fail it.
- adapt
  - assimilate
  - disequilibrate
  - sequence

ANS: A REF: 37

NOT: Adaptation is the process of creating a good fit between one's conception of reality and one's real life experiences. This student must adapt to the reality of studying much more than she initially thought was necessary, or fail the course.

40. Which of the following best describes Piaget's concept of a scheme?
- A plan of action.
  - Failure to reflect on the perspective of others.
  - An organized pattern of behavior or thought.
  - The tendency to adjust to one's environment.

ANS: C REF: 37

NOT: As defined by Piaget, schemes are organized patterns of behavior or thought that are formulated as children interact with objects, experiences, and people in their environment.

41. A four-year-old child sees an adult dwarf walking down the street and exclaims, "Look at that little boy!" This child, who has no previous reference point for dwarfs, is engaging in which process?
- accommodation
  - organization
  - equilibration
  - assimilation

ANS: D REF: 37

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NOT: Assimilation refers to interpreting an experience in such a way that it fits into one's existing scheme. A child who interprets a dog's wagging its tail as an act of aggression is assimilating that action into her scheme of a dog's behavior.

42. A child who has had an unpleasant experience with dogs and who believes that dogs are mean walks down the street and encounters a dog that wags its tail at her. The child interprets the dog's behavior as threatening and runs away. Later, when she describes the dog to her parents and how it wagged its tail, the parents explain that this is a friendly response in dogs. Thus, the child begins to \_\_\_\_\_ by changing what she believes about dogs.
- organize
  - assimilate
  - accommodate
  - equilibrate

ANS: C                      REF: 37

NOT: Accommodation occurs when an existing scheme is changed so that it fits with an experience. In this example, the child accommodates by changing an existing scheme of what it is to be an adult.

43. A student is told by his science teacher that toads are not reptiles, as the student had originally thought. The student checks an animal taxonomy (classification) book out of the library in order to determine exactly what toads are, if not reptiles. According to Piaget's theory of cognitive development, this student is attempting to
- increase the disequilibrium caused by his science teacher.
  - reorganize his scheme of animal systems.
  - create a dichotomy in his understanding of animal life.
  - enhance the discrepancy between the old and new perceptions of what it is to be a toad.

ANS: B                      REF: 37-38

NOT: Piaget's principle of equilibration stresses cognitive or intellectual self-regulation that brings coherence and stability to a person's conception of the world.

44. Infants between birth and age two acquire an understanding of the world around them by
- being able to transfer what they see from one situation to the next.
  - exploring their own bodies and senses.
  - imitating what they observe.
  - using deferred imitation.

ANS: B                      REF: 39

NOT: Infants between birth and the age of two explore their world primarily through their senses and motor activities. They do not use mental and physical schemes until about age two, when they are able to use these schemes to help themselves understand the world around them.

45. According to Piaget, *all but which of the following* are characteristic of children in preschool and the primary grades (i.e., between the ages of two and seven)?
- They are unable to mentally translate volume from a tall thin container to a short fat container.
  - There is a focus on the mastery of symbols, such as words.
  - Logical thought begins to emerge at this stage.
  - They begin to understand that words represent actions and ideas.

ANS: B                      REF: 40

NOT: Piaget defined the preoperational stage of cognition as prelogical. While children between the ages of two and seven have begun to master symbols and have a considerable repertoire of mental

schemes, their actions defy logic.

46. According to Piaget, which of the following is not an impediment to logical thought in the preoperational stage?
- a. egocentrism
  - b. seriation
  - c. irreversibility
  - d. centration

ANS: B                      REF: 40

NOT: Seriation, which appears during the concrete operational stage, is a form of logical thought and so cannot be an impediment to logical thinking.

47. Taking into account what you have studied about Piaget's stages of cognitive development, why would a toy manufacturer be uninterested in hiring the typical first- or second-grade child as a consultant?
- a. Primary grade children are unable to express their likes and dislikes.
  - b. Primary grade children like all toys equally well.
  - c. Primary grade children do not reason logically.
  - d. Primary grade children have little interest in how toys are designed.

ANS: C                      REF: 40

NOT: First- and second-grade children, who are six and seven years of age, are likely to be in the preoperational stage of cognitive development. Although six- and seven-year-olds have begun to master symbols and have a considerable repertoire of mental schemes, their thinking is prelogical and would be of little use to a toy manufacturer looking for an analysis of the pros and cons of particular toys.

48. According to Piaget, which of the following *does not* represent a barrier to logical thought during the preoperational stage?
- a. being able to focus on more than one aspect of a problem at once
  - b. being able to understand the point of view of others
  - c. mastering symbols by using visual imitation
  - d. understanding that the volume of a tall thin jar and a short fat jar are the same

ANS: C                      REF: 40

NOT: The incorrect option refer to perceptual centration, egocentrism, and irreversibility. These are all impediments to logical thought, according to Piaget.

49. Which of the following illustrates Piaget's concept of egocentric behavior most clearly?
- a. A child brags about being able to create a tall stack of blocks.
  - b. A child offers to share a book with others.
  - c. A child is very concerned about how well he does in kindergarten.
  - d. A child acts as if something said by another student simply does not register.

ANS: D                      REF: 40

NOT: Children at this age are egocentric, which means they cannot understand another person's point of view. A preoperational child is aware only of his or her own needs and is not likely to understand concepts such as sharing and understanding the point of view of others. Children at this age assume that other children see things the way they do.

50. Which of the following behaviors is most likely to be observed in a room full of three-year-olds?
- a. A child who is busy playing with a toy yields it to another three-year-old when the second child demands it.
-

- b. A child who grabs a toy from a classmate seems genuinely unconcerned when the classmate bursts into tears.
- c. A child who has only one piece of candy gives it to a friend.
- d. A child who slaps another child is immediately sorry.

ANS: B                      REF: 40

NOT: Children at this age are egocentric, which means they cannot understand another person's point of view. A preoperational child is aware only of his or her own needs and is not likely to understand concepts such as sharing and altruism.

51. A child who is concrete-operational is
- a. able to generalize from experiences to a broad range of situations.
  - b. able to understand that hummingbirds and ducks are both birds.
  - c. able to imagine what his friends would think of him if he could lift four hundred pounds.
  - d. unable to feel sympathy for a classmate who has broken an arm.

ANS: B                      REF: 41

NOT: Children in the concrete operational stage are not able to transfer many kinds of learning experiences, though they may learn one situation quite well. Neither are they able to think hypothetically at this point. An increasing understanding of logic-based tasks, such as class inclusion and seriation characterizes this stage.

52. Which of the following is true of most children in the stage of concrete operations?
- a. They are able to generalize from experiences to a broad range of situations.
  - b. They are unable to understand that hummingbirds and ducks are related in one way (both birds), and that hummingbirds and mice are related in another way (both small).
  - c. They are probably unable to imagine what it might be like to run one hundred miles per hour.
  - d. They are unable to feel sympathy for a classmate who has broken an arm.

ANS: C                      REF: 41

NOT: Children this age are not able to engage in mental exploration or projection. Since the idea of running at 100 mph is an abstraction, children this age are most likely to respond that humans simply can't run that fast.

