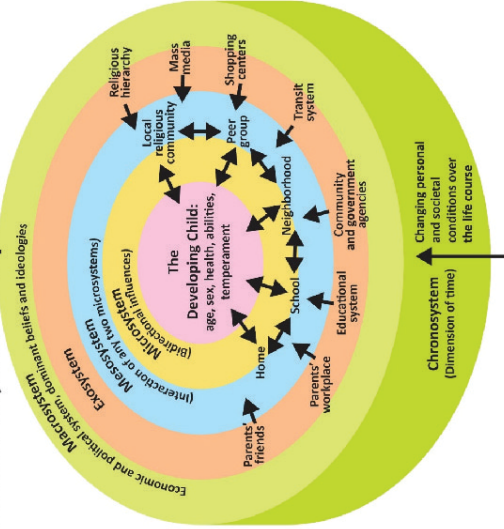




The Impact of Individual, Social, and Societal Development on Learning

Greg Mullen, Educator and Founder, Exploring the Core LLC

Bronfenbrenner's Bioecological Systems Theory for Development



K-12 Teacher Prep Programs rarely go into detail about Bronfenbrenner's model.

How does this model improve teaching in the classroom?

If a person's environment influences development, change to the environment will impact development.

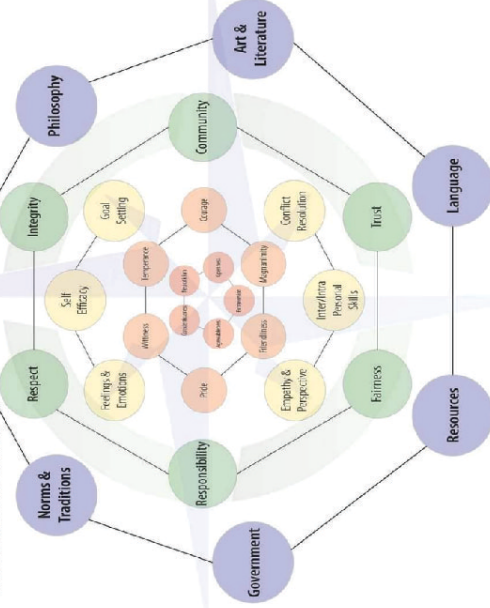
What changes must be made to positively impact development?

My model's intent and purpose is to promote a shared language and understanding for deciding what changes must be made to positively impact development.

This model can help to:

- (1)** reflect on specific traits and developing attributes,
- (2)** reflect on competencies for self and social development,
- (3)** reflect on influences of culture and values.

EXPLORING THE CORE OF WHO WE ARE AND HOW WE LEARN



Individual Development

Personal Traits and Attributes

Personality Traits

Conscientiousness Agreeableness
Extraversion Neuroticism Openness
[Stability] [Plasticity]

Attributes

Magnanimity
Temperance
Friendliness
Witiness
Courage
Pride

Social Development

Social and Emotional Character Development

Self-Awareness & Management

Managing Emotions
Self-Efficacy & Improvement
Goal-Setting & Reflection

Social-Awareness & Relationships

Empathy & Perspective
Interpersonal Skills
Conflict & Resolution

Societal-Awareness & Management

Responsibility (Rules & Consequences)
Community (Caring & Citizenship)

Societal Development

Values (Ideals) and Elements of Culture

Values (Ideals)

Responsibility Community
Integrity Fairness
Respect Trust

Elements of Culture

Government Philosophy
Resources Language
Structural Relationships
Norms & Traditions
Art & Literature

To Create a "Self-Directed" Learning Environment:

- (1) Schools must shape expectations for classroom culture by redefining and promoting shared values (ideals) which support a "self-directed" learning environment.
- (2) Teachers must incorporate, model, and promote developmentally relevant strategies for students to manage social and emotional competencies.
- (3) Schools and teachers must develop in students a willingness to reflect on ranges of traits and attributes which promote a "self-directed" learning mindset.