

## Theorists Summary

<b>Piaget</b>	Cognitive Development Theory (Stage Based)	
	<ul style="list-style-type: none"> <li>- Sensorimotor</li> <li>- Preoperational</li> <li>- Concrete Operations</li> <li>- Formal Operations</li> </ul>	
<b>Vygotsky</b>	Socio- cultural theory of cognitive development → ZPD	
<b>Maslow</b>	Hierarchy of needs	
<b>Gilligan</b>	Ethic of Care Theory	
<b>Kohlberg</b>	Moral Development occurs in stages	3 levels
	<ol style="list-style-type: none"> <li>1. Obedience</li> <li>2. Self interest</li> <li>3. Conformity</li> <li>4. Law and order orientation</li> <li>5. Social contact orientation</li> <li>6. Universal ethical principles</li> </ol>	<ol style="list-style-type: none"> <li>1. Pre Conventional Reasoning</li> <li>2. Conventional Reasoning</li> <li>3. Post Conventional Reasoning</li> </ol>
<b>Geary (2005)</b>	Cognitive Psychologist	
	<ul style="list-style-type: none"> <li>- Biological Primary and Secondary Information (Brain Development)</li> <li>- Some things need to be explicitly taught</li> </ul>	
<b>Gardner</b>	Multiple Intelligences Theory	
<b>Marcia (1999)</b>	Identity Status Theory	
	<ul style="list-style-type: none"> <li>- Identity achievement</li> <li>- Identity foreclosure</li> <li>- Identity diffusion</li> <li>- moratorium</li> </ul>	
<b>Sternberg</b>	Triarchic Intelligence Theory	
	<ol style="list-style-type: none"> <li>1. analytical ability</li> <li>2. creative ability</li> <li>3. practical ability</li> </ol>	
<b>Spearman</b>	Intelligence as a single ability	
<b>Cattell and Horn</b>	Fluid Intelligence Crystallized intelligence	
<b>Erikson</b>	Psychosocial Theory of Development	
	<ol style="list-style-type: none"> <li>1. infancy</li> <li>2. early childhood</li> <li>3. play age</li> <li>4. school age</li> </ol>	<ol style="list-style-type: none"> <li>5. adolescence</li> <li>6. young adulthood</li> <li>7. adulthood</li> <li>8. old age</li> </ol>
<b>Higgins</b>	Alternative view of self concept	
	<ol style="list-style-type: none"> <li>1. ideal person</li> <li>2. person they are obliged to be</li> <li>3. what others consider is their actual self</li> <li>4. what they think others consider they should ideally be</li> <li>5. what they believe other people think they ought to be like (realistic)</li> </ol>	
<b>Selman</b>	Perspective Taking Ability (social development stages)	
<b>Bruner</b>	Proposed Discovery Learning as an instructional tool (1961)	
<b>Rogers</b>	‘Freedom to learn’ & Facilitative Teaching	
<b>Pavlov</b>	Classical Conditioning → dog and bell experiment	
<b>Thorndike</b>	Operant Conditioning → cat & lock experiment	

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