53. Of the quotes below, which is most characteristic of someone who can engage in formal operational thought?
- a. "The jack-in-the-box disappears when I close the lid!"
  - b. "I hate peas because they are round and green."
  - c. "The price of freedom is responsibility."
  - d. "Water has no taste because it is clear."

ANS: C                      REF: 41-42

NOT: The stage of formal operations is when children begin to be able to understand abstractions, such as metaphorical speech.

54. As an example of mastery of formal operations, a teacher might ask students to
- a. name all fifty states.
  - b. write an adventure story in which they play the role of the main character.
  - c. calculate the area of a triangle.

d. list the advantages and disadvantages of the use of plastic products.

ANS: B REF: 41-42

NOT: Formal operations is the stage when children begin to be able to formulate hypotheses, to see how things are related by their general, rather than specific, forms, and to engage in mental manipulation. The correct answer requires the student to hypothesize, or to project, what it might be like to be the main character in an adventure story. The other three options require only concrete thinking.

55. Which of the following is *not* characteristic of adolescent egocentrism?
- preoccupation with self
  - inability to take another's point of view
  - self-consciousness
  - formal operational thinking

ANS: B REF: 43

NOT: David Elkind suggests that adolescent egocentrism is characterized by emerging formal operational thinking, a preoccupation with oneself and how one is perceived by others, and a high level of self-consciousness. Adolescent egocentrism, however, is not the same as egocentrism in the preoperational stage. Adolescents can take another's point of view, but they do so in a distorted fashion. They assume, "Since I am always thinking about me, everyone else must be thinking about me too."

56. Which of the following concepts is characteristic of adolescent egocentrism?
- psychosocial moratorium
  - foreclosure
  - inability to take another's point of view
  - preoccupation with self and how one appears to others

ANS: D REF: 43

NOT: According to David Elkind, one component of adolescent egocentrism is a preoccupation with oneself and how one appears to others. Two options are part of Marcia's identity status theory. The final option is false because adolescents can take another's point of view.

57. Mr. Kyle, a middle school teacher, is interested in enhancing his students' understanding of the Holocaust. If he follows the suggestions of Piaget, he would most likely provide the appropriate readings and
- allow students to discuss the topic with their peers.
  - discuss the event with students one-on-one.
  - encourage the students to discuss the lesson with their parents in order to get the perspective of those they respect.
  - suggest that the students watch a video that portrays the Holocaust accurately and provides expert commentary.

ANS: A REF: 43-44

NOT: Piaget suggested that cognitive development is more strongly influenced by peers than by adults.

58. If a teacher follows the suggestions given by Piaget, the best way to enhance a student's understanding of some historical event will be to
- discuss the event with the student personally.
  - encourage the student to discuss the lesson with his parents so that he can get information from people he respects.
-

- c. suggest that the student watch a video that portrays the event accurately and provides expert commentary.
- d. provide opportunities for the student to discuss the topic with her peers.

ANS: D                      REF: 43-44

NOT: According to Piaget, cognitive development is more strongly influenced by peers than by adults.

59. According to two recent reviews of the literature on the development of cognition, one might expect that the principle of conservation
- a. can be taught only to children who are in the stage of formal operations.
  - b. can be taught to children entering the concrete operational stage, given the proper concrete instructional materials.
  - c. can be taught to children entering the preoperational stage, given the proper concrete instructional materials.
  - d. can be learned only at the appropriate developmental stage, regardless of quality of instruction intended to facilitate this concept.

ANS: C                      REF: 44

NOT: Though research is far from conclusive, these reviews of the literature suggest that given proper instructional materials and guidance, children who are in the process of developing schemes that will govern the next cognitive stage may have the formation of these schemes facilitated. The preoperational stage is the one directly preceding the concrete operational stage, when children generally are able to conserve continuous quantities.

60. As part of an ongoing debate about cognitive development and the role of instruction, two recent reviews on the subject have concluded that
- a. good-quality instruction can enhance schema development.
  - b. schema development is purely heredity and is influenced little, if at all, by the environment.
  - c. schema development is governed primarily by good-quality instruction.
  - d. instruction has no role in the assimilation and accommodation of new experiences.

ANS: A                      REF: 44

NOT: Though research is far from conclusive, reviews of the literature suggest that given proper instructional materials and guidance, children who are in the process of developing schemes that will govern the next cognitive stage may have the formation of these schemes facilitated.

61. Extrapolating from the criticisms of Piaget's work, it might be reasonable to conclude that
- a. children do not reach the stage of formal operations until the age of twelve or thirteen.
  - b. since some of his tasks were meaningless and confusing, Piaget may have underestimated children's abilities.
  - c. the concrete-operational child has little understanding of the principle of conservation.
  - d. Piaget gave children at the sensorimotor stage credit for greater cognitive abilities than they were really capable of.

ANS: B                      REF: 44-45

NOT: Piaget was criticized for underestimating the cognitive abilities of his subjects. In addition, the tasks he asked of his subjects tended to be abstract, complex, and far removed from their everyday experiences.

62. According to research summarized by Kamii (1984) and original research conducted by Epstein (1980) on Piaget's work, we can probably infer that
- the majority of ninth graders are capable of thinking hypothetically.
  - most thirteen-year-olds can understand the point of a complex metaphor the first time they are exposed to it.
  - the typical eight-year-old has entered the stage of formal operations.
  - most college freshmen are unable to recognize the symbolism in a modern short story.

ANS: D REF: 45

NOT: According to Sprinthall and Sprinthall, formal operational thought appears to be the exception rather than the rule through adolescence. Piaget probably overestimated the extent to which adolescents are able to use formal operational thought. It should be emphasized that while the capacity to think formally occurs with adolescence, not all adolescents are able to exercise the capacity for mature formal operational thought. Kamii and Epstein found this as well.

63. A frequent criticism of Piaget's work on the development of cognition in young children is that
- he underestimated children's cognitive abilities because the tasks he used were often too difficult for them to solve.
  - he misjudged children's capabilities because of his ill-defined criteria for success.
  - he suggested that preoperational children's abilities were much more advanced than they really are.
  - the age of his subjects often did not correspond to the cognitive stage he was attempting to describe.

ANS: A REF: 44-45

NOT: Piaget was criticized for underestimating the cognitive abilities of his subjects. In addition, the tasks he asked of his subjects tended to be abstract, complex, and far removed from their everyday experiences.

64. Contrary to the findings of Piaget, several researchers have concluded that
- many youngsters are capable of formal operational thought as early as eight years of age.
  - 70 to 80 percent of college freshmen have the ability to think abstractly.
  - formal operational thought is the rule rather than the exception throughout adolescence.
  - he probably overestimated the extent to which most adolescents are mature formal operators.

ANS: D REF: 45

NOT: According to Sprinthall and Sprinthall, formal operational thought appears to be the exception rather than the rule through adolescence. Piaget probably overestimated the extent to which adolescents are able to use formal operational thought. It should be emphasized that while the capacity to think formally occurs with adolescence, not all adolescents are able to exercise the capacity for mature formal operational thought.

