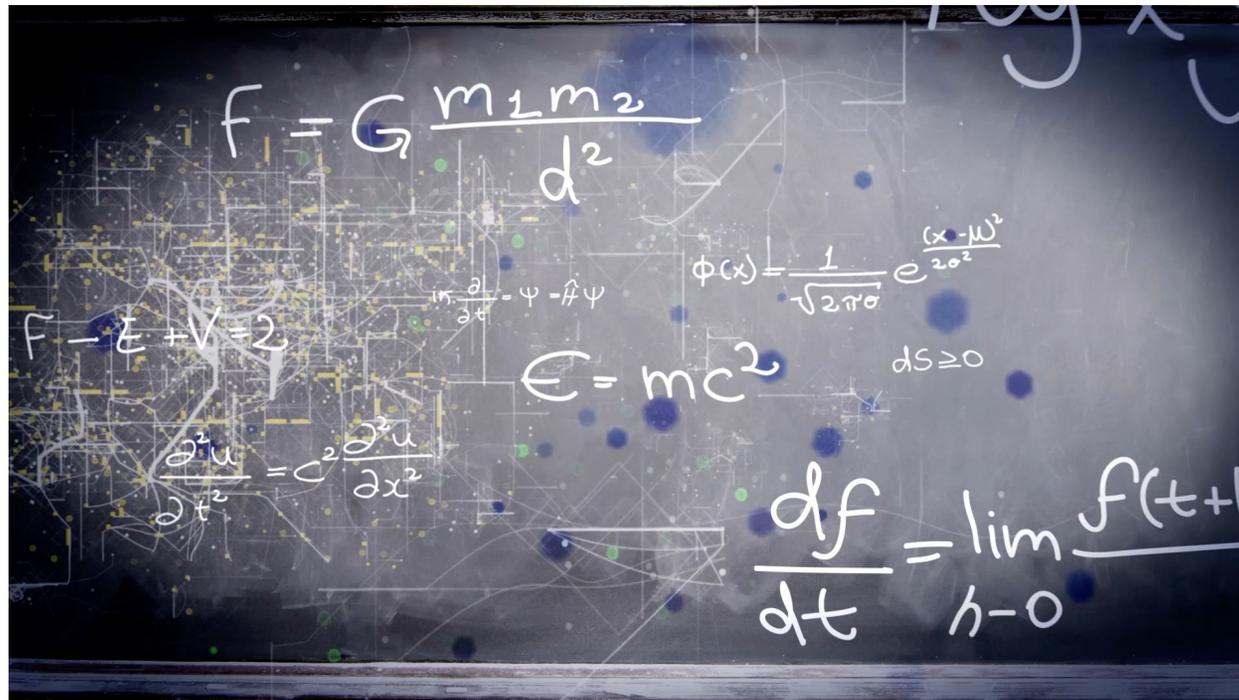


# Psychosocial Development in the Classroom

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# Overview



Erik Erickson's 8 Stages of  
Psychosocial Development

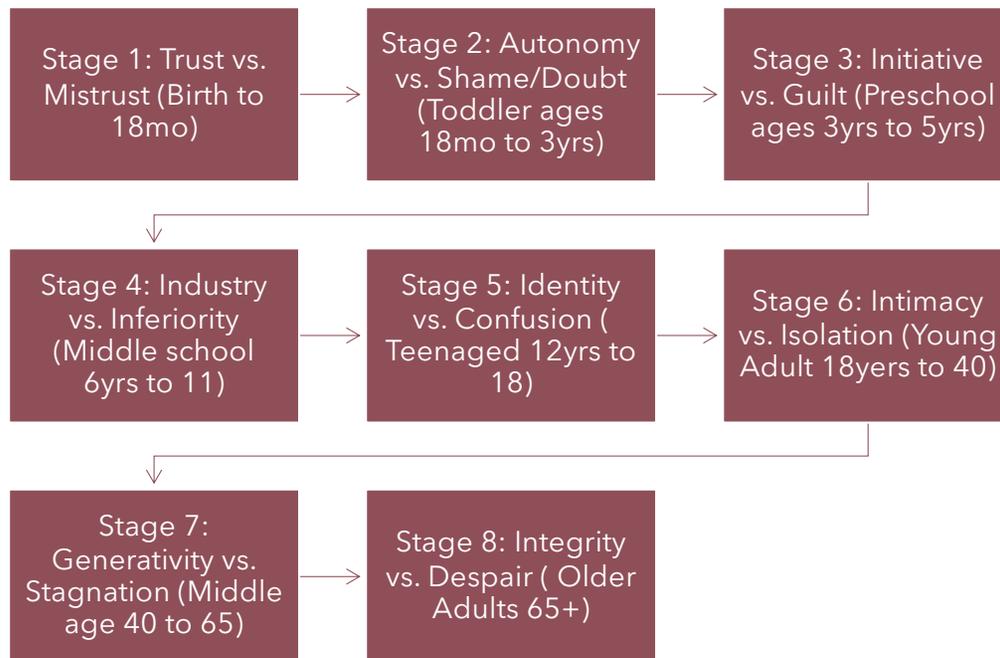


Adult Learning  
Environment



Applying Erickson's Theory

# Erikson's 8 Psychosocial Stages of Development



# A closer look at Erikson's psychosocial stages for Adults

## Stage 6

Intimacy vs. Isolation (Young Adult 18yrs to 40)

- At this stage young adults must form intimate and loving relationships with others. Being successful leads to strong and meaningful relationships whereas being unsuccessful results in isolation and the feeling of loneliness.

