

ST. JOHN PAUL II COLLEGE OF DAVAO
ECOLAND DRIVE, MATINA, DAVAO CITY

THE CHILD AND ADOLESCENT LEARNERS & LEARNING PRINCIPLES

EDUC 101

PREPARED BY:

MICHAELSON JASPER P. DUYAN

COLLEGE INSTRUCTOR
COLLEGE OF TEACHER EDUCATION DEPARTMENT

ST. JOHN PAUL II COLLEGE OF DAVAO

ECOLAND DRIVE, MATINA, DAVAO CITY

GRADING SYSTEM



55%
EXAM

15%
ACTIVITIES

25%
QUIZ

5%
ATTENDANCE

100 %

AD ASTRA PER ASPERA

(PRELIM - WEEK 2)

UNDERSTANDING HUMAN DEVELOPMENT: CONCEPTS, APPROACHES, AND LIFE STAGES

Most Important Learning Outcomes (MILO)

- At the end of the lesson, the students should be able to understand the meaning and concepts of human development, differentiate its approaches, and explain the stages of development along with their corresponding tasks.

Essential Learning Concept #1

HUMAN DEVELOPMENT: MEANING, CONCEPT AND APPROACHES

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Essential Learning Concept #1

HUMAN DEVELOPMENT: MEANING, CONCEPT AND APPROACHES

All the world's a stage,

And all the men and women are merely players;

They have their exits and entrances, and one man in his time plays many parts...

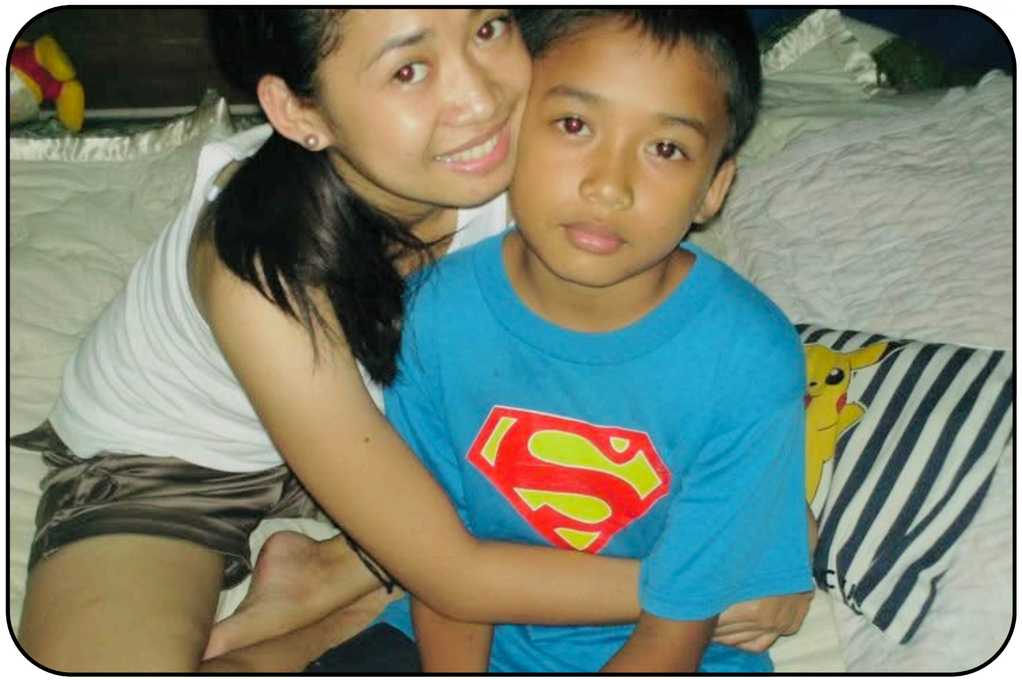
- William Shakespeare



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Essential Learning Concept #1

HUMAN DEVELOPMENT: MEANING, CONCEPT AND APPROACHES





Here is a picture of seven-year-old Biboy. He is a bundle of possibilities. **Describe what he was before birth (his point of origin)** and **who he will possibly be after birth, unto adulthood.** What will he possibly become? Expound on your answer.

