A Collection of Theories and Theorists: an aid to the student of educational theory.

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Introduction

This handbook has been created for the student of educational theory. Various classes within the Professional Teacher Education curriculum examine theory on a variety of levels. The goal of this guide is to provide a medium the student can access to have a consistent view of theories and theorists.

I would like to give thanks to Dr. Judith K. Lepuschitz, her knowledge and guidance provided for invaluable mentoring.
Content of Presentation

The presentation will begin with descriptions of theory.

It will then demonstrate a traditional model and a new "integration" model.

The presentation will move on to cover educational theorists.

There is a web page guide near the end of the show.

Be sure to hold out to the very end because there are a few slides on how to implement a theory there.

Aspects of Theory

**Theory**-What the basic principles are.

**Theorists**-The main thinkers and their assumptions.

**Essence**-The basic thoughts of the theory.

**Stages**-Divisions and progressions within some theories.

**Model**- A way of categorizing theorists.

**Philosophy**-The underlying base of theoretical thought.
Theories

Theory is the basis upon which the aspects of educational praxis are built.

Theories change with the times. The following is a presentation of a few of the most known, studied, and respected theories.

Theorists

These are the men and women who create a specific theory.

Theory becomes the basic school of thought from which we teach and are educated.

I have outlined the positions of twenty-three theorists.

The Essence of the Theory

These are simple statements that sum up the theory and the theorist’s beliefs.

These essences are often the major points we are taught about an educational theory.

Concept of "Stages" in Theories

A stage theory is one that contains within it elements which are conducive to movement and change. The stages usually define one set moment in development and then progress to another level or stage, providing a well structured model.
The stage theory presents a situation to be overcome or an action to be performed; so as an individual can move unto another progressive, usually higher point.

Not all the theories are stage theories.

The Traditional Model

This model shows how educational theorists can be described as addressing one of the four major domains of human nature and how these domains interface.

The domains are the physical, the mental, the social-emotional, and the spiritual (most traditional models exclude the spiritual aspects of human nature).

*Practitioners of theory will be italicized.* Practitioners vary from theorists in that they use the theory of others in application.
The Integration Model

The integration model takes aspects from the traditional model and combines them with integrative aspects of theory.

Not all theories fit into one, or any, particular domain. There are several major theorists who have produced theories that combine different aspects of human nature and education.

These are the integration theories. They have aspects of the different domains within them.

The Theorists

There are currently twenty-three theorists and theories discussed.

There is the possibility for more theorists to be added in the future.
The Physical Domain

Theorists address primarily the aspects of one’s physical existence, aging, maturation, development, and the resulting behavior.

Thorndike


Rewards strengthen behaviors. When an action is performed and rewarded that action is continued. When the reward stops the action loses strength. DO NOT REWARD BAD BEHAVIOR

The TIP page for Thorndike.

Skinner

Behaviorism-Operant conditioning and schedules of reinforcement.

Behavior can be reinforced. There is a definable stimulus and response, which is then reinforced.

Again, be sure that negative behavior is not being reinforced. Non-reinforcement leads to extinction of the behavior.
Glasser

Control theory is about fulfilling the needs of the individual.

The Four Fundamental Needs - 1) to belong and to love, 2) to gain power, 3) to be free, 4) and to have fun.


Control Theory Outline from Funderstanding

Hunter

Mastery Teaching. This is the model that Oklahoma schools follow in the development of lesson plans.

One needs to know the proper design of lesson plans. It may seem like a waste of time but it will help guide instruction and provides for excellent records.

Excellent site on lesson design.

Another good site on Hunter’s method.

The Mental Domain
Theorists primarily address the mental functions, cognitive growth, and cognitive development within the individual.

**Piaget**

There are four main cognitive stages 1) sensorimotor, 2) preoperations, 3) concrete operations, 4) formal operations. Piaget does not examine any cognitive development beyond adolescence.

Moral Reasoning: 1) Heteronomous Morality (pre-school years), 2) Autonomous Morality (school years).

Examine the TIP page for an excellent start.

Page with good definitions of the stages.

A brief biography of Piaget.

**Vygotsky**

Main concepts: Scaffolding, the zone of proximal development, and inner speech all build into the theories on social interaction.

Russian theorist, contemporary of Piaget, complements Piaget through addition of social interaction element to cognitive development and emphasis on language.

The TIP page. Be sure to follow the links.

The Vygotsky Centennial Project.
Excellent bio. on Lev Vygotsky.

**Dewey**

Grandfather of Pedagogy - Progressivism.