65. Ms. Fortunato, a secondary school teacher in the United States, is interested in how Piaget's findings might apply to children in preindustrial countries. Recent evidence suggests that
- formal operational thought is evident only in industrialized countries.
  - the sequence of Piaget's stages is culturally dependent.
-



- c. while the sequence of stages appears to be culturally universal, the rate of development may vary cross-culturally.
- d. rates of development are consistent in most cultures, but many children in tribal communities skip the formal-operational stage of development.

ANS: C REF: 45-46

NOT: Evidence suggests that while the sequence of Piaget's stages, that is, sensorimotor, preoperations, concrete operations, and formal operations, is uniform across cultures, rates of development differ cross-culturally.

66. Attempts to validate the universality of Piaget's stages of development have found that
- a. while rates of development appear to be culturally consistent, the sequence of the stages varies.
  - b. while the sequence of the stages is consistent, rates of development vary.
  - c. genetics shapes rates of development, but culture has no influence.
  - d. both the sequence of stages and rates of development are uniform across cultures.

ANS: B REF: 45-46

NOT: Evidence suggests that while the sequence of Piaget's stages is uniform across cultures, rates of development differ cross-culturally.

67. "Typically, then, parents and schools will shape children's thought processes to reflect that which the culture values." To which cognitive development theorist does the previous statement best apply?

- a. Erik Erikson
- b. Jean Piaget
- c. Lev Vygotsky
- d. Lawrence Kohlberg

ANS: C REF: 49

NOT: Of the four theorists listed, Lev Vygotsky, who proposed a sociocultural theory of cognitive development, placed the greatest emphasis on how one's culture shapes cognition.

68. Which of the following represents Vygotsky's concept of a psychological tool?
- a. gestures
  - b. formulas
  - c. memory techniques
  - d. All of these answers.

ANS: D REF: 49

NOT: Psychological tools are cognitive devices for understanding and exploring the environment that are created by a culture and handed down from one generation to the next. Vygotsky considered gestures, formulas, and memory techniques to be types of psychological tools.

69. According to Vygotsky, one's culture
- a. plays no role in cognitive development.
  - b. affects how we relate to one another but not how we think.
  - c. plays a weak role in cognitive development.
  - d. strongly influences what we learn and how we think.

ANS: D REF: 49

NOT: Vygotsky believed that social and cultural forces were major influences on how people learned and the kinds of cognitive skills they developed.

70. To help him determine whether various cities and towns in his state lie to the north, south, east, or west of his community, Manuel's teacher has taught him to visualize a map of the state with Manuel standing on where his town is located. To Lev Vygotsky, this is an example of
-

- a. empirical learning.
- b. spontaneous concept learning.
- c. a psychological tool.
- d. scaffolding.

ANS: C                      REF: 49

NOT: Vygotsky maintained that people communicate with each other and explore their world through the use of cognitive devices and procedures called psychological tools. Diagrams and memory techniques are two examples of such tools.

71. In contrast to Piaget, Vygotsky concluded that
- a. peer interactions do more to stimulate cognitive development than do interactions with adults.
  - b. children benefit greatly from information handed down to them by those who are more cognitively advanced.
  - c. children are passive learners who benefit most from rote memorization exercises.
  - d. cognitive development arises primarily from attempts to overcome cognitive disequilibrium.

ANS: B                      REF: 50

NOT: In contrast to Piaget, Vygotsky proposed that children benefit from information provided by those who are more cognitively advanced, whether they are peers, older children, or adults.

72. According to Vygotsky,
- a. children benefit greatly from information handed down to them by those who are more cognitively advanced.
  - b. peer interactions do more to stimulate cognitive development than do interactions with adults.
  - c. Piaget was incorrect in asserting that the formal operational stage was the highest level of cognitive development.
  - d. genetically determined factors predispose how effectively children assimilate, accommodate, and equilibrate new information.

ANS: A                      REF: 50

NOT: In contrast to Piaget, Vygotsky proposed that children benefit from information provided by those who are more cognitively advanced, whether they are peers, older children, or adults.

73. Vygotsky believed that psychological tools are best learned
- a. spontaneously.
  - b. through systematic instruction in school.
  - c. by collaborating with peers in school.
  - d. by collaborating with peers outside of school.

ANS: B                      REF: 50-52

NOT: Vygotsky believed that cognitive development proceeded most efficiently when more intellectually advanced individuals systematically showed less intellectually advanced individuals how to use psychological tools.

74. Vygotsky's theory of cognitive development suggests that teachers should emphasize
- a. the acquisition of scientific concepts.
  - b. the acquisition of basic skills and facts.
  - c. cooperative learning among peers of similar ability.
  - d. discovery learning techniques.

ANS: A                      REF: 50-52

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NOT: According to Vygotsky, scientific concepts are the psychological tools that allow us to consciously and, systematically manipulate our environment. Schooling should be directed toward the learning of these concepts.

75. Vygotsky was a contemporary of Piaget's whose research in the area of cognitive development in children indicates that
- the narrower the zone of proximal development, the easier it is to capitalize on instruction and grasp difficult concepts.
  - we learn best when instruction is pitched just above the lower limit of our zone of proximal development.
  - problem-solving skills and strategies tend to transcend cultural differences.
  - social interactions and experiences play no role in cognitive development.

ANS: B REF: 52

NOT: Vygotsky maintained that cultural norms and mores influence the kind of learning we are able to do. In addition, he hypothesized that one's zone of proximal development (ZPD) governs to a large degree how much we are able to transcend our own limitations in a problem-solving exercise. The wider one's ZPD, he found, the easier it is to solve problems that are a little too difficult.

76. Vygotsky's research on the cognitive development of children indicates
- that we learn best when instruction is pitched just above the lower limit of our zone of proximal development.
  - that social interactions and experiences play no role in cognitive development.
  - that the narrower the zone of proximal development, the easier it is to capitalize on instruction and grasp difficult concepts.
  - that problem-solving skills and strategies tend to transcend cultural differences.

ANS: A REF: 52

NOT: Vygotsky maintained that cultural norms and mores influence the kind of learning we are able to do. In addition, he hypothesized that one's zone of proximal development (ZPD) governs to a large degree how much we are able to transcend our own limitations in a problem-solving exercise. The wider one's ZPD, he found, the easier it is to solve problems that are a little too difficult.

77. Vygotsky's concept of scaffolding is most like the concept of
- discovery.
  - training.
  - renewal.
  - restoration.

ANS: B REF: 52-53

NOT: Scaffolding occurs when a teacher provides a student with such supports as prompts, suggestions, modeling, and cognitive structuring to help the student learn a new concept or skill, and then gradually withdraws those supports. A similar process occurs when one individual attempts to train another individual to perform a particular task.

78. Which of the following best reflects the concept of scaffolding?
- Students are required to retake tests or work on papers until a minimum passing grade is achieved.
  - The teacher demonstrates and explains how to solve quadratic equations.
  - Students are asked to write a summary of the previous day's lesson.
  - The teacher ends each lesson with fifteen minutes of drill-and-practice exercises.

