



Adult Learning: Physical Skills

GLOBAL COURSEWARE

Getting Started

Bloom's Taxonomy is not just for elementary school teachers. The three domains of the taxonomy apply to adult education as well.

Workshop Objectives



- Understand Bloom's Taxonomy
- Explain the psychomotor domain
- Explore the different psychomotor taxonomies
- Identify psychomotor activities



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The brighter you are, the more you have to learn.

Don Herold

MODULE TWO

Bloom's Taxonomy

Bloom's Taxonomy has been a basis for educators since its inception.

Teachers of should be familiar with the theory.



Bloom's Theory

The focus of Bloom's theory is the learning hierarchy. In this hierarchy, students will master one level at a time.

History

- Evaluation
- Application
- Comprehension





New Understanding

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering

Definition

The Psychomotor Domain addresses the use and development of motor skills.



Practical Illustration



- Bloom's Theory
- History
- New Understanding
- Definition

Module Two: Review Questions

1. What is the hierarchy similar to?

A. Stairs

B. Nothing

C. Strategies

D. Steps

Module Two: Review Questions

2. What is created from the domains of Bloom's Taxonomy?

A. Learning objectives

B. Activities

C. Assessment

D. All of the above

Module Two: Review Questions

3. In what year was Bloom's Taxonomy developed?

A. 1973

B. 1956

C. 1964

D. Unknown

Module Two: Review Questions

4. What is a domain in Bloom's Taxonomy?

A. Cognitive

B. Psychomotor

C. Affective

D. All of the above

Module Two: Review Questions

5. What category did the updated model of the Cognitive Domain remove?

A. Understanding

B. Knowledge

C. Analysis

D. Creativity

Module Two: Review Questions

6. What does the Cognitive Domain blend with?

A. Affective

B. Nothing

C. Psychomotor

D. A and C

Module Two: Review Questions

7. When was the first psychomotor taxonomy created?

A. 1964

B. 1956

C. 1973

D. 1972

Module Two: Review Questions

8. Who is responsible for the original psychomotor domain?

A. Anderson

B. Simpson

C. Krathwohl

D. Bloom

Module Two: Review Questions

9. Teachers of _____ should be familiar with the theory's history and how it has changed over the years.

A. Children

B. Adults

C. A and B

D. Unknown

Module Two: Review Questions

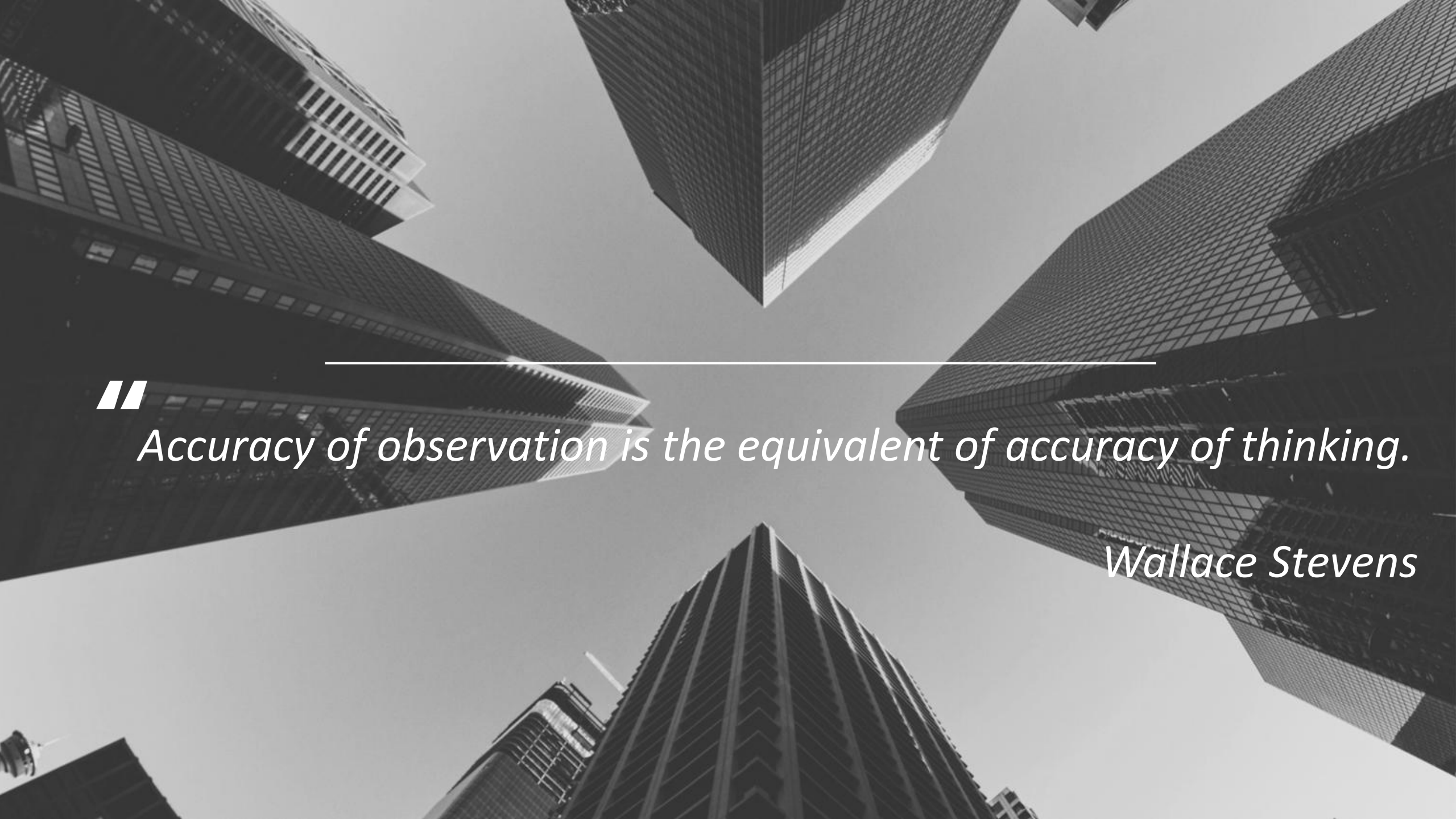
10. Each domain identified is broken down into levels or categories with _____ that identify when students have mastered skills from each level of the domain.

A. Specific behaviors

B. Activities

C. Example words

D. All of the above



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Accuracy of observation is the equivalent of accuracy of thinking.

Wallace Stevens

MODULE THREE

Observation

It is important to be familiar with the behavior, actions, example verbs, and implementation necessary to support students in their progress through the observation stage of this domain.



Behavior

People who do not pay attention during physical tasks are not demonstrating active participation. This is the behavior that students will build on to develop the next step in the learning process.

Actions

- Watch expert in person
- Watch examples online
- Use instruction books





Examples

- Observe
- Define
- Choose
- Identify
- Select

Implementation

This type of training includes the in-person demonstration, online demonstration, and instructions with images.



Practical Illustration



- Behavior
- Actions
- Examples
- Implementation

Module Three: Review Questions

1. How does observation take place?

A. Unknown

B. Emotionally

C. Physically

D. Mentally

Module Three: Review Questions

2. What is Not active participation?

A. Taking notes

B. Reading instructions

C. Not paying attention

D. Presentation

Module Three: Review Questions

3. Certain actions indicate that a student can implement the _____ stage.

A. Psychomotor

B. Observation

C. Cognition

D. A and B

Module Three: Review Questions

4. What should actions align with?

A. Understanding

B. Example words

C. Assessment

D. Unknown

Module Three: Review Questions

5. What is another name for example verbs?

A. Outcomes

B. Goals

C. A and B

D. Keywords

Module Three: Review Questions

6. What is true of keywords in different domains?

A. Nothing

B. They connect

C. They are unique

D. None of the above

Module Three: Review Questions

7. What type of training relates to the observation phase?

A. Online

B. In-person

C. Videos

D. All of the above

Module Three: Review Questions

8. What is necessary for the setting of observation instruction?

A. Noise

B. Lack of distraction

C. Books

D. Pacing

Module Three: Review Questions

9. Which of the following is not a keyword referred to in this module?

A. Define

B. Identify

C. Close

D. Watch

Module Three: Review Questions

10. What would be a problem for observation?

A. Instruction

B. Unknown

C. Timing

D. Noise

A black and white photograph of a person standing on a narrow wooden plank that is suspended over a body of water. The person is in a yoga pose, with one leg raised and arms extended horizontally. The water surface is covered in ripples. A thin white horizontal line is positioned across the middle of the image, just above the plank.

