

EDUCATIONAL MANAGEMENT INFLUENTIAL THEORIES

1. Benjamin Bloom

- Learning Domain or Bloom's Taxonomy
 - **Cognitive** domain: mental skills (knowledge)
 - **Knowledge**: recall data or information.
 - Example: Recite a policy. Quote prices from memory to a customer. Know the safety rules.
 - Keywords: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
 - **Comprehension**: understand the meaning. State a problem in one's own words.
 - Example: Rewrite the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates equitation into a computer spreadsheet.
 - Keywords: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
 - **Application**: use a concept in a new situation.
 - Examples: Use a manual to calculate an employee's vacation time. Apply laws of statistics the reliability of a written test.
 - Keywords: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
 - **Analysis**: separates material or concepts into component parts so that its organizational structure may be understood.

- Examples: Troubleshoot a piece of equipment by using logical deduction. Recognizes logical fallacies in reasoning. Gathers information in a department and selects the require tasks for training.
- Keywords: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
- **Synthesis:** builds a structure or pattern from diverse elements.
 - Examples: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and processes to improve the outcome.
 - Keywords: categorizes, combines, compiles, composes, creates, devices, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarize, tells, writes.
- **Evaluation:** make judgments about the value of ideas pr materials.
 - Examples: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.
 - Keywords: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explain, interprets, justifies, relates, summarizes, supports.
- **Affective** Domain: growth in feelings or emotional areas (attitude)

- **Receiving Phenomena:** Awareness, willingness to hear, selected attention.
- **Responding to phenomena:** active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).
- **Valuing:** The worth or value a person attaches to a particular object, phenomenon, or behaviour. This ranges from simple acceptance to complex state of commitment. Valuing is based on the internalization of a set of specific values, while clues to these values are expressed in the learner's overt behaviour and are often identifiable.
- **Organization:** organizes values into priorities by contrasting difference values, resolving conflict between them, and creating a unique value system. The emphasize more on comparing, relating, and synthesizing values.
- **Internalizing values** (characterization): has a value system that controls their behaviour. The behaviour is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).
- **Psychomotor** Domain: manual or physical skills (skills)
 - **Perception:** The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.
 - **Set:** Readiness to act. It includes mental, physical and emotional sets. These three sets are disposition that predetermine a person's response to different situation (sometimes called mindset).

- **Guided Response:** The early stages in learning a complex skill that include imitation, and trial and error. Adequacy of performance is achieved by practicing.
- **Mechanism:** This is the intermediate stage in learning a complex skill. Learner's responses have become habitual and the movement can be performed with some confidence and proficiency.
- **Complex Overt Response:** The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.
- **Adaptation:** Skills are well developed and the individual can modify movement patterns fit special requirement.
- **Origination:** Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.

2. Robert Mager

- Theory of behavioral objectives
 - **Behavior:** the behavior should be specific and observable.
 - **Condition:** the conditions under which the behavior is to be completed should be stated, including what tools or assistance is to be provided.

- **Standard:** the level of performance that is desirable should be stated, including an acceptable range of answers that are allowable as correct.
- Criterion reference instruction for better educational management.
- Example of learning objectives:
 - After completing this course you will be able to: (not accurate)
 - Operate your phone
 - Know how to greet callers
 - Understand the procedure for transferring a call.
 - After completing this course you will be able to: (more accurate)
 - Place a caller on hold
 - Activate the speaker phone
 - Play new messages on the voice mail system
 - List the three elements of a proper phone greeting
 - Transfer a call to a requested extension
- Example in medical education:
 - Given a stethoscope and normal clinical environment, the medical student will be able to diagnose a heart arrhythmia in 90% of effected patients.
- Common pitfall of objective writing:
 - False performance
 - Have a thorough understanding of particle physics.
 - Demonstrate a comprehension of the short-story form
 - Be able to relate to others in a demonstration of empathy
 - Be able to understand individual differences in patients
 - False criteria
 - To the satisfaction of the instructor
 - Must be able to make 80% on multiple choice exam
 - Must pass a final exam

3. Malcolm Knowles (1913-97)

- A champion of Andragogy
- Self-directed learning
- Informal education
 - From educating people to helping them learn