ANS: B REF: 52-53

NOT: Scaffolding involves providing students with various types of aids to help them learn a concept or skill. These aids can include prompts, suggestions, teacher modeling, and rules for organizing

information.

79. Simulated learning environments (microworlds) provide students with opportunities to solve problems in a form and setting that they have not likely encountered before. According to Piaget, these students will most likely experience which one of the following?
- cognitive development through adaptation
  - cognitive conflict and disequilibrium
  - cognitive organization through accommodation
  - cognitive reorganization through assimilation

ANS: B                      REF: 54

NOT: Microworlds are simulation programs that are specifically designed to help students restructure cognitive schemes by presenting problems that do not fit neatly into children's current conceptions about how things work, thereby promoting cognitive development through cognitive conflict and disequilibrium.

80. If you wanted to use computer-based technology in a way that was consistent with Piaget's principle of cognitive disequilibrium, which of the following applications would you select?
- simulated learning environment (microworld) software
  - drill-and-practice software
  - teleapprenticeship programs
  - tutorial software

ANS: A                      REF: 54

NOT: Microworlds are simulation programs that are specifically designed to help students restructure cognitive schemes by presenting problems that do not fit neatly into children's current conceptions about how things work. Drill-and-practice software, teleapprenticeship programs, and tutorial software provide little to no opportunity for discovery and cognitive restructuring.

81. If you wanted to use computer-based technology in a way that was consistent with Vygotsky's principles of cognitive development, which of the following applications would you select?
- simulated learning environment (microworld) software
  - microcomputer-based laboratory software
  - teleapprenticeship programs
  - drill-and-practice software

ANS: C                      REF: 55-56

NOT: Because teleapprenticeship programs allow students of different backgrounds and abilities to work on projects collaboratively, it is the computer-based application that is most consistent with Vygotsky's sociocultural theory.

82. Using computers in the classroom to simulate expert peers or collaborative partners to enhance learning supports
- James Marcia's theory of identity statuses.
  - Lev Vygotsky's notion of scaffolding.
  - Erik Erikson's epigenetic principle.
  - Jean Piaget's concept of formal operations.

ANS: B                      REF: 55-56

NOT: One way to link educational technology with Vygotsky's notion of scaffolding is to use the computer as a tool to link learners to more knowledgeable peers and experts. The master-novice apprenticeship (or teleapprenticeship) supports student learning.

83. In his work on the development of moral reasoning in children, Piaget found that
- young children tend to be much more literal than adolescents in their interpretation of rules.
  - eight-year-olds take into consideration the motive in wrongdoing.
  - adolescents judge the degree of guilt by the magnitude of the crime, with no thought for the intentions of the wrongdoer.
  - eight- and twelve-year-olds go through the same process and arrive at essentially the same conclusions in determining the degree of guilt for any given crime.

ANS: A REF: 58

NOT: Piaget's morality of constraint, or moral realism, refers to the moral thinking of children up to the age of ten or so. Children this age see rules as ready-made, imposed by an outside authority, and applied to a wrongdoer regardless of the circumstances of the crime.

84. Which of the following best describes a child whose thinking is governed by moral relativism (morality of cooperation)?
- believes that rules are fixed
  - doesn't consider the reason behind a person's actions
  - allows for extenuating circumstances
  - believes there should be one kind of punishment for one kind of crime, regardless of circumstances of the crime

ANS: C REF: 58

NOT: Moral relativism refers to a level of moral reasoning where extenuating circumstances are taken into consideration. Rules are flexible, and the intent of the wrongdoer is taken into account.

85. Piaget's work in moral development suggests that the typical six-year-old
- holds that behavior is right or wrong.
  - believes that rules are flexible.
  - considers the intentions of an act.
  - has a realistic view of honesty and dishonesty.

ANS: A REF: 58

NOT: Piaget's morality of constraint, or moral realism, refers to the moral thinking of children up to the age of ten or so. Children this age see rules as ready-made, imposed by an outside authority, and equally applied to a wrongdoer, regardless of the circumstances of the crime.

86. Piaget's work in moral development suggests that the typical twelve-year-old
- takes a single, absolute moral stand.
  - believes that extenuating circumstances should be considered.
  - determines guilt by the amount of damage.
  - cannot consider the intentions behind an act.

ANS: B REF: 58

NOT: Moral relativism refers to a level of moral reasoning where extenuating circumstances are taken into consideration. Rules are flexible, and the intent of the wrongdoer is taken into account.

87. "I would love to run across my mom's new white carpet after playing in the mud just to see what cool designs I could make. I won't though because I am afraid that she would get mad at me." These thoughts reflect which level of Kohlberg's theory of moral development?
- primary
  - postconventional
  - preconventional
  - conventional

ANS: C

REF: 59

NOT: The essence of Kohlberg's preconventional morality is that punishment is to be avoided.

88. Sally loves to shoplift. Though she doesn't need any of the items she steals, she enjoys the rush of the heist and has not been able to curb her appetite for theft. She is embarrassed by her problem and decides to enroll in a "Thieves Anonymous" program. Sally's decision to enter the program has probably been motivated by what type of thought?
- a. conventional
  - b. moral
  - c. preconventional
  - d. postconventional

ANS: A

REF: 59

NOT: Kohlberg's conventional morality stage is called that because individuals at this stage conform to the conventions of society. Being concerned about what others might think most clearly reflects this stage.

89. Ephraim, a student at Central State University, where parking spaces for students are few and far between, refuses to attempt to park in the spaces designated for students. Further, he will not buy a student parking sticker for his car. Though he receives numerous tickets, he continues to blatantly ignore all parking rules and regulations. Which of the following answers would describe postconventional justification for his behavior?
- a. He parks where he wants because his mom told him to do so.
  - b. It is wrong for the university to make students pay for a service they can't guarantee.
  - c. He is not aware of how his actions may harm the student body.
  - d. Campus security is oblivious to the needs of the students and should not be part of the parking division.

ANS: B

REF: 59

NOT: This stage of morality is exemplified by an understanding of the moral principles of society upon which our laws are based. Laws are seen more as mutual agreements than as a means for instilling social order. Ethical principles are self-chosen and applied consistently. Thus, in this example, the correct option is a statement made by a person who values personal freedoms, rights, and autonomy and is willing to disobey a law in order to be true to those ideals.

90. Which of the following statements best reflects the essence of preconventional morality as described by Kohlberg?
- a. Rules must be obeyed or our society will fall apart.
  - b. I didn't cheat because my mother would spank me if she found out.
  - c. I did it so I would be proud of myself.
  - d. If we did that, the whole class would be blamed and that wouldn't be fair.

ANS: B

REF: 59

NOT: The essence of Kohlberg's preconventional morality is that punishment is to be avoided.

91. A student who is at the stage of conventional morality (as described by Kohlberg) makes moral decisions on the basis of
- a. staying out of trouble.
  - b. concern about what others might think.
  - c. avoiding punishment to receive benefits.
  - d. self-chosen moral principles.

