

Session 1

Domains of Learning: Looking Back on the Facilitation of Learning

A. Introduction

Teachers are facilitators of learning. They must keep an eye on their students' development and step in whenever required to fill in any gaps in knowledge or instruction that may be preventing them from learning and applying what they are supposed to. Image 1 is a picture of the teacher who may use a colorful and fun way of teaching pupils.



Image 1: A public school teacher in the Philippines trying to make the teaching and learning process lively (Source: Madrona, 2017: Online)

There are several methods to present them, depending on the background and knowledge of the pupils. Instruction could take place in a variety of ways, including whole-class activities and rationalizations before or during the inquiry process as questions arise from the students' work; small-group activities based on explanations, worksheets, or tasks provided by the teacher; and individual skills and practice sessions, including worksheets and extracts from textbooks, computers, and the internet.

This initial session will drive us through the essentials of teaching and assessment, making us more conscious about how children may be taught accurately, appropriately, and adequately, according to my more than a quarter-century of professional teaching experience.

B. Session Objectives

At the end of this session, you are expected to achieve the following:

- 1) To describe how the teacher makes learning happen and causes significant social changes in the lives of the pupils;
- 2) To illustrate how a teacher can exemplify holistic teaching and active learning; and,
- 3) To determine the role of assessment in ensuring learning competencies are achieved across the three learning domains.

C. Session Content

1. The Teaching and Learning Process



Image 2: A Filipino teacher reaching out to the needs of her students (Source: Mary, 2022: Online)

The teaching and learning process connects teachers and students in which information in a specific field is passed among each other. Image 2 demonstrates that this interaction is known as the teaching-learning cycle. It is a multi-step process in which an educator assesses the learning requirements of their students, determines the specific learning objectives for those students, and cultivates new learning and teaching methodologies.

This procedure fosters how educators pass on their expertise to their pupils. There are two possible outcomes to this scenario. The first approach is known as the "one way" technique, in which the instructor is the sole participant in the conversation, and the second approach is known as the "circular" method, in which the instructor, as well as the students, take part in the dialogue, which ultimately contributes to the growth of the class (Kubiszyn & Borich, 2007).

When teachers pass on their expertise to students as part of this teaching and learning process, they must consider their ages, aptitude levels, experience, and living circumstances. The teaching and learning process may be broken down into seven distinct steps.

Step 1: Exploring Background Experiences. These are the information that pupils already have tucked away in their memories before beginning a new subject. It may be defined as the Knowledge that they already possess.

Step 2: Introducing New Information. When presenting new material to a class, teachers usually use abstract concepts and a multisensory approach as they try to connect to the students' past Knowledge.

Step 3: Building Conceptual Frameworks. Along with introducing the new lesson, the teacher facilitates unlocking difficulties and terminologies that are basic and essential. In this step, pupils become familiar with the definitions and applications of the basic concepts and terms frequently used to understand the lesson.

Step 4: Posing Challenges. Pupils are given activities that engage several senses and non-linguistic processes. They develop their ability to work successfully in groups as well as their capacity for cooperation and collaboration.

Step 5: Practicing and Feedbacking. The teacher facilitates meaningful interaction so the pupils get immersed in the lesson while keeping an eye on the target learning outcomes. Getting the pupils' feedback is essentially done to track their learning progress.

Step 6: Spiraling. Because teaching and learning assist pupils in creating long-term memories, their well-being must be carried out several times with an undetermined time interval between each iteration.

Step 7: Creating New Ideas. The long-term memories described in the preceding step are gauged when pupils demonstrate independent practices and outputs learned and earned from such repetition. In this step, they have developed the habit of doing the right things right as the outcome of learning for the benefit of society.

2. Holistic Teaching and Active Learning



Image 3: Trying to get into the core of teaching and learning (Source: Team Orange, 2020: Online)

Education has been recognized as essential to a successful life for centuries. However, as our knowledge of what it means to learn and educate grows, so too must our approaches to instructing and instructing our children. The holistic approach is an example of one of these methods. This strategy has been gaining steam in recent years, with parents, teachers, and educational

professionals increasingly realizing the benefits of adopting it in their classrooms and homes. Instead of focusing just on rote memorizing information, holistic education emphasizes the development of an overarching, holistic view of the world around us (see Image 3 as a portrayal of conventional classroom instruction).

a) Holistic Teaching Defined

The learning process is viewed as a whole through holistic education. It strongly emphasizes the development of the whole person, including the intellectual, emotional, physical, and spiritual aspects of one's being (Lucas & Corpuz, 2020). This method views children as people, each with their abilities and requirements, and acknowledges that the optimal learning environment for children is one in which their specific needs are addressed. Image 4 represents inclusive education as a characteristic feature of holistic teaching.



