



EC SO6006: Skills for Life: Employability and Future Pathways

Theme 3 Post Modern Career Planning

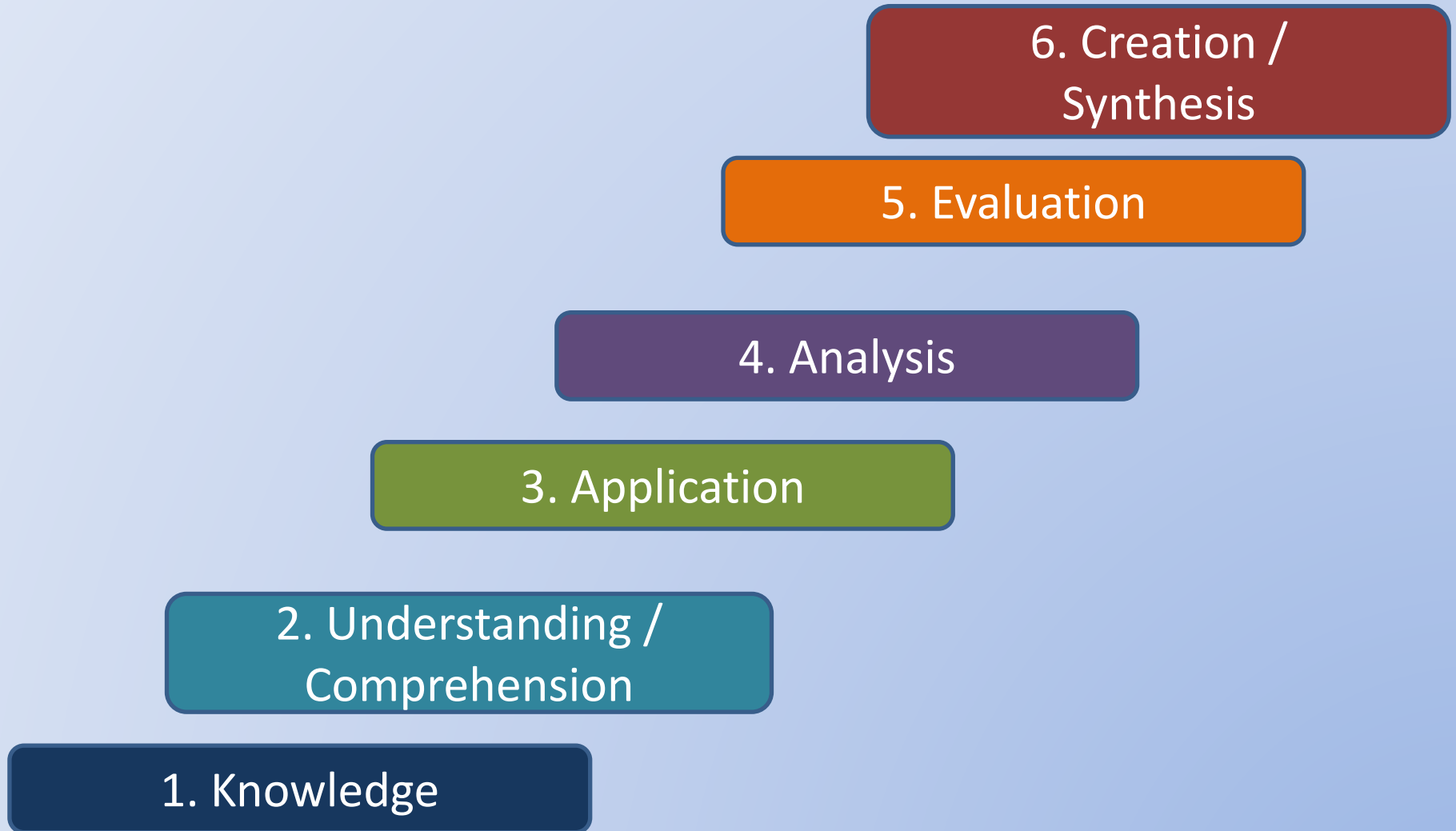
Part 2: Learning and Personal Development

Learning Theories: Domains of Learning

In order to be an effective reflective practitioner (as well as an effective student or career planner) one needs know how one learns, e.g.

