

# The Teacher and Educational Psychology (Part Two)

## Objectives

At the end of this lesson the student should be able to:

1. Identify and briefly define the levels, components, events, and facets of the educational theories and concepts of the following theorists:
  - a. Abraham Maslow
  - b. John Keller
  - c. Robert Gagne
  - d. Benjamin Bloom
2. Apply with specific examples as many of these educational theories as possible to Christian education and ministerial development.

## Introduction

The educational theories and concepts outlined in this lesson are very beneficial to instructional design and curriculum development. When implemented in the classroom they greatly enhance active participation, increase motivation, and ensure student learning.

## Maslow's Hierarchy of Needs

Abraham H. Maslow's hierarchy of needs is often represented in five levels of a pyramid and is occasionally expanded to seven or eight levels by some writers. "It could also easily be likened to the concept of a ladder in that each level or rung has to be conquered before advancing to the next one" (Shock, 2015). The idea of building on foundations is consistent with the Christian worldview and in alignment with the Bible as a biblical concept (1 Cor. 3:11, Is. 28:16, Eph. 2:19-20, Matt. 7:24-27). Maslow's hierarchy of needs is based upon the premise of meeting needs of the self but the Bible shows that God is the one who provides mankind's needs (Philippians 4:11, 19). The

theory adequately looks at human needs but bypasses any comprehension of spiritual ones. One’s faith motivates a person to live in the image of the Creator (Col. 3:8-11) and to reach one’s God-given potential (Matt. 25:35-45). Regardless, various concepts can be gleaned from the theory, appropriately integrated to the Christian worldview, and applicable to not only theological education classes but any classroom.

Teachers should consider student needs in their hierarchal order so students can realize their fullest potential. In education the teacher has the primary responsibility to develop and sustain motivation in the classroom and in the lives of the learners. If students are not motivated to learn in one way or another it is highly unlikely that any appreciable level of learning will transpire. The more needs that are met the more students will learn and students tend to be willing to learn typically if the lesson or subject is something they perceive they need. This is one reason why our classes should incorporate real-life and real-world issues.

Our students have spiritual needs as well as felt needs. Spiritual needs should be at the top of the pyramid although Maslow’s theory presupposes self-actualization without God. People with unfulfilled lower level needs, like an empty stomach, should have these needs satisfied before they will be concerned with higher level needs. The table that follows outlines Maslow’s theory and hierarchy giving particular detail to how each level can be implemented in the Bible school classroom:

TABLE ONE  
 MASLOW’S THEORY OF MOTIVATION

LEVEL	EXPLANATION	CLASSROOM APPLICATION
Physiological	Supply basic needs vital for survival, oxygen, food, water, and sleep.	Have correct room temperature, bathroom breaks, and drink breaks.
Safety	Provide security of environment, employment, resources, and health.	Have well-planned lessons taught in an orderly arrangement, institute fair discipline, and possess an accepting attitude from the instructor.
Belongingness	Display love, friendship, family, appropriate intimacy, and godly	Be an empathetic, supportive, considerate teacher that is interested in each student. The instructor should

	relationships.	(a) provide one-on-one instruction, (b) give positive feedback, (c) know students, (d) possess a listening ear, (e) show value for each student, (f) allow for class meetings, (g) facilitate peer tutoring, (h) motivate class discussions, (i) provide an environment where students will overcome feelings of loneliness or isolation, (j) provide a fun class or lesson that will improve affectionate bonds between students, and (k) avoid embarrassing or singling out a particular student.
Esteem	Encourage confidence, self-esteem, achievement, success, and a mutual respect for each other,	An instructor should (a) pace instruction to fit the individual, (b) identify the learning style of each student, (c) focus on strengths, (d) be available to students without difficulties in learning subject matter, (e) involve all students in participation, (f) provide opportunities for discussion, (g) allow students to physically post a compliment about one of the other students on a bulletin board and (h) validate one another.
Self-actualization	Foster morality, creativity, problem-solving, and personal growth.	An instructor should (a) expect students to do their best, (b) allow students the freedom to explore, (c) provide opportunities or projects for students to express themselves, and (d) praise publicly or in private (Martin and Joomis, 2007, 72–75).

**Keller’s Model of Motivation**

John Keller’s Model of Motivation design is based upon the idea that there are four key components to the learning process that enable, encourage, and establish motivation. Through implementing this theory an instructor can integrate learner motivation into lesson plans. Motivating learners is a sequential process where instructors gain the attention of learners and engage them in the learning process before anything else can take place (Driscoll 2005, 334).