ANS: B

REF: 59

NOT: Kohlberg's conventional morality stage is called by that term because individuals at this stage conform to the conventions of society. The correct option most clearly illustrates the good boy-nice girl orientation that is one of the two types of conventional reasoning. The other options illustrate pre-conventional or post-conventional orientations.

92. Which of the following statements most exemplifies the stage of post-conventional morality as described by Kohlberg?
- I will not fight in this war because I believe it is morally wrong to invade a country in which 95 percent of its populace are peasants and don't understand or care about the principles for which the war is being fought.
  - I don't really want to fight in this war, but my government has drafted me and I don't have much choice.
  - I don't really want to fight in this war, but my only other choice is to go to jail, and I don't want to do that.
  - I am going to fight in this war because, when I come back, I'll be a hero and everyone will think highly of me.

ANS: A                      REF: 59

NOT: This stage of morality is exemplified by an understanding of the moral principles of society upon which our laws are based. Laws are seen more as mutual agreements than as a means for instilling social order. Ethical principles are self-chosen and applied consistently. Thus, in this example, the correct option is a statement made by a person who values personal freedoms, rights, and autonomy and is willing to disobey a law in order to be true to those ideals.

93. Lawrence Kohlberg's theory of moral development has been criticized for, among other things, an emphasis on macromoral issues at the expense of micromoral issues. Which of the following represents a pairing of macromoral and micromoral issues?
- lobbying members of Congress to pass laws restricting the emission of greenhouse gases/joining a local commission charged with improving race relations
  - sending a letter of condolence to a friend whose parent passed away/returning a \$20 bill that dropped from the purse of the woman standing nearby
  - raising funds for cancer research/mowing one's lawn
  - defending the right of neo-Nazis to argue that the Holocaust did not happen/going grocery shopping for a friend who is injured

ANS: D                      REF: 60

NOT: The correct option is the only one that contains a macromoral/micromoral pair. The other options represent macromoral issues, micromoral issues, or a macromoral issue and a non-moral issue (mowing one's lawn does not, strictly speaking, involve either the structure of society or a personal interaction).

94. Which of the following best characterizes the major conclusions of studies of the acceleration of moral reasoning?
- Education programs produce the strongest effects on adults.
  - Education programs produce strong effects in children only.
  - One's level of moral reasoning is very difficult to change because it has been so ingrained on one's family of origin.
  - One's level of moral reasoning is easily changed through instruction.

ANS: A                      REF: 60

NOT: A review of the literature suggests that education programs have only modest effects, and those effects are strongest with adult subjects.

95. If you were to give a set of moral dilemmas to a sample of males and females, which of the following is most likely to describe the results?
- Females will invoke a justice/fairness/individual rights orientation 75% of the time, and males will invoke a caring/helping/cooperation orientation 75% of the time.
  - Males will invoke a justice/fairness/individual rights orientation 75% of the time, and females will invoke a caring/helping/cooperation orientation 75% of the time.
  - Females will invoke a caring/helping/cooperation orientation 55% of the time, and males will invoke a justice/fairness/individual rights orientation 55% of the time.
  - Males and females will invoke a justice/fairness/individual rights orientation 50% of the time and a caring/helping/cooperation orientation 50% of the time.

ANS: C                    REF: 61-62

NOT: According to a review of research on this issue published in 2000 by Jaffee, Hyde, and Shibley, most females will invoke a caring/helping/cooperation orientation slightly more often than they will invoke a justice/fairness/individual rights orientation, and most males will exhibit the opposite pattern.

96. According to current research findings on gender differences in moral reasoning, the responses of males and females to a set of moral dilemmas would most likely result in which of the following patterns?
- Males and females will invoke a justice/fairness/individual rights orientation 50% of the time and a caring/helping/cooperation orientation 50% of the time.
  - Males will invoke a justice/fairness/individual rights orientation 75% of the time, and females will invoke a caring/helping/cooperation orientation 75% of the time.
  - Females will invoke a justice/fairness/individual rights orientation 75% of the time, and males will invoke a caring/helping/cooperation orientation 75% of the time.
  - Females will invoke a caring/helping/cooperation orientation 55% of the time, and males will invoke a justice/fairness/individual rights orientation 55% of the time.

ANS: D                    REF: 61-62

NOT: According to a review of research on this issue published in 2000 by Jaffee, Hyde, and Shibley, most females will invoke a caring/helping/cooperation orientation slightly more often than they will invoke a justice/fairness/individual rights orientation, and most males will exhibit the opposite pattern.

97. Which of the following best characterizes the research on the relationship between moral judgment and moral behavior?
- Almost all children will cheat under certain circumstances.
  - Children behave morally only if they understand moral codes.
  - Children should be taught the Ten Commandments and similar moral codes.
  - Older children are more honest than younger children.

ANS: A                    REF: 63 | 65

NOT: The major conclusion of the research on moral judgment and behavior was that children exhibit inconsistent moral behavior. Under certain circumstances, even extremely honest children will behave dishonestly.

## SHORT ANSWER

- State three reasons that Erik Erikson's psychosocial theory has educational utility.
-



ANS:

Erikson's psychosocial theory has educational utility for the following reasons

- a. He describes psychosocial changes that occur throughout the life span; therefore, one can draw upon his theory for every level of education.
- b. He emphasizes that individuals play an active role in their own development as they attempt to understand their experiences.
- c. He highlights the importance of cultural expectations and opportunities in personal growth.

REF: 27-30

2. Explain Erikson's belief that personality development is based on the epigenetic principle.

ANS:

Erikson believes that human development progresses in an orderly, sequential manner that allows for the identification of critical stages of development.

REF: 28

3. What did Erikson mean when he said that personality grows out of psychosocial crises?

ANS:

Erikson believes that personality growth is achieved through the successful resolution of psychosocial turning points, such as trust versus mistrust. Erikson referred to these turning points as crises because they reflect a set of societal expectations that an individual may not feel prepared to meet.

REF: 28

4. Identify the stage and describe significant aspects of adult-child relationships that Erikson believes are of special importance during the early preschool years (between two and three years of age).

ANS:

Stage: Autonomy versus shame and doubt.

Essence: Autonomy will develop if children are helped to become independent.

Overprotection by adults or being made to feel ashamed may lead to feelings of doubt.

REF: 29

5. Identify the stage and describe significant aspects of adult-child relationships that Erikson believes are of special importance during the later preschool and kindergarten years (between four and five years of age).

ANS:

Stage: Initiative versus guilt.

Essence: Initiative will develop if children are given freedom to explore and if adults take time to answer questions. If children are restricted or treated as pests, guilt may develop.

REF: 29

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6. Identify the stage and describe significant aspects of adult-child relationships that Erikson believes are of special importance during the elementary to middle school years (between six and eleven years of age).

ANS:

Stage: Industry versus inferiority.

Essence: Industry will develop if children are encouraged and praised for trying. If a child's efforts are unsuccessful, criticized, or ignored, inferiority may develop.

REF: 29 | 30-31

7. Identify the stage and describe significant aspects of the development of a young person's self-concept that Erikson believes are of special importance during the middle and high school years (between twelve and eighteen years of age).