- Bloom's Taxonomy:
- 1.Cognitive Domain – knowledge based
- 2. Psychomotor domain – skills based
- 3. Affective domain – attitudes, feelings
- Each of these domains has levels of learning which become progressively more sophisticated

Cognitive domain



Cognitive domain

1. Knowledge

- Recognising, learning and remembering facts without necessarily understanding their full meaning.

e.g. terminology, names, lists, models, sequences, classifications, methodology, theories, structures etc.

Typical verbs: define, duplicate, list, memorize, repeat, reproduce

Example: List the levels in Maslow's Hierarchy of needs in the correct order

Cognitive domain

2. Understanding / Comprehension

- Demonstrating an understanding of ideas and facts

e.g. organising data, making comparisons, interpreting information, giving descriptions, and stating the main ideas

Typical verbs: explain, paraphrase, discuss, classify, exemplify

Example: Discuss the differences between a Private Sector and a Third Sector organisation?

Cognitive domain

3. Application

- Using prior knowledge to solve problems; using knowledge in a new way or situation

e.g. identifying connections, recognising patterns, using known techniques and rules in new situations

Typical verbs: interpret, solve, demonstrate, discover.
illustrate

Example: Demonstrate how the Social Services and Wellbeing (Wales) Act 2014 has changed practice in Policing?

Cognitive domain

4. Analysis

- Distinguishing between different elements of a topic, how they relate to each other and to the overall structure

e.g. making connections between ideas, analysis of elements, analysis of relationships, analysis of organization

Typical verbs: differentiate, contrast, distinguish, examine, relate

Example: What distinguishes the roles of 'dependent' and 'independent' advocate?

Cognitive domain

5. Evaluation

- Justifying a stance, decision or conclusion

e.g. evaluating the quality of work based on set criteria,
judging the validity of ideas or arguments

Typical verbs: appraise, argue, defend, select, support,
critique

*Example: Critically evaluate the effectiveness of a
housing policy for a Local Authority of your choice.*

Cognitive domain

6. Creation / Synthesis

N.B. This is a more recent adaptation of Bloom's original

- Producing new or original work, ideas or research

e.g. combining ideas to make a new theory, generating new ideas, undertaking original research

Typical verbs: design, construct, create, conjecture, develop, formulate, investigate

Example: Is there a causal connection between expulsion from school and involvement in the criminal justice system?

Psychomotor domain

7. Origination

6. Adaptation

5. Complex overt response

4. Mechanism

3. Guided Response

2. Sets / Mindsets

1. Perception



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Based on (Anderson and Krathwohl, 2016)

Psychomotor domain

1. Perception

- Being able to change one's actions based on sensory information (i.e. touch, sight, hearing, taste, smell, balance etc.)

e.g. being able to recognise and act on non-verbal cues, judging the amount of pressure to apply when assisting a patient to flex a damaged limb, adjusting the seasoning in a dish

Typical verbs: responds, detects, adjusts, distinguishes, identifies, relates, selects

*Example: support the individual to consume their food and drink in manageable quantities and at their own pace**

Psychomotor domain

2. Sets / Mindsets

- Willingness and readiness to act; a 'state of mind' that allows a person to adapt physical tasks

e.g. knowing and performing a set a steps in a process, identifying one's own abilities and areas for development, willingness to learn new procedures

Typical verbs: prepares, displays, explains, moves, proceeds, reacts, shows, states, volunteers.

