Child Development Theorists Web Quest

Learning Styles

Do you learn best through lectures, reading, or hands on experiences? Behavioral scientists have studied how people learn for many years. Their work has produced what we now know as learning style theory. Learning style theory describes three distinct learning styles, auditory, visual, and kinesthetic.

Assignment

1. Use the following links to assess your personal learning style. You must complete BOTH quizzes. Copy & Paste OR Print your results.

Quiz Links:

[Learning Style Quiz #](http://www.engr.ncsu.edu/learningstyles/ilsweb.html)1

[Learning Style Quiz #](http://www.vark-learn.com/english/page.asp?p=questionnaire)2

2. Once you've completed the learning style quizzes answer the following questions on a separate piece of paper. Your reflection may be typed or hand written.

* What were the results of your two quizzes?
* Do you agree with the quiz results about your personal learning style?
* What strategies were suggested for someone with your learning style?
* How could you implement those strategies in your future class work?

Multiple Intelligences Theory

Howard Gardener is a behavioral science researcher who developed a theory of learning called Multiple Intelligences Theory. Gardener's theory is somewhat controversial because he believes that there are different types of intelligence. This next link takes you to a quiz to determine your personal intelligences.

[Multiple Intelligences Quiz](http://www.edutopia.org/multiple-intelligences-learning-styles-quiz)

Assignment

Once you've completed the quiz, write a reflection answering the following questions:

* What were the results of your multiple intelligences quiz?
* Do you agree with the quiz results about your personal intelligences?
* What tips were given for your dominant intelligence?
* What tips were given for your second most dominant intelligence?
* How could you implement those strategies in your class work?

Child Development Theorists

You will select a child development theorist to research and report on to the class.

Once you've selected your theorist, you will begin your research using the links provided below. You will need to learn and understand the scientist's theory on child development/psychology in order to share them with the class. You may need to use additional resources beyond the links provided below.

Your research should include at least the following information:

* Theorists' Name
* Birth date/death date
* Birthplace
* In which city/country did the theorist grow up?
* Who had the greatest impact on their life or theory?
* Did any particular events shape their life or theory?
* Where did they study?
* Describe their theory.
* If the theory has stages or is based on age-groups, describe the stages/age-groups.
* Any other information you believe would be meaningful for the class.

Directions:

Using the links and guidelines provided and your own research, prepare a PowerPoint presentation about your behavioral scientist.

1. Each PowerPoint presentation must have the following slides:

* Title Slide (your name, scientist's name)
* Content Slides (minimum of 7 slides)
* Questions/Answers slide (5 question quiz on major ideas/points)
* Citations Slide

2. Incorporate the following guidelines in your PowerPoint presentation. You must paraphrase      the information you find in your research. DO NOT COPY & PASTE.

* Same background throughout the presentation
* No more than 7 bullets per slide, no more than 7 words per bullet
* Font must be easily read.
* Pictures and graphics must be relevant
* May include hyperlink to relevant video clip

Use this information to create a PowerPoint presentation to share with the rest of the class. The presentation will be graded with the rubric included below.