ANS:

Stage: Identity versus role confusion.

Essence: If the adolescent has clear ideas of gender roles and occupational choice (and experiences continuity in perceptions of self), identity is achieved; otherwise, role confusion is experienced.

REF: 29 | 31

8. Describe how role confusion is a threat to the formation of a stable identity in adolescents.

ANS:

If an adolescent has no clear conception of appropriate types of behavior to which others will react favorably, role confusion results. This threatens the formation of a stable identity.

REF: 29

9. Explain how a student's sense of industry might be damaged by the practice of "grading on the curve."

ANS:

One factor that has a detrimental effect on one's sense of industry is competition for a limited number of rewards. "Grading on the curve" limits the number of top grades available regardless of the number of students who perform well. This practice also assures a certain number of top grades even when all performances are low. These conditions may contribute to feelings of inadequacy and inferiority among students.

REF: 30

10. Describe the three elements that Erikson believes make up an adolescent's sense of identity.

ANS:

The three elements are a feeling of being satisfied with one's body, having occupational and other life goals, and an inner certainty of recognition from those who count.

REF: 31

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11. What does Erikson mean when he uses the term psychosocial moratorium?

ANS:

Psychosocial moratorium is a period of adolescence marked by a delay of commitment and a postponement of choice.

REF: 31

12. According to James Marcia, what is an identity status?

ANS:

An identity status is a style or process that adolescents use for handling the psychosocial task of establishing an identity.

REF: 31-33

13. Describe the characteristics of identity diffusion types in Marcia's identity status classification scheme.

ANS:

Identity diffusion types are not yet experiencing an identity crisis because they have not given serious thought to an occupation, gender roles, or values. They may give the impression that they are trying to distract themselves from considering such issues.

REF: 33

14. Describe the characteristics of foreclosure types in Marcia's identity status classification scheme.

ANS:

Foreclosure types accept and endorse the career choice and values of their parents. Unlike identity achievement types, they have never seriously considered other options.

REF: 33

15. Describe the characteristics of moratorium types in Marcia's identity status classification scheme.

ANS:

Moratorium types have struggled with identity questions but have failed to find satisfactory answers. They are likely to reveal that they are dissatisfied because they are in crisis.

REF: 33

16. Describe the characteristics of identity achievement types in Marcia's identity status classification scheme.

ANS:

Identity achievement types have made self-chosen commitments for some aspects of their identity. They are likely to feel quite satisfied with key aspects of their identities.

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REF: 33

17. Summarize the criticisms that have been made of Erikson's theory of psychosocial development in terms of (a) the basis for his conclusions, (b) cultural limitations, and (c) gender bias.

ANS:

Much of Erikson's theory was based on personal experience rather than on the type of controlled research favored by American psychologists. His ideas about when and under what conditions identity formation occurs, for example, may have stemmed from his own indecision about choosing an occupation.

Erikson's description of the process of identity formation appears to be accurate for societies that allow adolescents the time and conditions to explore alternatives regarding career, ideological beliefs, and interpersonal relationships. Adults in some societies make these decisions for adolescents.

Carol Gilligan and others argue that Erikson's sequence of industry versus inferiority, identity versus role confusion, and intimacy versus isolation is more descriptive of male development. Girls are at least as concerned with their interpersonal relationships as they are in developing a sense of industry and they appear to work through the crises of identity and intimacy simultaneously rather than in succession.

REF: 34-35

18. Explain Piaget's concept of organization.

ANS:

Organization refers to the tendency to structure information systematically into systems and categories.

REF: 37

19. Explain Piaget's concept of adaptation.

ANS:

Adaptation refers to the ability to adjust to the state of the environment or to create a good fit between one's conception of reality and one's real-life experiences.

REF: 37

20. Provide a brief explanation of what Piaget means by scheme.

ANS:

A scheme is an organized pattern of behavior or way of thinking that is formulated through experience interacting with the environment.

REF: 37

21. Provide a brief explanation of what Piaget means by assimilation.
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ANS:

Assimilation is the incorporation of experiences into one's existing cognitive structure.

REF: 37

22. Provide a brief explanation of what Piaget means by accommodation.

ANS:

Accommodation refers to the tendency to modify or adjust our existing perceptions as we encounter new experiences.

REF: 37

23. Provide a one-sentence definition of Piaget's principle of equilibration.

ANS:

Equilibration refers to the constant adjustment and reorganization of our schemes in order to best adapt to the environment.

REF: 37-38

24. Briefly describe Piaget's sensorimotor stage.

ANS:

The sensorimotor stage refers to the period of life from birth to two years of age, when the environment is experienced through sensory impressions and motor activity.

REF: 39

25. What are the distinguishing characteristics of children whom Piaget would classify as preoperational thinkers?

ANS:

Children at this stage can form many schemes, but they cannot perform logical operations.

REF: 40

26. Describe three barriers to logical thought likely to be found in children who are in Piaget's preoperational stage.

ANS:

The three barriers are the ability to focus on only one element or property at a time (perceptual centration), the inability to mentally reverse a sequence of events (irreversibility), and both the inability to take on the view of another person and the belief that the world revolves around oneself (egocentrism).

REF: 40

27. Explain what Piaget means by egocentric thinking during the preoperational stage.

ANS:

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Younger children assume that all others think as they do; they do not allow for the possibility that others may see or experience things differently.

REF: 40

28. What are the distinguishing characteristics of children whom Piaget would classify as concrete operational thinkers?

ANS:

Children at this stage are capable of mentally reversing actions, but their reasoning is based on actual (concrete) experiences.

REF: 41

29. What are the distinguishing characteristics of children whom Piaget would classify as formal operational thinkers?

ANS:

They can deal with abstractions, formulate and test hypotheses, and engage in mental manipulations.

REF: 41-42

30. What did David Elkind mean when he characterized adolescents as egocentric?

ANS:

Adolescent egocentrism manifests itself in a couple of ways. First, although adolescents understand that others view the world differently from them, they maintain that their view is the correct one because it is based on logic. Thus, they don't distinguish between the world as it should be and the world as it is. Second, because they are so preoccupied with themselves and how they appear to others, they assume that other people are equally interested in how they look and what they do.

REF: 43

31. Note whether Piaget believed that cognitive development was more strongly influenced by peers or adults and explain why.

ANS:

Piaget believed that cognitive development was more strongly influenced by peers. Because children typically have about the same intellectual and social status, they are more likely to discuss issues and argue with one another. In order for one's perspective to prevail over others, their point of view has to be taken into account, thereby weakening egocentrism. Since adults are accorded a superior status, children are less likely to disagree and argue with them.

REF: 43-44

32. Piaget did not believe that instruction could accelerate the development of schemes. What does the research evidence suggest?

ANS:

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Formal instruction may hasten the development of more advanced schemes provided the child has already begun a transition to the higher stage of development.

REF: 44

33. Why do some scholars believe that Piaget's theory underestimates children's abilities?

ANS:

Partly because he insisted that demanding criteria be satisfied before one could claim that particular cognitive schemes had developed and partly because his experimental tasks were complex and unfamiliar to the children he tested.

