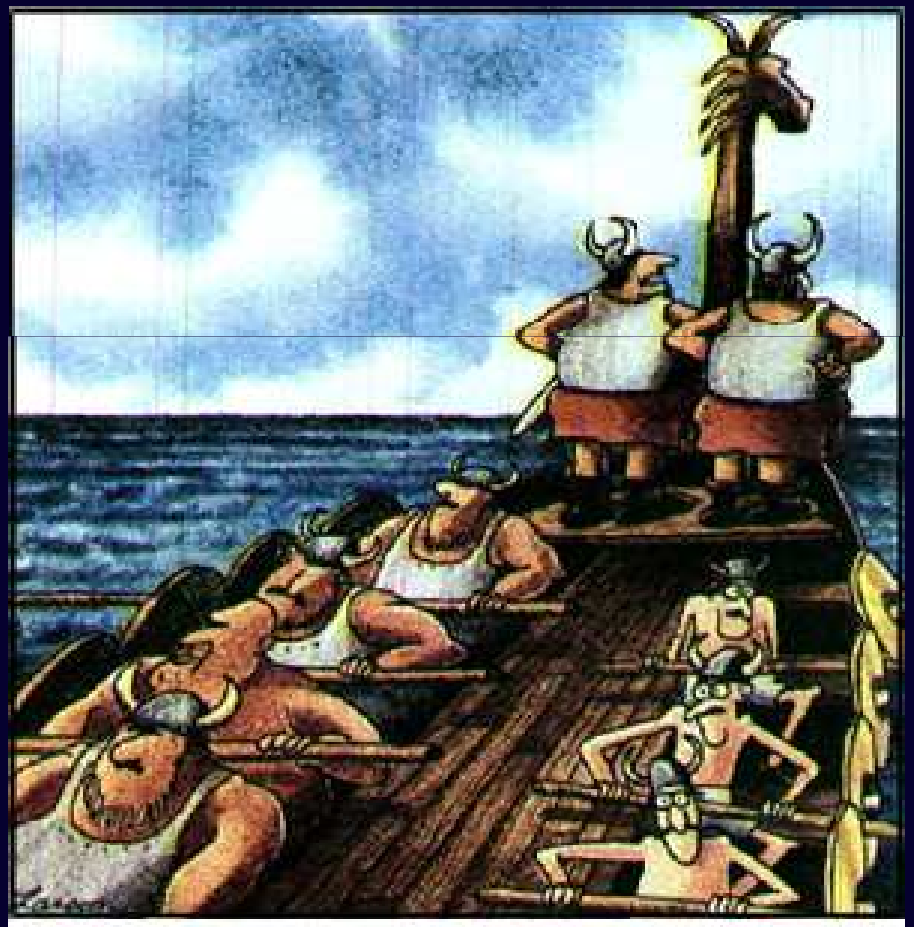
EDUCATION
PARADIGMS AND POSSIBILITIES

Peter Rehor PhD



"I've got it too, Omar... a strange feeling like we've just been going in circles."

It depends, where do you want to get to?
Which Way Should I Go?

Bloom's Taxonomy

KNOWLEDGE

Universal axioms and principles: terminology, facts, specifics, conventions, and criteria versus principles, theories, structures, and methods

COMPREHENSION

The use of material in a form different from the way it was learned, i.e. translation, interpretation, extrapolation

APPLICATION

Problem solving and the ability to do case study

ANALYSIS

of elements, of relations, of organizational principles: an ability to break down a situation into its parts

SYNTHESIS

Production of a unique communication which puts a field in a broader context, production of a plan or a set of objectives

EVALUATION

Is it good or bad, workable, helpful, etc.? What values does it uphold? Internal versus external evidence

KRATHWALL TAXONOMY

Receiving is being aware of or sensitive to the existence of certain ideas, material, or phenomena and being willing to tolerate them. Examples include: to differentiate, to accept, to listen

Responding is committed in some small measure to the ideas, materials, or phenomena involved by actively responding to them. Examples are: to comply with, to follow, to commend, to volunteer.

Valuing is willing to be perceived by others as valuing certain ideas, materials, or phenomena. Example: to debate.

Organization is to relate the value to those already held and bring it into a harmonious and internally consistent philosophy. Examples are: to discuss, to theorize, to formulate, to examine.

Characterization by value or value set is to act consistently in accordance with the values he or she has internalized. Examples include: to revise, to require, to avoid, to resist, to resolve.

PSYCHOMOTOR TAXONOMY

Imitation: Observing and patterning behavior after someone else. Performance may be of low quality. Example: Copying a work of art.

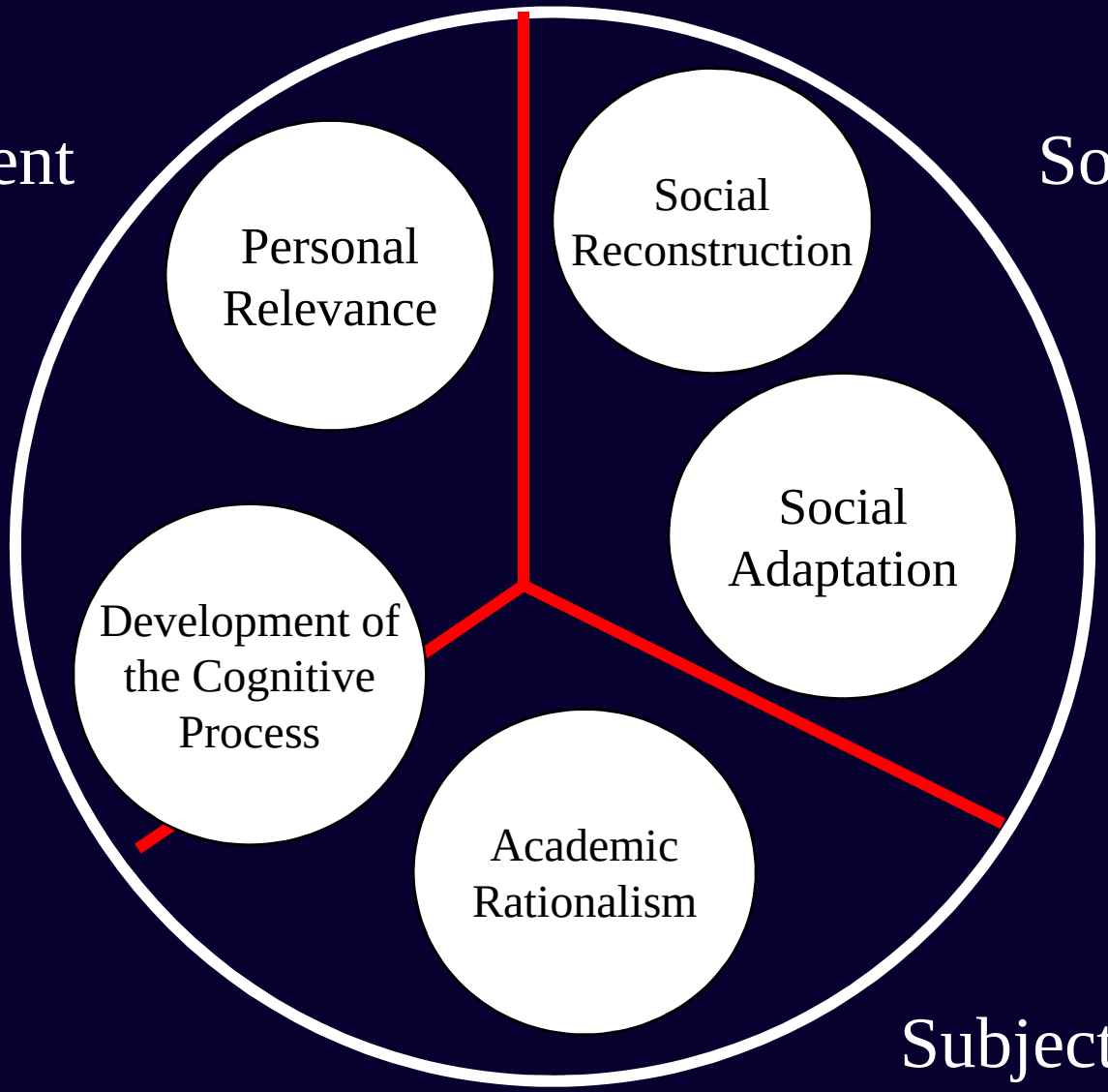
Manipulation: Being able to perform certain actions by following instructions and practicing. Example: Creating work on one's own, after taking lessons, or reading about it.