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Imitation cannot go above its model.

Ralph Waldo Emerson

MODULE FOUR

Imitation

Once students are practicing observation, they should be able to imitate what they have seen.



Behavior

Students will attempt physical activities and begin their efforts to master an action, so they will not act with precision.

Actions

Copying actions

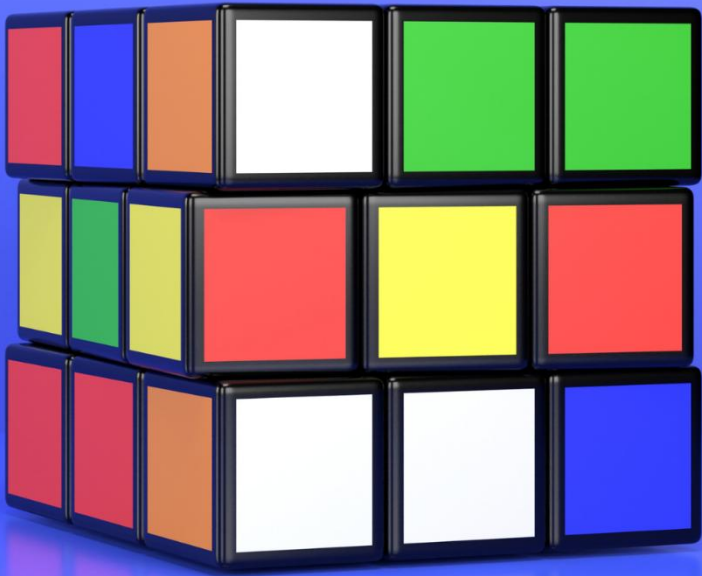
Repeating activities

Imitate processes



Examples

- Copy
- Repeat
- Attempt
- Try
- Duplicate



Implementation

Adult learners will require activities to be designed with their skill levels in mind.



Practical Illustration



- Behavior
- Actions
- Examples
- Implementation

Module Four: Review Questions

1. What will the behaviors lack?

A. Actions

B. Activities

C. Unknown

D. Precision

Module Four: Review Questions

2. Behaviors should be _____.

A. Individual

B. Monitored

C. Active

D. Self-guided

Module Four: Review Questions

3. What will actions show?

A. Participation

B. Application

C. Knowledge

D. Understanding

Module Four: Review Questions

4. What should actions align with?

A. Familiarity

B. Learning outcomes

C. Student responses

D. All of the above

Module Four: Review Questions

5. When establishing keywords or phrases, it is necessary to use _____ to begin.

A. As nouns

B. As helping verbs

C. As action verbs

D. None of the above

Module Four: Review Questions

6. What will help assess performance?

A. Keywords

B. Objectives

C. Goals

D. Domain

Module Four: Review Questions

7. What should instructors provide?

A. Lessons

B. Goals

C. Observations

D. Feedback

Module Four: Review Questions

8. What do students need to be successful?

A. Time

B. Resources

C. A and B

D. Training

Module Four: Review Questions

9. Which of the following are examples of actions that demonstrate a students' ability to imitate?

A. Copying actions

B. Repeating activities

C. Imitate processes

D. All of the above

Module Four: Review Questions

10. An example of effective implementation would be, having students _____.

A. Use new software

B. Edit a paper

C. Create a grocery list

D. None of the above



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*Tell me and I forget. Teach me and I remember. Involve me
and I learn.*

Benjamin Franklin

MODULE FIVE

Manipulation

The students build on skills of operation and imitation to take the next step.



Behavior

These behaviors indicate that students have grasped the basics from the previous stages.

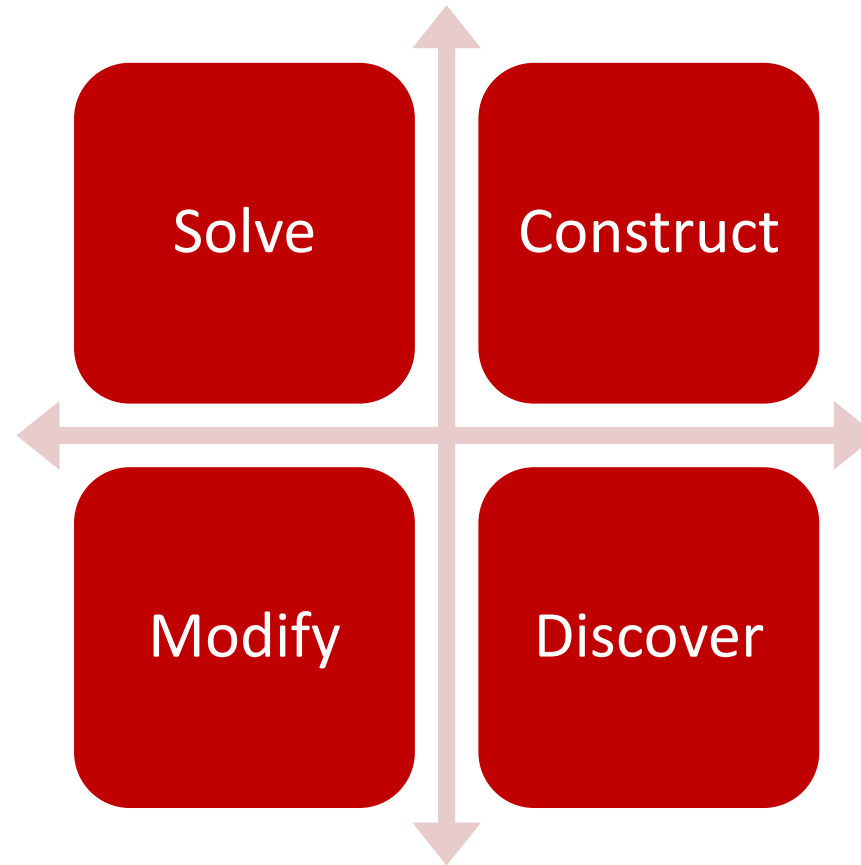
Actions

- Complete written instructions
- Follow oral instructions
- Finish a step from memory





Examples



Implementation

Instructors should avoid taking over the tasks for students, and allow them to do the work for themselves.



Practical Illustration



- Behavior
- Actions
- Examples
- Implementation

Module Five: Review Questions

1. What do students no longer need?

A. Direct observation

B. Applied information

C. A and B

D. None of the above

Module Five: Review Questions

2. What do students need?

A. Instruction

B. Guidance

C. A and B

D. None of the above

Module Five: Review Questions

3. What do manipulation actions align with?

A. Objectives

B. Commitment

C. Nothing

D. Learning outcomes

Module Five: Review Questions

4. What do actions require at the manipulation stage?

A. Ideas

B. Theories

C. Principles

D. All of the above

Module Five: Review Questions

5. What helps identify mastery of manipulation?

A. Application

B. Displays

C. Examples

D. Keywords

Module Five: Review Questions

6. What is true of keywords?

A. They are action verbs

B. They are nouns

C. They are passive

D. None of the above

Module Five: Review Questions

7. What is necessary for activities at the implementation phase?

A. Goals

B. Information

C. Break them into steps

D. None of the above

Module Five: Review Questions

8. What improves manipulation?

A. Guided practice

B. Opportunities

C. Feedback

D. A and C

Module Five: Review Questions

9. Which of the following is an example of Manipulation?

A. Following a recipe

B. Buying groceries

C. Doing laundry

D. Unknown

Module Five: Review Questions

10. At this stage, students still need _____ so that they can be successful and move forward.

A. Instruction

B. Guidance

C. Restrictions

D. A and B



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Concision in style, precision in thought, decision in life.

Victor Hugo

MODULE SIX

Precision

Precision builds on the skills of manipulation as students take on more control in their actions.



Behavior

In the precision stage, students move forward to begin their mastery of tasks.

Actions

- Practicing the process alone
- Repeatedly practice the skills or processes
- Improve speed and accuracy





Examples

Perfect

Improve

Master

Practice

Regulate

Implementation

Students rework a project that they did not complete correctly, or in a timely manner.



