**Assess the ethnocentrism of research into cognitive development.**

**Introduction**: Research into cognitive development does show significant ethnocentrism, as it will often use etic constructs such as assessing the role of tutoring in the completion of a cognitive task. There are 2 types of ethnocentrism; severe = belief that one’s own group (ethnic, social, cultural) is the most important; softer ethnocentrism = people from 1 certain culture find it difficult to think outside their own cultural experience.

Paragraphs

1. Research into cognitive development shows severe ethnocentrism because it focuses on samples from the UK / USA where learners can be assessed from the age of 3 onwards. However, some parts of the world do not have learners prior to the age of 7 (such as Finland).
2. Research into cognitive development shows softer ethnocentrism because it uses tasks which expect a hierarchical / vertical relationships (teacher to student) rather than horizontal relationships (learner and guide). In Wood’s research, the task had this vertical relationship being shown because … There are countries and cultures where this vertical relationship is not common, such as in Montessori and Steiner schools.
3. The results of research into cognitive development is not ethnocentric as they can be applied worldwide. For example, Wood’s recommended stages of scaffolding needed for a child to develop developed are universal all around the world and in all areas of learning:
* **Recruitment** – engaging learners and keeping them interested
* **Reduction in degrees of freedom** – help learners see a correct solution quicker, by giving only a couple of options
* **Direction maintenance** – keep the motivation by giving feedback on successful attempts.
* **Marking critical features** – the tutor can highlight features that are important in the task
* **Frustration control** – the tutor should make the task less stressful but also avoid the child becoming dependent
* **Demonstration** – the tutor can demonstrate / model a solution that the learner has started, and then show the ideal solution, so they can imitate this.