Precision: Refining, becoming more exact. Few errors are apparent. Example: Working and reworking something, so it will be "just right."

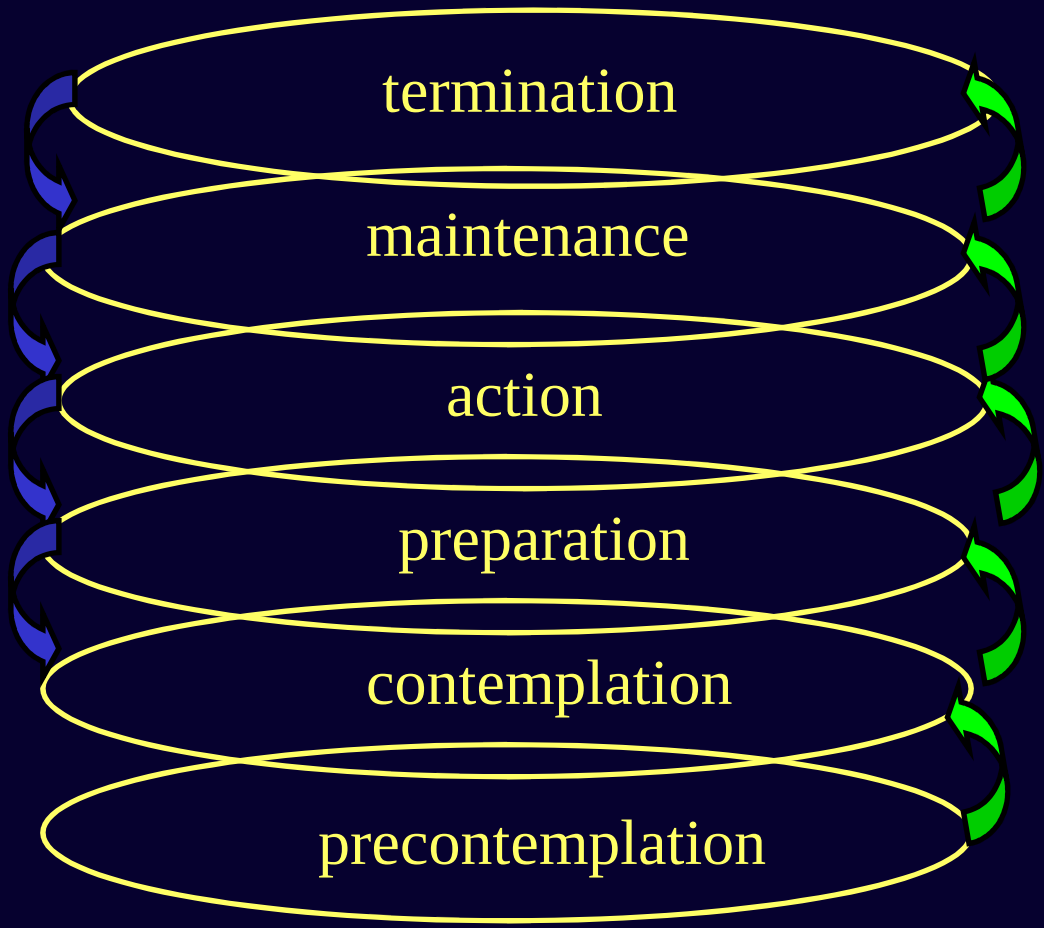
Articulation: Coordinating a series of actions, achieving harmony and internal consistency. Example: Producing a video that involves music, drama, color, sound, etc.

Naturalization: Having high level performance become natural, without needing to think much about it.

VALUE ORIENTATION



Transtheoretical Model - Stages of Change



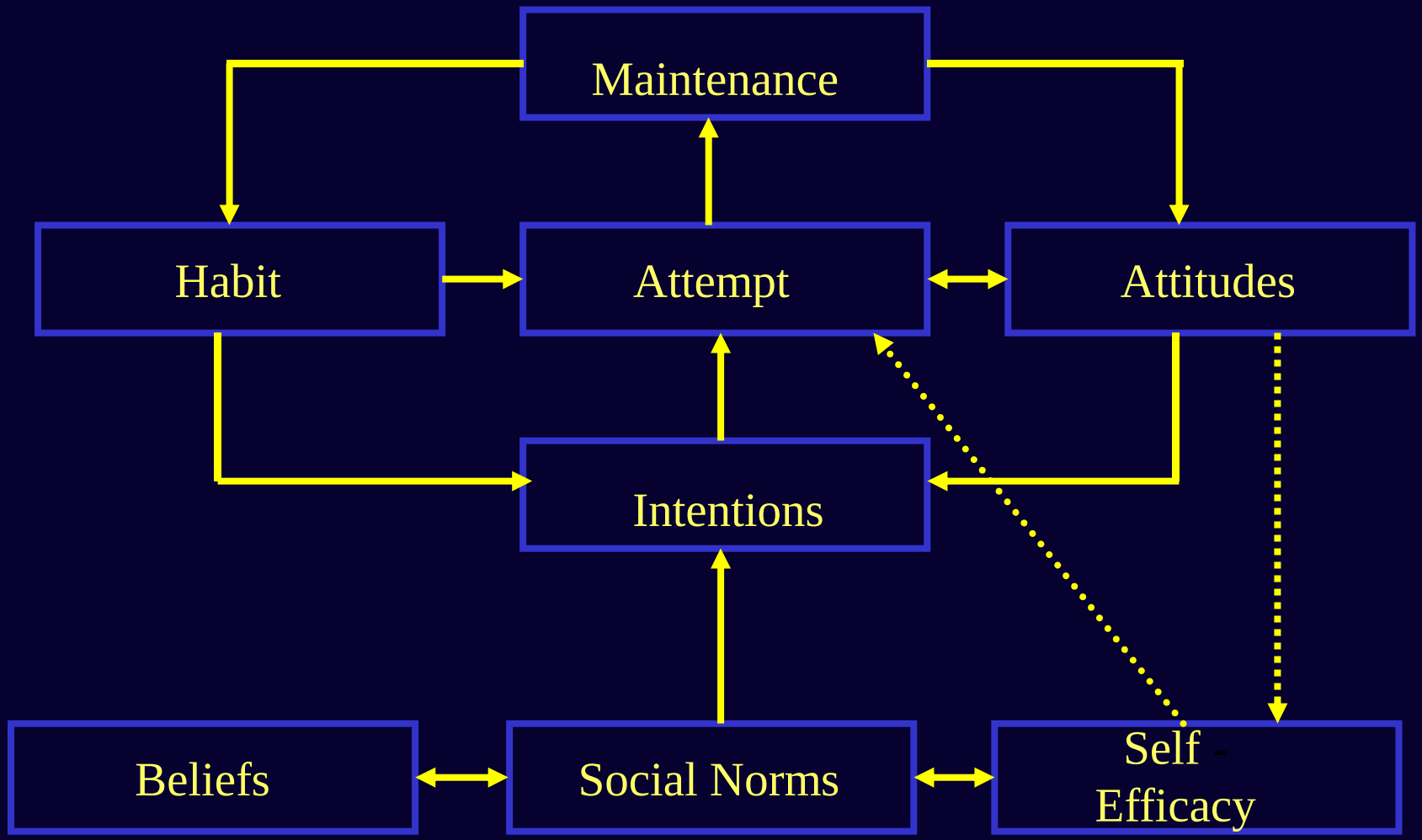
THE LAW OF HUMAN CONNECTEDNESS

Given a full experience of human options, a person will ultimately select the option most helpful in establishing connectedness, because the connectedness is the *highest of the affirmative emotion*, an emotion so pleasurable that all other options will become secondary.