Practical Illustration



- Behavior
- Actions
- Examples
- Implementation

Module Six: Review Questions

1. How should tasks be performed?

A. With limits

B. Without supervision

C. Without structure

D. With supervision

Module Six: Review Questions

2. Students who are unable to work independently, are not considered to be at the ____ phase.

A. Quality

B. Reliability

C. Precision

D. Independence

Module Six: Review Questions

3. What does precision require?

A. Acting on one's own

B. Acting with supervision

C. Observation

D. None of the above

Module Six: Review Questions

4. Keywords and _____ align with the precision stage.

A. Learning outcomes

B. Organization

C. Goals

D. Reviews

Module Six: Review Questions

5. Using action verbs as descriptors, makes it easier to recognize_____.

A. Precision

B. Development

C. Objectives

D. Nothing

Module Six: Review Questions

6. What do keywords do?

A. Predict

B. Demonstrate

C. Assess

D. A and B

Module Six: Review Questions

7. How should students practice what they've learned?

A. Creatively

B. Unknown

C. With supervision

D. Alone

Module Six: Review Questions

8. What is the focus of precision?

A. Complete without support

B. Complete with support

C. Complete correctly

D. A and C

Module Six: Review Questions

9. Which of the following are keywords used at this stage?

A. Calibrate

B. Demonstrate

C. Perfect

D. All of the above

Module Six: Review Questions

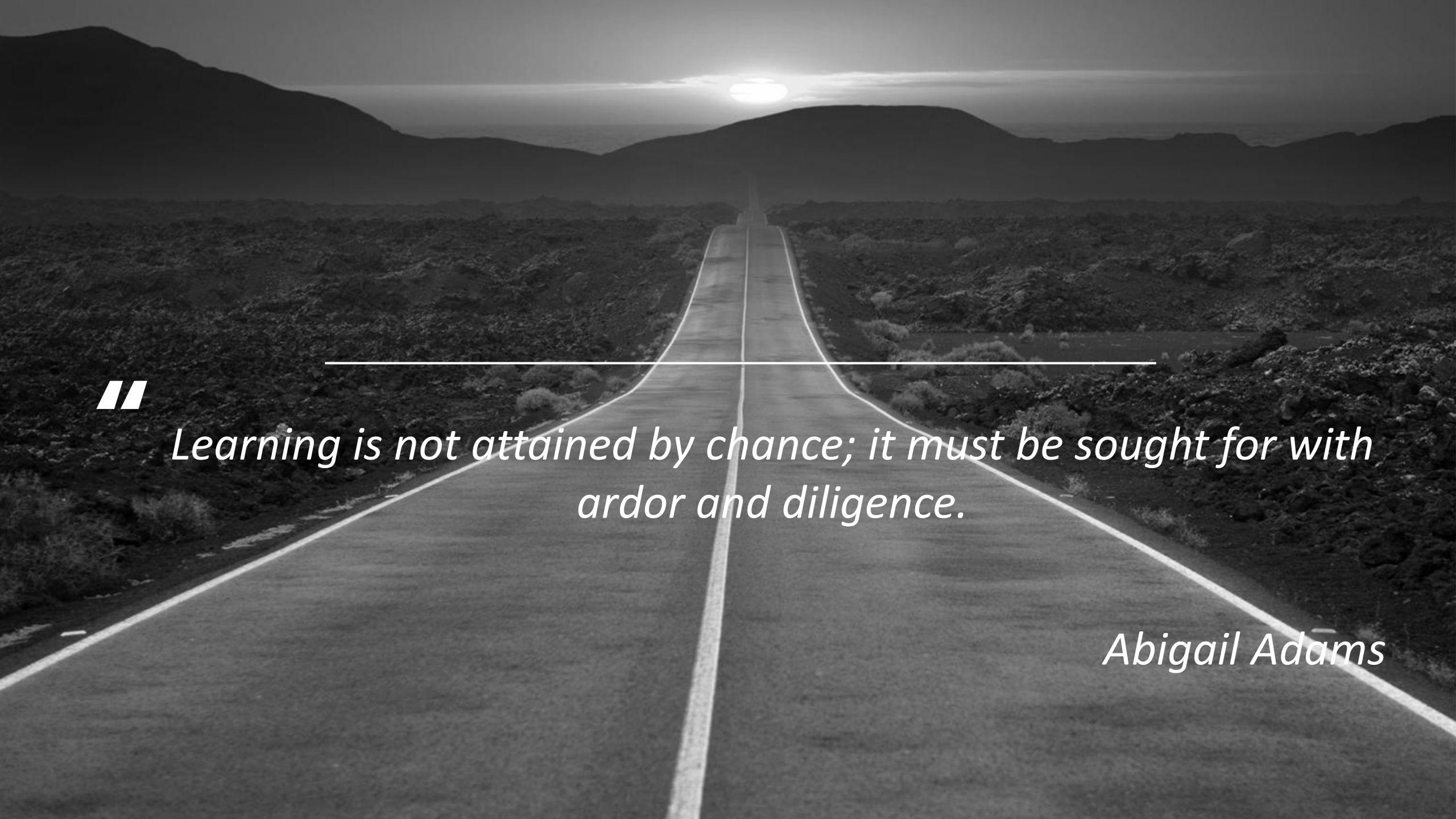
10. What is the focus of this stage?

A. Complete a skill

B. Complete a skill without any support

C. A and B

D. None of the above



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Learning is not attained by chance; it must be sought for with ardor and diligence.

Abigail Adams

MODULE SEVEN

Articulation

Articulation builds upon the mastery found in precision.

Students have the opportunity to increase their creativity and blend the different skills.

