

Recognizing the Conditions of Developmental Change in Everyday Activity

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Purpose

- Think about development in ways that go beyond common sense narratives of developmental change
- Illustrate how developmental changes emerge from situated processes of activity
- Suitable for large or small sized classes on development

Activity

- Carefully observe a person's interaction with their environment.
- Keep an eye out, and take note of any indication that the observed person experiences *disequilibrium*—i.e., surprise, confusion, or cognitive dissonance.
- Take careful notes.

Activity

- Consider observed instances of *disequilibrium*.
- Could these be catalysts for the development of new forms of behavior?
- *(instructor describes example of such surprise/confusion, and models analysis of how it could catalyze development)*

Presentation

- **Students:** Give a presentation describing:
 - 1) the observed activity
 - 2) the disequilibrium conditions, and how they might promote development of a new form of activity
 - 3) what the new activity might be, and how the various factors in the situation might give it form

Learning Outcomes

- Introduction to naturalistic observation
- Consideration of developmental changes promoted/inhibited in everyday life
- Awareness of non-obvious nature of many developmental changes