TYPES OF CONNECTEDNESS

- Type I - Psychobiological Connection to other People
- Type II - Connection to One's Genetic and Cultural Past
- Type III - Connection to Meaning and Purpose (Washington Carver)

Exercise Adoption and Adherence



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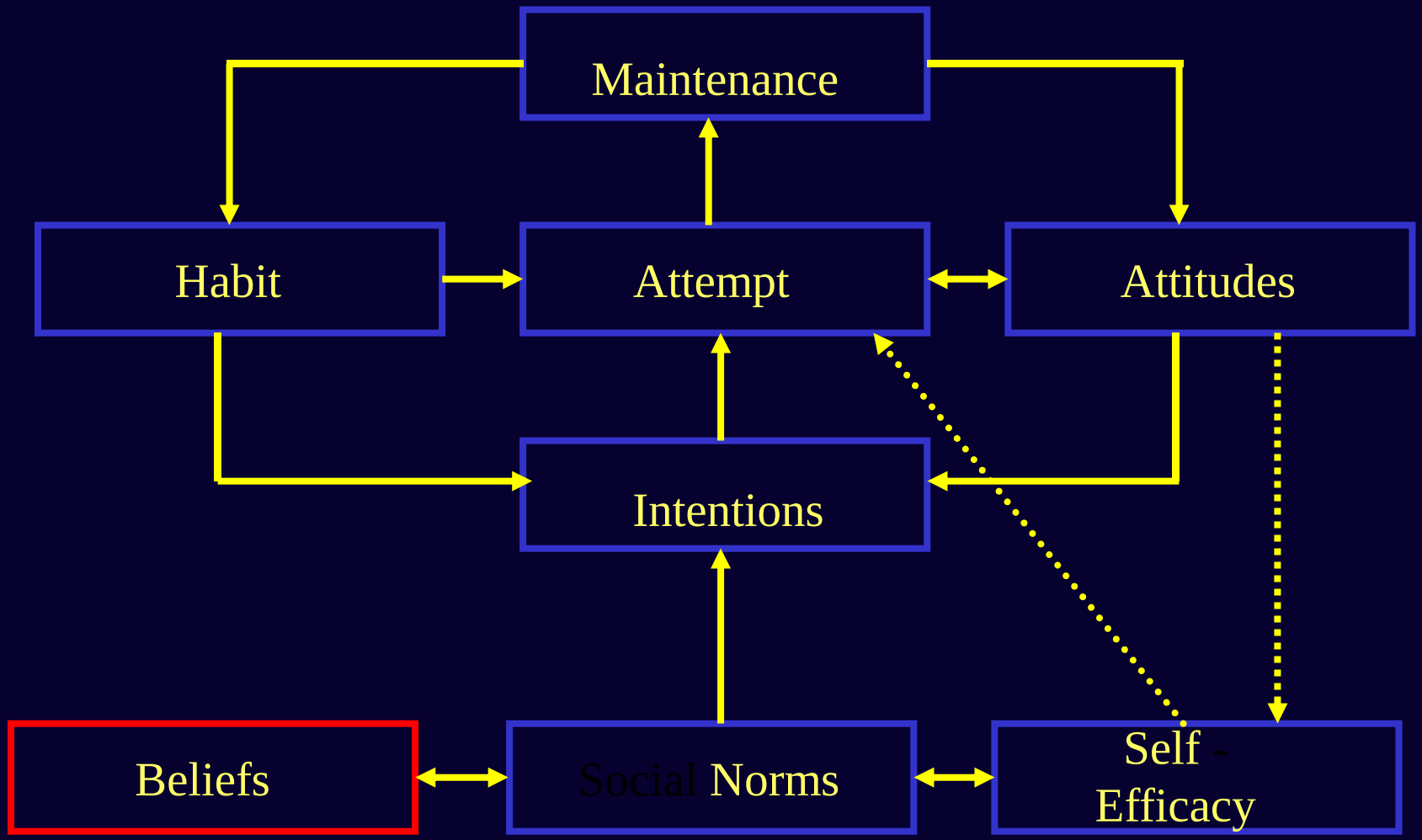
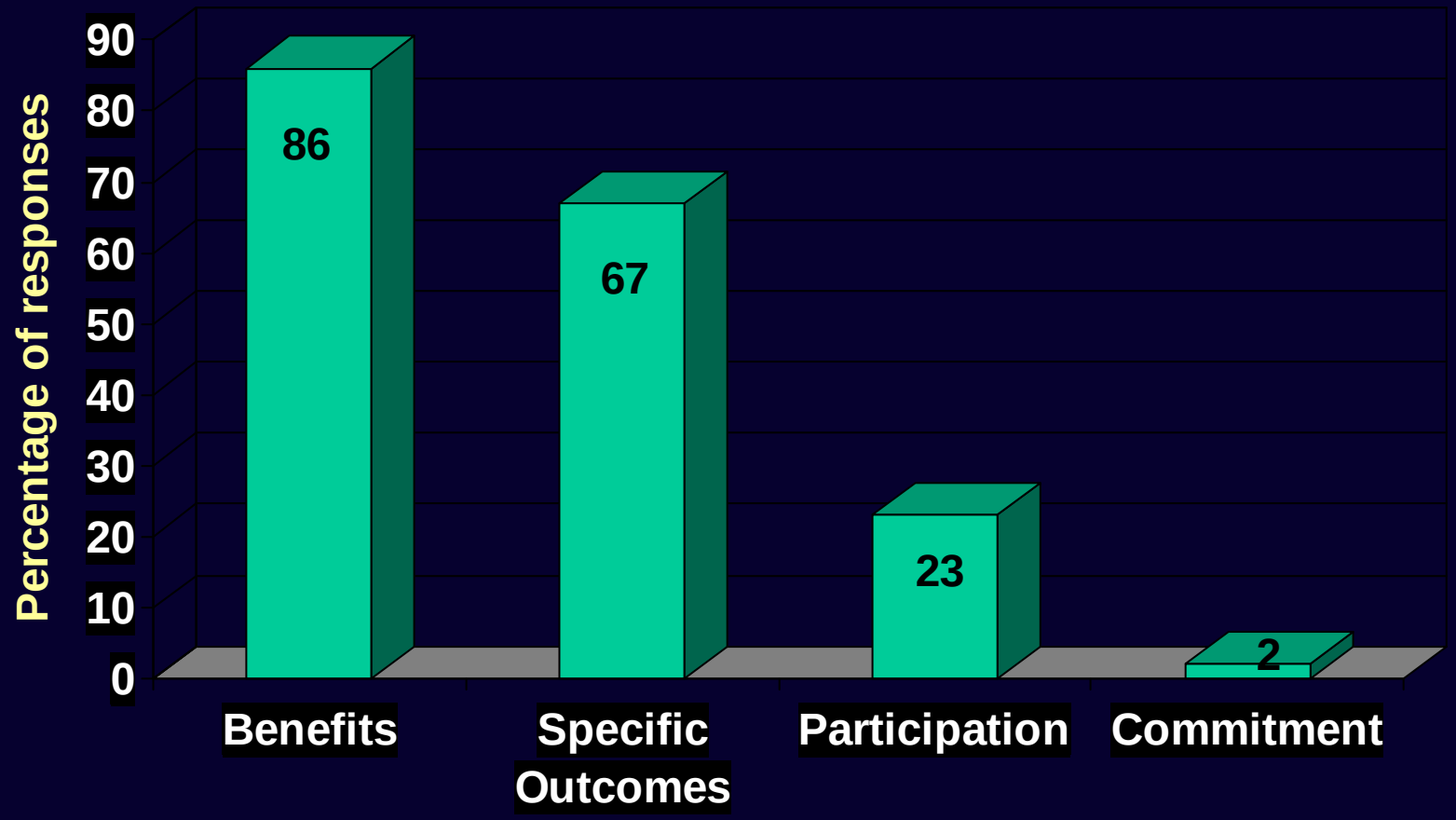