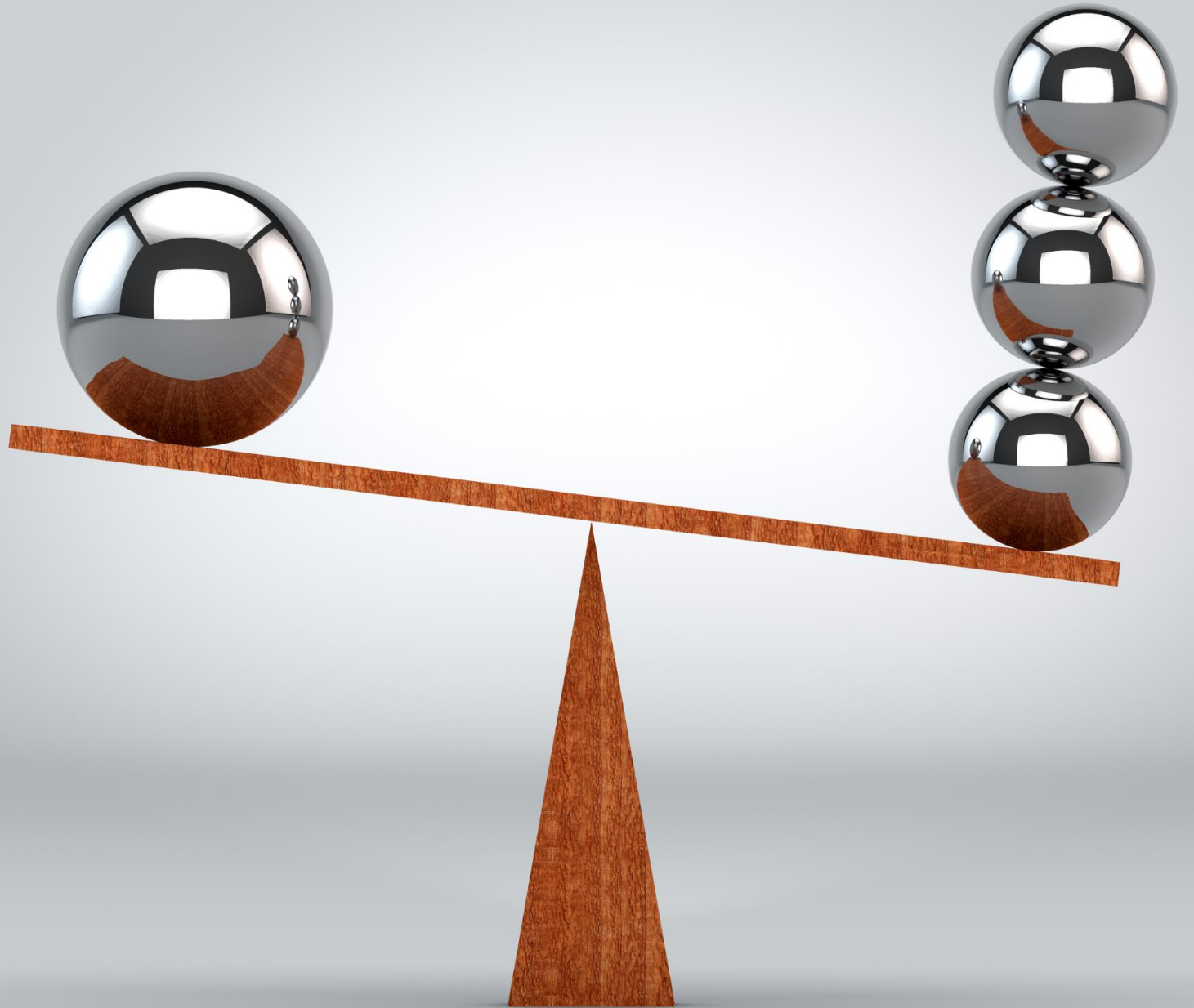


Behavior

Behavior at this stage should be independent and based on the skills learned at previous stages.

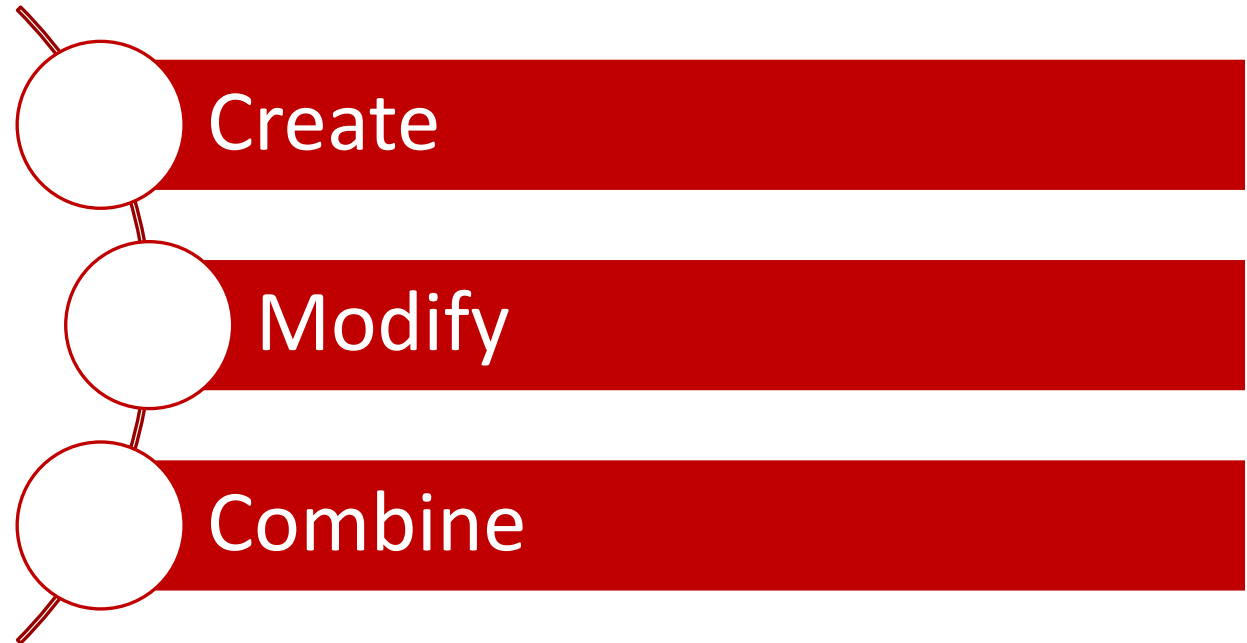
Actions

- Balancing actions
- Acting with consistency
- Creating a series of steps





Examples



Implementation

Without the opportunity to work alone, it is not possible to develop articulation skills.



Practical Illustration



- Behavior
- Actions
- Examples
- Implementation

Module Seven: Review Questions

1. What will behaviors demonstrate?

A. Analysis

B. Understanding

C. Precision

D. Adaptation

Module Seven: Review Questions

2. What do students do with skills learned up to this point?

A. Apply

B. Develop

C. Integrate

D. None of the above

Module Seven: Review Questions

3. What will students' actions display?

A. Interest

B. Expertise

C. Value

D. Analysis

Module Seven: Review Questions

4. Actions at this stage create_____.

A. Personal decisions

B. Copied activities

C. Unique activities

D. Unknown

Module Seven: Review Questions

5. What keyword is referred to at this stage?

A. Creativity

B. Objective

C. Nothing

D. Actions

Module Seven: Review Questions

6. Keywords should be ____.

A. Proper nouns

B. Adverbs

C. Domains

D. Action verbs

Module Seven: Review Questions

7. What do students need to develop articulation?

A. Application

B. Oversight

C. Emotional connection

D. Independence

Module Seven: Review Questions

8. In which way should students develop their skills?

A. Intellectually

B. Creatively

C. Unknown

D. Oversighted

Module Seven: Review Questions

9. Articulation builds upon the mastery found in ____.

A. Precision

B. Nothing

C. Life

D. Lessons

Module Seven: Review Questions

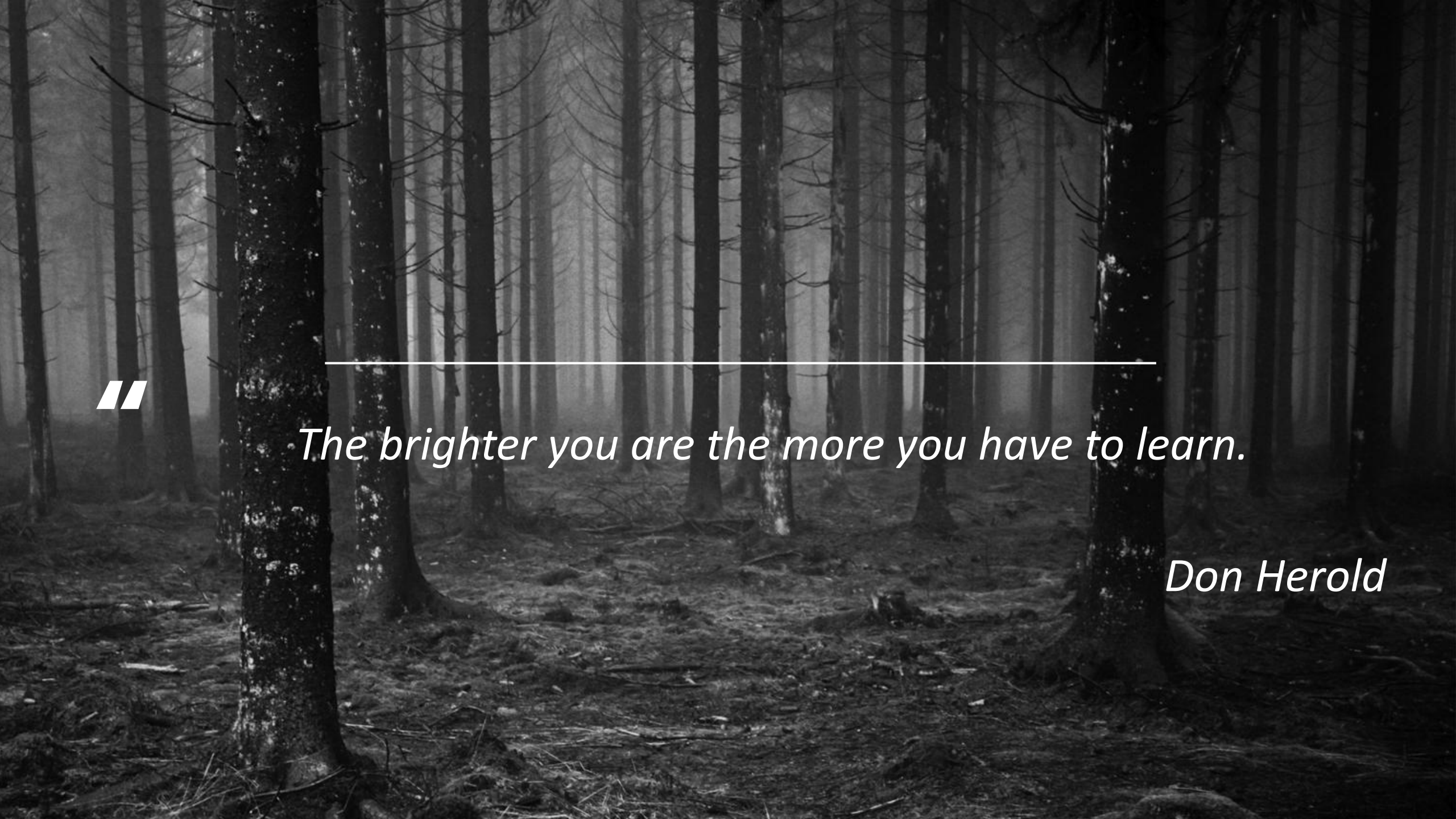
10. What improved student success at this stage?