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Essential Learning Concept #1

HUMAN DEVELOPMENT: MEANING, CONCEPT AND APPROACHES

TWO APPROACHES TO HUMAN DEVELOPMENT





Traditional

Life-Span Approach

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Essential Learning Concept #1

HUMAN DEVELOPMENT: MEANING, CONCEPT AND APPROACHES

TWO APPROACHES TO HUMAN DEVELOPMENT

Traditional

- The **traditional** view sees major changes from birth to adolescence, little in adulthood, and a decline in old age.

Essential Learning Concept #1

HUMAN DEVELOPMENT: MEANING, CONCEPT AND APPROACHES

TWO APPROACHES TO HUMAN DEVELOPMENT

- The **life-span approach**, however, views development as continuous even in adulthood.



Life-Span Approach

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Essential Learning Concept #1

HUMAN DEVELOPMENT: MEANING, CONCEPT AND APPROACHES

Paul Baltes (Santrock, 2002), an expert in **life-span development**, gives the following characteristics:

- **DEVELOPMENT IS LIFELONG.** It does not end in adulthood. Biboy will continue developing even in adulthood.



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Essential Learning Concept #1

HUMAN DEVELOPMENT: MEANING, CONCEPT AND APPROACHES

Paul Baltes (Santrock, 2002), an expert in **life-span development**, gives the following characteristics:

- **DEVELOPMENT IS PLASTIC.** Development is flexible and possible throughout life—no one is ever too old to learn. Although aging may bring declines in some abilities, research shows these can be prevented or improved through training.

Plasticity = the ability to change throughout life.

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Essential Learning Concept #1

HUMAN DEVELOPMENT: MEANING, CONCEPT AND APPROACHES

Paul Baltes (Santrock, 2002), an expert in **life-span development**, gives the following characteristics:

- **DEVELOPMENT IS MULTIDIMENSIONAL.** Development consists of **biological, cognitive, and socio-emotional dimensions.** Development as a process is complex because it is the product of biological, cognitive, and socioemotional processes (Santrock, 2002).

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Essential Learning Concept #1

HUMAN DEVELOPMENT: MEANING, CONCEPT AND APPROACHES

Paul Baltes (Santrock, 2002), an expert in **life-span development**, gives the following characteristics:

- **DEVELOPMENT IS MULTIDIMENSIONAL.**

BIOLOGICAL

COGNITIVE

SOCIO-EMOTIONAL DIMENSIONS

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Essential Learning Concept #1

HUMAN DEVELOPMENT: MEANING, CONCEPT AND APPROACHES

BIOLOGICAL

- Physical changes: brain growth, height, weight, puberty, aging
- Orderly patterns:

  Proximodistal: control develops from trunk/arms → hands/fingers

  Cephalocaudal: growth starts at the head → downward
- Development is gradual, not instant

