

## Session 1

### Growth and Development: Definitions, Concepts and Importance to Human Development

#### A. Introduction

Human development is the pattern of movement or change that begins at conception and continues through the life span. Development includes growth and deterioration. This means that development can be positive or negative (Santock, 2002).

Development is a progressive or series of changes that occurs as a result of maturation and life experience. This means that development does not consist merely of adding inches to one's height or increase in muscle mass. Instead, it is a complex process of integrating several structures development and functions (Acero, 2004).

This course emphasizes the cognitive, socio-emotional, and neurological development of children, adolescents, and as well as adults within their families, schools and in sociocultural context. Topics to be covered include, relationship between various aspects of student development in terms of growth and maturation and their implications for education approaches and teaching within and outside school setting.

#### B. Session Objectives

*After completing this module, you are expected to be able to:*

1. Articulate on the views and ideas about the principles and theories of human growth, development and learning;
2. Propose application of knowledge about human growth, development and learning to the teaching and learning process taking into consideration the various stages regarding human development;
3. Determine classroom scenarios, community issues, and/or events by utilizing the principles and theories of human growth and development; and,
4. Introspect on the manifestations of human development according to the principles and theories.

## C. Session Content

### 1. Topic 1: Operational Key Terms

There are several terms to describe an individual in term of the changes that occurs in a certain stage of development. These are typically associated with physical changes and behavior of a child and adolescent individuals.

*The following are the key terms that are used in teaching learners:*

**a. Development** – This refers to a progressive or series of changes in various aspects of human being in both measurable and unquantifiable features.

**b. Change** – *A process of transformation or transition in terms of growth and development of an individual*

**c. Growth** – This refers to the physical changes that takes place within the system of the body from conception to maturity. This also includes the observable changes such as getting taller and forming of muscle mass.

**d. Maturation** – It is the process of reaching the full phase of development.  
Example: A child being able to walk after a period of mincing steps.

**e. Environment** – It refers to the physical structure that influences an individual's growth and development both intrinsic and extrinsic.

### 2. Topic 2: GENERAL ASPECTS OF HUMAN DEVELOPMENT

**1. Physical Development-** it pertains to the progressive changes in the body structure and its functions.

**2. Cognitive Development** – it refers to the changes that are gradual and orderly in the individual's mental processes from simple to complex. This includes the child's ability to perceive things, to observe in the environment and the ability to solve issues or problems which are all part of intelligence development.

**3. Physiological Development** – refers to the changes in personal and interpersonal aspects of an individual such as emotions, personality traits, intrapersonal and interpersonal skills.

### WHAT INFLUENCES ON HUMAN DEVELOPMENT?

- **Maturation** – establishes certain limits in the stages of growth whereas maturation continuously develop and in most cases this development is positive in nature.
- **Experiences** – this is the product of social interaction and the exploration in the learning environment of the learners.
- **Social Interaction** – consists of experiences of a person as he relates to people who are in his or her immediate environment.
- **Cultural and Situational Contexts** – the influence of the cultural background on the development of an individual.

### 3. Topic 3: NEWBORN REFLEXES

**Rooting Reflex-** This is triggered by touching the corner of baby's mouth. This reflex aid the infant in learning to find direction to bottle or breastfeeding.

**Sucking Reflex** – This reflex allows the infant to be fed safely by learning the coordination of the sucking reflex to breathing pattern.

**Moro Reflex** – This is also known as the startle reflex. It is described when the infant reacts to sudden burst of loud sound or sudden movement that makes them to startle.

**Palmar Reflex** – This can be observed when you put your finger or anything on the infant's palm and the grasping reflex happens.

**Babinski Reflex** – This is the fanning movement on the infant's foot when one touches the bottom of the foot.

**Stepping Reflex** – This can be described as the "learning to walk" stage when the infant starts to demonstrate series of small steps.

### 4. Topic 4: STAGES OF HUMAN DEVELOPMENT

In every development stage, there is an expected progress or milestone. The stages of human development can provide an idea tha human development is a process that is influenced by so many factors in our environment and through experiences because development is a product of maturation and learning. Those influencing factors may be characterized by internal or external

features that involves changes. The degree of development in an individual can progress or decline at different rates and.

**Stages of Developmental Task**

Source: <https://practicalpie.com/havighursts-developmental-task-theory/>  
 Corpuz, B., et.al, 2018

Infancy and Early Childhood (0-5)	Middle Childhood (6-12)	Adolescence (13-18)	Early Adulthood (19-29)	Middle Adulthood (30-60)	Later Maturity (61 onwards)
<ol style="list-style-type: none"> <li>1. Learning to walk</li> <li>2. Learning to take solid foods</li> <li>3. Learning to talk</li> <li>4. Learning to control the elimination of body waste</li> <li>5. Learning sex differences and sexual modesty</li> <li>6. Acquiring concepts and language to describe social and physical reality</li> <li>7. Readiness for reading</li> <li>8. Learning to distinguish right from wrong and developing a conscience</li> </ol>	<ol style="list-style-type: none"> <li>1. Learning physical skills necessary for ordinal games</li> <li>2. Building a wholesome attitude toward oneself</li> <li>3. Learning to get along with agemates</li> <li>4. Learning an appropriate sex role</li> <li>5. Developing fundamental skills in reading, writing and calculating</li> <li>6. Developing concepts necessary for everyday living</li> <li>7. Developing conscience, morality and a scale of values</li> <li>8. Achieving personal independence</li> <li>9. Developing acceptable attitudes toward society</li> </ol>	<ol style="list-style-type: none"> <li>1. Achieving mature relations with both sexes</li> <li>2. Achieving a masculine or feminine role</li> <li>3. Accepting one's physique</li> <li>4. Achieving emotional independence of adults</li> <li>5. Preparing for marriage and family life</li> <li>6. Preparing for an economic career</li> <li>7. Acquiring values and an ethical system to guide behavior</li> <li>8. Desiring and achieving socially responsible behavior</li> </ol>	<ol style="list-style-type: none"> <li>1. Selecting a mate</li> <li>2. Learning to live with a partner</li> <li>3. Starting a family</li> <li>4. Rearing children</li> <li>5. Managing a home</li> <li>6. Starting an occupation</li> <li>7. Assuming civic responsibility</li> </ol>	<ol style="list-style-type: none"> <li>1. Helping teenage children to become happy and responsible adults</li> <li>2. Achieving adult social and civic responsibility</li> <li>3. Satisfactory career achievement</li> <li>4. Developing adult leisure time activities</li> <li>5. Relating to one's spouse as a person</li> <li>6. Accepting the physiological changes of middle age</li> <li>7. Adjusting to aging parent</li> </ol>	<ol style="list-style-type: none"> <li>1. Adjusting to decreasing strength and health</li> <li>2. Adjusting to retirement and reduced income</li> <li>3. Adjusting to death of spouse</li> <li>4. Establishing relations with one's own age group</li> <li>5. Meeting social and civic obligations</li> <li>6. Establishing satisfactory living quarters</li> </ol>

## **D. Conclusion**

Human development is a process that is influenced by so many factors in our environment. Those influencing factors may be characterized by internal or external influence that makes an individual growth and maturation progress at a different rate. This development varies among individual. Active life experiences play a big role in the process of development at a certain stage which can result to learning.

Even the newborn or an infant learns to interact with his/her environment through the innate reflexes in which they use it as a means for survival. This reflex is described as the infant's responses to the environment stimuli such as when he or she is hungry and other external factors. These development shows that learning can also take place even before during infancy period. This type of learning progresses as the infant continue to grow and reach maturity in each stage of development.

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