A. Nothing

B. Combined teaching

C. Guidance

D. Working alone



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The brighter you are the more you have to learn.

Don Herold

MODULE EIGHT

Naturalization

At this point, students should demonstrate their mastery of psychomotor domain.



Behavior

A behavior that demonstrates naturalization is the ability to play the piano well, or keyboarding with a high wpm.

Actions

- Strategy of meeting needs
- Establish an approach
- Create strategy for blending activities





Examples

Invent

Create

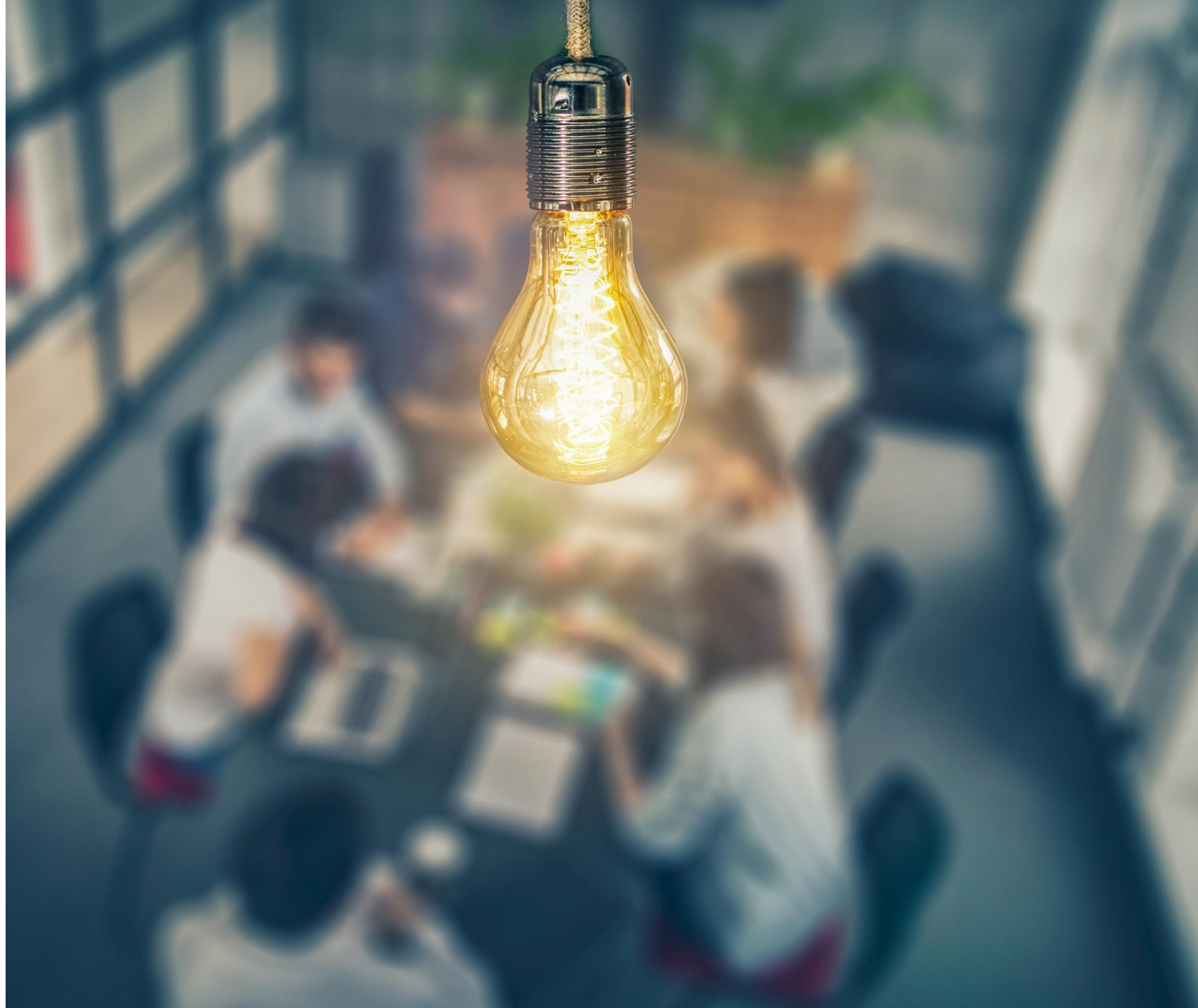
Natural

Easy

Effortless

Implementation

An assessment is created to gauge the skills and activities of the students.



Practical Illustration



- Behavior
- Actions
- Examples
- Implementation

Module Eight: Review Questions

1. What is true of behavior in naturalization?

A. It is second nature

B. It is incomplete

C. It needs observation

D. A and C

Module Eight: Review Questions

2. What do students **Not** need at this point?

A. Feedback

B. Assistance

C. Activities

D. Creativity

Module Eight: Review Questions

3. What will you see in students' actions?

A. Unique actions

B. Guided actions

C. Those from earlier stages

D. None of the above

Module Eight: Review Questions

4. What will students' actions indicate?

A. Creativity

B. Blending

C. Understanding

D. Unknown

Module Eight: Review Questions

5. What is true of the keywords in this stage?

A. They are nouns

B. They are active verbs

C. Nothing

D. They are helping verbs

Module Eight: Review Questions

6. What are keywords useful for creating?

A. Objectives

B. Implementation

C. Assessment

D. A and C

Module Eight: Review Questions

7. What does implementation require?

A. Skills

B. Nothing

C. Assessment

D. Activities

Module Eight: Review Questions

8. What should be in assessments?

A. A breakdown of steps

B. Nothing

C. Grades

D. Complexity

Module Eight: Review Questions

9. At the naturalization stage, student behavior will show that they have _____ the skills and activities that they were trying to achieve with instruction.