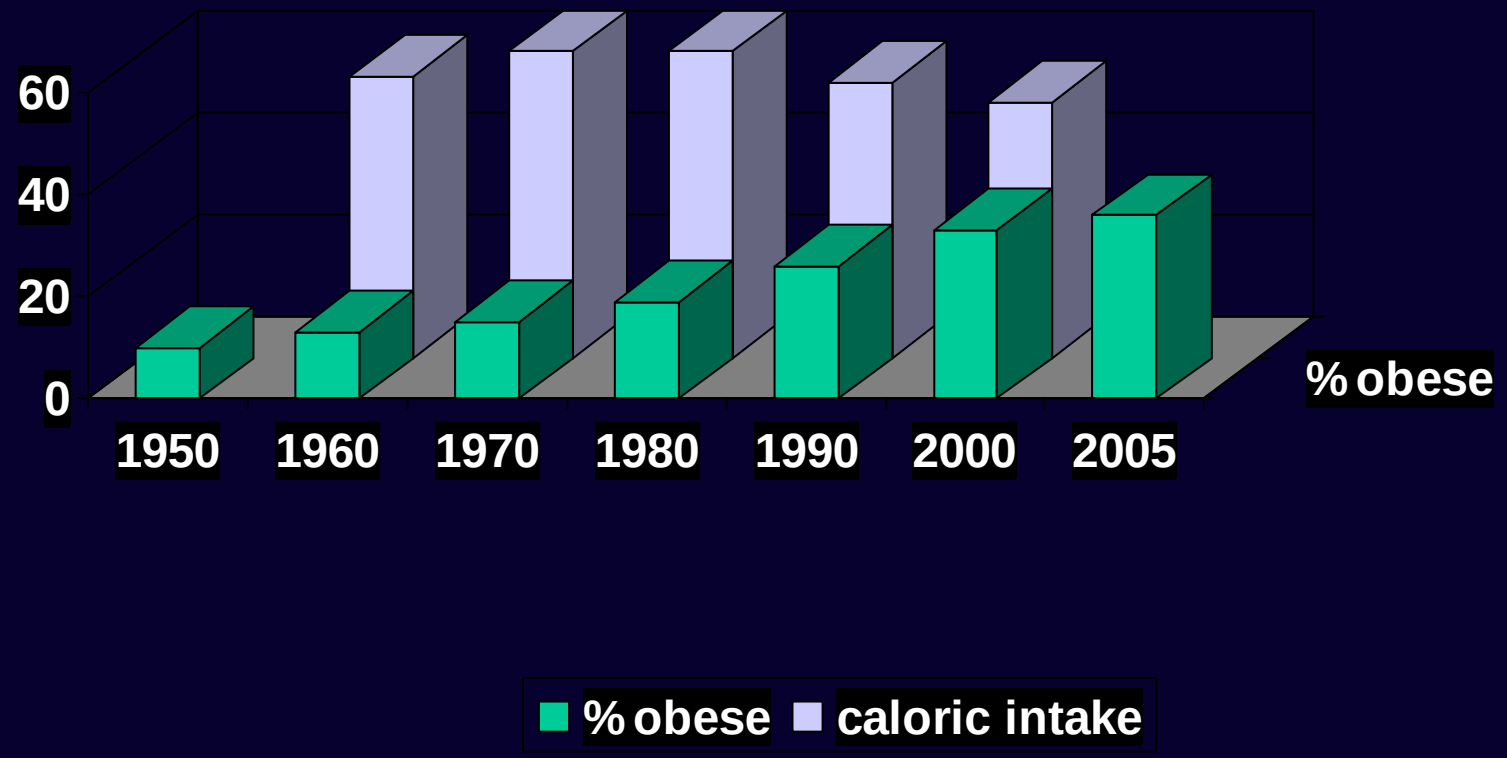
Beliefs

- Result based programs
- Demonstrated Relationship
- Hands on experiences/participation
- Exercise and Health
- Exercise and Productivity
- Exercise and Appearance
- Functional Ability

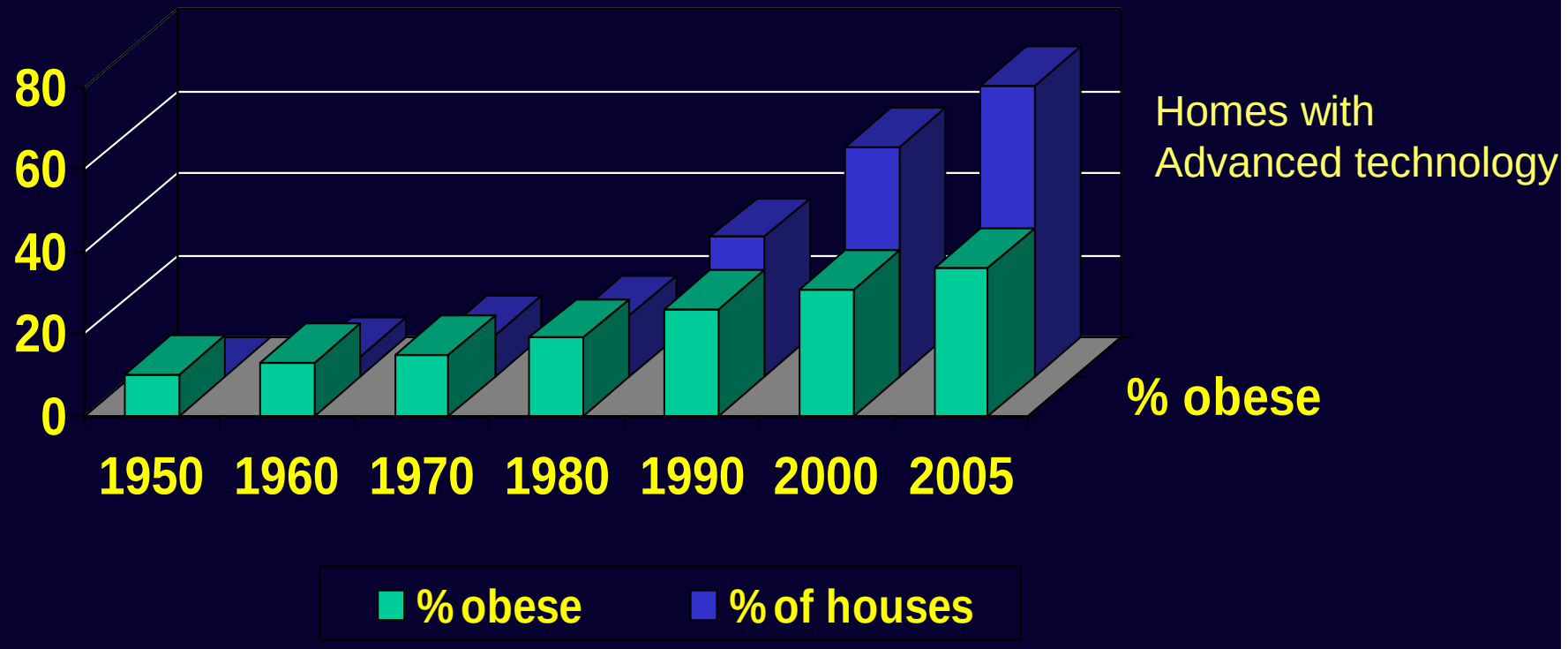
Sport and Exercise Participation Knowledge of Benefits