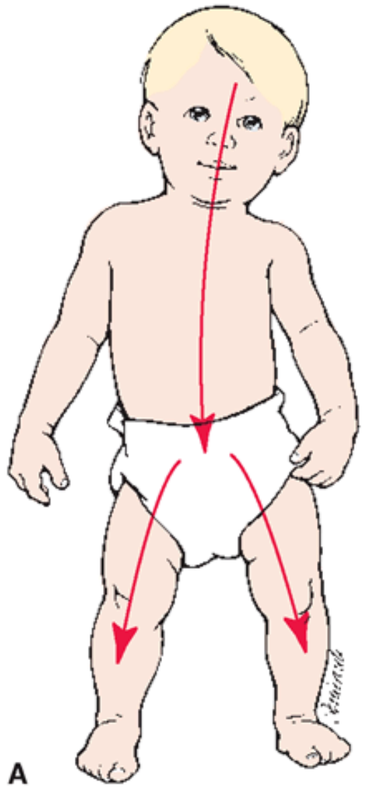
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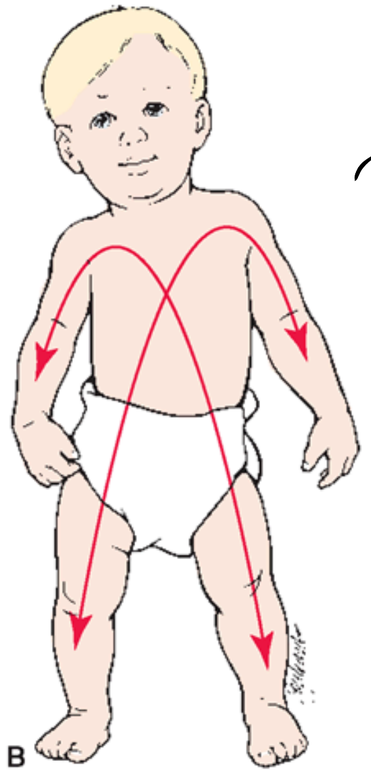
Essential Learning Concept #1

HUMAN DEVELOPMENT: MEANING, CONCEPT AND APPROACHES

BIOLOGICAL

CEPHALOCAUDAL





PROXIMODISTAL

Essential Learning Concept #1

HUMAN DEVELOPMENT: MEANING, CONCEPT AND APPROACHES

COGNITIVE PROCESSES

- Changes in thinking, intelligence, and language
- From **babbling → words → sentences → complex tasks**
- (e.g., math, imagination, problem-solving)

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Essential Learning Concept #1

HUMAN DEVELOPMENT: MEANING, CONCEPT AND APPROACHES

SOCIOEMOTIONAL PROCESSES

- Changes in emotions, personality, and relationships
- From infant smiles and tantrums → to forming identity, love, and social roles

KEY POINT

Biological, cognitive, and socioemotional processes are interconnected—one affects the others.

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Essential Learning Concept #1

HUMAN DEVELOPMENT: MEANING, CONCEPT AND APPROACHES

Paul Baltes (Santrock, 2002), an expert in **life-span development**, gives the following characteristics:

- **DEVELOPMENT IS CONTEXTUAL.** Individuals are changing beings in a changing world. Individuals respond to and act on contexts. These contexts include the individual's biological makeup, physical environment, cognitive processes, historical, social, and cultural contexts.

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Essential Learning Concept #1

HUMAN DEVELOPMENT: MEANING, CONCEPT AND APPROACHES

Paul Baltes (Santrock, 2002), an expert in **life-span development**, gives the following characteristics:

- **DEVELOPMENT IS CONTEXTUAL.** (Santrock, 2002) A person's biological makeup, social and cultural contexts may vary and therefore make them develop differently from each other.

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Essential Learning Concept #1

HUMAN DEVELOPMENT: MEANING, CONCEPT AND APPROACHES

Paul Baltes (Santrock, 2002), an expert in **life-span development**, gives the following characteristics:

- **DEVELOPMENT INVOLVES GROWTH, MAINTENANCE, AND REGULATION.** Growth, maintenance and regulation are three (3). goals of human development. The goals of individuals vary among developmental stages. For instance, as individuals reach middle and late adulthood, concern with growth gets into the back stage while maintenance and regulation take the center stage.

Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

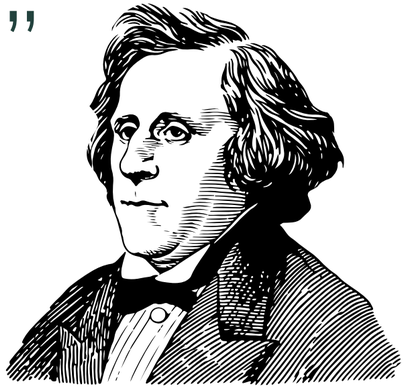
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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

"Who are you?" asked the caterpillar. Alice replied rather shyly, "I-I hardly know, Sir, just at present at least I know who I was when I got up this morning, but I must have changed several times since then."