TABLE TWO  
 KELLER’S MODEL OF MOTIVATION DESIGN

LEVEL	EXPLANATION	CLASSROOM APPLICATION
Attention	Perceptual arousal of attention through the use of surprise in order to gain attention. Inquiry arousal of attention stimulates curiosity by posing challenging questions. Grab attention because once learners are interested in the topic they will be willing to invest time and attention to find out more. Curiosity is a strong motivator of learning both for children and adults.	Use (a) active participation, (b) games, (c) videos,(d) short lectures, (e) discussion groups, (f) stories, (g) visuals, (h) humor, (i) variety of methods, (j) role play, (k) hands-on practice, (l) real-world examples, (m) specific and relatable examples, (n) brainstorming, (o) demonstrations, (p) debates, (q) instructor varying tone of voice in teaching, and (r) dramatic reading
Relevance	Establish and explain significance of content to increase learner motivation.	Explain how new learning builds on their present knowledge base, subject matter is useful now or in the future. Model what you as the instructor want to see in the students. Utilize guest speakers and videos.

Confidence	Instill in the students the likelihood of success. Learners can achieve objectives. Link new learning with previous experiences.	An instructor should (a) provide objectives or expectations concerning the lesson, (b) establish a sense of continuity, (c) give learner control over learning, and (d) outline small achievable steps of growth.
Satisfaction	Fulfillment is based on intrinsic or extrinsic motivation.	An instructor should reward learning through (a) praise, (b) sense of achievement, (c) feedback, and (d) positive reinforcement. This is enhanced through (a) providing opportunities to utilize new knowledge in a real-life setting, (b) immediate application, and (c) sharing testimonies of how learning these skills were helpful to others, (ACRS Model of Motivational Design Theories, accessed 3/5/2016).

Keller (2006) said, “Motivation consists of the amount of effort a person is willing to exert in pursuit of a goal; hence, motivation has magnitude and direction. Consequently, motivational design is concerned with connecting instruction to the goals of learners, providing stimulation and appropriate levels of challenge, and influencing how the learners will feel following successful goal accomplishment, or even following failure” (ARCS Model of Motivational Design Theories, accessed 3/5/2016). Keller’s insight is consistent with our Christian worldview.

**Gagne’s Theory of Instruction**

Robert Gagne’s Theory of Instruction is valuable to instructors and those that are involved with curriculum development or instructional design. Gagne is considered to be one of the foremost contributors to a systematic approach to instructional design. His

work is based on the information processing model of mental events. His theory helps instructors better organize thoughts, effectively prepare instruction, and create objectives for learning. The nine events or steps to instruction are not iron clad rules but general considerations to be taken into account when designing instruction. Each of the various events highlights a form of communication that assists in the learning process. These steps are outlined in the table that follows:

TABLE THREE  
 GAGNE’S NINE EVENTS OF INSTRUCTION

EVENT/STEP	EXPLAINED	CLASSROOM APPLICATION
Reception	Gain attention.	An instructor could (a) present a story, (b) grab learner’s attention, (c) provide demonstrations, (d) identify what is important to each learner, (e) begin lesson with a thought-provoking question, or (f) utilize multimedia or an interesting visual (Gagné’s Nine Events of Instruction, accessed 3/5/2016).
Expectancy	Provide a learning objective	Allow learners to organize thoughts on what they will learn. The objectives will cue the learner on the goals of instruction.  In classes at every level explain to the learners what they will learn in the class session by providing them a little road map of what is going to take place.
Retrieval	Encourage recall of prior knowledge.	An instructor could (a) start by building on what the learner already knows, (b) provide scaffolding, (c) add more detail to what has been learned, (d) model the behavior, (e) permit interactive learning, and (f) ask students to recall events from previous lessons.  For example, students could define what is meant by a parable, explain what parable was covered in the previous lesson, and articulate how what was learned could be applied to life today.

Selective Perception	Present the material.	An instructor should teach the material in sequence and in appropriate chunks of information. Content should be organized logically and meaningfully. For example: ask students to find the similarities in the stories in Luke 15. The lost sheep, coin, and son have several things in common.
Semantic Encoding	Provide learning guidance.	Explain and demonstrate using a variety of media and methods.
Responding	Elicit performance.	Allow the learners to practice the newly acquired behavior. Repetition will increase the likelihood of retention.
Reinforcement	Provide feedback.	
Retrieval	Assess performance.	
Generalization	Enhance retention.	Review the lesson, enhance retention through allowing students to practice, demonstrate or apply skills or learning achieved (Al-Qassabi and Al-Sammarraie, 2013, 60-72).

