

Whole-Part-Whole...A Theoretic Perspective, a Process for Learning!

I was introduced to the theory of whole-part-whole learning (WPW) a few years ago by a personal friend who had a child who struggled in school. Through a variety of executive function tests it was discovered her child had learning challenges and was termed twice-exceptional or often abbreviated 2e. 2e is defined as a student with both gifts and a learning disability. Through the analysis, it was discovered that the student was a WPW learner; a learning style and structure that was opposite for the educational setting he was currently placed within and one that is indicative of “typical classroom instruction”. At that time both WPW and 2e were newly introduced concepts to me.

Within my reading and research this week I have been introduced to Reigeluth’s Elaboration Theory which begins with a macro-orientation of content (whole) and is learner-centered. The theory suggests students’ need to know the path of goal and instruction prior to learning via use of graphic organizers and epitomes which sets the context for the learning as well as assists the learner in creating connections to the “why” of learning. Following the introductory whole, or macro, **chunk learning** activities can be offered in simple to complex sequences to create connections. These are considered micro components. I have made the connection that Reigeluth’s Elaboration Theory follows a parallel structure to the WPW learning model outlined by Malcolm S. Knowles, Elwood F. Holton III, and Richard A. Swanson. These theoretical perspectives, to be efficient, rely on careful and predetermined course design planning. It is at this point the universal design principles and backwards mapping are crucial and careful considerations that learning objectives align to the whole as well as the parts.



Color coding supports my visual learning style

The completion of my assessment taxonomy chart exemplifies my planning and considerations for Macro-Micro, WPW instructional design and delivery. This process was quite useful in defining my learning objectives (LO) in clear terminology while considering the assessment used. Working through this process, I realized some of the thinking skill words (verbs) I used in the LO did not necessarily align with the assessment or truly represent the intended outcome. I found myself further analyzing the cognitive process dimension and revising my taxonomy verbiage.

whole
part
whole

This process mirrors the whole-part-whole and macro-micro perspective. Maintaining the alignment of the overall course objectives in relation with the individual objectives, ensuring the activities and assessments build from simple to complex and the individual objectives are broken down for further alignment through taxonomy to then reflect on each learning objective to evaluate its effectiveness and alignment within the continuum of learning. I was developing/writing the learning

objective as an overarching goal, I needed to take it further to break it apart into micro components to ensure it aligned with the whole. I took an additional step to color code each learning objective and assessment to align with Bloom’s taxonomy. The process of completing the assessment taxonomy chart provided a visual representation as to where my objectives and outcomes fall within the continuum of the knowledge dimension from concrete to abstract as well as the cognitive dimension from lower-order to higher-order thinking skills. Being aware that micro components move from simple to complex, the charting process assists in understanding the progression of the course activities as well as how they are building to deeper learning. The completed chart portrayed a range, yet hovered within the higher-order, complex range.

Staples EDUC-762 Asses

Bloom categories/ Revised Taxonomy	Learning objective verbs	Objective/Activity	Assessment Tool Considerations
Knowledge /Remembering (recall, list, define, identify, collect, label)	Identify, Generate	The learner will display their ability to identify common vocabulary within a generated word cloud with at least 85% accuracy according to the rubric provided.	WordIt! Tagul ABCTal Word Clouds TagCloud WordItOut
Comprehension/ Understanding (summarize, describe interpret, predict, discuss) <i>analyze, compare, explain, apply, demonstrate, illustrate, classify, compare, distinguish</i>			
Analysis/Analyzing (analyze, classify, connect, explain, infer)	Infer, Demonstrate Analyze, Classify	The learner will display their ability to make inferences for the benefits of instructional collaboration through a written, recorded or visual medium meeting a minimum requirement of 4 out of 6 points from the provided checklist. The learner will display the ability to analyze data to classify students within flexible grouping structures by completing a data-analysis form in its entirety with 100% completion of steps identified in the supplied rubric.	Text Generator Voice Generator Video/Presentation Generator PDF Editable Data Analysis Template
Evaluation/Evaluating (assess, recommend, convince, compare, conclude, summarize)	Evaluate, Reflect	The learner will evaluate the quality of their work through the completion of a reflective post achieving 90% or above on the supplied rubric.	Blog Post Wiki Post Portfolio Reflection
Synthesis/Creating (combine, integrate, plan, create, design, formulate)	Interpret, Design	The learner will display their ability to interpret characteristics of a professional learning community by designing a job aid using text and graphics with at least 90% accuracy according to the rubric provided.	Electronic program of choice to fulfill rubric requirements

Knowles, M., Holton, E., & Swanson. R (2005). The adult learner. A definitive classis in adult education and human resource development. Retrieved November 17, 2015 from http://www.amazon.com/Adult-Learner-Sixth-Definitive-Development/dp/0750678372/ref=sr_1_1?ie=UTF8&s=books&qid=1269530730&sr=8-1