- Lewis Carroll



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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

Each stage of life has developmental tasks that guide growth in physical, cognitive, and socioemotional areas. Achieving these tasks builds confidence and readiness for the next stage, while failure may cause challenges later. Teachers and caregivers play a key role in supporting children through these tasks.

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK



- *Take a moment to carefully observe the image. Reflect on it for three minutes, then answer the questions that follow.*
- How should awareness of life's stages affect the way we treat children, adults, and the elderly?
- If life is a journey, what lessons must we carry from one stage to the next?

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

THE STAGES OF DEVELOPMENT

1. Pre-natal period
2. Infancy
3. Early Childhood
4. Middle & Late Childhood
5. Adolescence
6. Early Adulthood
7. Middle Adulthood
8. Late Adulthood

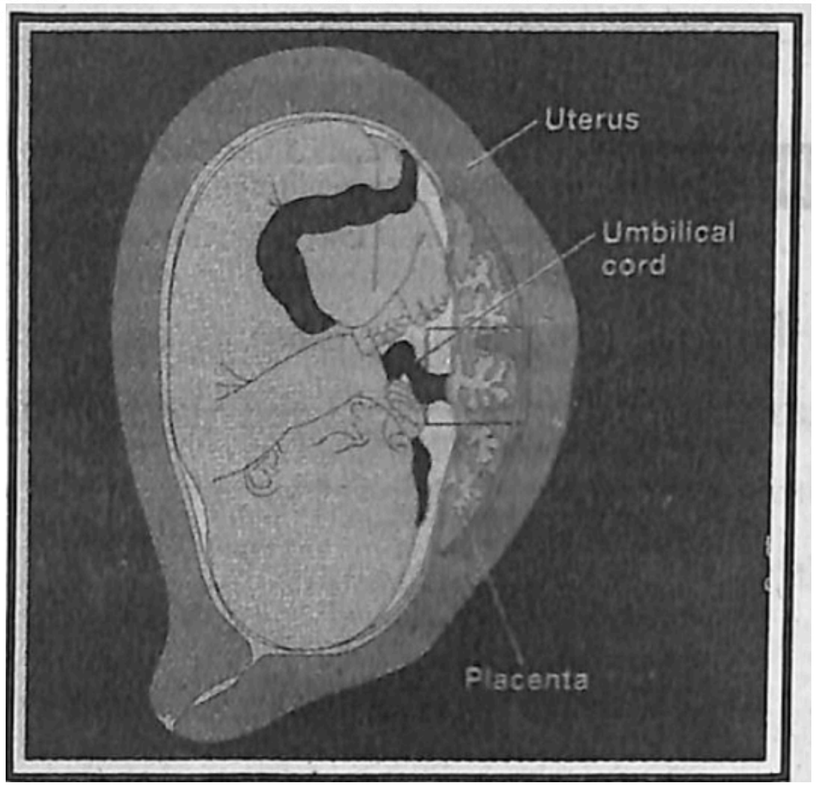
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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

https://courses.lumenlearning.com/waymaker-psychology/chapter/stages-of-development/





Source: Santrock. J.W. Life-Span Development, 8th Edition, 2002.

PRE-NATAL PERIOD

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

Referring to pre-natal development, Santrock (2002) asked the following questions succinctly:

"How from so simple a beginning do endless forms develop and grow and mature? What was this organism? What is it now, and what will it become? Birth's fragile moment arrives when the newborn is on a threshold between two worlds."