## Stage 7

Generativity vs. Stagnation (Middle age 40 to 65)

- In adulthood a person has a need to nurture or create things that will outlast them. This is done through focusing on positive changes that benefit one's family and career or even other people. Adults who are successful will feel they are contributing to the world either through their family or their community. Adults who fail to attain this this can feel uninvolved and unproductive.

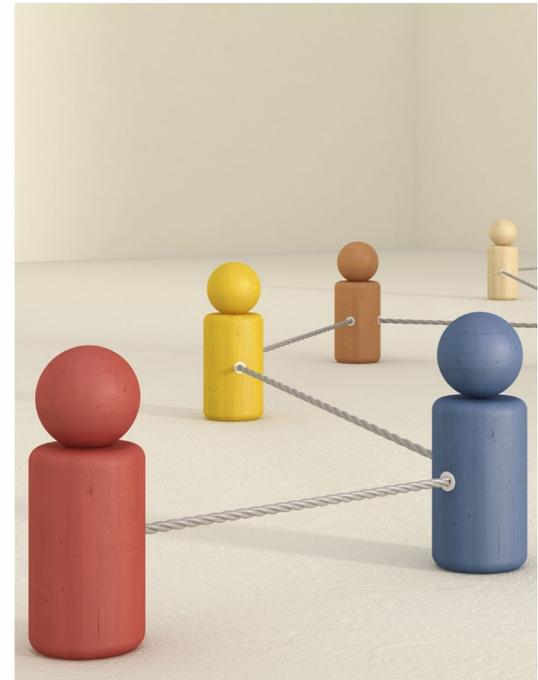
## Stage 8

Integrity vs. Despair ( Older Adults 65+)

- This final psychosocial stage transpires during old age and is focused on reflecting back on a person's life. Individuals will look back on their lives to determine if they are ultimately happy with the life they lived or if they have feelings of remorse for things they should or shouldn't have done.

# Important Considerations

Erik Erikson's 8 Stages of Development is a theory on psychosocial development. Additionally, according to Kendra Cherry, "Erikson's theory was based on what is known as the epigenetic principle. This principle suggests that people grow in a sequence that occurs over time and in the context of a larger community. (Cherry, 2024)" Therefore, he theorized that an individual's personality developed overtime and through the span of life. Relationships and social interaction plays a crucial role in one's development. Each stage is built upon the one before it. Depending on how each stage and important event in that stage is handled will depend on the outcome. The outcome will either benefit or negatively impact a person's development. So, adult learning is not only impacted by the stage they are in but also the outcome of the prior stages.





# Characteristics for an ideal learning environment in favor of Adults

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- **Relevance in life:** The instructional activity or content should connect to the adult learners professional and personal experiences by being applied to their life.
- **Collaborative learning:** Facilitates chances for sharing insights with others, peer interaction, and group projects.
- **Active learning:** Encourages engagement through hands-on activities, problem-solving, and case studies.
- **Flexibility:** Provides options for self-paced learning, various delivery methods for learning, and diverse learning styles.
- **Facilitator role:** The instructor should act as a guide to support adult learners in the exploration of the material as compared to lecturing or criticizing. Furthermore, according to Chankanika et al., "Most importantly, the role of the educator is to facilitate learning by engaging the learners in dialogue (2019)."
- **Respect for prior knowledge:** It is important to recognize and consider existing experiences and expertise an adult learner possesses.
- **Clear objectives and goals:** That are communicated upfront will provide the learner with direction and enable intrinsic motivation.
- **Positive support and feedback:** Regular constructive feedback by a facilitator can encourage confidence and progress.
- **Psychological safety:** Supports a respectful exchange of ideas through open dialogue.

# Principles to consider in Adult Learning

ANDRAGOGY: THE THEORY OF ADULT LEARNING THAT CONCENTRATES ON SELF-DIRECTED LEARNING, RELEVANCE TO ONE'S LIFE, AND DRAWS ON THE LEARNERS PAST EXPERIENCES.

SELF-EFFICACY: LEARNERS NEED TO HAVE CONFIDENCE IN IN THEIR ABILITY TO SUCCEED AND ACCOMPLISH THEIR EDUCATIONAL ASPIRATIONS. ACCORDING TO CERVONE ET AL. "WHEN ACTIVATED AND THE ASSESSMENT IS "I CAN," HIGH SELF-EFFICACY WILL LEAD TO NEW LEVELS OF LEARNING AND ACCOMPLISHMENT (2006)."

MOTIVATION: CULTIVATING AN ENVIRONMENT FOR LEARNING THAT IS INTRINSICALLY MOTIVATING AND ALIGNS WITH A LEARNERS' PERSONAL GOALS.