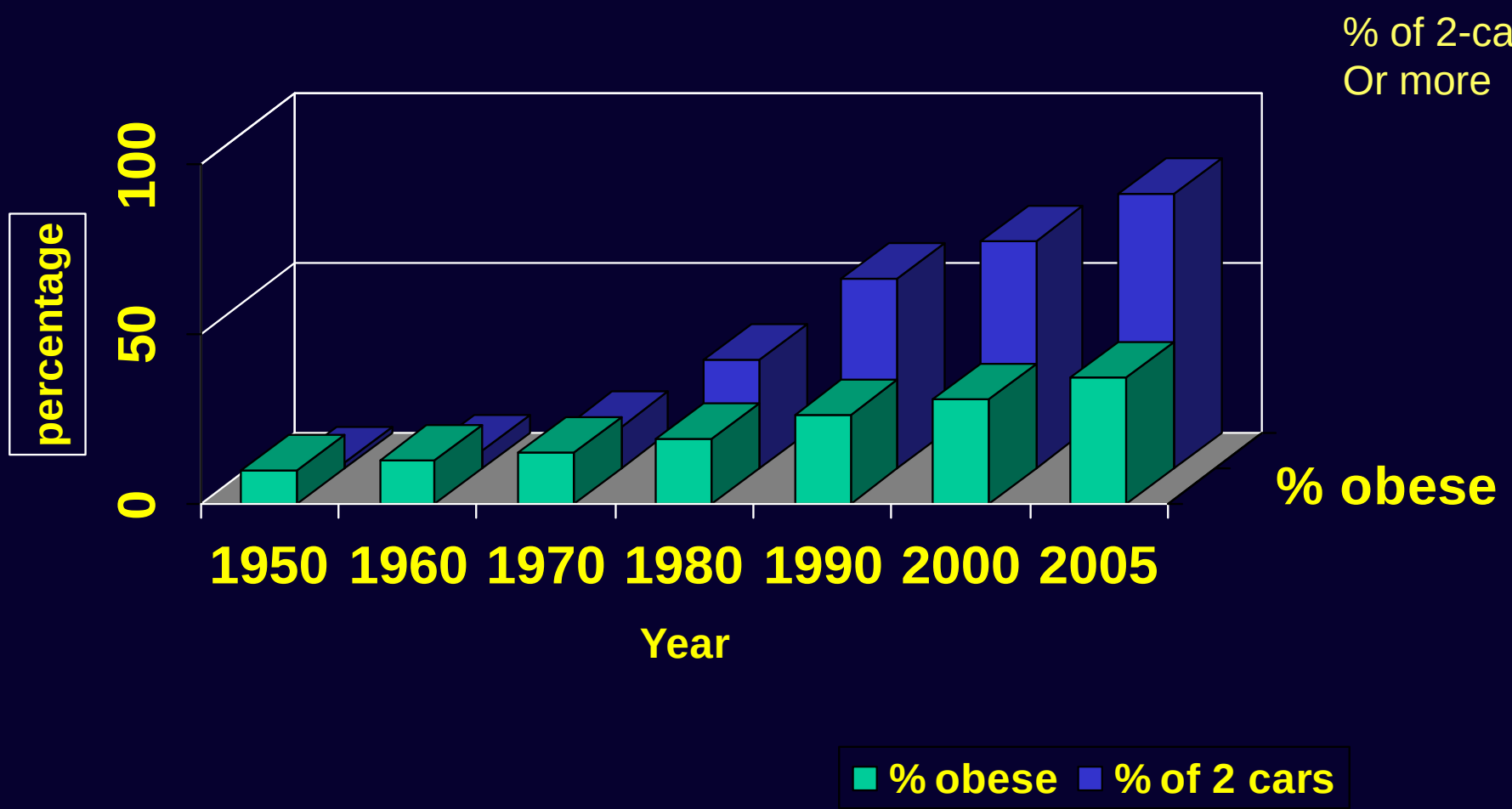
Relationship between the obesity, fat and caloric intake