PRE-NATAL PERIOD

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK






INFANCY (FROM BIRTH TO 2 YEARS)

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

As newborns, we were not empty beings but already capable of crying, sucking, seeing, hearing, and even smiling. From crawling to walking, our growth was a continuous journey of learning and discovery. Through love and interaction, we began to understand ourselves and others, balancing our own will with the world around us, and slowly shaping who we could become. (Santrock 2002)

INFANCY (FROM BIRTH TO 2 YEARS)

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK






EARLY CHILDHOOD (3 TO 5 YEARS)

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

In early childhood, we spent our days skipping, playing, and running, busy becoming something not yet fully understood. Our thoughts turned into little stories and mythologies of our own, our drawings and images took wings, and our hearts blossomed with imagination. As our small world widened, we found new places of refuge and met new people who shaped our growing sense of self. (Santrock, 2002)

EARLY CHILDHOOD (3 TO 5 YEARS)

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK









MIDDLE & LATE CHILDHOOD (6 TO 12 YEARS)

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

In middle and late childhood, we were on a different plane, belonging to a generation and a feeling properly our own. It is the wisdom of human development that at no other time are we more ready to learn than at the end of the early childhood period of expansive imagination. Our thirst was to know and to understand. Our parents continued to cradle our lives, but our growth was also being shaped by successive choirs of friends. We did not think much about the future or the past, but enjoyed the present. (Santrock, 2002)

MIDDLE & LATE CHILDHOOD (6 TO 12 YEARS)

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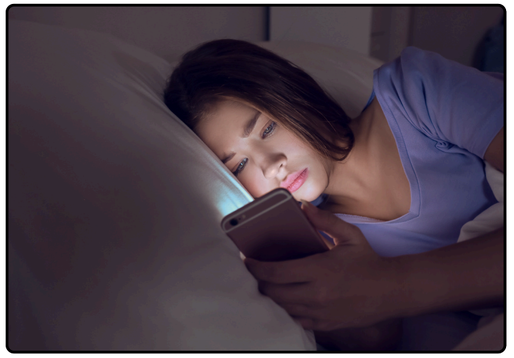
Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK









ADOLESCENCE (13 TO 18 YEARS)

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

"In no order of things was adolescence, the simple time of life for us. We clothed ourselves with rainbows and went 'brave as the zodiac, flashing from one end of the world to the other. We tried on one face after another, searching for a face of our own. We wanted our parents to understand us and hoped they would give up the privilege of understanding us. We wanted to fly, but found that first we had to learn to stand and walk and climb and dance. In our most pimply and awkward moments, we became acquainted with sex.

ADOLESCENCE (13 TO 18 YEARS)

AD ASTRA PER ASPERA

Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

We played furiously at adult games but were confined to a society of our own peers. Our generation was the fragile cable by which the best and the worst of our parents' generation was transmitted to the present. In the end, there were two but lasting bequests our parents could leave us - one being roots, the other wings. (Santrock, 2002)

ADOLESCENCE (13 TO 18 YEARS)

AD ASTRA PER ASPERA

Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK









EARLY ADULTHOOD (19 TO 29 YEARS)

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

Early adulthood is a time for work and a time for love, sometimes leaving little time for anything else. For some of us, finding our place in adult society and committing to a more stable life take longer than we imagine. We still ask ourselves who we are and wonder if it isn't enough just to be. Our dreams continue and our thoughts are bold but at some point we become more pragmatic.Sex and love are powerful passions in our lives - at times angels of light, at other times of torment. And we possibly will never know the love of our parents until we become parents ourselves. (Santrock,2002).

EARLY ADULTHOOD (19 TO 29 YEARS)

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK









MIDDLE ADULTHOOD (19 TO 29 YEARS)

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

In middle adulthood, what we have been forms what we will be. For some of us, middle age is such a foggy place, a time when we need to discover what we are running from and to and why. We compare our lives with what we vowed to make them. In middle age, more time stretches before us, and some evaluations have to be made, however reluctantly.