A. Re-attempted

B. Noticed

C. Memorized

D. Mastered

Module Eight: Review Questions

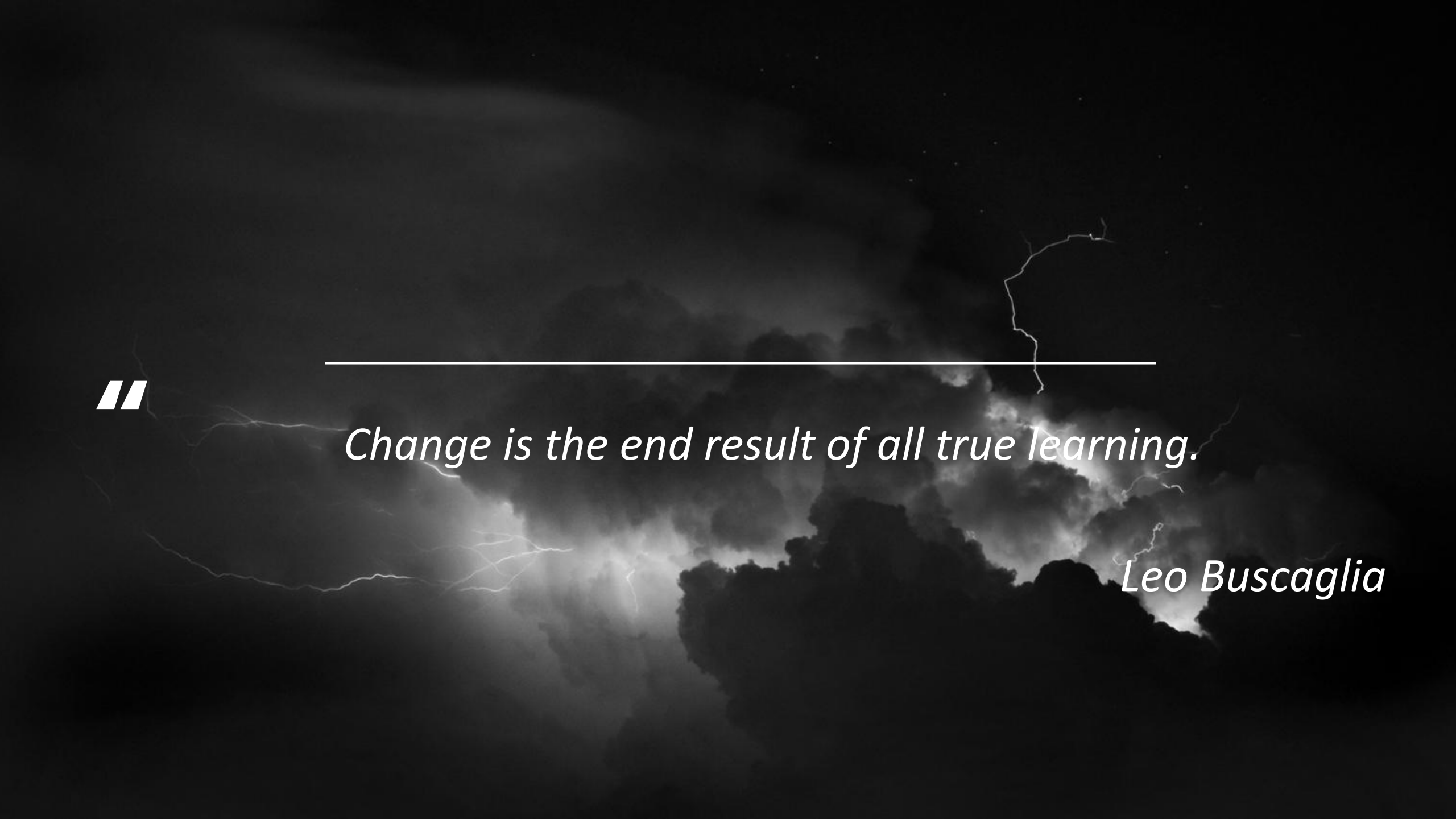
10. What is an example of Naturalization?

A. Playing the piano effortlessly

B. Keyboarding at a high wpm rate

C. A and B

D. None of the above



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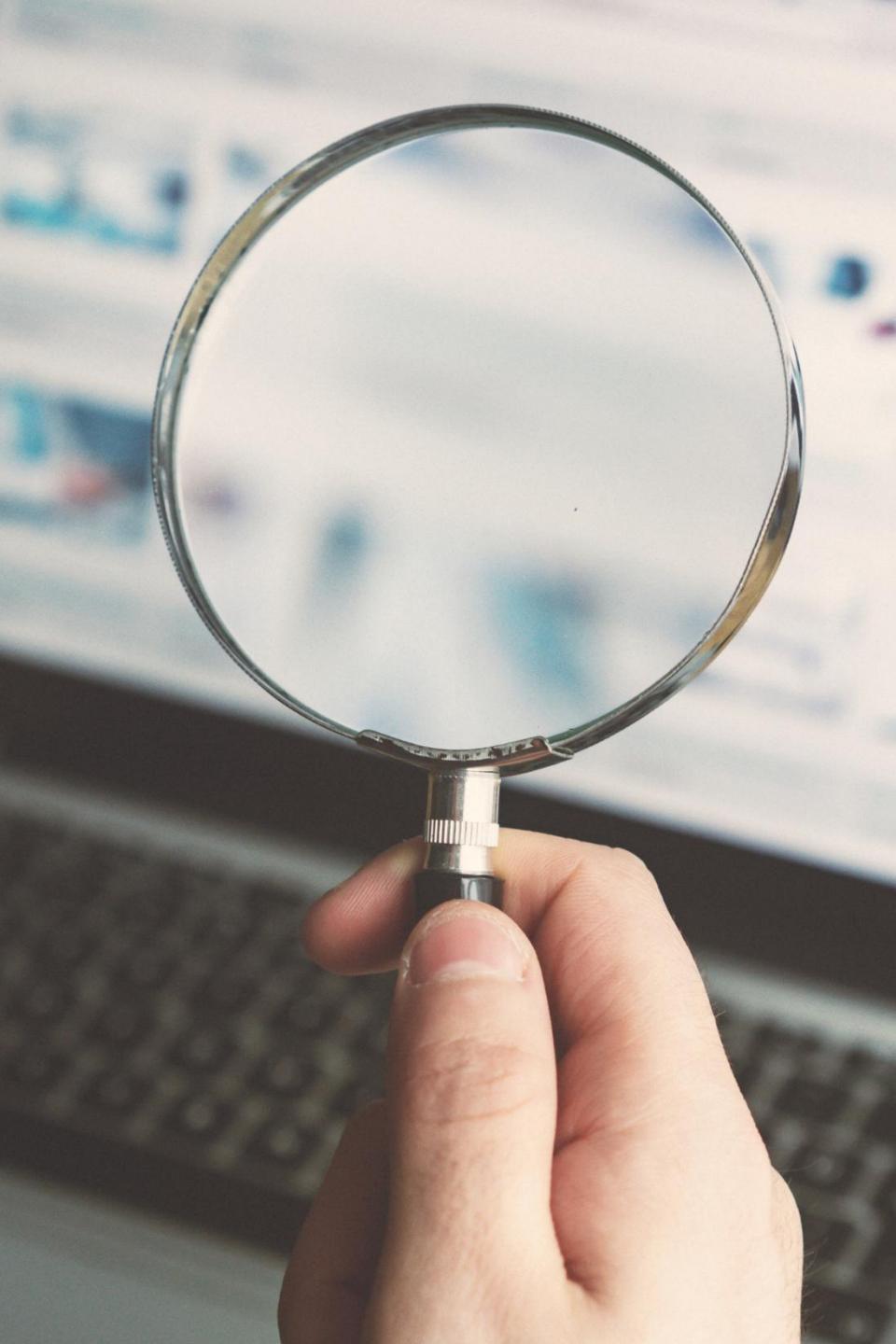
Change is the end result of all true learning.

Leo Buscaglia

MODULE NINE

Versions of Psychomotor Domain

Each psychomotor domain have differences and similarities, but they all focus on the physical aspect of learning.



Dave's Theory

Ravinda Dave's theory combines observation with imitation.

Harrow

Harrow's version is unique - it focuses on the specific physical behaviors.