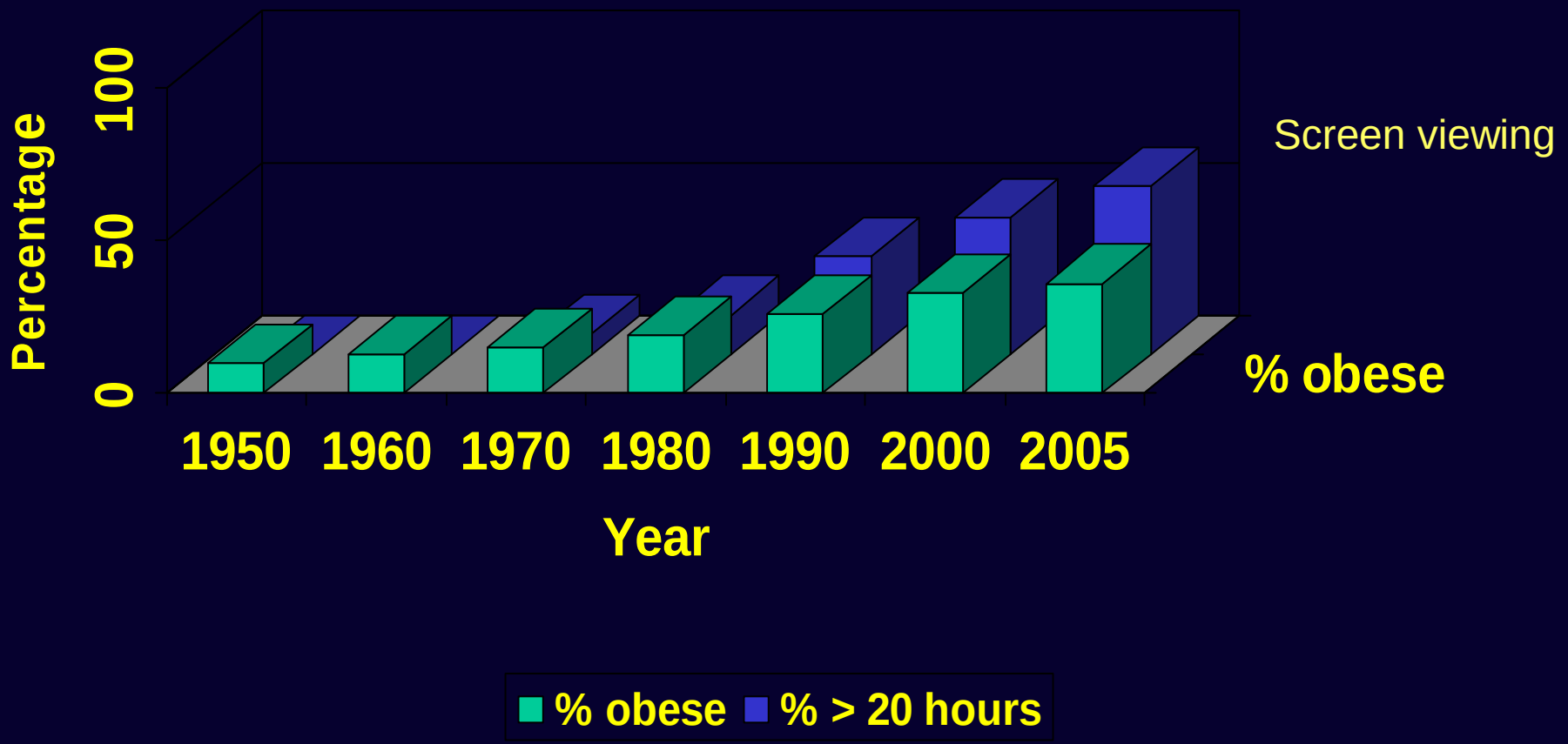
Home – Energy saving Technologies



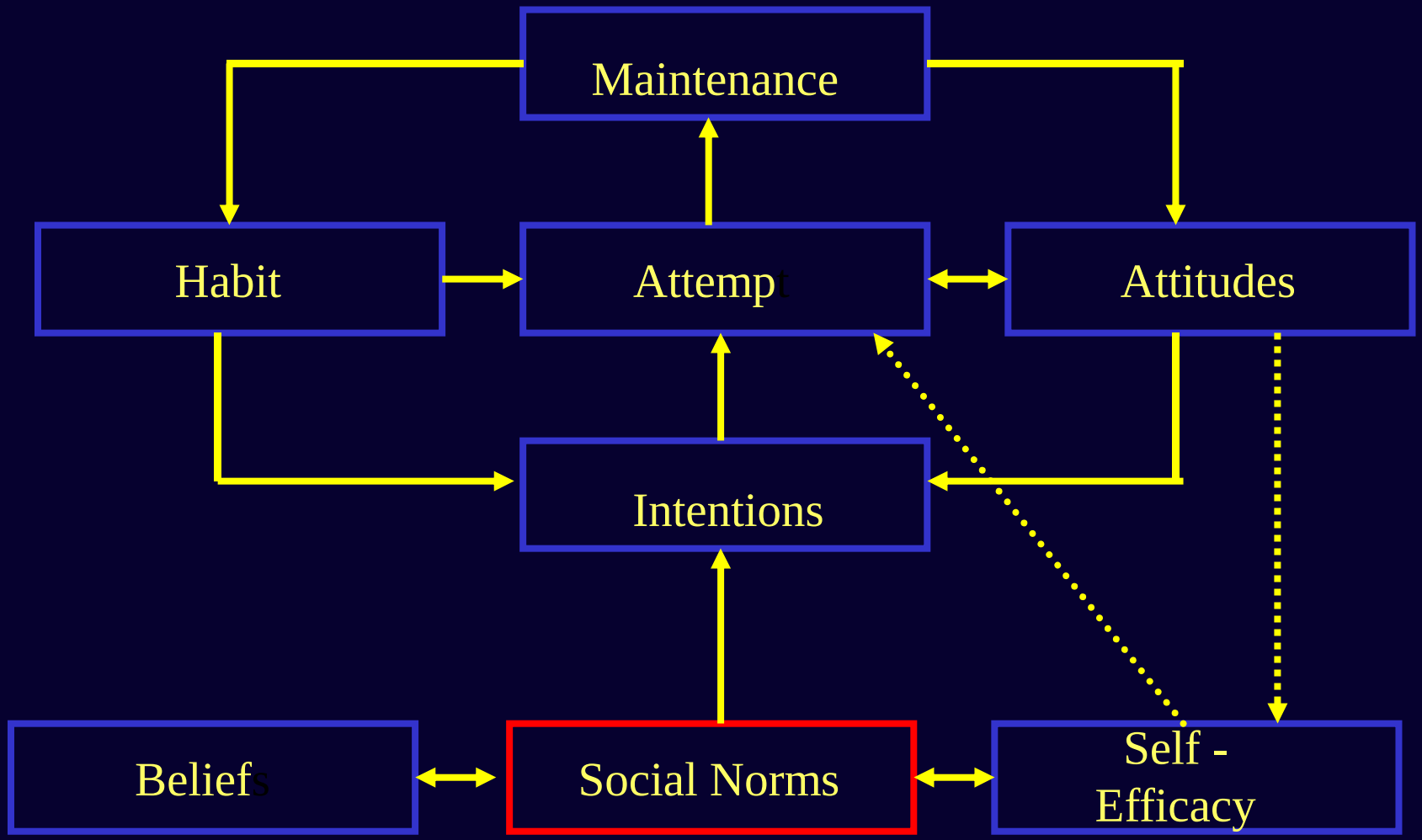
Relationship between Number of Cars per Household and Obesity



Home – Screen Viewing



Exercise Adoption and Adherence



Social Norms

Normative Beliefs

- daily exercise
- community programs
- family time
- school priority (homework and remedial programs)

Values and Role Modeling

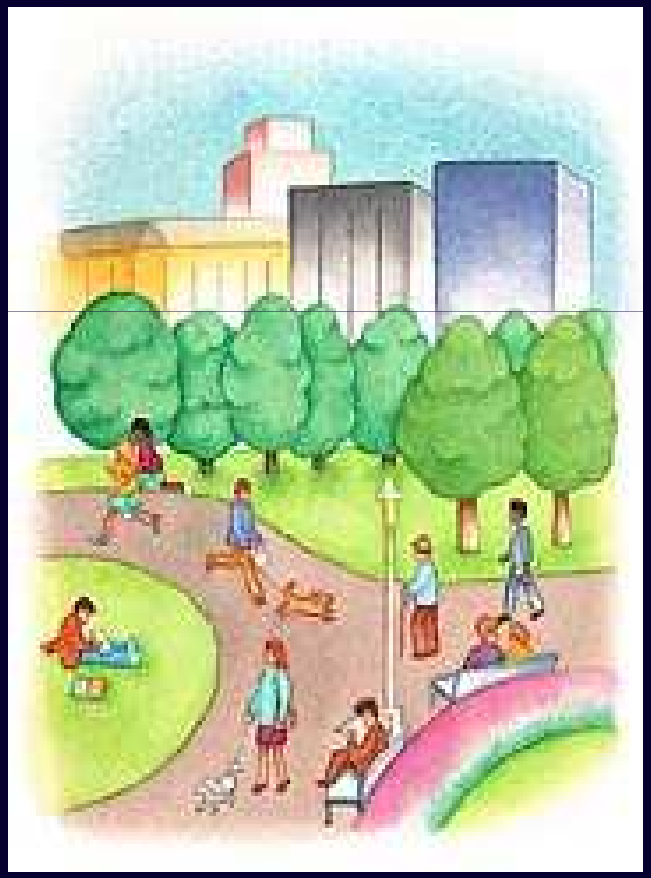
- Parents
- Friends
- Physicians

Can Johnny go out and eat?

Social Norms

Environmental Determinants

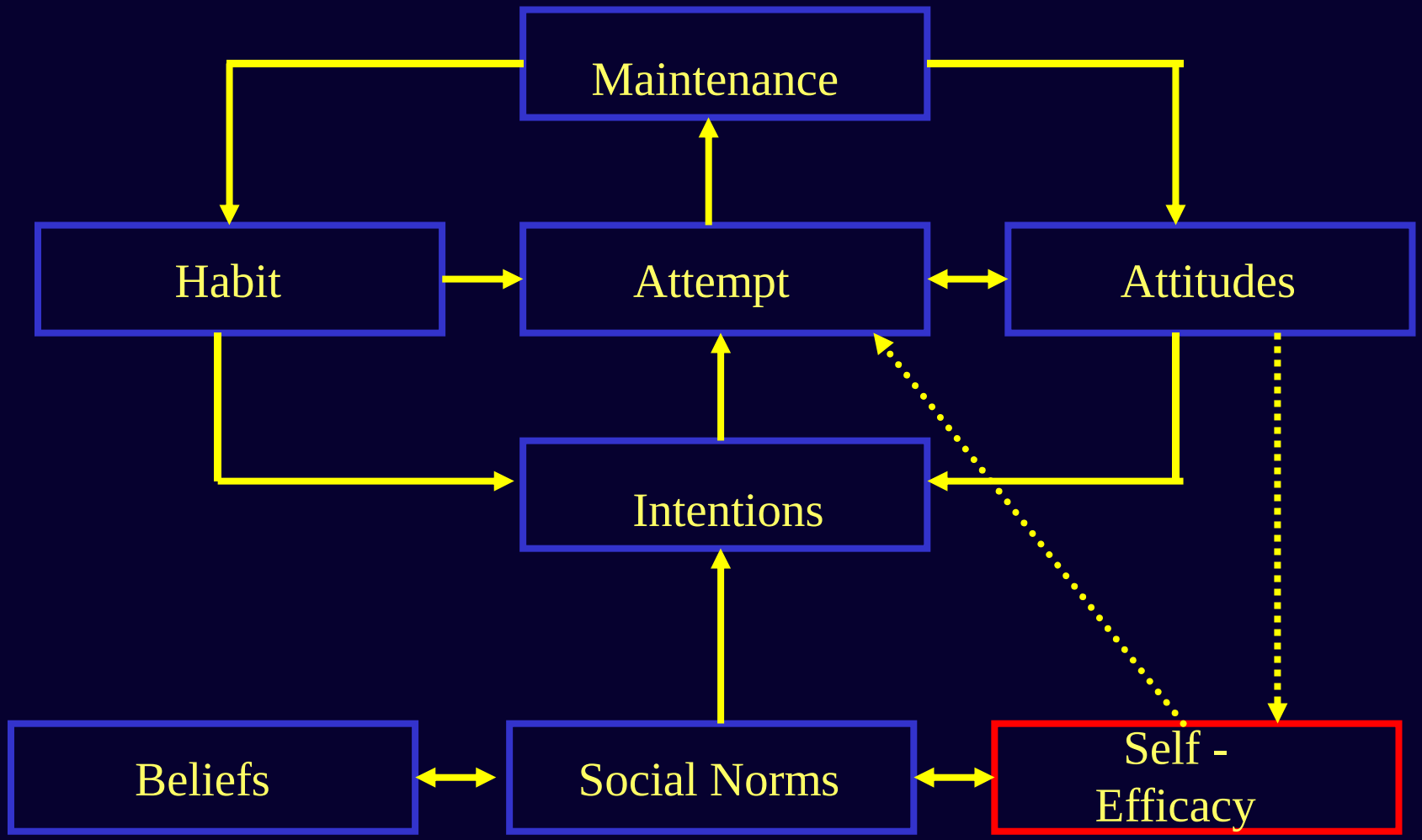
- provision of facilities
- access to facilities/programs
- social support
- attitudes
- government
- policy
- compliance