MIDDLE ADULTHOOD (30 TO 60 YEARS)

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

As the young/old polarity greets us with a special force, we need to join the daring of youth with the discipline of age in a way that does justice to both. As middle-aged adults, we come to sense that the generations of living things pass in a short while and like runners hand on the torch of life. (Santrock, 2002).

MIDDLE ADULTHOOD (30 TO 60 YEARS)

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK









LATE ADULTHOOD (61 YEARS & ABOVE)

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

The rhythm and meaning of human development eventually wend their way to late adulthood, when each of us stands alone at the heart of the earth and "suddenly it is evening." We shed the leaves of youth and are stripped by the winds of time down to the truth. We learn that life is lived forward but understood backward. We trace the connection between the end and the beginning of life and try to figure out what this whole show is about before it is over. Ultimately, we come to know that we are what survives of us. (Santrock, 2002).

LATE ADULTHOOD (61 YEARS & ABOVE)

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

DEVELOPMENTAL TASKS

(Harvighurst, 1972) and (Santrock, 2002)

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

In each stage of development, a certain task or tasks are expected of every individual. Robert Havighurst defines developmental tasks as those that **"arise at a certain period in our life, the successful achievement of which leads to happiness and success with later tasks while failure leads to unhappiness, social disapproval, and difficulty with later tasks."** (Havighurst, 1972).

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

DEVELOPMENTAL TASKS

(Harvighurst, 1972)

Infancy and Early Childhood (0-5)	Middle Childhood (6-12)	Adolescence (13-18)	Early Adulthood (19-29)	Middle Adulthood (30-60)	Later Maturity (61-and over)
1. Learning to walk	1. Learning physical skills necessary for ordinary games	1. Achieving mature relations with both sexes	1. Selecting a mate	1. Helping teen-age children to become happy and responsible adults	1. Adjusting to decreasing strength and health
2. Learning to take solid foods	2. Building a wholesome attitude toward oneself	2. Achieving a masculine or feminine social role	2. Learning to live with a partner	2. Achieving adult social and civic responsibility	2. Adjusting to retirement and reduced income
3. Learning to talk	3 Learning to get along with age-mates	3. Accepting one's physique	3. Starting a family	3. Satisfactory career achievement	3. Adjusting to death of spouse
Learning to control the elimination of body wastes	4. Learning an appropriate sex role	4. Achieving emotional independence of adults	4. Rearing children	4. Developing adult leisure time activities	4. Establishing relations with one's own age group
5. Learning sex differences and sexual modesty	5. Developing fundamental skills in reading, writing, and calculating	5. Preparing for marriage and family life	5. Managing a home	5. Relating to one's spouse as a person	5. Meeting social and civic obligations
6. Acquiring concepts and language to describe social and physical reality	6. Developing concepts necessary for everyday living	6. Preparing for an economic career	6. Starting an occupation	6. Accepting the physiological changes of middle age	6. Establishing satisfactory living quarters
7. Readiness for reading	7. Developing conscience, morality, and a scale of values	7. Acquiring values and an ethical system to guide behavior	7. Assuming civic responsibility	7. Adjusting to aging parent	
8. Learning to distinguish right from wrong and developing a conscience	8. Achieving personal independence	8. Desiring and achieving socially responsible behavior			
	9. Developing acceptable attitudes toward society				

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

Let's describe the developmental tasks and outstanding traits of each stage as described by **Santrock 2002** and compare them to those listed by Havighurst himself.

- ***Prenatal period (from conception to birth)*** - It involves tremendous growth- from a single cell to an organism complete with brain and behavioral capabilities.

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

Let's describe the developmental tasks and outstanding traits of each stage as described by **Santrock 2002** and compare them to those listed by Havighurst himself.

- ***Infancy (from birth to 18-24 months)*** - A time of extreme dependence on adults. Many psychological activities are just beginning - language, symbolic thought, sensorimotor coordination and social learning.

