**PHI 800-12: Transformative Learning**

**Professor: Brenda Davis**

Assignment 2: Developmental Reading

Assignment #2

Grace Godfrey

**Summer:** 07/04/2023

**Source One**: Walter P. Innovations in teaching adult education: Living history museums and transformative learning in the university classroom. Adult learning. 2019 Aug;30(3):121-7. <https://doi.org/10.1177/1045159519826074>

**Comment 1:**

**Quote/Paraphrase: “**The difficult times in which we live require innovative, creative, and hopeful pedagogies of adult education. This article describes a nontraditional experiential, “empathy-invoking” approach to the teaching of a graduate course on the theory and research of adult learning. The approach begins with the building of a safe learning community, a familiar “knowledge curriculum,” and a structured syllabus with academic readings, small group discussions, student “theory-to-practice” facilitation of learning activities, and an academic mid-term paper, according to Walter.

**Essential Element:** Deep learning methods is a promise for better outcome in unsupervised domain adaptation, which will aim to leverage a labeled source of domain to help learn a classifier for unlabeled target domain that will structure a learning and maintainable results.

**Additive/Variant Analysis:** The three domains of learning activity provide an opportunity for students to sit and listen as they speak and think critically, logically, and rationally. Moreover, students get better results when they work together than those who study individually.

**Source Two:**

# The Evaluation of a Hybrid, General Chemistry Laboratory Curriculum: Impact on Students’ Cognitive, Affective, and Psychomotor Learning J. *Chem. Educ.* 2019, 96, 6, 1058–1067 Publication Date: April 29, 2019 <https://doi.org/10.1021/acs.jchemed.8b00637>

**Quote/Paraphrase**: This study sought to better understand the impact that this hybrid approach had on students’ cognitive, affective, and psychomotor learning. The results suggest that students taught using the hybrid approach developed similar cognitive and psychomotor skills in comparison to students taught using a traditional laboratory curriculum; however, their affective outlook toward chemistry was significantly lower.

**Comment 2:**

**Quote/ Paraphrase: T**he idea of using the three domains of learning will result to shows that the virtual of this discussion has strong correlation not only in cognitive domain, but also it has strong correlation with affective and psychomotor domain as the best and effective way of learning.

**Essential Elemen**t: Discussions are meaningful and engaging learning experiences: dynamic, eye-opening, and generative. Just like any class including the current class activity, these discussions require planning and preparation before the discussion. Without that, discussion challenges can arise in the form of unequal participation, unclear learning outcomes, or low engagement from the lack of enough information ahead of time.

**Contextualization:** Since these design processes are creative problem-solving processes to transform the most vulnerable in the communities, personally can suggest that the learners have to apply both concrete and abstract knowledge in this product design activities. The concrete product domain is (what) and the abstract concepts as to (why) are not only relevant in inquiry-based learning, but also important in design and technology education.

**Comment 3: Quote / Paraphrase: “**Given these strong effects of transformational leadership on followers’ perceived work meaningfulness, we suggest that high levels of transformational leadership might serve as work context that facilitates perceptions of meaningfulness of individuals who are low in self-concept clarity, thus reducing the strength of the relationship between individual differences in self-concept clarity and perceived work meanifulness”

**Centralization Continuation:** Paraphrasing on comment from Andrew Sear The president of CVU, in a video on system thinking “The system thinking according to Andrew he explained the domains of learning on three dimensions. The purpose of the system thinking is to reduce poverty using the three-domain a head, heart and hands. It's a process that requires each step of the three. This means that education and training are the utmost part of the process. People have to 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. Therefore, 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 has to start from head to heart, as this learning relates to the learner's interests, attitudes, and motivations”

Hands learning as Andrew commented that development is when you teach people to fish as this domain- psychomotor domain focuses on physical skills such as the development of hand-eye coordination and the use of motor skills. Psychomotor skills help people perform physical tasks in daily life and at work any of the learning domains especially the psychomotor where you might provide microfinance to help them buy supplies for fishing. This is where I came into my organization. I have to provide fishing supplies to help them go fishing. It's such a great deal that works undeniably that the results are transformational and passed on to generations to come. Me personally and my Church organization are to get it going by conducting short term training to our client of HIVAIDS, Orphans and most vulnerable in our communities to see live of individuals and families transformed for a better future.

**Work Cited:**

Walter, P. (2019). Innovations in Teaching Adult Education: Living History Museums and Transformative Learning in the University Classroom. Adult Learning, 30(3), 121–127. <https://doi.org/10.1177/1045159519826074>

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Connecting Domains in Concept-Context Learning: A Model to Analyse Education Situations

Koski, Marja-Ilona; Klapwijk, Remke; de Vries, Marc EJ960121.pdf (ed.gov)