Simpson

Origination

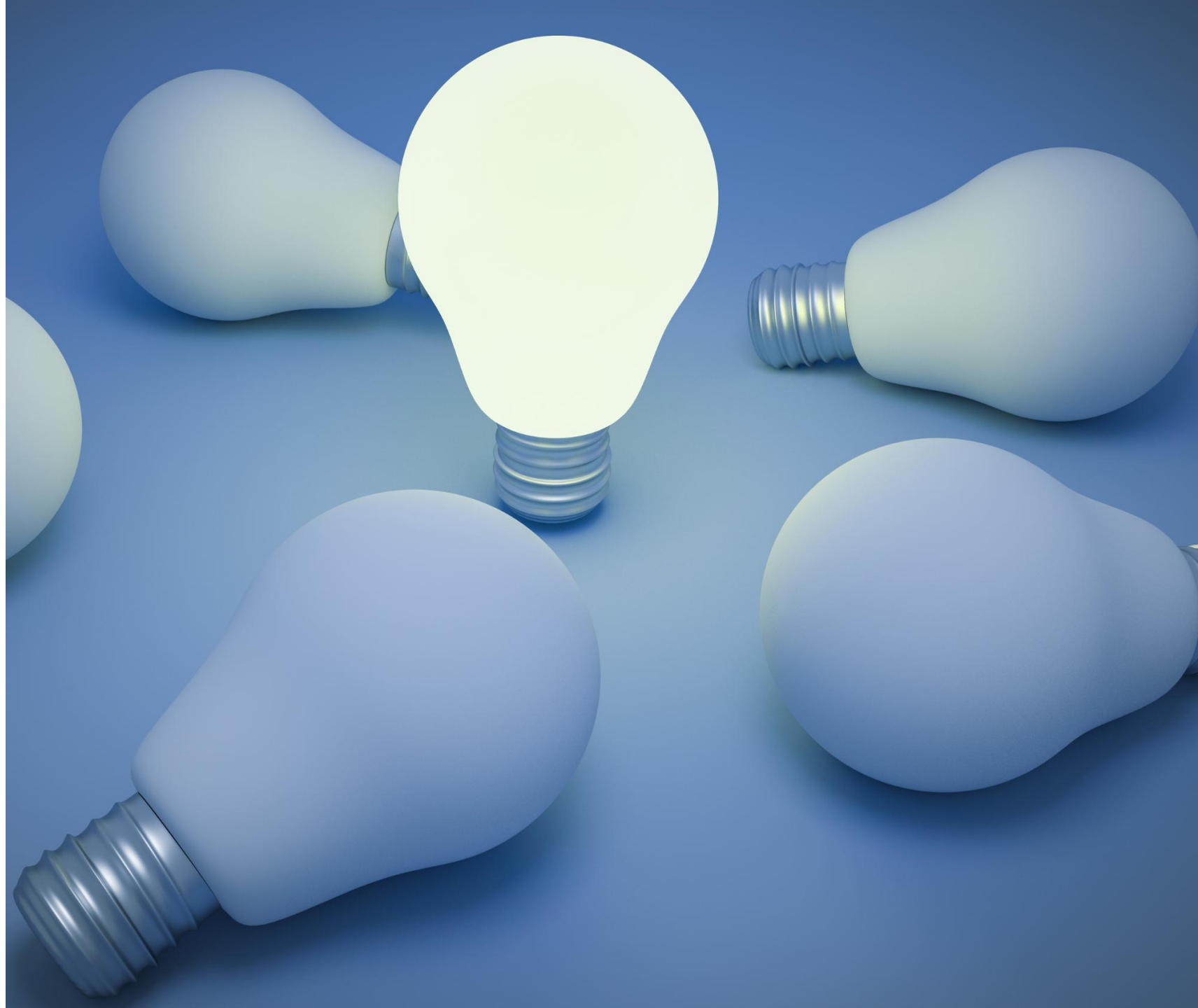
Adaptation

Mechanism

Guided Response

Differences and Similarities

- Imitation
- Practice
- Habit



Practical Illustration



- Dave's Theory
- Harrow
- Simpson
- Differences and Similarities

Module Nine: Review Questions

1. What does Dave's theory combine?

A. Reflection and observation

B. Precision and imitation

C. Manipulation and articulation

D. Observation and imitation

Module Nine: Review Questions

2. Which taxonomy is used more often?

A. Simpson's

B. Dave's

C. Unknown

D. They are used equally

Module Nine: Review Questions

3. What does Harrow focus on?

A. Lectures

B. Physical behaviors

C. Learning goals

D. Academic learning

Module Nine: Review Questions

4. What does non-discursive communication develop?

A. Self-expression

B. Reactions

C. Attributions

D. Reflexes

Module Nine: Review Questions

5. Which is the basis of most psychomotor theories?

A. Simpson

B. Harrow

C. Dave

D. None

Module Nine: Review Questions

6. Simpson's domain begins with perception or awareness, which is the ability to _____ and make estimates of movement-based activity.

A. Activation

B. New ideas

C. Demonstration

D. Translate cues

Module Nine: Review Questions

7. What is included in psychomotor domains?

A. Communication

B. Physical actions

C. Evaluating

D. A and B

Module Nine: Review Questions

8. What is similar in the different psychomotor domains?

A. Stages

B. Instruction

C. Nothing

D. A and B

Module Nine: Review Questions

9. Different versions of the psychomotor domain have been created since its first inception by Simpson in_____.

A. 1956

B. 1965

C. 1972

D. 2001

Module Nine: Review Questions

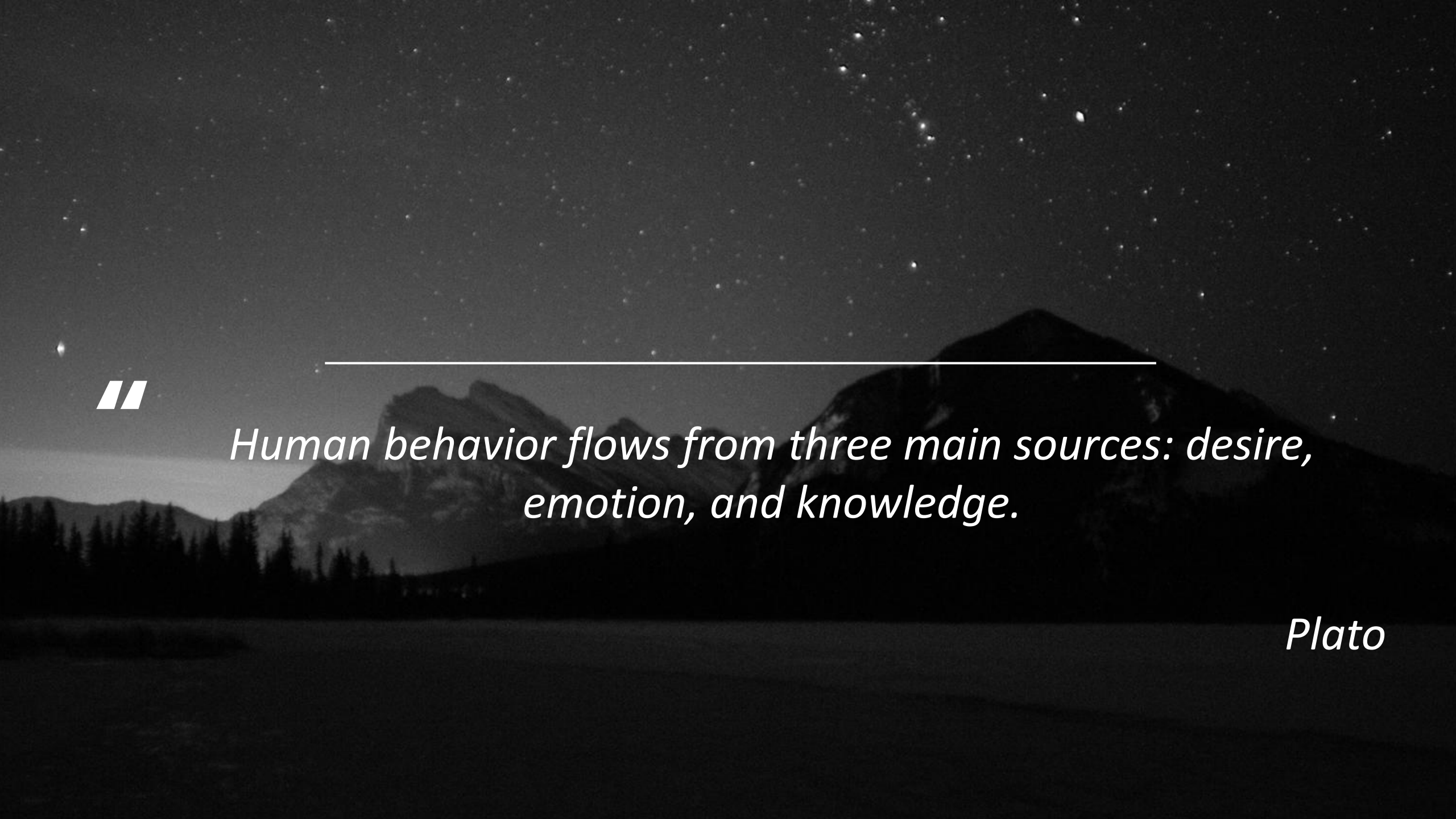
10. How do the versions compare?

A. Duration

B. Instructional process

C. Age

D. Unknown



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*Human behavior flows from three main sources: desire,
emotion, and knowledge.*

Plato

Psychomotor Measurements

Psychomotor abilities require performance measurements: agility, precision, endurance, and speed.



