



# Transformative Learning and Teaching

## Part 1

How People Grow

**Christopher Cone, Th.D, Ph.D, Ph.D**

President / Research Professor

[ccone@agathonedu.com](mailto:ccone@agathonedu.com)

[www.agathonedu.com](http://www.agathonedu.com)

[www.drcone.com](http://www.drcone.com)

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# Two Competing Views: Locke and Rousseau

- John Locke (1632-1704)
  - Guided by reason
  - Tabula Rasa – children will be as they are taught (nurture)
  - Father of modern liberalism
- Jean Jacques Rousseau (1712-1778)
  - Guided by passions (nature)
  - Children have within themselves the capacity to learn and grow and should be active in that.
  - Father of early childhood education / developmental psychology

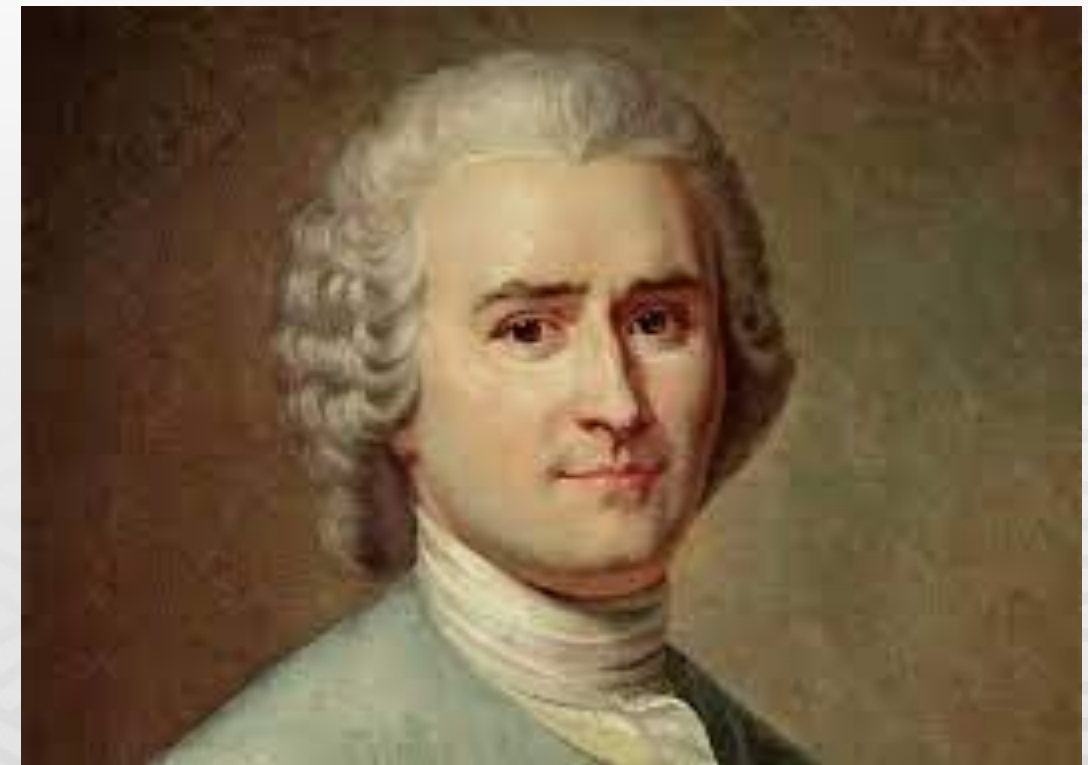
# Locke

- “The minds of children [are] as easily turned this or that way as water itself” (*Thoughts Concerning Education*, 2).
- Men are “nine parts out of ten are what they are, good or evil, useful or not, by their education” (*TCE*, 1).



# Rousseau

- Rousseau understands education to come from three sources: “from nature, from men, or from things . . . the three educators must be mixed together for a perfect result” (*Emile*, 11-12).
- “[p]repare him early for the enjoyment of liberty and the exercise of his powers; leave his body its natural habits; enable him always to be master of himself and, as soon as he acquires a will, always to carry out its dictates” (21).
- “It is impossible to form any idea of moral facts or social relations before the age of reason . . . [Children’s] knowledge is all in sensation; nothing has got through to the understanding” (47).

