

Session 7

Learning Theories: Urie Bronfenbrenner's Bio-ecological Theory

A. Introduction

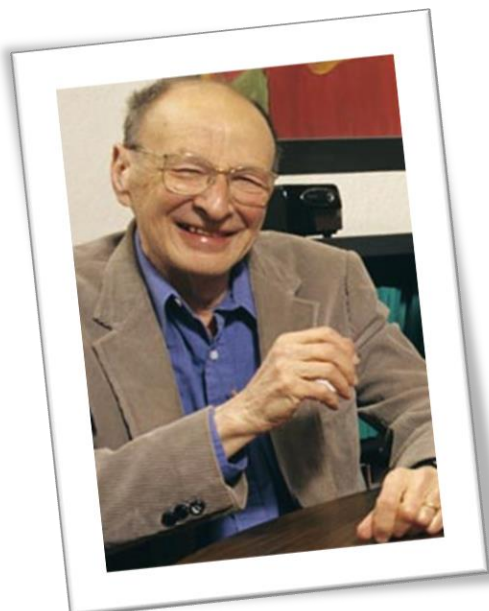


Image 1. Urie Bronfenbrenner, father of Head Start program and pre-eminent 'human ecologist' dies at age 88.(Source: Lang, S.,2005:Online)

This session presents the theory of Lawrence Kohlberg, which is the Moral Development. His interest and focus of study is about the moral reasoning of an individual where he relate much of his research in Piaget's cognitive development. Coined with this idea of Piaget, Kohlberg uses the cognitive development to link with the ability of an individual to choose from doing what is right or what is wrong. This could also be used to understand the logical reasoning of an individual. He presented six (6) stages of moral development under the three (3) levels of moral reasoning or moral development. Generally, this theory is very useful in analyzing students' responses to varied scenarios in the classroom or in the school.

B. Session Objectives

- ✓ To explain the relationship of the multi-part layer of child's environment.
- ✓ affect the learners' development through various ecological system in his environment.
- ✓ Discuss the factors that may affect the learners' development through various situations encountered in each stage.
- ✓ Articulate on the views and ideas about the principles and theories of human growth, development and learning.

C. Session Content :

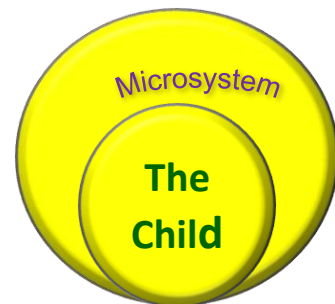


Structure of Environment

1. Topic 1

The microsystem.

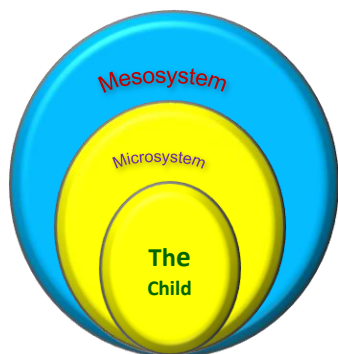
The microsystem is the layer illustration that is nearest to the core or focused subject of the system which is the child. These are people or group of people that has a direct connection to the child that includes family, the church, the school and the immediate community or neighbors. The microsystem encompasses the basic communication and interaction of the child in the environment in which he can easily get in touch with them. The communication that is established in this layer of relationship has a two-way pathway, the one that directs to the child and the other that is going out or an outward bound communication to the people in his immediate environment and vice versa affect the child.



2. Topic 2

The mesosystem

This layer serves as the connection between and among the structures of the child's microsystem (family, church, school and neighbors). The people

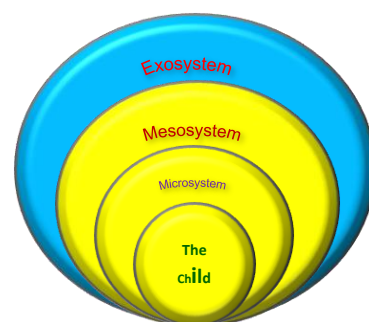


involved in the microsystem communicates with one another in favor of the child. They build a constant link to provide support to the child who can be a learner in the school or anybody in the circle of the family. Let us take for instance, in school, teachers communicates with parents through parent-teacher conference about the performance of the child in the school. Both parents and teachers are part of the child's mesosystem.

3. Topic 3

The exosystem

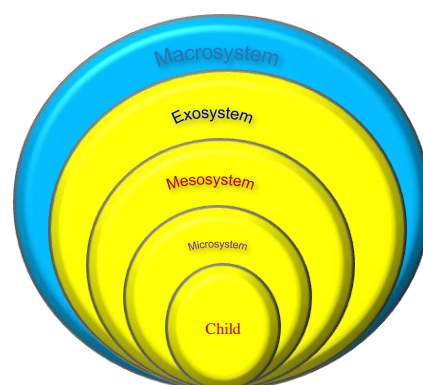
This layer refers to the bigger social or relationship system in which the child do not function directly in a given situation. This includes the city government where they live, the parents' workplace, and the social media. The structure describes the farther link of the exosystem to the child but may affect the latter with the situation that the members of the microsystem will experience. The child may not get involved directly in the situation but somehow affected by it because of the link that bridges him/her to the microsystem. There is a possible change in behavior of the child whenever there is a change in the system that are usually happening in the microsystem. That change may be positive or negative but it will affect the child's behavior and even his / her development.