REF: 44-45

34. What do most research studies indicate about the number of adolescents who are formal operational thinkers?

ANS:

Research suggests that most adolescents are not formal operational thinkers.

REF: 45

35. What does research evidence suggest about the applicability of Piaget's findings to children from different cultures?

ANS:

Research suggests that the sequence of the stages—that is, sensorimotor, preoperations, concrete operations, and formal operations—is uniform cross-culturally, but that the rate of development varies.

REF: 45-46

36. Describe the forces that Vygotsky believed most strongly influence how we think.

ANS:

Vygotsky believed that our thinking is influenced both by current social forces, meaning the interactions we have with others, and historical cultural forces, meaning those behaviors that a culture has valued for hundreds or thousands of years and passes along to successive generations.

REF: 49

37. What are the psychological tools that Vygotsky discussed and what is their effect upon cognitive development?

ANS:

Psychological tools develop within cultures as people attempt to master their environment. These tools are such things as speech, written language, maps, and number systems. Vygotsky believed that cognitive development would be advanced through the transmission of these tools from the intellectually skilled to the less able learner in the context of social interaction.

REF: 49

38. Note whether Vygotsky believed that cognitive development was more strongly influenced by peers or adults and explain why.

ANS:

Vygotsky believed that cognitive development was more strongly influenced by adults or others who were more cognitively advanced than by peers. Because of their superior understanding of the world, adults can mediate, or explain, the meaning of various objects and events and the reasons for various rules, thereby providing a more effective base for the child to operate from.

REF: 50

39. What role did Vygotsky recommend teachers play with respect to learning how to use psychological tools?

ANS:

Vygotsky believed that teachers should systematically guide cognitive development through the use of clear instruction in the use of concepts and various procedures.

REF: 50-52

40. How can teachers help accelerate cognitive development?

ANS:

Good quality instruction is like a magnet. If aimed slightly ahead of children's current level of cognitive development, it will pull them along, helping them master things they cannot learn independently.

REF: 52

41. Define scaffolding and provide several examples of scaffolding techniques.

ANS:

Scaffolding involves providing students with a variety of aids that help them efficiently learn how to use various psychological tools. Examples of scaffolding include leading questions, checklists, rewards, feedback, and rules for organizing information.

REF: 52-53

42. Describe how the use of computers and computer-based simulations may contribute to the cognitive development of young learners from the perspective of Piaget.

ANS:

Computer-based simulations facilitate cognitive development by providing explorable microworlds in which students may get a real sense of how the world works. This allows the student to correct misconceptions.

REF: 54



43. Using Vygotsky's perspective, explain how computers could be used to promote cognitive development.

ANS:

The computer program itself may function as an expert-like collaborator, supporting the developing skills and strategies of the learner. The computer may also be a link between the learner and remote experts or more knowledgeable peers who may scaffold the student's learning.

REF: 55-56

44. Describe key characteristics of the morality of constraint (or moral realism) as defined by Piaget.

ANS:

Rules are seen as sacred, no exceptions are allowed, no allowance is made for intentions, and guilt is determined by noting consequences.

REF: 58

45. Define Piaget's concept of the morality of cooperation (or moral relativism).

ANS:

Moral relativism refers to the state in which rules are considered to be flexible, and intent is considered when considering guilt.

REF: 58

46. Describe the types of moral reasoning that would be displayed by individuals whom Kohlberg would classify as preconventional.

ANS:

Preconventional individuals make moral decisions based on their desire to avoid punishment and to get something desirable in return.

REF: 59

47. Describe the types of moral reasoning that would be displayed by individuals whom Kohlberg would classify as conventional.

ANS:

Conventional individuals make moral decisions based on their desire to please or impress others and to show respect for authority.

REF: 59

48. Describe the types of moral reasoning that would be displayed by individuals whom Kohlberg would classify as postconventional.

ANS:

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Postconventional individuals make moral decisions based on their desire to reach mutual agreements or by applying ethical principles.

REF: 59

49. Summarize the criticisms that have been made of Kohlberg's theory of moral development in terms of (a) accelerating development, (b) the use of moral dilemmas to assess stages of moral development, (c) the types of issues that Kohlberg was interested in, and (d) the role of characteristics other than moral reasoning.

ANS:

Research on moral education programs has found that the effects are both modest and limited. The average increase is about half a stage, and it typically occurs among adults whose reasoning reflects stages two and three. Further, the effect is highly variable, with some individuals showing strong increases and others showing little or none.

The moral dilemmas that are typically used to assess one's stage of moral reasoning are seen by some as being too far removed from the everyday experiences of most people to be relevant.

Kohlberg was criticized for emphasizing the underlying morality of such broad social issues as civil rights, free speech, and wilderness preservation at the expense of such everyday, micromoral issues as courtesy, helpfulness, and caring about particular people.

Recent research has shown that the ability to engage in moral reasoning does not always account for moral behavior. The strength and stability of one's self-concept also plays a role.

REF: 60

50. Do males and females use different orientations for resolving moral dilemmas? If you believe they do, describe them and estimate the size of the difference.

ANS:

Males and females use both a caring/helping/cooperation orientation and a justice/fairness/individual rights orientation, but they differ slightly in terms of which one each invokes more often. Males tend to invoke the justice/fairness/individual rights orientation a bit more often than the caring/helping/cooperation orientation, while females exhibit the opposite pattern.

REF: 61-62

51. Summarize the evidence about the relationship between moral knowledge and moral behavior.

ANS:

Moral behavior depends on circumstances and not on knowledge of a moral code that defines right and wrong behavior. For example, almost any child will cheat if the stakes are high or if circumstances cause the child to want to do well. Changing moral behavior is likely to be a long and difficult process because of the many variables involved.

REF: 63 | 65

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## ESSAY

1. Compare and contrast the theories of Erik Erikson and Jean Piaget with reference to
  - a. psychological issues discussed.
  - b. section of the life span covered.
  - c. the dynamic nature of the stages.
  - d. the attainability of the most advanced stage.

ANS:

Erikson's and Piaget's theories have the following similarities and differences:

- a. Psychological issues discussed: Erikson's theory describes how psychosocial forces influence personality development, while Piaget's theory describes how biological and environmental forces influence intellectual development.
- b. Section of the life span covered: Erikson's theory covers the entire life span. Like Erikson's, Piaget's theory starts at infancy, but it ends during late adolescence.
- c. Dynamic nature of the stages: Erikson's stages are characterized in terms of psychosocial crises that can result in either a positive or negative (healthy or unhealthy) outcome. Piaget's stages lack this dynamic quality and describe the individual's cognitive capacity for reasoning and relating to the environment at particular points in time.
- d. Attainability of the most advanced stages: Erikson and Piaget present theoretical ideals, particularly in the later stages, since it is questionable how many individuals actually achieve these states (refer to discussion of Erikson's psychosocial theory, pp. 34-35, and Piaget's theory, pp. 45-46).