It is interesting to note that most of these nine steps of instruction correlate well with Keller’s Model of Motivation. Thus, I used specific examples of how the levels or concepts could be used within Christian education classes in Table Three rather than in both tables.

**Bloom’s Taxonomy of Learning**

The first three levels of the taxonomy tend to focus on singular, simple concepts while the higher three levels focus on multiple, complex concepts (387, Yount). Bloom’s categories are “ordered by complexity without the hierarchal assumption that higher-level categories always entail instantiation of those lower in the taxonomy (e. g. when evaluating, it is not always necessary to first apply and synthesize) (Scott McLeod, 2012). The table that follows offers a brief explanation of the old taxonomy, the revised taxonomy, and examples of how these can be applied in Bible school classrooms:

TABLE FOUR  
 BLOOM'S TAXONOMY OF LEARNING

OLD AND REVISED TAXONOMY	EXPLAINED	CLASSROOM APPLICATION EXAMPLES
Evaluation (Creating)	The learner can make judgements in alignment with established standards.	Utilize panels and debates on real-life issues such as abortion.
Synthesis (Evaluating)	The learner is able to take learning or information and put it together using fresh creative, critical thinking making something new out of existing knowledge and skills.	For example: Have students translate active-learning experiments with everyday objects into real-life learning. Ask, "How was planting this seed and growing this plant similar to growing in faith?"
Analysis (Analyzing)	The learner is able to separate information into parts understanding both the structure and the content of the material. He uses lower-level thinking skills to identify key elements and to carefully examine each component.	
Application (Applying)	The learner solves problems by using acquired knowledge utilizing past learning in new situations.	For example: encourage learners to assess how biblical principles apply to everyday life.
Comprehension (Understanding)	The learner can grasp or understand the meaning of information or material being learned.	For example: For students asked to memorize Scriptures ensure they understand the verses. Ask, "Tell me in your own words what this verse means?" Ask "why?" and "what does this mean?" questions.



Knowledge (Remembering)	The learner recalls or recognizes information. Learners retrieve information from memory without changing it in any way.	For example: students could be asked to quote a Bible verse, the books of the Bible, or name the twelve disciples (Children’s Ministry Magazine, 2011).
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“In their entirety, these six facets construct a holistic picture of understanding. Properly designing the curriculum will ensure that the learners can make sense of what the teacher is doing and be able to explain why they are doing it” (Tiernan, 2011).

**Conclusion**

The theories highlighted in this lesson are generally in alignment with the Christian worldview and will enhance learning in the Christian education classroom. Learning environment and opportunities in the 21<sup>st</sup> century necessitate students being actively engaged in learning tasks and interacting with each other. Learners cannot be asked to learn passively and alone. Educators should provide opportunities for discussion and interaction while helping learners think for themselves. “Learners are not passive recipients, but active builders” (Yount, 2010, 251). Implementing the building blocks gleaned from the material studied will ensure learning has taken place on a firm foundation and will build solid walls of instructional design to facilitate students acquiring needful knowledge.

# The Teacher and Educational Psychology (Part Two)

## Lesson in Review

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Nation: \_\_\_\_\_ Date: \_\_\_\_\_

1. The educational theories and concepts outlined in this lesson are very helpful what two things?

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2. What three things should occur when these educational theories and concepts are implemented in the classroom?

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3. List and briefly define the levels of Maslow's hierarchy of needs and explain why this could be compared to the concept of a ladder.

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4. In education what is the primary responsibility of the teacher (according to this lesson)?

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5. Give one reason why classes should incorporate real-life and real-world issues.

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6. What is motivational learning?

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7. Identify, define, and give a brief application in the classroom for the four key components in Keller's Model of Motivational Design.

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8. Explain how Keller's insight into Model of Motivation Design theories is consistent with our Christian worldview.

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12. Learning environment and opportunities in the 21<sup>st</sup> century necessitate students being able to do what two things?

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13. List the six old and revised levels of Bloom's taxonomy of learning.

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14. What does implementing John Keller's Model of Motivation design help an instructor do?

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15. Which of the educational psychologists/theorists studies in this lesson is considered to be one of the foremost contributors to a systematic approach to instructional design?

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