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Development of educational geolg and learner

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Development of educational goals and learner objectives for the stimulation of social development: a procedural proposal (abstract)

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47.227 04.6 GERRIS, J. R. M., University of Nijmegen, The Netherlands, Development of Educational Goals and Learner Objectives for the Stimulation of Social Development: a Procedural Proposal.¹⁾ (Abstract)

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Prostagents acverspationaticoals that LainnertObjectivesletionhef socials they hopen trip other school the following problem -a central onehas to be solved: "How can a concrent set of relevant and potential betract) educational goals and learner objectives be systematically generated, determined date in such a curriculum ?"

The present paper will limit itself to the first part of the above questIon of social help of a coherent set of eleventual constraints of the above social help of the stimulation of the social cognition, (b) the stimulation of social cognition, (b) the stimulation of a coherent set of elevents and objectives for a strain of social cognition, (b) the generation of a coherent set of elevents and objectives for a strain of a cognition of social cognition, (b) the generation of a coherent set of elevents and objectives for a development of social cognition, (b) the generation of a coherent set of educational solutions and objectives for a development of a coherent set of social cognition, (b) the generation of a coherent set of social development can be based on a development of social cognition, (b)

In additioned hamincedures the ortineral parts were sheen filed by As basis right tan survivery and staken Fine state (2005) bande Uniderente Solarsels, ist the acquisivilly ber disserve coordination (cf. Selman, 1975; Selman & Byrne, 1974) represented by the vertical axis in figure 1. Three main levels can be distinguighed first the level characterized by the capability to differentiate between perspectives; the second level refers to the capa 81 Fi proposed untitie where the good pertained one (here reason), oaks bails. frathis, matrixeward akening Biequilars the deviad phenchlise was when acquigitionon operative coordination (alinged mathen operson in athen athen operation of the second 1974 represented one show werhaught existinosigure. 1. Three main levels can be distinged: distribut the drest or hard the star of differentiater between more between the second by constitute to determine what the perspective of another person looks like, that ign acceptestive theinvovEinnldg, mohe importantedevalgemental where is or cepsdingtight of neesesses incoint indet had etheingean (a) chasic seare it is a chasic seare it is a chasic seare it is a chasic search it is a chasic se interactions in provention the start superschlig. 1) necessary to reach each devellemenmarcleotailadddtsdusbeonubfethest developmentaldrevelopmentalld likvels which may the medebrfarteoasa(mitignated) devenophishon presented by OBPERMERABEED of development (cf. Inhelder & Sinclair, 1969; Kohlberg, 1968; Langer. additiont tauthe & ahoma throg 74 cs Turiport and 9 developmental levels or stage operations a distinction is made between (a) basic cognitive operations (i.e. general prerequisites, see fig. 1) necessary to reach each developmental level, and (b) the subsequent intermediate developmental 1978 this the drawage were there as have brither a bod horrs conditions of this a stimulation brogged oner he stimulation of Sinchain proposition is supprised; Langth, the foisthat the Chinese the install and the second of the second secon het Onderwijs - S.V.O. 0360).

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Insert Figure 1 about here

When the specific, social-cognitive stage-operations are viewed as educational goals of a more general level of abstraction, series of successively more concrete specifications can be carried out. The proposed procedure consists of the unfolding of five components of specification from these operational activities. In figure 1 the matrix resulting from the application of the first two specifications is graphically represented. In describing these specifications by means of such a matrix, it is possible to reach the level of intermediate and specific educational objectives (cf. Krathwohl, 1971) in a systematic way. The matrix is conceived as a longitudinal one because the three main levels of the development of perspective-coordination encompass an age-span of

several years. The following part of this paper will summarize several kinds of opecifications as well as some functions and merits of this procedure. <u>Specification 1: Content aspects of the social-cognitive operations</u>. In the matrix (see fig. 1, spec. 1) a distinction is made between the following contents: (1) external features of self and the other(s), (2) (visual) percepts, (3) feelings and emotions, (4) thoughts and concepts, (5) intentions, (cf. Livesley & Bromley, 1973; Shantz, 1975) and (6) moral norms. These contents can be regarded as sub-perspectives of a total subjective perspective (cf. Oppenheimer, 1976), which can be further extended to, for instance, affections, prejudices, ideas of justice, friendship and interpersonal relations (Selman, 1975).

Specification 2: The complexity of the perspectives.

This component (see fig. 1, spec. 2) is subdivided in: (1) the number of recepctives to be differentiated (i.e. one's own from one other person's, or several other persons'), (2) extent of difference between two (or more) subjective perspectives. The latter extent will have to be expressed in some quantitative measure (cf. Buis, 1976). (3) The degree of familiarity with those persons whose perspectives are to be differentiated, determined or boordinated. Finally, (4) the level of abstraction present in a perspective (e.g. emphasis on visual percepts, perceptible expressions of feelings Versis thoughts or concepts).

At feelings Versis thoughts or concepts). <u>Specification 3</u>: This specification refers to the structure of those metal interactions in which a child can or should demonstrate the above listed social-cognitive skills or operations. In this context the relationship between types of social motives, possible combinations of pocial motives (cf. MacCrimmon & Messick, 1976) and the probability of

* There is some empirical evidence that shows that the extent of relational proximity has a positive influence on the ability to take the perspective of others and subsequently on the stage-level performance of moral dilemmas (Gash, pp. 96, 106).

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the performance of the intended social-cognitive operational activity needs to be spelled out (e.g. how far a social interaction in which the basic motive of competition predominates can be considered as a necessary, sufficient and/or facilitative condition of the occurence of differentiating between intentions for instance).

Specification 4: concerns the specific cognitive prerequisites in order to achieve the above social-cognitive skills especially in reference to the various content area's of social cognition. For instance, mental rotation is referred to as a supposed prerequisite of the ability to place oneself in the visual perspective of the other.

Specification 5: consists of the determination of learning contents (e.e. stories in words or pictures with a variety of feelings, emotions, intentions etc.) and learninghotivities (e.g. comparison of the predicted against the real intention; representing one's own feelings and those of another person in a role playing game; imitation of the infered emotional state of the other, etc). Moreover, in organizing and constructing series of learninghotivities and -materials several criteria have to be taken into account, e.g. (1) the nearness versus the distance of learning contents (for instance an interpersonal problem), (2) the extent in which the child itself takes part in an interpersonal problem solving process (3) the specificity and transferability of the learning process involved. In order to prevent misunderstanding it has to be noted that both specification components (see fig. 1) and the subsequent specifications (i.e. spec. 3, 4 and 5) are not regarded as imiependent(dimensions) of the social-cognitive operations represented by the vertical axis in figure 1..

Merits of the matrix-procedure

With the assistance of the matrix, resulting from the procedure proposed, one can achieve the following goals:

- (a) the systematic generation of a coherent set of potential educational goals and learner objectives.
- (b) the forming of hypotheses concerning the classification and ordering of objectives, and developmental, and instructional processes.
- (c) the formulation of objectives in the specific area of interest (i.e., development of social-cognition).
- (d) the specification, in detail, of activities to be carried out by the research psychologist, the curriculum development team, and the evaluation team.
 - Especially in the latter sense the matrix-procedure may offer more insight into the delegation of tasks and responsibilities present in interdisciplinary endeavours as in the construction of a curriculum on the stimulation of social-cognitive development.



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