



Class Objectives

- To distinguish between how children and adolescents learn and grow in different domains.
- To consider the implications of the stages of cognitive development on educational ministry.
- To explore the learning theory that structure, support, and challenge must be present in proper tension for appropriate learning objectives to be met.
- To discern the compatibility of Larry Kohlberg’s theory of moral development with a Christian worldview.
- To evaluate William Perry’s Scheme of Cognitive and Ethical Development.

Key Terms:

- Sensory perception
- Motor ability
- Symbolic perception
- Linguistics
- Abstract thinking
- Disequilibrium
- Moral development
- Cognitive development
- Ethical development

Human Development, Part 3

I. Piaget

A. Four basic stages of cognitive development:

1. 0-2 years Sensory perceptions & motor activities provide basic

concepts & abilities.

2. 2-7 years Symbolic perceptions & imitation of others used to make sense of the world.
3. 7-11 years Most thinking is linked to concrete experiences. Can organize ideas mentally.
4. 11-15 years Learning to think abstractly & to hypothesize like an adult.

B. Disequilibrium:

1. Brings about critical assessment of assumptions
2. Examples:





3. Harnessing disequilibrium responsibly

II. Larry Kohlberg – Moral Development

A. Description of Stages

1. Level I.

We respond to rewards & punishments.

“I do it because it is best for me.”

Right/wrong is based on concern for self.

2. Level II.

We follow rules & role models.

“I do it because I want to be like her,” or “because the Bible says to.”

Right/wrong is based on concern for self & a source outside self.

3. Level III.

We internalize principles.

“I do it because I believe in the Greatest Commandment & can apply it to this specific situation.”

Right/wrong is based on love.

B. What should be at the top of the ladder?

III. William Perry – Cognitive and Ethical Development:

A. Perry’s Scheme

Dualism modified ↓ ————— ↓	Position 1	Authorities know, and if we work hard, read every word, and learn Right Answers, all will be well.
	Transition	But what about those Others I hear about? And different opinions? And Uncertainties? Some of our own Authorities disagree with each or don’t seem to know, and some give us problems instead of Answers.
	Position 2	True Authorities must be Right, the others are frauds. We remain Right. Others must be different and Wrong. Good Authorities give us problems so we can learn to find the Right Answer by our own independent thought.
	Transition	But even Good Authorities admit they don’t know all the answers yet!
	Position 3	Then some uncertainties and different opinions are real and legitimate temporarily, even for Authorities. They’re working on them to get to the Truth.
	Transition	But there are so many things they don’t know the Answers to! And they won’t for a long time.
	Position 4a	Where Authorities don’t know the Right Answers, everyone has a right to his own opinion; no one is wrong!
Relativism discovered ————— ↓	Transition (and/or)	But some of my friends ask me to support my opinions with facts and reasons.
	Transition	Then what right have They to grade us? About what?
	Position 4b	In certain courses Authorities are not asking for the Right Answer; They want us to think about things in a certain way, supporting opinion with data. That’s what they grade us on.
	Transition	But this “way” seems to work in most courses, and even outside them.
Commitments in Relativism developed ————— ↓	Position 5	Then all thinking must be like this, even for Them. Everything is relative but not equally valid. You have to understand how each context works. Theories are not Truth but metaphors to interpret data with. You have to think about your thinking.
	Transition	But if everything is relative, am I relative too? How can I know I’m making the Right Choice?
	Position 6	I see I’m going to have to make my own decisions in an uncertain world with no one to tell me I’m Right.
	Transition	I’m lost if I don’t. When I decide on my career (or marriage or values) everything will straighten out.
	Position 7	Well, I’ve made my first Commitment!
	Transition	Why didn’t that settle everything?
	Position 8	I’ve made several commitments. I’ve got to balance them – how many, how deep? How certain, how tentative?
————— ↓	Transition	Things are getting contradictory. I can’t make logical sense out of life’s dilemmas.
	Position 9	This is how life will be, I must be wholehearted while tentative, fight for my values yet respect others, believe my deepest values right yet be ready to learn. I see that I shall be retracing this while journey over and over – but, I hope, more wisely.

Perry, Jr., William G. (1999). *Forms of Ethical and Intellectual Development in the College Years: A Scheme*. San Francisco, CA: Jossey-Bass.

Please **PAUSE** the recording and complete the following **Activity (7.1)**.

Take some time to reflect on Perry's scheme of cognitive and ethical development and then briefly jot down answers to the following questions:

1. There are elements of truth here, what are two or three?

2. Why do you affirm these?

3. There are elements of falsehood here, what are some?

4. Why do you challenge these?

5. According to Perry and Belenky et al., the teaching/learning process is more like midwifery than banking, more a journey than a destination, more social than individual, more active than passive, more question-forming than answer-giving, and more tentative than certain. How accurate are these perceptions from a Christian perspective? Where do you fall on the spectrum of these alternatives?

B. Evaluating Dr. Perry's theory

C. Responding to Dr. Perry's theory

Please complete the following **Activity (7.2)**.

Take a few moments to reflect on Lesson 7 and write down the "Muddiest Point" [What topic(s) from the lesson do you feel you understand the least?].

IV. Questions for Consideration:

1. What metaphors describe your perspective on the teaching learning process?

V. Bibliography:

1. Butman, Richard E., and David R. Moore. 1995. "The Power of Perry and Belenky" in *Nurture That Is Christian: Developmental Perspectives on Christian Education*. Wilhoit, James C., and John M. Dettoni, (eds.). Baker Book House.
2. Estep, James Riley, Jr., and Alvin W. Kuest. "Moral Development through Christian Education" in Anthony, Michael J., (ed.). *Christian Education: Foundations for the Twenty-First Century*. Baker Book House, 2001. (p.75)
3. Meek, Esther Lightcap. 2003. *Longing to know: The philosophy of knowledge for ordinary people*. Grand Rapids, Michigan: Brazos Press.
4. Newbigin, Lesslie. 1995. *Proper confidence : faith, doubt, and certainty in Christian discipleship*. Grand Rapids : W.B. Eerdmans Pub. Co.
5. Perry, William G., Jr. 1999. *Forms of intellectual and ethical development in the college years : a scheme*. San Francisco, Calif. : Jossey-Bass Publishers.
6. Pullman, Ellery. "Life Span Development" in Anthony, Michael J., (ed.). *Christian Education: Foundations for the Twenty-First Century*. Baker Book House, 2001. (p.68)