

PHI 800-12
Transformative Learning and
Adult Education

Assignment 1

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Essential Element: Educational Taxonomies

Source: Patricia, Cranton on Planning Instructions for Adult Learning, p 5 states that there's no unified instructions for adult learning.

“Pp 36-48 talks about objectives, they provide useful information to learners, assist instructors in the takes place over the duration of a program, to transform individuals or society. She explains the Taxonomies objective of adult as Blooms Taxonomies emerged in 1948 meeting of university educators chaired by Benjamin Bloom as explained

- I. Cognitive: knowledge or thinking involves teaching, learning, and assessment- meaning a teacher is a learner too as my understanding
- II. Affective: growth in feelings or emotional areas (attitude or self)- Effectiveness domain will include objectives that relate to interests, attitudes, and values relating to learning the information the information sinks in the heart for transformational learning, that changes the society. Once the inform sinks in it never leaves and it becomes the driving force to move.
- III. Psychomotor: Could be manual or physical skills, hand on, organizational schemes been developed, this system seems useful at this point to complete the adult learning transformational process. Relatively the small changes can create an environment which can encourage adult learning and overcome many institutional constrains

Contextualization

Source: (Total System Thinking & Organizational Mastery)

Source: Andrew Sear, the president City Vision University on Systems Thinking in Christian Community Development explained that the system thinking according to Andrew is the domain of learning on three

dimensions. The purpose of the system thinking is to reduce poverty using the three domains' head, heart and hands. It's a process that requires each step of the three. This means that training and education is the utmost part of the process. People must get the knowledge into their head, get it down into their heart and finally put it right into their hands. The next step is outcomes / the results of the harmony of the domains. Head Learning- Cognitive Learning is a way that you can help someone is cognitive development providing him/her with choices and prompt him/her to make thoughtful decisions. Heart learning- Affective learning must start from the head to heart, as this learning relates to the learner's interests, attitudes, and motivations.

The following review process occurs as final on the learning process: These five-stage integrative review process includes

- problem formulation,
- data collection or literature search,
- evaluation of data,
- data analysis, and
- Source interpretation and presentation of results. Maintaining scientific integrity while conducting an integrative research review involves careful consideration to threats to validity.

Citations

Stapleton-Corcoran, E. (2023). "Bloom's Taxonomy of Educational Objectives." Center for the Advancement of Teaching Excellence at the University of Illinois Chicago. Retrieved [today's date] from <https://teaching.uic.edu/blooms-taxonomy-of-educational-objectives/>

Krathwohl, D. (2002) A Revision of Bloom's Taxonomy: An Overview, *Theory into Practice*, 41:4, 212-218,

Scott, H., Carr-Chellman, D., & Hammes, L. (2020). Profound leadership: An integrative literature review. *The Journal of Values-Based Leadership*, **13**(1), 11.

Patricia, Cranton: Planning Instructions for Adult Learning; Patricia Cranton Brock University