



Class Objectives:

- To describe specific learning theories: learning climate, domains of learning, degrees of learning, andragogy, and learning styles.
- To identify past experiences where the issues described in the learning theories were at work.

Key Terms:

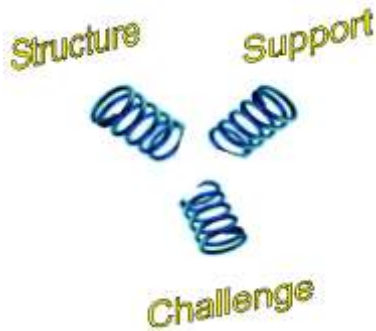
- Learning Climate
- Structure/Support/Challenge
- Tension
- Domains of Learning
- Degrees of Learning
- Bloom's Taxonomy
- Andragogy
- Pedagogy
- Learning Styles

Pre-lesson Recommended Reading:

- Chapters 10-12, 14-15 of : M. Anthony's *Introducing Christian Education*:
 - i. Yount, W (2001). Learning Theory for Christian Teachers.
 - ii. Pazmiño: R. W. (2001). Jesus: The Master Teacher.
 - iii. Ward, T. (2001). The Teaching-Learning Process.
 - iv. LeFever, M. (2001). Learning Styles.
 - v. Cunningham, S. (2001). Creative Teaching Methods.
- Chapters 7-8 of R. Habermas' *Teaching for Reconciliation*.

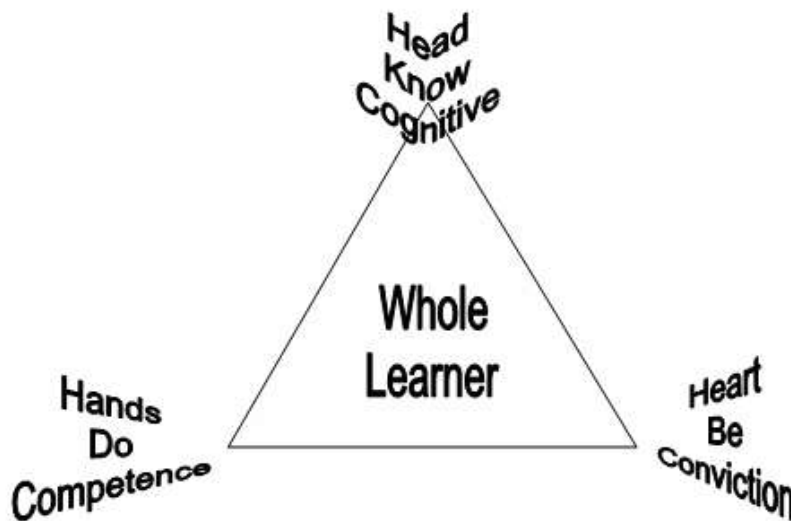
I. Learning Theory: Learning Climate:

- A. Learning Climates are Physical and Psychological
- B. Structure, support, and challenge must be held in proper tension for learning to occur.



II. Learning Theory: Domains of Learning

- A. Head/Heart/Hands (same concept as Know/Be/Do)



- B. Domains artificially break learning down into different areas such as head, heart, and hands.
 - * In recent educational literature, a fourth domain has been added: conation, or, the will. Traditionally, conation has been accounted for under “heart,” or the “affective” domain.

III. Learning Theory: Degrees of Learning

A. Rubric of Domains and Degrees

4 Domains of Learning	Degree 1	Degree 2	Degree 3
<u>Cognition</u> (Knowledge, “head,” “know”)	Displays awareness	Displays understanding	Displays wisdom
<u>Conviction</u> (Attitudes, values, emotions, “heart,” “be”)	Expressed by sensitivity to others	Expressed by empathy	Expressed by compassion in action
<u>Competence</u> (Skills, habits, “hands,” “do”)	Accomplished with some difficulty	Accomplished with ease	Accomplished with improvisation
<u>Conation</u> (Motivation, will, perseverance, “heart,” “be”)	Completed with much prompting	Completed with infrequent accountability	Completed with enthusiastic initiative