*Example: prepare the individual correctly according to the requirements of the activity to be carried out, ensuring effective infection control at all times in accordance with clinical governance**

Psychomotor domain

3. Guided Response

- First stage of learning a complex task

e.g. imitating the actions of another person, working by 'trial and error', practicing a new task, following a recipe

Typical verbs: repeat, copy, trace, follow, respond, react

Example: follow the instructions given by your supervisor in order to successfully assemble a hoist

Psychomotor domain

4. Mechanism

- Intermediate stage of learning a complex task

e.g. performing tasks with confidence and proficiency, working without instruction, learned responses become habitual

Typical verbs: assemble, construct, dismantle, display, organise, manipulate, prepare

*Example: prepare the environment so that it makes eating and drinking enjoyable and safe**

Psychomotor domain

5. Complex overt response

- The skilful performance of physical activities or tasks; ability to operate quickly and precisely; highly coordinated performance

e.g. operating a piece of technical equipment effectively and efficiently, performing tasks independently with the minimum of time/energy expended

Typical verbs: assemble, construct, dismantle, display, organise, manipulate, prepare

*Example: provide support to enable the individual to eat and drink with comfort, respect and dignity, using appropriate utensils and any specialist equipment **

Psychomotor domain

6. Adaptation

- Person has well developed skills and can adapt their performance in order to meet new challenges

e.g. Responds effectively to unexpected experiences.
Modifies behaviours to meet the needs of the client.

Typical verbs: explores, adapts, alters, changes, rearranges, reorganizes, revises, varies.

*Example: explore and select methods with the individual that are most likely to be effective**

Psychomotor domain

7. Origination

- Ability to create new sequences of actions to perform a task more effectively; devising a completely new physical task

e.g. Constructs a new set or pattern of movements organized around an original concept or theory. Develops a new and effective training programme.

Typical verbs: originates, builds, devises, composes, constructs, creates, designs, initiates.

Example: devising a new way of turning a patient to minimise pressure sores

Affective Domain

- This domain deals with the development of positive attitudes, emotions and feelings
- Therefore it covers what we might call empathy, understanding and 'emotional intelligence'
- In some careers this is a very important domain (e.g. counselling)
- However, all jobs involve some affective elements
- However, this domain is probably the most difficult to assess

Affective Domain

5. Characterising

4. Organising

3. Valuing

2. Responding

1. Receiving

Based on (Anderson and Krathwohl, 2016)



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Affective domain

1. Receiving

- Being aware of or 'attending' to aspects of your environment; open to experiencing new things; giving attention to others

e.g. paying attention to your surroundings and recognising and remembering what others are saying or doing, this is essential in all learning but on its own is not effective

Typical verbs: ask, select, identify, listen. recognise

*Example: work with the individual, key people and others to identify the level of support the individual requires and prefers when eating and drinking**

Affective domain

2. Responding

- Actively participating in a process; establishing a two-way communication

e.g. Reacts to a stimulus (e.g. what someone else has said or done); volunteers information based on conversation

Typical verbs: respond to, assist, perform, help, practice

*Example: respond appropriately to questions and issues raised about the food and drink the individual is about to consume, their diet and any dietary needs and preferences**

Affective domain

3. Valuing

- Ascribing value to a process, object, phenomenon or piece of information

e.g. associating some value or values to information acquired; assessing the importance of information acquired; conforms to appropriate behaviours

Typical verbs: select, differentiate, demonstrate, justify, propose

*Example: Understanding your own background, experiences and beliefs that may affect the way you work**

Affective domain

4. Organising

- Relating or comparing different experiences and values; elaborating on what is already known

e.g. accommodating experiences and information from different sources into a coherent 'schema'

Typical verbs: organise, formulate, arrange, combine, modify, compare

*Example: Knowledge of what you should do when there are conflicts and dilemmas in your work **

Affective domain

5. Characterising

- Building abstract knowledge based on already known or understood experiences
e.g. developing internal, professional attitudes and behaviours, articulating a consistent world-view or philosophy,
; analysing complex situations and responding accordingly based on values

Typical verbs: act, discriminate, influence, solve, verify

*Example: Knowledge of what to do if you have reported concerns but no action is taken to address them**

Your Future Plans

- It is important to remember that this Module is called 'Skills for Life'
- It is not just focused on employment but on your personal development as a whole
- It is not just about finding a new job but also involves considering;
 - Moving on in your current work
 - Volunteering
 - Setting up a Social Enterprise
 - Improving your skills, knowledge and understanding
- Take some time to think about your future plans so that you can identify what you might want from this Module



If you are happy to, share your thoughts with the group.

Bringing it all together – Your PDP

Personal Development Plan template



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References

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