Image 4: A girl covers anti-LGBT messages in rainbow handprints during a Pride rally in Manila on June 27, 2015. (Source: Marquez, 2015: Online)

An education that takes a holistic approach recognizes that children learn best when actively involved in educational activities that are both relevant and pleasurable to them. Students are encouraged to explore their interests and express themselves in various ways, which is one of the benefits of this activity. A holistic education places a strong emphasis not only on the significance of the local community and the natural world but also on the development of pupils into responsible members of society.

b) Significance of Holistic Teaching

- (1) Holistic education emphasizes a child's social, physical, emotional, and spiritual growth. Many see the benefits of holistic schooling because it helps kids realize their own needs and interests, which is its primary value. Children can become well-rounded by exploring their talents and shortcomings.
- (2) Holistic education encourages critical thinking and problem-solving by encouraging youngsters to think beyond the box. Holistic education also helps youngsters comprehend their own and others' emotions.
- (3) Holistic education engages students to develop empathy by teaching them to consider others' feelings and needs. Children may develop and practice social-emotional skills with parental direction, healthy role models, and activities. Children may learn to resolve disagreements respectfully, empathize, take turns, and cooperate. Role-playing, storytelling, and drama may help kids develop these skills safely and affectionately.

c) Holistic Teaching is Child-Centered

Establishing a child-centered environment is paramount in holistic approaches to children’s education. This involves creating an atmosphere of respect, trust, and inclusion for children to feel comfortable and empowered. A child-centered environment encourages exploration, discovery, and problem-solving and allows children to take ownership of their learning and development. Effective communication between parents, teachers, and students is crucial in creating such an environment – parents should be kept informed of their child’s progress, while teachers should be open to parent’s suggestions and feedback. Moreover, teachers should provide classrooms that are physically comfortable and aesthetically pleasing and foster an atmosphere of respect and collaboration.

d) Active Learning

Pupils who are using active learning techniques are engaged to participate in their own education by thinking, talking, discovering, and producing (see Image 5). They put their knowledge to use in the classroom by doing skill drills, resolving issues, grappling with complex topics, deciding among alternative courses of action, and articulating concepts in their own words through writing and class discussion. It is essential to this learning process that students receive feedback promptly, either from the teacher or their peers.



Image 5: Active learning through science investigative tasks
(Source: Luwirap Creative Designs, 2021: Online)

Active learning is a technique of teaching in which students are actively involved in the learning process using methods such as class discussions, problem sets, case studies, and role plays. Although students are expected to take on more responsibility in an active learning environment than in a lecture, instructors' assistance is still essential.

In practical terms, active learning is characterized by instruction in which activities involving various learning styles, such as visual, auditory, kinesthetic, and tactile, in between classroom interactions and discussions.

3. The Three Domains of Learning

Teachers must recognize that students learn in a wide range of ways and then develop lesson plans catering to their student's strengths and learning styles (Navarro, Santos & Corpuz, 2019). These concepts have influenced education by promoting a more all-encompassing approach to studying. In this session, we will discuss what learning domains are, why they are so important, and the steps students take within each domain to assimilate information and develop skills.

Educational psychologist Benjamin Bloom introduced the domains of learning in 1956. Three education categories require various instruction and evaluation methods to attain their goals. Each domain offers characteristics and objectives to engage students in problem-solving, information processing, and skill development from multiple viewpoints. This makes learning easier and more fun. In assessing learning outcomes, the teacher needs to view learning according to the three domains: Cognitive, Affective, and Psychomotor.

a) The Cognitive Domain

Six intellectual skills are arranged by student development in the cognitive area. This is Bloom's Taxonomy. Bloom uses active verbs to explain how students use each ability. The original version of Bloom's Taxonomy contains the following skills, from basic to complex. However, we will not thoroughly discuss them in this session because we will have a different session intended for these skills.

Knowledge is recalling previously acquired information.

Comprehension is understanding previously taught ideas or concepts.

Application is selecting and using data principles to solve an issue independently.

Analyzing is posing a statement or question's assumptions to draw conclusions.

Synthesis is a combination of concepts to create a new idea or strategy.

Evaluation is assessing using relevant criteria and giving value judgment.

Bloom's former students and colleagues updated the taxonomy for modern educational institutions in 2001. Most elements were renamed but kept. They also switched the last two components, to wit:

Remembering (previously Knowledge)

Understanding (previously Comprehension)

Applying (previously Application)

Analyzing (previously Analysis)

Evaluating (previously Evaluation)

Creating (previously Synthesis)

b) The Affective Domain

The affective domain is crucial to learning but rarely addressed. Attitudes, motivation, readiness to engage, appreciating what is learned, and implementing disciplinary values into a way of life are covered in this domain. That domain has stages that are not sequential like the cognitive domain but are described as follows:

Receiving (prepared to listen)

Responding (prepared to participate)

Valuing (prepared to be involved)

Organizing (prepared to be an advocate)

Characterization (prepared to transform character)

c) The Psychomotor Domain

The psychomotor domain is concerned with the performance of episodes of motor activities to a predetermined degree of correctness, smoothness, speed, or force. The cognitive knowledge lies behind the surface of the muscular action.

Observing someone face-to-face is ideal for testing their psychomotor skills. Video, demonstrations, online written descriptions, or illustrations of each step in the sequence might help learn motor skills because of the cognitive component underpinning them. Students can utilize simulations to learn the steps and practice different variants of a motor sequence, but in the end, they should execute the skill in front of an instructor or designee who can evaluate whether or not they met the standards. Learning without "hands-on" options is possible using simulations when the psychomotor activity is risky or the necessary equipment is unavailable.

The learning stages in the psychomotor domain can be characterized as follows:

- Action (elementary movement)
- Coordination (synchronized movement)
- Formation (bodily movement)
- Production (combination of verbal and nonverbal movement)

D. Conclusion

Holistic education is when the learner develops thinking skills (cognitive) strengthened by a positive attitude (affective) and practiced in real-life situations (psychomotor) in the service of humanity. Designing and assessing holistic teaching and active learning is initiated by crafting complete learning outcomes.

E. References

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