4. Robert Gagne

- Instructional design “condition of learning”, 5 conditions:
 - Verbal information
 - Intellectual skills
 - Cognitive strategies
 - Motor skills
 - Attitudes
- Gagne’s 9 events of instruction
 - Gain attention
 - Stimuli activates receptors
 - Inform learners of objectives
 - Creates level of expectation for learning
 - Stimulate recall of prior learning
 - Retrieval and activation of short-term memory
 - Present the content
 - Selective perception of content
 - Provide “learning guidance”
 - Semantic encoding for storage long-term memory
 - Elicit performance (practice)
 - Responds to questions to enhance encoding and verification
 - Provide feedback
 - Reinforcement and assessment of correct performance
 - Assess performance
 - Retrieval and reinforcement of content as final evaluation

- Enhance retention and transfer to the job
 - Retrieval and generalization of learned skill to new situation

5. Edward de Bono

- Lateral thinking
- Thinking outside the box
- 6 thinking hats, proven use for:
 - Improve teamwork
 - Generate new ideas
 - Stimulate innovation
 - Hold more productive meeting
 - Implement change
 - Solve problem faster
- Pairing of thinking hats



- White: objective & factual

- Red: emotion & intuitive

- Yellow: merits & strengths

- Black: demerits & weaknesses

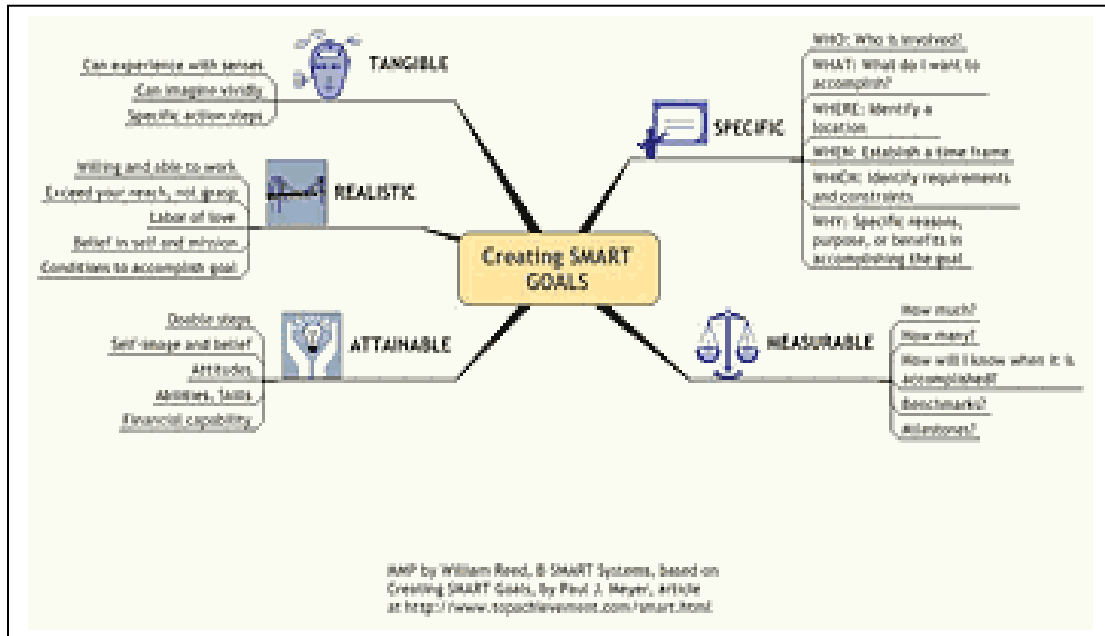
- Green: creativity & growth

- Blue: open sky & overall consideration

- The use of 6 thinking hats
 - Encourage parallel thinking
 - Encourage full-spectrum thinking
 - Separate ego from performance

6. Tony Buzan

- Mind mapping:
 - Visual thinking and action



- Uses of mind mapping
 - Memory improvement
 - Communication effectiveness
 - Problem solving
 - Information management
 - Decision making
 - Project management
 - Leadership skill
 - Practical creativity
 - Time management
- Mind map vs. concept map
 - Mind map
 - Originate from single concept or topic
 - A tree structure

- Radiating linkages
- Concept map
 - Originate from several related concept
 - Network structure
 - Multiple directions linkages