AD ASTRA PER ASPERA

Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

Let's describe the developmental tasks and outstanding traits of each stage as described by **Santrock 2002** and compare them to those listed by Havighurst himself.

- ***Early childhood (end of infancy to 5-6 years (Grade 1).*** These are the preschool years. Young children learn to become more self-sufficient and to care for themselves, develop school readiness skills, and spend many hours in play with peers.

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

Let's describe the developmental tasks and outstanding traits of each stage as described by **Santrock 2002** and compare them to those listed by Havighurst himself.

- ***Middle and late childhood (6-11 years of age, the elementary school years).*** The fundamental skills of reading, writing, and arithmetic are mastered. The child is formally exposed to the larger world and its culture. Achievement becomes more.

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

Let's describe the developmental tasks and outstanding traits of each stage as described by **Santrock 2002** and compare them to those listed by Havighurst himself.

- ***Adolescence - (10-12 years of age ending up to 18-22 years of age).*** Begins with rapid physical changes - dramatic gains in height and weight, changes in body contour, and the development of sexual characteristics such as enlargement of the breasts, development of pubic and facial hair, and deepening of the voice. Pursuit of independence and identity is prominent. Thought is more logical, abstract, and idealistic. More time is spent outside of the family.

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

Let's describe the developmental tasks and outstanding traits of each stage as described by **Santrock 2002** and compare them to those listed by Havighurst himself.

- ***Early adulthood (from late teens or early 20s lasting through the 30s)*** It is a time of establishing personal and economic independence, career development, selecting a mate, learning to live with someone in an intimate way, starting a family and rearing children.

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Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

Let's describe the developmental tasks and outstanding traits of each stage as described by **Santrock 2002** and compare them to those listed by Havighurst himself.

- ***Middle adulthood (40 to 60 years of age)*** It is a time of expanding personal and social involvement and responsibility; of assisting the next generation in becoming competent and. mature individuals; and of reaching and maintaining satisfaction in a career.

AD ASTRA PER ASPERA

Essential Learning Concept #2

THE STAGES OF DEVELOPMENT AND DEVELOPMENTAL TASK

Let's describe the developmental tasks and outstanding traits of each stage as described by **Santrock 2002** and compare them to those listed by Havighurst himself.

- ***Late adulthood (60s and above)*** It is a time for adjustment to decreasing strength and health, life review, retirement, and adjustment to new social roles.

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POST-ACTIVITY (PRELIM) #2

LCP Role-Play Challenge

General Instruction

Think back on your own life experiences during early childhood, middle childhood, late childhood, and adolescence. **Reflect on whether you were able to accomplish the developmental tasks expected at each stage** (e.g., learning basic skills, developing independence, forming relationships, discovering identity).

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General Instruction

In your reflection, consider:

1. Which developmental tasks were you able to achieve at each stage?
2. The people, experiences, or situations that helped you develop these abilities.
3. How these experiences shaped who you are today.

Write your reflection in a clear, organized, and personal manner. You may use a narrative style, but make sure to connect your experiences with the developmental tasks.

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REFLECTION RUBRIC (50 POINTS)

Criteria	Description	Points
Content & Relevance	Addresses all stages (early, middle, late childhood, and adolescence); clearly connects experiences with developmental tasks.	**20 pts**
Depth of Reflection	Shows insight, self-awareness, and meaningful explanation of how tasks were acquired and what facilitated them.	**15 pts**
Organization & Clarity	Ideas are well-organized, coherent, and easy to follow.	**10 pts**
Grammar & Mechanics	Correct grammar, spelling, and punctuation.	**5 pts**
Total		**50 pts**

CONTENT REFERENCES/SEARCH INDICATOR:

Corpuz, B. B., Lucas, M. R. D., Borabo, H. G. L., & Lucido, P. I. (2018), The child and adolescent learners and learning principles. Lorimar Publishing.

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PREPARED BY:

MICHAELSON JASPER P. DUYAN

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