(Adapted from Habermas)

B. Bloom’s Taxonomy

1. Focuses on the cognitive domain
2. Six degrees of cognitive learning

Cognitive Domain: Bloom’s Taxonomy of Learning Objectives	
Knowledge	Identify, recite, list
Comprehension	Interpret, paraphrase, illustrate
Transfer	Construct, demonstrate, implement
Analysis	Categorize, diagram, outline, compare
Synthesis	Design, develop, plan, create
Evaluation	Critique, appraise, rank, rate, assess

Bloom et al. (1956) Taxonomy of Educational Objectives

3. Application for Bible studies
4. Bloom’s taxonomy is being tweaked to this day – it is not static.

IV. Learning Theory: Malcolm Knowles' Andragogy and Pedagogy

- A. Pedagogy – the way children learn
- B. Andragogy – the way children learn
- C. Summary

Learning Theories: Malcolm Knowles		
	Andragogy	Pedagogy
Self-Concept	Active Learner	Dependent Learner
Readiness to Learn	Learner Interests	Grade/Class
Experience	All Participants' Discussion	Teacher's Experience Lecture
Time Perception	Solve Problems Today	"You will use this some day"

- D. Affirmations and Challenges of Knowles' Theory
- E. How we see this at work in our churches

V. Learning Theory: Learning Styles

- A. There are different categories to use in discussions of learning styles
 - 1. Environmental Stimuli (sound, light, temperature, design, time, mobility, intake)
 - 2. Information Processing (active, reflective, conceptual, concrete)
 - 3. Social Interaction (self, peers, pair, team, adults, intergenerational, gender)
 - 4. Instructional Preferences (lecture, demonstration, discussion, case study, action research)
- B. Marlene LeFever's Work
 - 1. questions that different types of learners want answered
 - 2. learning cycle

Please complete the following **Activity** (4.1).

Briefly describe each of the following learning theories.

- 1. Learning Climates
- 2. Domains
- 3. Degrees

4. Andragogy/Pedagogy:

5. Learning Styles

Please complete the following **Activity** (4.2).

1. Gather a few friends and share with them your descriptions of learning climates, domains, degrees, andragogy/pedagogy, and learning styles.
2. Together, name two or three programs or events from your churches or from any other prior ministry experiences.
3. Affirm and challenge various aspects of each event in light of two or three of the learning theories.

VI. Questions for Consideration:

1. What have been your experiences with the effectiveness of andragogy/pedagogy?
2. How have your personal learning style preferences impacted your prior ministry experiences?
3. How do you think your personal learning style preferences will impact the way that you teach?

VII. Bibliography:

1. Cunningham, S. (2001). Creative Teaching Methods. In M. Anthony (Ed.), *Introducing Christian Education: Foundations for the twenty-first century* (140-146). Grand Rapids, Baker Academic.
2. Habermas, R. (2001). *Teaching for reconciliation: Foundations and practice of Christian educational ministry* (2nd ed.). Eugene, OR: WIPF & Stock Publishers.
3. Knowles, M. (1980). *The modern practice for adult education: From pedagogy to andragogy* (2nd ed.). River Grove, IL: Follett Publishing Company.
4. LeFever, M. (2001). Learning Styles. In M. Anthony (Ed.), *Introducing Christian education: Foundations for the twenty-first century* (130-139). Grand Rapids, Baker Academic.
5. Pazmiño, R. W. (2001). Jesus: The Master Teacher. In M. Anthony (Ed.), *Introducing Christian education: Foundations for the twenty-first century* (111-116). Grand Rapids, Baker Academic.
6. Ward, T. (2001). The Teaching-Learning Process. In M. Anthony (Ed.), *Introducing Christian education: Foundations for the twenty-first century* (117-124). Grand Rapids, Baker Academic.
7. Yount, W. (2001). Learning Theory for Christian Teachers. In M. Anthony (Ed.), *Introducing Christian education: Foundations for the twenty-first century* (101-110). Grand Rapids, Baker Academic.