Relies upon the use of scientific method to solve problems.

All learning is simply a reconstruction of experiences. This may be why some students do not like history. They simply do not yet have enough personal experiences to apply towards history.

Philosophy page devoted to Dewey.

**Gilligan**

Major focus: Moral reasoning and developmental experiences of female adolescents. Argues that males reason from a "justice" point of view and females from a "connectedness" point of view.

Click here for a brief Bio on Carol Gilligan.

Here are a couple of papers on Carol Gilligan. For one on moral development click here.

**Kohlberg**

Moral reasoning progresses from the desire to avoid punishment to obeying the law because "it’s the law" to abstract reasoning.
defined by universal ethics.

He defines three main levels, each with two stages. 1) Preconventional, 2) Conventional, 3) Postconventional.

Follow this link to an excellent page. Links to Kohlberg
http://www.haverford.edu/psych109/kohlberg.stages.html
http://www.nd.edu/~rbarger/kohlberg.html
http://ethics.acusd.edu/seattle/gender/index.htm
http://www.cmhc.com/psyhelp/chap3/chap3h.htm

**Sternberg**

Triarchic Theory of Intelligence.

Focuses on culturally relative processes underlying intelligent behavior, not simply on quantifiable product.

Sternberg is a prolific writer with some 500 articles and books to his name.

He has conducted extensive research on creativity, learning disabilities, and intelligence.

[Click here for the TIP page.](http://www.theshop.net/aboatman/edtheory.htm)

**Gardner**

Seven Intelligences: Linguistic, Musical, Logical, Spatial, Kinesthetic, Intrapersonal, and Interpersonal.
A good teacher will incorporate activities in the classroom to facilitate learning for each of the seven intelligences.

"Multiple Intelligences" is a great book.

**Bloom**

Bloom’s Taxonomy—Six progressively complex levels of cognition. Useful in the writing of lesson objectives. Copy the chart and verbs, paste them in your Plan Book for easy reference.

Levels: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

Bill Huitt’s page on Bloom, follow his many very useful links.

Funderstanding’s Mastery Learning Page.
http://www.fwl.org/edtech/blooms.html
http://www.uct.ac.za/projects/cbe/mcqman/mcqappc.html
http://weber.u.washington.edu/~krumme/guides/bloom.html

**Bruner**

Experience and exploration are key for the learner.

The main focus is on proper instruction and learning. The use of the Socratic Method is important.
Educational Theory Handbook


Follow this link to Bruner’s TIP page.

The Social-Emotional Domain

Theorists primarily address the individuals interactions with the self and others.

Freud

Psychoanalytical approach to development.

He focuses on the development and interaction of id, ego, and superego.

For the definitive guide to internet resources on Sigmund Freud. Click Here.

Here is a real good Bio on Freud. Be sure to follow the links for good biographies of many diverse people. Click Here.

Erikson

Eight stages of psychosocial development (from birth to death).

Each stage is defined by a specific developmental conflict ("crisis") to be solved by the individual.
Psychological health is goal of development and is attainable.

This is the best site for Erik Erikson. Be sure to follow all the links. Focus on the eight stages. Excellent coverage.

Bandura

Social Learning: Learning takes place through observation and modeling of the behaviors of others.

We learn what we see. Therefore, it is important for teachers to model the behaviors that they expect of their students.

Follow this link to the TIP page for Bandura.

Johnson & Johnson

Cooperative Learning

Cooperative learning groups foster interdependence, individual accountability, and group processing of information, whereas traditional types of instructional techniques do not. (In: Teaching Social Studies in Middle and Secondary Schools. P.H. Marotella. Macmillian Publishing, 1991.)

The Spiritual Domain

Theorists address the spiritual aspects of human development. This aspect is
often excluded in the traditional educational and developmental models.

**Coles**

Two books by Robert Coles - "The Spiritual Life of Children." and, 

"The Moral Intelligence of Children."

Coles is an excellent author who examines the necessary integration of the spiritual aspect of human nature with education.

**The Integrative Domain**

Theorists address a combination of aspects from the four major domains that reflect human existence.

**Bronfenbrenner**

Ecological systems model.

Urie Bronfenbrenner examines the interactions between the individual and the world. He focuses on four systems of interaction. The relationship systems are (from the most intimate to the most remote): microsystem, mesosystem, exosystem, and mesosystem.

[Click here](http://www.theshop.net/aboatman/edtheory.htm) for an excellent page on Bronfenbrenner. Be sure to follow the links in the [model](http://www.theshop.net/aboatman/edtheory.htm).
Maslow

The Hierarchy of Needs.