4. Topic 4

The macrosystem

The macrosystem includes peoples' belief, culture, laws and orders which varies depending on the group of people in the society or in the community. Children from different parts of the country or in the world have different ways on how they were raise to become an individual who abide by the set laws, beliefs and culture. For example, there are traditional food in one country in which for other countries, it is inappropriate based on their beliefs. In other country, it is just fine to wear ha shows off some skin while in other country that manner of dressing up is prohibited. There are countries that allow same-sex marriage or union, but not legally permitted in other countries. What these examples would want to convey? With all the indifferences in the culture and belief in some countries, people may experience culture shock and unable to adjust with the situations whenever they visit those countries having different culture and belief. This is quite challenging but the positive impact to the child is not guaranteed. This way, exposure to different cultures, traditions, practices and belief of the child may give him / her learning experiences that would lead to understanding and respecting people regardless of indifferences.

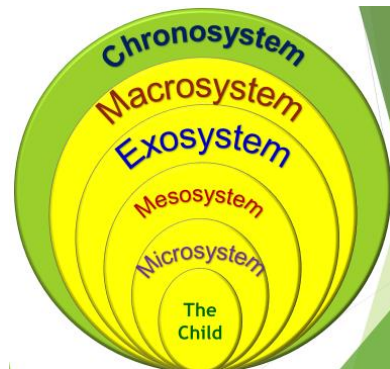


5. Topic 5

The chronosystem

The chronosystem is the most intricate among the layers of relationship system of the child's environment. This involves an outline of stability and change in a person particularly a child. This influences the child's development

in terms of change due to the occurrence of life events. This happens in the period wherein the child exposes in extraordinary situations that may lead to sudden change of behavior or change in the usual daily routine. Several life events may be experienced by the child but only those that impacted them will cause change. Example of a life event is the corona virus scare. Almost all if not everybody held home quarantine to avoid being contaminated with the virus. Lockdown is everywhere. Schools were closed so school children suddenly experience a sudden shift in the modality of schooling. No is ready that is why several people struggled to find ways on how to survive the pandemic. This is a life scenario where the child is affected by the global health phenomenon. Children and parents as well developed ways on how to cope up with the sudden change of life style. Change is inevitable; it can be for the better or for the worse. But we should be reminded that change may also be a paradigm shift for a new beginning. With that, both parents and teachers play a significant role in making the pupils or students realize the value of being attentive in this changing world.



D. Conclusion

The chronosystem that provides a picture of complex scenarios and indifferences in culture, beliefs, practices and laws may also be related in teaching and learning in the classroom set up. The teacher being the driver of the classroom may view this theory as a reminder to value every individual in the class with all the indifferences and cultural origin. Integrate values in each topic discussion without having personal biases and prejudice.

E. References

- Acerro, V.; Javier, E. & Castro, H. (2004). *Human development and learning*. Manila, Philippines: Rex
- Bergin, C. & Bergin, D. (2012) *Child and adolescent development in your classroom*. USA: Elm Street Publishing
- Chozas, M. (2011) *General psychology (Modular approach, revised edition)*. Quezon City, Philippines: St. Andrew.
- Corpuz, B., et.al. (2010). *Child and Adolescent Development: Looking at Learners at Different Stages*. Quezon City, Philippines: Lorimar
- Dacey, J. & Travers, J. (2004). *Human development across the lifespan (fifth edition)*. NY: McGraw-Hill.
- Garotti, K. (2017). *Cognitive Development, Infancy through adolescence*. SAGE Publication, California, USA
- Gredler, M. (2001). *Learning and Instruction Theory Into Practice*. Prentice Hall. New Jersey, USA
- Konner, M. (2010). *The evolution of Childhood*. Library of Congress Cataloging in Rehabilitation. USA
- Kurt, S. (2020). *Stages of Moral Development*. [Online Image] [Accessed October 18, 2023] <https://educationaltechnology.net/stages-of-moral-development-lawrence-kohlberg/>
- Lang, S. (2005). Urie Bronfenbrenner, father of Head Start program and pre-eminent 'human ecologist' dies at age 88. [Online Image] [Accessed October 15, 2023] <https://news.cornell.edu/stories/2005/09/head-start-founder-urie-bronfenbrenner-dies-88>
- Lucas, M. & Corpuz, B. (2014). *Facilitating learning: A metacognitive process*. Quezon City, Philippines: Lorimar.
- Nutkins, S. et.al. (2013). *Early Childhood Education and Care*. SAGE Publication, Washington, D.C.
- Papalia, D. & Martorell, G. (2015). *Experience Human Development*. McGraw-Hill Education. New York, USA
- Santrock, J. (2002) *Life-span development, (8th edition)*. NY: McGraw-Hill.