
Vocabulary

The following words will be appearing throughout our reading, and by the end of the term you should be able to define them easily.

Affective

Definition: Refers primarily to the “feeling” aspect of learning, those elements of learning that involve emotions. All learning has cognitive, affective and psychomotor elements to it.

Cognitive

Definition: Refers primarily to the “idea” aspect of learning, those elements of learning that involve concepts. All learning has cognitive, affective and psychomotor elements to it.

Confirmation (not the rite or sacrament)

Definition: In Kegan’s constructive developmental theory, “providing confirmation” is a way of entering deeply enough into a person’s way of making meaning to understand its internal logic, and to be able to meet that person in the reality they know. Transformative learning involves confirmation, contradiction and continuity.

Constructivist learning design

Definition: This is a theory of how learning happens that emphasizes the active role that learners play in constructing knowledge. Several elements tend to be assumed in this theory: (a) an active role for the learner, (b) an emphasis on the development of good questions, rather than the delivery of static answers, (c) teachers responsible for designing learning environments rich in “construction materials” that learners engage, rather than teachers being monitors of tightly managed information delivery, and (d) richly varied project-based learning.

Continuity

Definition: In this context, a term used by Robert Kegan to denote the elements of transformative learning that allow people to live into new meaning frames without succumbing to “ideological enclosures” or “premature ultimates” (Hull). Providing continuity means helping someone to understand how the story they tell of their life now is “in continuity with,” is connected to and directly traceable from, the story they told years ago, or prior to whatever transformative experience they have undergone. Transformative learning involves confirmation, contradiction and continuity.

Contradiction

Definition: In this context, a term used by Robert Kegan to denote an experience, event, text, etc. that “breaks into” the meaning a person is used to making of their life, throwing that meaning into disarray or disjunction and forcing the person to transform their meaning frame, or risk closing down. Transformative learning involves confirmation, contradiction and continuity.

Critical thinking

Definition: Entire books have been written about what this consists of (my favorite is Stephen Brookfield’s *Developing Critical Thinkers*), but I would affirm Brookfield’s list of four components: (1) identifying and challenging assumptions, (2) understanding the importance of context, (3) being able to imagine and explore alternatives, (4) reflective skepticism. Several modes of thinking that are closely linked if not synonymous to critical thinking include dialectical thinking, emancipatory thinking and reflective learning.

Curriculum

Definition: “The entire course of a church’s life” (Maria Harris, p. 17). Root meaning includes “to run the course.” In general this is a term that describes the overall learning process of a particular organization or institution.

Developmental psychology (stages of faith)

Definition: A set of literatures within human psychology that argue for the descriptiveness of understanding human life as a process of growth, with new abilities unfolding over time. James Fowler is the “dean” of this literature as it is applied to faith formation, but Robert Kegan is perhaps the most nuanced scholar currently working in the more general area of developmental psychology, which he has taken into the realm of “constructive developmental psychology.” Constructive developmental psychology takes very seriously the social construction of knowledge, and draws on neopsychanalytic objects relations theory, too.

Diakonia

Definition: “Reaching out in service to others” (Harris, p. 144-160).

Didache

Definition: “The curriculum of teaching” (Harris, p. 110-126). Also the name of an early Christian document that included a variety of early Christian teachings. Teaching and preaching within the church both participate in “didache.”

Education

Definition: One root of “education” is educare – which means to lead forth, to draw out, to bring forth from within (think “educer”).

Epistemology

Definition: The study of knowledge, in particular the philosophical underpinnings of knowing and/or knowledge.

Explicit

Definition: “The explicit curriculum refers to what is actually presented, consciously and with intention” (Harris, p. 68). Elliott Eisner, a noted education scholar, identifies three curricula operative in any learning environment: the explicit (or intentional) curriculum, the implicit (or incidental) curriculum, and the null (unspoken or taboo) curriculum.

Implicit

Definition: “The implicit curriculum refers to the patterns or organization or procedures that frame the explicit curriculum: things like attitudes or time spent or even the design of a room; things like the presence or absence of teenagers on our parish councils; or things like the percentage of church revenues we give or do not give to people who are less fortunate” (Harris, p. 69). Elliott Eisner, a noted education scholar, identifies three curricula operative in any learning environment: the explicit (or intentional) curriculum, the implicit (or incidental) curriculum, and the null (unspoken or taboo) curriculum.

Instruction

Definition: A term often used as synonymous with education, but which carries root meanings that include “to build, erect, or furnish, to put within.”

Kerygma

Definition: “To speak of the curriculum of kerygma, then, is to speak of a complex, multi-layered, richly textured reality. It is to speak of the word as that by which we are educated and to which we are educated” (Harris, p. 128; also 127-143).

Koinonia

Definition: Community. Harris argues that “community and communion is the initial educational ministry” (p. 75; also 75-93)

Leiturgia

Definition: Prayer. “The church living out its pastoral vocation to worship and to pray” (Harris, p. 95; also 94-109).

Multiple intelligences

Definition: A theory developed and circulated through the work of Howard Gardner that draws on biological and cognitive sciences to describe the multiple ways in which people demonstrate intelligence (verbally, visually, logically, musically, interpersonally, intrapersonally, bodily, or as a naturalist does).

Null

Definition: “The null curriculum is a paradox. This is the curriculum that exists because it does not exist; it is what is left out. But the point of including it is that ignorance or the absence of something is not neutral” (Harris, p. 69).

Objectivist

Definition: When applied to models for teaching and learning, this term refers to the first of the two diagrams in the Palmer figure (see p. 38 of this workbook). As Palmer notes: “objectivism begins by assuming a sharp distinction between the knower and the objects to be known. These objects exist ‘out there,’ apart from and independent of the knower.” (Palmer, 27).

Praxis

Definition: Greek word meaning action with reflection (Vella, 11). Generally understood to be an ongoing process of doing, reflecting, deciding, changing, new doing.

Psychomotor

Definition: Refers to the active element of learning, particularly as it is embodied in physical practice. All learning has cognitive, affective and psychomotor elements to it.

Rubric

Definition: A guide to assessing a piece of learning, a kind of “scoring tool” for determining “what counts” in a particular assignment. Rubrics are used to ensure that scoring is similar across multiple scorers. The rubric that I use in this class for grading can be found on p. 73 of this workbook.