Each need must be met before the next successive level of growth can be reached. His theory is more complex than a simple meeting of physical needs. It also includes cognitive, psychosocial, and spiritual aspects of development.

This is a good link to Maslow, follow the links on this page for the hierarchy. [Link to Maslow]

http://www.pbs.org/wgbh/aso/databank/entries/bhmasl.html
http://www.connect.net/georgen/20maslow.htm

Golman

Emotional Intelligence- It can be learned and taught.

Stresses the importance for learning and living to have emotional strength and the ability to deal with discord.

"Emotional Intelligence": book by Daniel Golman (explains his premise).

[Link to the Funderstanding Page on Emotional Intelligence, be sure to follow their links.]

http://www.funderstanding.com/eq.html
Kozol

Provides sociological perspective of education. Clear analysis of devastating impact of poverty on individual development and educational outcomes.

Some books by Jonathan Kozol - "On Being a Teacher.", "Savage Inequalities.", "Death at an Early Age.", "Amazing Grace."

Here is a good commentary on the work of Kozol. Click here.

Kounin

‘Withitness’

This means be aware of everything that is happening in the classroom at all times.

The technique of having "eyes in the back of the head" can be learning with a lot of practice.

TOP

Web Page Reference Guide

Here are some links to educational sites.

Just click on the underlined words and you will be transported to the site, if you are accessing this online.

Be sure to follow all the links on the pages to which I link. This will assure
a good overview.

Web Page Guide

The University of Central Oklahoma - College of Education page. [Click here.]

For the AskERIC site [click here]. This is an excellent resource site.

This is one of the best sites on the Internet. Kathy Schrock has compiled a listing of sources that is simply incredible. One could spend a lot of time looking through this site and all it’s links. [Click here.]

The TIP page of theory. There are fifty theorists and theories on this site. Kearsley gives a very good overview and also provides application of the theory. [Click here for TIP.]

This is a link to Bill Huitt’s page on desired student outcomes. I like his model of the Brilliant Star. Be sure to follow his links. [Click here.]

The Educational Psyched Page contains a lot of real good links. [Click here.]

This is Dr. M. D. Anderson’s site for Educational Psychology. I like the way in which she has compiled the theorists. [Click here.]

This page is from the University of Colorado at Denver. It lists theoretical sources for instructional technology. It contains a broad range of information. [Click here.]
Classic Theories of Child Development-This site provides a very good breakdown of child development with focus on Erikson, Freud, and Margaret Mahler. Click here.

The five educational philosophies according to Larry J. Shaw. These pages give a great foundation upon which American education is built. Click here.

To get a good overview of humanistic philosophy, go here.

This is a book on-line that is dealing with issues in education, called Engines for Educators. Interesting stuff. Click here.

If you like Total Quality Management visit The Demming System of Profound Knowledge.

Some pages on Gender Issues and Feminist thought. Click here for a good list.

This is the Core Knowledge Homepage. It is an excellent site and seems to be an emerging educational trend. Click here.

How to Prepare a Lesson Plan

Follow Hunter’s Mastery Teaching Model.

Use Bloom’s model for every lesson in the classroom.

Lesson Plan Submission form.

A good page on lesson formats. Click here.
This is one of the best sites on the Net for Social Studies resources. Click here.

How to Implement Theory in the Classroom.

Learn techniques for watching a class.

Find a new theory, implement it.

Let the theory evolve, personalize it. Remember, you are testing a theory. It is like a laboratory experiment.

Keep a journal of progress, reactions, changes, and connections.

Did it work? Evaluate it, change it, try it again, then try something else. Be flexible.

The Theory Implementation Workbook

Create a workbook that follows this presentation.

Pick a theory, outline steps to follow, journal your observations, refine the application of the theory.

This can be set up like a daily calendar. Answer the questions - What did I do today to implement a theory? How did it work?

Create a theory application for each day/ week/ month. Use it daily.
Theory Implementation Links

Here are two very good pages on Maslow and how to use his theories in the classroom.

Application of theory into the classroom. Be sure to follow the links.

Enhancing Student Motivation. It gets into Maslow on about the third page.

Conclusion

This presentation was created throughout the Spring semester of 1997, at The University of Central Oklahoma.

This project is still evolving and there will continue to be inclusions of both theorists and links. If you would like to see a specific theorist or theory here or have a good link to report, please e-mail me at: aboatman@theshop.net

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