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# Module Overview



## Human Development and Socialization

In this module, variations in development and socialization are explored from a cross-cultural perspective. As you familiarize yourself with the material presented, think back to previous discussions of intelligence. Vygotsky's research furthers our understanding of how to best guide the development of children. Considering his theory from a cross-cultural perspective, it is crucial to understand a child's experiences and expectations to best support his or her learning.

Through development and socialization, children adapt to the cultural standards discussed in Modules Three through Five. For example, it is during the socialization and development process that children learn about gender roles that are culturally acceptable. Differences in the behavior of boys and girls may be partially due to different roles assigned to them by adults. It is during this stage of development that cultural values around parenting style also become apparent. Developmental timelines are largely culturally based, including aspects such as educational goals/focus, level of autonomy, and age of full independence.

Pay close attention to the text discussion on Erikson's stages of psychosocial development and Piaget's stages of cognitive development. As needed, revisit the material about Piaget's theory of intelligence. Take a few moments to consider how Piaget's, Erikson's, and Kohlberg's stages can be understood from a cross-cultural perspective.

### Key Terms

- Fluid versus crystallized intelligence
- Temperament
- Zone of proximal development

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