REF: 27-34 | 37-46

2. Draw a four-panel window diagram that represents James Marcia's identity status theory. Label the vertical dimension "Crisis" and the left and right windows "Yes" and "No," respectively. Label the horizontal dimension "Commitment" and the top and bottom windows "Strong" and "Weak," respectively. Identify the identity status that belongs in each box. Below the diagram briefly describe the major characteristics of each of the four statuses.

ANS:

The four-panel window diagram of Marcia's theory should look like this:

		Crisis	
		Yes	No
Commitment	Strong	Achievement	Foreclosure
	Weak	Moratorium	Diffusion

An individual in the diffusion status would likely be characterized as not strongly self-directed, disorganized, impulsive, and with low self-esteem. Relationships with parents are likely to be strained, and involvement in school work and interpersonal relationships tends to be weak.

An individual in the foreclosure status would likely be characterized as closed-minded, authoritarian, and not demonstrating much anxiety. This person has difficulty solving problems under stress and depends on parents for affection and approval more so than the other statuses, yet feels superior to peers.

An individual in the moratorium status would be characterized as anxious, dissatisfied with school, and unsure about what area to major in. Moratorium individuals engage in intense but relatively brief relationships and may temporarily reject the values of their parents. An individual in the achievement status would be characterized as a reflective decision maker with high self-esteem who works effectively under stress. Interpersonal relationships are likely to be close.

REF: 33

3. Explain how the following concepts can help teachers advance student learning in the classroom and provide an example of an instructional application that relates to each term.
  - a. accommodation
  - b. equilibration
  - c. egocentrism
  - d. industry versus inferiority
  - e. identity versus role confusion

ANS:

*Accommodation* is a scheme created or revised to fit new experiences. Teachers can help students modify cognitive structures in order to better understand new experiences.

*Equilibration* is the attempt to establish a state of relative cognitive balance between assimilation (to have everything in its place) and accommodation (to have a place for everything). Because there is little motivation to learn when one's cognitive world is in balance, teachers need to create moderate amounts of disequilibrium by exposing students to ideas that are inconsistent in some way with how they currently understand the world in order to enhance student motivation.

*Egocentrism* is the assumption that others see things the same way as oneself. Teachers need to help students understand that other perspectives exist and why; role-playing and collaborative activity can sometimes help accomplish this task.

*Industry versus inferiority* is Erikson's stage (six to eleven years old) where children should enjoy schoolwork and experience a sense of accomplishment, but may develop feelings of inferiority. Teachers should try to help students find at least one activity in which they really excel.

*Identity versus role confusion* is Erikson's stage (twelve to eighteen years old) that includes the realization of self and potential rather than a state of aimlessness. Teachers can help students set personal goals and provide recognition for accomplishments.

REF: 37 | 40 | 29 | 30-31

4. Compare and contrast Piaget's and Vygotsky's theories of cognitive development with respect to the influence of
  - a. one's culture.
  - b. social interaction.
  - c. instruction.

ANS:

Piaget's and Vygotsky's views on the role of one's culture, social interaction, and instruction are as follows:

- a. Piaget had relatively little to say explicitly about the role of one's culture on cognitive development. Since formal operational thinking, with its emphasis on the scientific method and abstract reasoning, is the desired end state, one could say that Piaget's work implicitly embodies the values of Western culture. Vygotsky, by contrast, maintained that one's culture, whatever it happens to be, has a major impact on cognitive development because it determines those ideas and processes (called psychological tools) that will be highly valued and therefore emphasized in that culture's institutions (like schools).
- b. Both Piaget and Vygotsky believed that social interaction is important to cognitive development, but differed in their belief as to what type of interaction is most important. Piaget believed that children should be given multiple opportunities to interact with peers of their own age because such interactions pave the way for the reduction of egocentrism that has to take place if cognitive development is to proceed optimally. Vygotsky believed that children should interact with more cognitively advanced individuals (which will be older children and adults most of the time). Those who are more advanced are in the best position to effectively teach less advanced individuals, through a process called mediation, how to use the psychological tools of their culture. Without such tools, cognitive development does not proceed optimally.
- c. Piaget believed that cognitive development could not be accelerated by formal instruction. Formal instruction could help students refine current schemes and set the stage for more advanced schemes, but the development of more advanced schemes would arise of their own accord in a positive and supportive environment. Vygotsky believed that formal instruction could accelerate cognitive development provided it emphasizes the learning of psychological tools (also called scientific concepts), takes place within the student's zone of proximal development, and effectively uses scaffolding techniques.

REF: 43-44 | 49-52

5. Lawrence Kohlberg was a close follower of Piaget, and his theoretical positions concerning developmental change in moral reasoning mirrored Piaget's view of cognitive development. With this in mind, describe how Kohlberg would explain the development of moral reasoning ability in children and speculate whether the development of moral reasoning ability is similar for children from all cultures.

ANS:

Kohlberg, in his explanations of the development of moral reasoning ability, is similar to Piaget in at least two respects. First, Kohlberg suggested that it is a person's own cognitive activity (e.g., analyzing, transforming, and reflecting upon information) that stimulates moral development. Second, Kohlberg asserted that moral development occurs in a series of increasingly more advanced and abstract stages.

Like Piaget, Kohlberg proposed that his stage sequence is invariant and universal.

REF: 58-60

6. Explain how a teacher could use a moral dilemma in an attempt to help students reason at a higher level of Kohlberg's stage theory of moral development. Note strengths and weaknesses of the moral dilemma model.

ANS:

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The authors present a discussion of the use of the moral dilemma on pages 57-58. Students read the dilemma, identify relevant issues, and under the teacher's guidance, try to resolve the dilemma. One advantage of using moral dilemmas to accelerate moral reasoning is that the process of examining one's reasons for resolving moral dilemmas might enhance cognitive reasoning in other tasks. There are, however, several limitations of this approach. One is that there is often a gap between a person's proposed course of action and her actual behavior (recall the studies on the link between moral reasoning and moral behavior). Second, moral dilemmas are based on such broad macromoral issues as civil rights, free speech, the power of the state, and the sanctity of life. But people also experience dilemmas about everyday micromoral issues that revolve around interpersonal relationships, such as courtesy, helpfulness, and loyalty. A third limitation is that moral dilemmas provide no insight into the contribution that other characteristics make to moral behavior, such as self-concept and personal beliefs.

REF: 57-60

7. Modifications of Kohlberg's theory have been proposed by Carol Gilligan and Nel Noddings. Describe what sets the ideas of each apart from those of Kohlberg.

ANS:

Carol Gilligan argued that because Kohlberg's research on stages of moral development was based on male subjects, his theory has a clear male bias that is not necessarily consistent with the moral development of females. Females, Gilligan argues, place a higher priority on the conventional stage values of helping and cooperating with others than the higher postconventional stage values of justice and individual's rights.

Nel Noddings' work focuses on the development of a caring attitude and the formation of caring relationships as prerequisites for moral behavior. The difference between a caring attitude and a caring relationship is like the difference between thought and action. One can have great empathy for students and work hard to provide them with high quality instruction, but in the absence of overt comments and actions from the teacher, students may believe that teachers don't care about them and thus be less motivated to learn.

REF: 60-62