EXERCISE ADHERENCE DETERMINANTS

- Personal - factors stemming from a personality, experiences and attitudes
- Physiological - factors reflecting physical attributes of an individual
- Situational - factors embedded in environmental conditions
- Behavioral - factors pertinent to impeding or fostering exercise participation
- Programmatic - factors addressing the structure and delivery of exercise programs

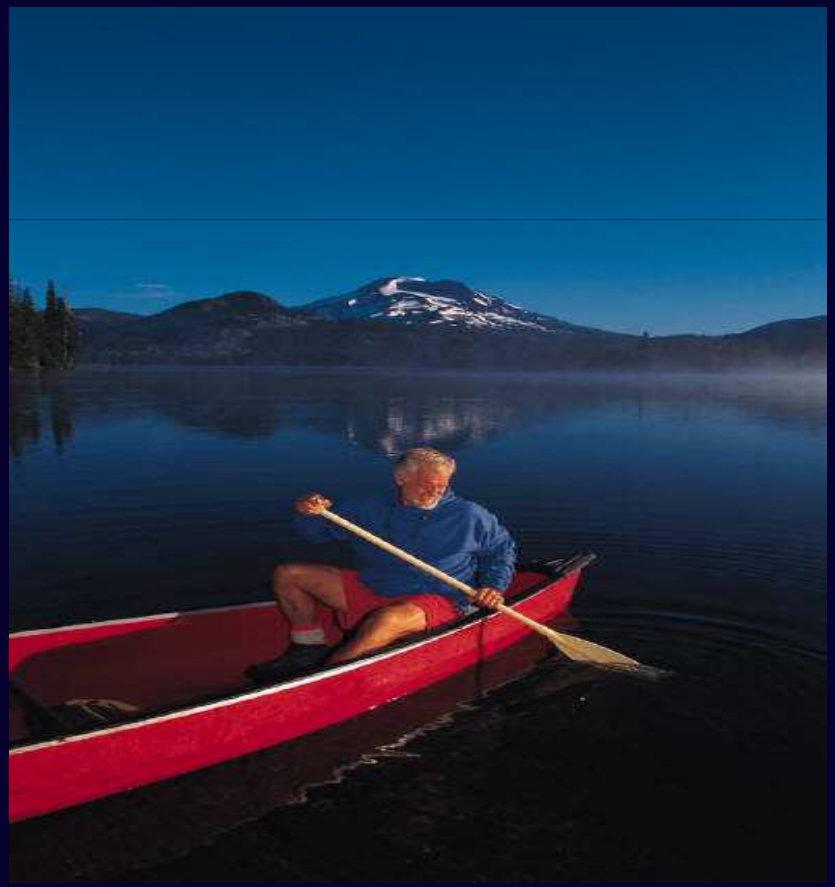
Exercise Adoption and Adherence



Self-Efficacy

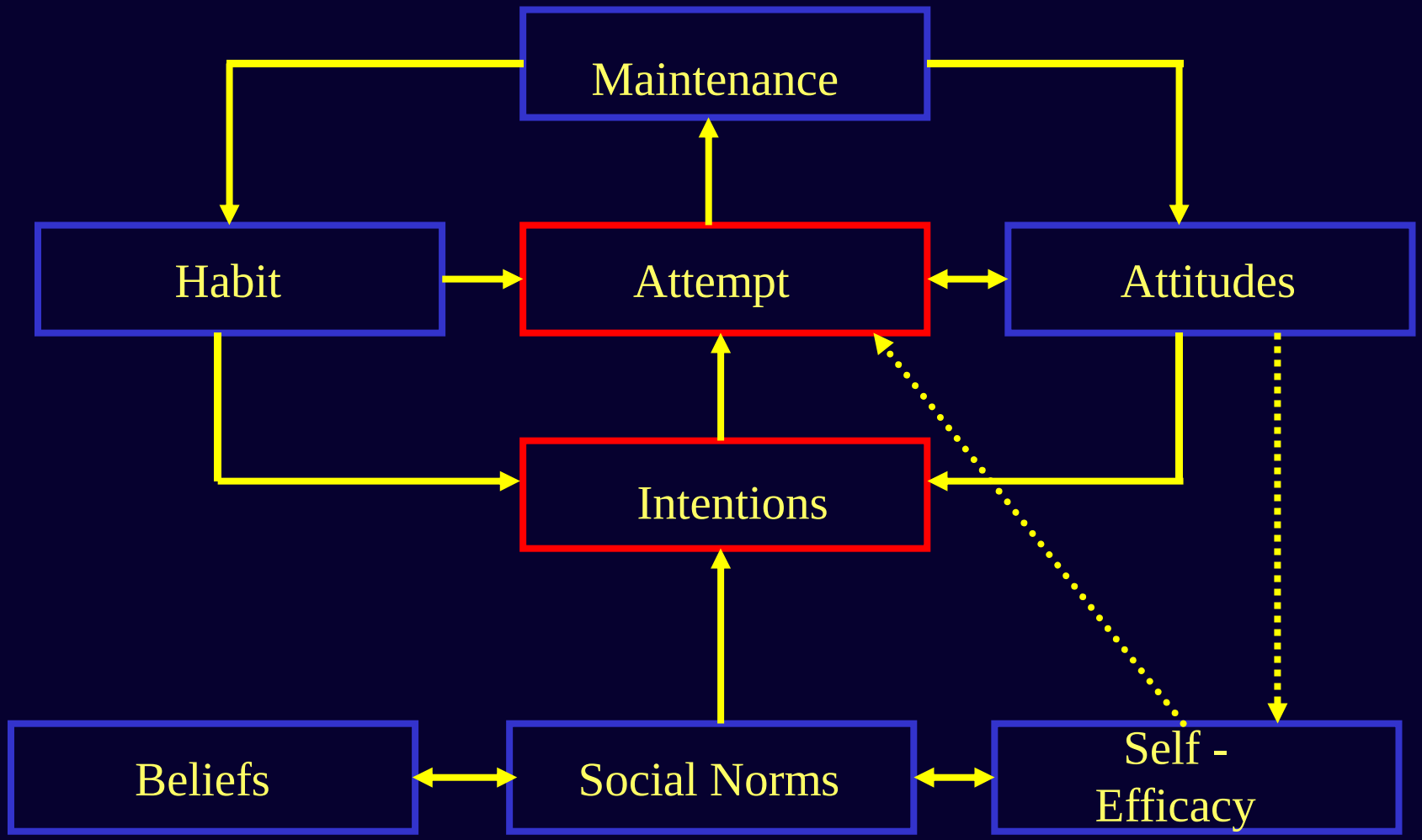
- *Self-perception of one's capability to execute successfully desired behaviour*
- Past experiences
- Fitness level
- Skill level
- Actual competencies
- Vicarious experiences

Life - Time Sports Skills Acquisition



- Life-time Sports Skills
- Recreational Skills
- Community Programs Skills
- Family Participation Skills