Agility

- Balance
- Coordination
- Reflexes

Precision

Precision is the ability to replicate an action without any assistance while improving accuracy.



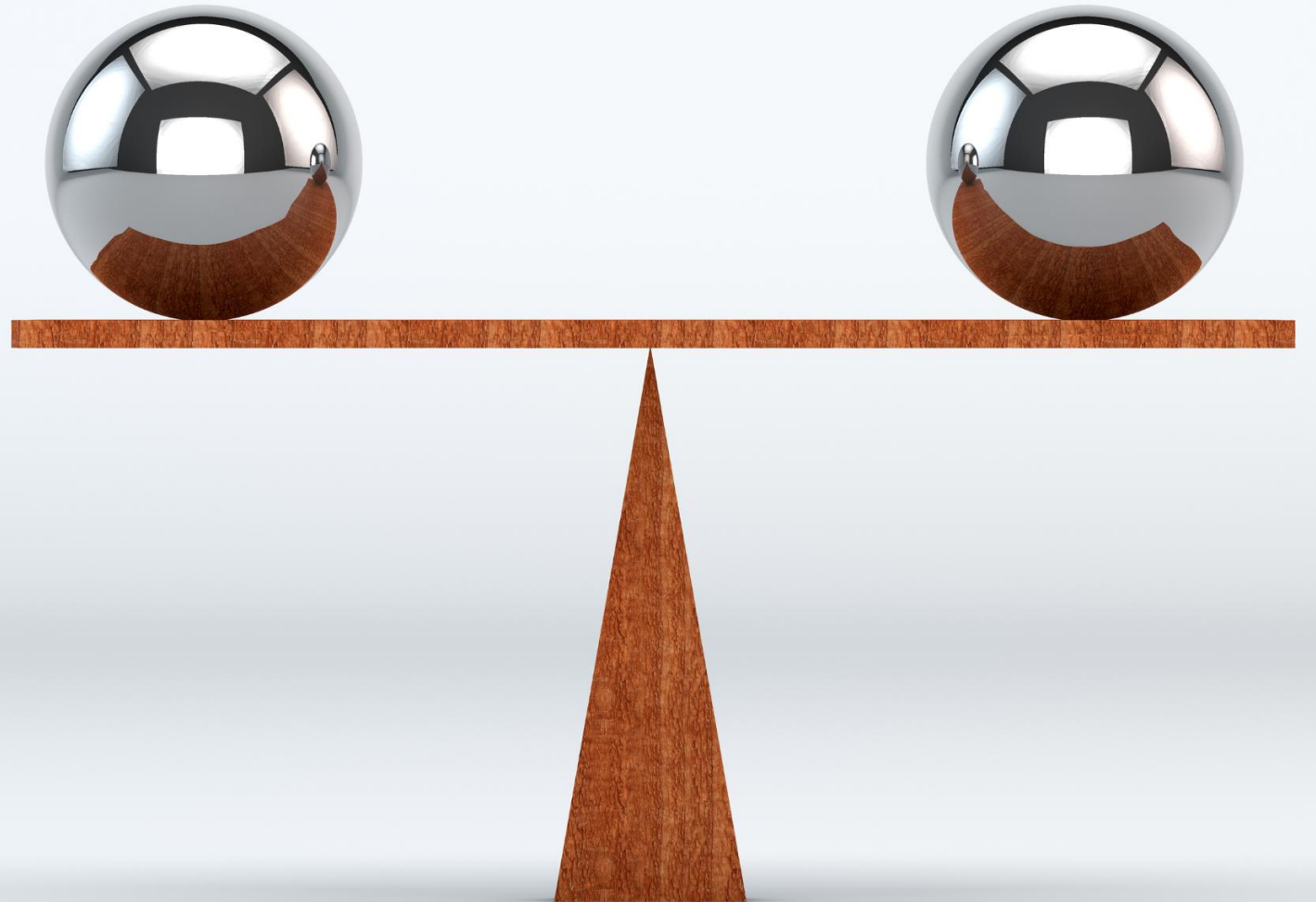


Endurance

Endurance is the ability to perform a single skill for a lengthy period of time or, repeatedly for a length of time.

Speed

The students' speed, agility, endurance, and precision all work together.



Practical Illustration



- Agility
- Precision
- Endurance
- Speed

Module Ten: Review Questions

1. What is the ability to move fluidly?

A. Static balance

B. Coordination

C. Dynamic balance

D. Reflexes

Module Ten: Review Questions

2. What is the ability to move in patterns?

A. Balance

B. Reflexes

C. Agility

D. Coordination

Module Ten: Review Questions

3. What is the ability to repeat actions?

A. Communication

B. Precision

C. Accuracy

D. Agility

Module Ten: Review Questions

4. What is exactness?

A. Accuracy

B. Precision

C. Agility

D. Endurance

Module Ten: Review Questions

5. What is endurance tied to?

A. Accuracy

B. Ability

C. Strength

D. Speed

Module Ten: Review Questions

6. What will establish endurance measurements?

A. Observe obstacle course

B. Observe race

C. Chart accuracy

D. Chart time

Module Ten: Review Questions

7. What determines how successful one is at completing tasks?

A. Speed

B. Endurance

C. Precision

D. All of the above

Module Ten: Review Questions

8. What is the rate of completion?

A. Endurance

B. Strength

C. Speed

D. None of the above

Module Ten: Review Questions

9. Psychomotor abilities, like any other domain, require performance _____.

A. Measurements

B. Accuracy

C. A and B

D. Unknown

Module Ten: Review Questions

10. What abilities overlap to indicate skills learned?

A. Agility

B. Precision

C. Endurance

D. All of the above



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Plans are nothing; planning is everything.

Dwight D. Eisenhower

MODULE ELEVEN

Skills to Consider When Planning

Classes that require psychomotor skills include actions that require gross movement and fine motor control.



Gross Movement

Pushing, pulling, throwing, and lifting are all examples of gross motor skills that could be used in adult lessons.

Fine Motor Control

Cutting, typing, and folding are all examples of using fine motor skills.





Verbal

Students learn how to perform the motor skills in the psychomotor domain through listening and responding to instructions.

Nonverbal

Nonverbal communication allows students to interpret facial cues and other body language.



Practical Illustration



- Gross Movement
- Fine Motor Control
- Verbal
- Nonverbal

Module Eleven: Review Questions

1. When do most gross motor skills develop?

A. Over a lifetime

B. In adulthood

C. In early childhood

D. None of the above

Module Eleven: Review Questions

2. What should gross motor skills be combined with?

A. Nothing

B. Verbal skills

C. Coordination

D. Fine motor skills

Module Eleven: Review Questions

3. What is the key to fine motor skills?

A. Dexterity

B. Precision

C. Muscles

D. Eye-hand coordination

Module Eleven: Review Questions

4. Control of _____ will develop dexterity.

A. Hands

B. Large muscles

C. Legs

D. Muscles

Module Eleven: Review Questions

5. What do verbal skills affect?

A. Motor control

B. Ability to learn

C. Auditory

D. None of the above

Module Eleven: Review Questions

6. What is necessary for motor skills to develop?

A. Listening

B. Responding

C. A and B

D. None of the above

Module Eleven: Review Questions

7. What guides actions in nonverbal communication?

A. Body language

B. Verbal communication

C. Motor activities

D. None of the above

Module Eleven: Review Questions

8. What do nonverbal cues work with?

A. Domain

B. Actions

C. Motor activities

D. Verbal communication

Module Eleven: Review Questions

9. Gross motor skills are learned in _____.

A. Utero

B. Infancy

C. Early childhood

D. Adulthood

Module Eleven: Review Questions

10. Gross motor skills involve the use of_____.

A. Major muscles

B. Large movements

C. A and B

D. None of the above

Wrapping Up

Although this workshop is coming to a close, we hope that your journey to understanding Adult Learning: Physical Skills is just beginning.



Words From the Wise

*An investment in knowledge
pays the best interest.*

- Benjamin Franklin

*It is the mark of an educated
mind to be able to entertain
a thought without accepting
it.*

- Aristotle

*Education is not preparation
for life; education is life
itself.*

- John Dewey