Theorists Links

|  |  |  |
| --- | --- | --- |
| [Alfred Adler](http://webspace.ship.edu/cgboer/adler.html) | [Freidrich Frobel](http://hubpages.com/hub/Friedrich-Froebel-Founder-of-the-First-Kindergarten) | [Abraham Maslow](http://webspace.ship.edu/cgboer/maslow.html) |
| [Mary Ainsworth](http://www.psychology.sunysb.edu/attachment/pdf/mda_inge.pdf) | [Howard Gardner](http://www.infed.org/thinkers/gardner.htm) | [The McMillian Sisters](http://www.electricscotland.com/history/women/wh31.htm) |
| [Albert Bandura](http://webspace.ship.edu/cgboer/bandura.html) | [Arnold Gesell](http://findarticles.com/p/articles/mi_g2699/is_0001/ai_2699000150/) | [Lucy Sprague Mitchell](http://findarticles.com/p/articles/mi_qa3614/is_200010/ai_n8907594/?tag=content;col1) |
| [Alfred Binet](http://www.indiana.edu/%7Eintell/binet.shtml) | [Haim Ginott](http://en.wikibooks.org/wiki/Classroom_Management_Theorist_and_Theories/Haim_Ginott) | [Maria Montessori](http://www.answers.com/topic/maria-montessori) |
| [Benjamin Bloom](http://oaks.nvg.org/taxonomy-bloom.html) | [Harry Harlow](http://en.wikipedia.org/wiki/Harry_Harlow) | [Johann Pestalozzi](http://www.answers.com/topic/johann-heinrich-pestalozzi) |
| [John Bowlby](http://en.wikipedia.org/wiki/John_Bowlby) | [Robert J. Havighurst](http://en.wikipedia.org/wiki/Robert_J._Havighurst) | [Jean Piaget](http://webspace.ship.edu/cgboer/piaget.html) |
| [T. Berry Brazelton](http://www.faqs.org/health/bios/49/Thomas-Berry-Brazelton.html) | [Patty Smith Hill](http://www.newworldencyclopedia.org/entry/Patty_Smith_Hill) |  |
| [Urie Bronfenbrenner](http://www.newworldencyclopedia.org/entry/Urie_Bronfenbrenner) | [Karen Horney](http://webspace.ship.edu/cgboer/horney.html) | [B. F. Skinner](http://www.answers.com/topic/b-f-skinner) |
| [Robert Coles](http://www.scottlondon.com/articles/coles.html) | [Susan Isaacs](http://www.answers.com/topic/susan-isaacs) | [Benjamin Spock](http://www.answers.com/topic/benjamin-spock) |
| [Erik Erikson](http://www.answers.com/topic/erik-erikson) | [Lawrence Kohlberg](http://www.answers.com/topic/lawrence-kohlberg) | [Edward Thorndike](http://en.wikipedia.org/wiki/Edward_Thorndike) |
| [Anna Freud](http://www.answers.com/topic/anna-freud) | [John Locke](http://www.fordham.edu/halsall/mod/1692locke-education.html)  [John Locke's Educational Theories](http://www.newfoundations.com/GALLERY/Locke.html) | [Lev Vygotsky](http://www.answers.com/topic/lev-vygotsky) |
| [Sigmund Freud](http://www.iep.utm.edu/freud/#H2) | [Loris Malaguzzi](http://education.stateuniversity.com/pages/3176/Loris-Malaguzzi.html)  [Reggio Approach](http://www.reggiokids.com/about/about_approach.php) |  |

Child Development Theorists Presentation Rubric

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| --- | --- | --- | --- | --- | --- |
|  | Exemplary 10 | Qualified 8 | Developing 6 | Beginning    0 | Score |
| Topic Information  (Score x 4) | Topic is covered thoroughly, points are clear and concise. Did not exclude any important information or include unnecessary information. | Topic is covered, but not elaborated. Enough information to understand basics of topic. | Topic is understood, but has holes in information, facts not supported. May have some unnecessary information. | Topic is not covered well, facts are not supported |  |
| Text | Text meets size, design, and color contrast requirements. |  |  | Text does not meet size, design, and color contrast requirements. |  |
| Design Consistency | Slide design is excellent, consistent, well-designed, and uses high contrast. | Slide design is acceptable, reasonably well-designed, and uses good contrast. | Slide design is inconsistent, poorly designed, and does not have good contrast. | Slide design is poor, inconsistent, uses multiple backgrounds, and poor contrast. |  |
| Format 1 Title Slide, 7 Content Slides, 5 Question/Answer Slide, Reference List Slide | All requirements are met or exceeded. | All requirements are met but are not fully developed. | One requirement is missing, and others are not fully developed. | Two or more requirements are not met and others are not fully developed. |  |
| Appearance | Pictures are used to explain and convey information visually.  Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation, content is well organized. Very Creative. Easy to see and follow. No unnecessary graphics. | Pictures are used to explain and convey information visually. Makes good use of font, color, graphics, effects, etc. to enhance to presentation and content organized. Fairly easy to follow. | Pictures are used. Makes use of font, color, pictures, effects, etc. but occasionally these detract from the presentation content or content is not organized, facts are irrelevant. A little difficult to follow. | Little use of color, graphics, effects etc. Presentation is not interesting to view, there is no clear organizational structure of facts. May have completely unrelated graphics. |  |
| Presentation  (Score x 4) | Student presented project to class. Stood in front of classroom, spoke loud enough, clearly, and took presentation seriously. Did not read slides to class, and talked about ideas not on slides. | Student presented project to class. Stood in front of classroom, needed to speak louder, or more clearly. Read some slides to class and talked about some ideas not on slides. | Student presented project, but did not stand, speak loud enough, or very clearly. Student read slides to class and did not talk about ideas not on slides. | Student did not present in class. |  |
| Questions | Questions are a good review of content covered. Answers come onto slide later than question | Questions cover most information in Power Point. Answers come in later but are not complete. | Questions are unorganized or answers do not come in after questions and are incomplete | Questions are unorganized and do not cover material. Answers are not complete and/or do not come in after question. |  |