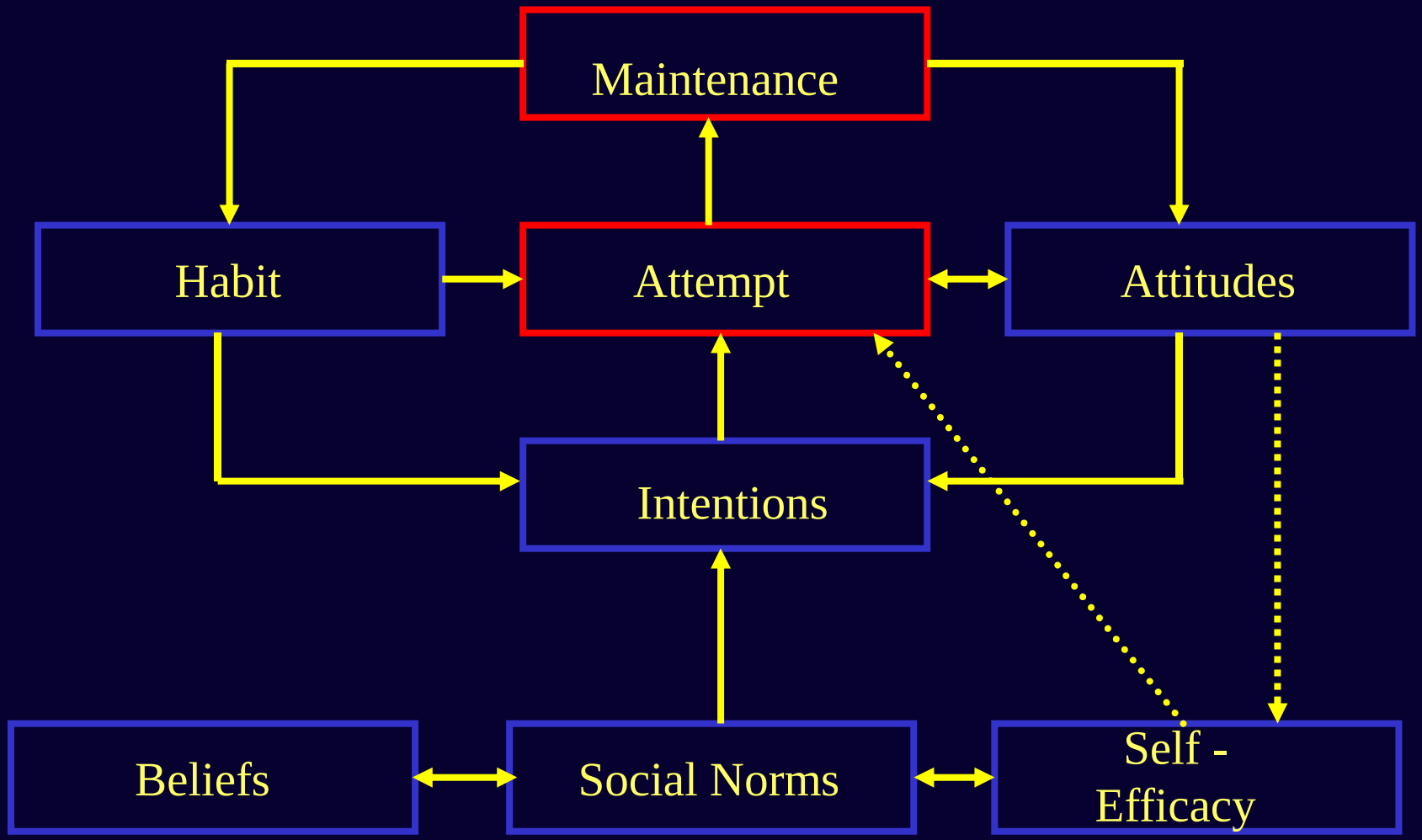
Behavior Adoption and Adherence



Intentions

- Program Design
- Significant others active support
  - 76% of parents (1-4 year-olds)
  - 20% of 13 year-old
  - Only 10% of children in daily PE
- Facilities access
- Equipment

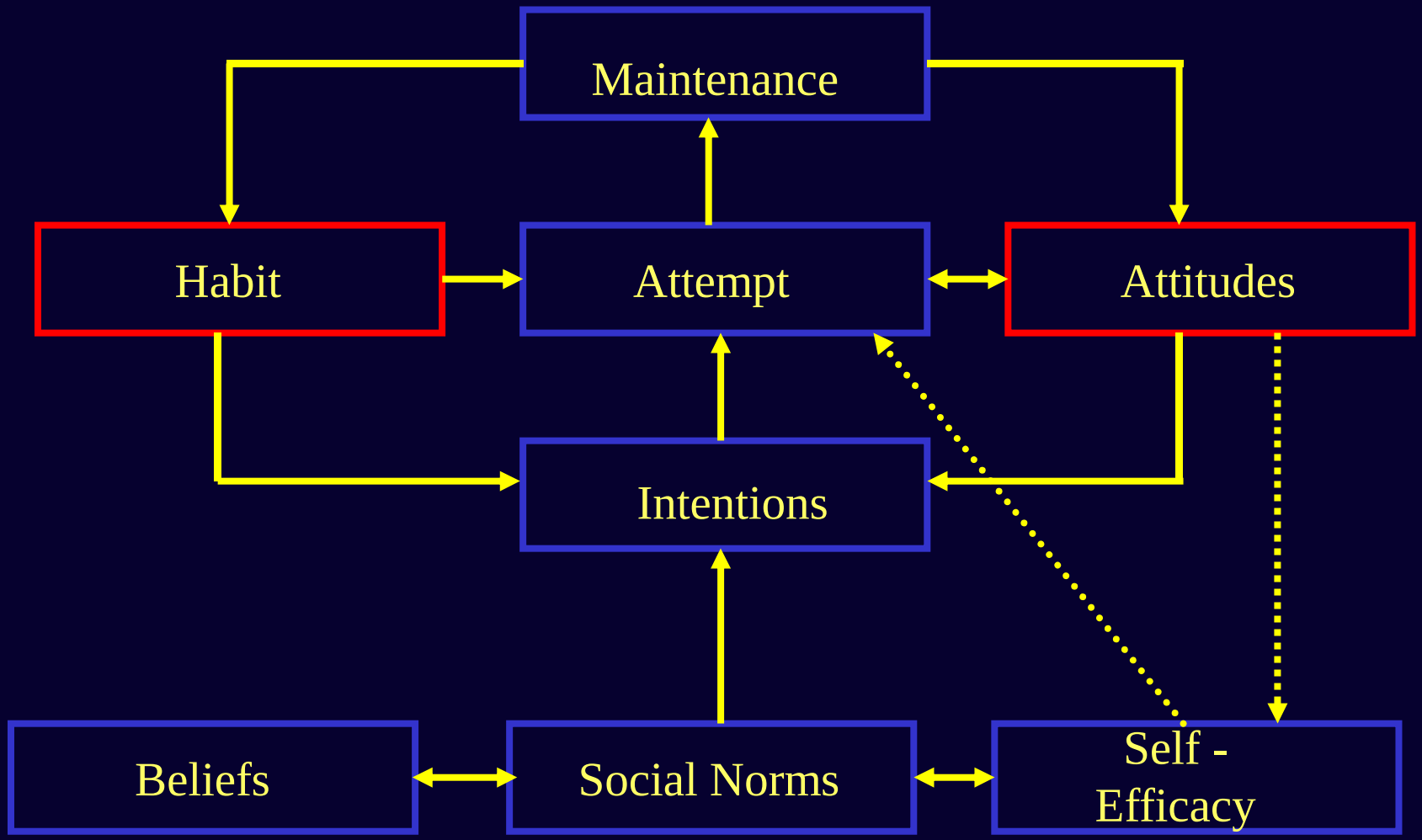
Behavior Adoption and Adherence



Attempt

- Goal setting
- Time management
- Contracts

Behavior Adoption and Adherence



Adoption/Maintenance

- Relapse Prevention
- Contingency planning
- Counter Conditioning
- Stimulus Control

THANK YOU!

QUESTIONS?