# Applications of Erikson's Theory in Adult Education



Relevant stages: Intimacy vs. Isolation and Generativity vs. Stagnation.

Many adult learners will fall into either of these categories depending on their age.



In Intimacy vs. Isolation stage, a facilitator should create opportunities for person-to-person interaction and discussion groups to build trust and connection in the class.



For the Isolation vs. Generativity stage, its important for adult learners to have an environment that adds to them knowing they are meaningfully contributing and making a positive impact.



## Gardening - A group learning activity

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- With this environmental science type activity there are several ways apply and address Erikson's stages of development. First, the instructor can gather the group and discuss what, if any, experiences the learners have in gardening. This creates peer-to-peer discussion and interaction. One group can be responsible for collecting information on what vegetables/plants grow best together and ones that do not.
- While the first group is gathering that information, another group can decide what type of garden they want to utilize for the best production (raised beds, potted plants, or in ground.) This encourages collaboration and shared responsibility.
- Then the group can collectively begin the on-going gardening process.

# Gardening: Andragogy and Erikson



The andragogy theory of adult learning focusses on self-directed learning, relevance to one's life, and draws on the learners past experiences. The group discussion draws on past experiences and allows for flexibility to aid the learner in what they have experience in or want to get better at.



Gardening is a collaborative learning environment in which the learners can receive positive feedback and support from the facilitator and their peers.



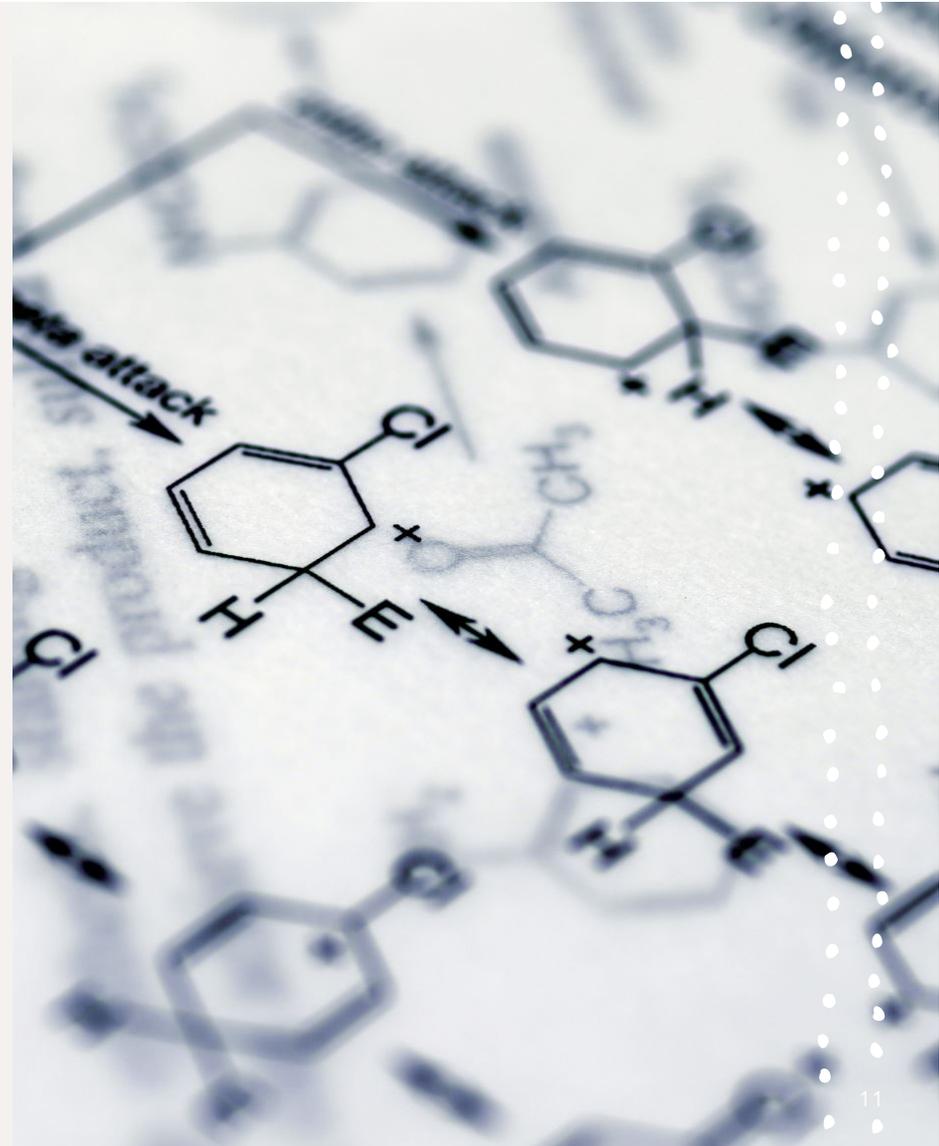
Group projects also foster platonic Intimacy and Generativity through feelings of usefulness and accomplishment.

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# THANK YOU

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