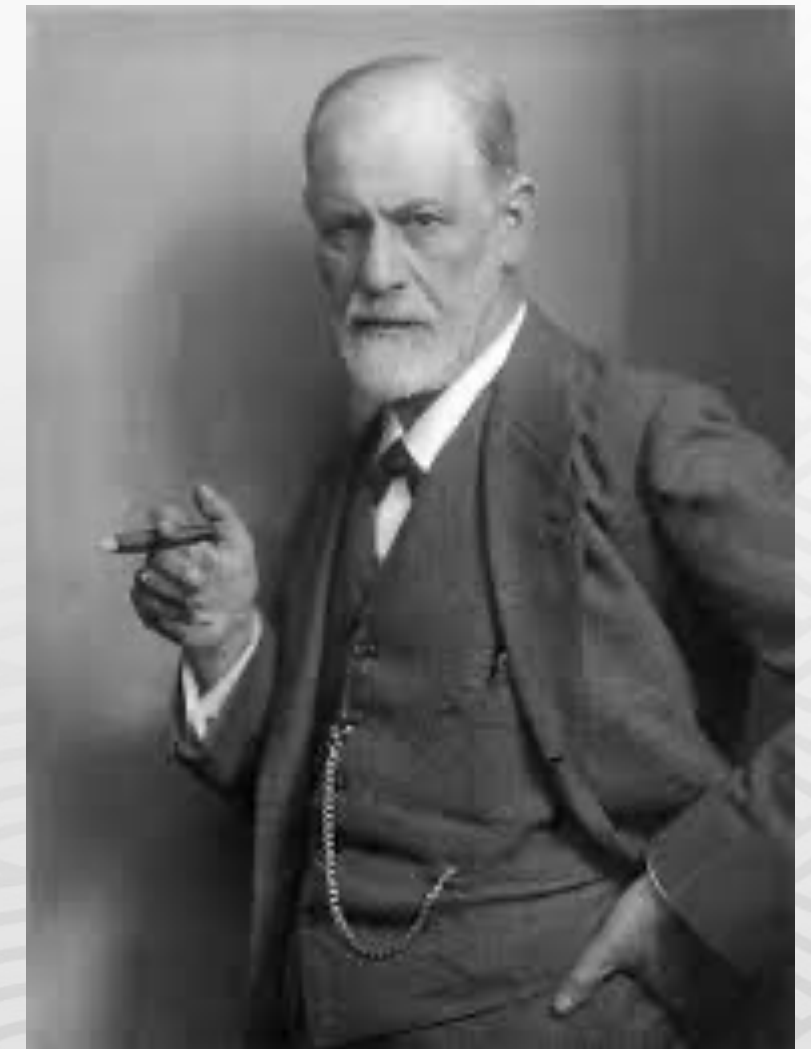


# Which to Prefer?

- “[T]he educational methods of Locke and Rousseau emphasize either nurture or nature, based on differing views of inclinations and on varying aims for the future of the educated child. Locke’s child is trained to become an individual of action in society, while Rousseau’s child is trained to lead the simple, natural life of beauty and simplicity slightly outside of society. These distinct goals provide the theoretical basis of their different educational philosophies. The reader’s respective valuations of the two philosophers are likely to be related to his or her sense of whether education trains people for citizenship in particular or for life in general.”
- Jamie Gianoutsos, “Locke and Rousseau: Early Childhood Education” *The Pulse*, Baylor University, Vol 4, No. 1, Fall 2006, viewed at <https://www.baylor.edu/pulse/index.php?id=42091>.

# Illustrating the Problem: Freud's (1856-1939) Stages

- Oral Stage (0-18 months)
- Anal Stage (18-36 months) (i.e., anal retentive)
- Phallic Stage (3-6 years) (i.e., Oedipus/Electra complex)
- Latency Stage (6 years – puberty) (skills and friendships)
- Genital Stage (puberty and on)
- The problem? Upon what basis of authority?



1.	Trust vs. Mistrust	Hope	0 - 1½
2.	Autonomy vs. Shame	Will	1½ - 3
3.	Initiative vs. Guilt	Purpose	3 - 5
4.	Industry vs. Inferiority	Competency	5 - 12
5.	Identity vs. Role Confusion	Fidelity	12 - 18
6.	Intimacy vs. Isolation	Love	18 - 40
7.	Generativity vs. Stagnation	Care	40 - 65
8.	Ego Integrity vs. Despair	Wisdom	65+

# Identity Crisis: Erikson’s 8 Psychosocial Stages

<https://www.simplypsychology.org/Erik-Erikson.html>

<https://www.goodtherapy.org/blog/psychpedia/erikson-eight-stages-development>

# Mind Matters: Piaget's (1896-1980) Cognitive Stages

- Sensorimotor – 0-2 – object permanence, etc.
- Preoperational – 2-7 – symbolic thought
- Concrete Operational – 7-11 – cause and effect
- Formal Operation – 12+ – thinking hypothetically, assuming responsibilities, etc.



# Limitations in Definition: Naturalistic Assumptions

- Human development refers to the physical, cognitive, and psychosocial development of humans throughout the lifespan. What types of development are involved in each of these three domains, or areas, of life? Physical development involves growth and changes in the body and brain, the senses, motor skills, and health and wellness. Cognitive development involves learning, attention, memory, language, thinking, reasoning, and creativity. Psychosocial development involves emotions, personality, and social relationships.
- <https://courses.lumenlearning.com/wmopen-lifespandevelopment/chapter/human-development/>

# Limitations in Definition: Naturalistic Assumptions

National Center for Biotechnology Information

- Stages in human growth and development
- Fetal stage
- Postnatal stage
  - Infancy
  - Toddler
  - Childhood
  - Adolescence
  - Adult
- <https://www.ncbi.nlm.nih.gov/books/NBK567767/>

# Limitations in Definition: Naturalistic Assumptions

National Center for Biotechnology Information

- Factors affecting human growth and development
  - Genetic
  - Fetal Health
  - Environment Factors
  - Socioeconomic
  - Family Characteristics
  - Nutrition
  - Experiences

- <https://www.ncbi.nlm.nih.gov/books/NBK567767/>

# The Importance of Assumptions



# **An Alternative: The 4 Stages (1 Corinthians 2-3)**

- **The Basis of Authority – 1 Cor 2:1-13**
  1. The Natural Person – 2:14
  2. The Spiritual Person – 2:15-16
  3. The Fleshly Person – 3:1,3
  4. The Infant – 3:1
- **The Source of Growth – 1 Cor 3:4-23,  
Eph 4:14-16, 1 Pet 2:1-3, Rom 12:1-2**

# **An Alternative: Biblical Examples**

- Samuel – 1 Sam 2:26
- The righteous person – Psalm 92:12-15
- John – Luke 1:80
- Jesus – Luke 2:40
- The word – Acts 12:24
- Us – Eph 2:19-22, 1 Pet 2:2, 1 Pet 3:18

# What Matters Most?

## Components of Worldview



