

Methods Literature Review

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This excerpt explores the usefulness of the categorical variable Adult Education, which is the theme analyzed in the journals cited below. Using the following set of categories: soul-stirring, challenging, motivating, stimulating, and unchallenging, defines an explanatory distinction of the journal's comprehensible effect of unpacking useful knowledge; under the pretense that learning is a structured entity established by the scholarly controls of mindful thoughts, Elias & Merrian, (1995). "Activities that challenge your brain expands the numbers and strength of neural connections devoted to a skill", Ratey, (2001).

Given the constraints of associated measuring tools, i.e. operational definition and page limitations, these categories are used as hypothetical constructs, which allows for the absence of relative ideals using them as discrete variables having measurable multiple and minimal values, Agresti, (1990).

Referring to these journals by the author is done to ensure exactness, concreteness, and unambiguousness.

- 1) Loeng's Cogent Education- 'Loeng' is a Logistical Analysis
- 2) Andragogy and its Search for a Measurable Instrument- 'Taylor & Kroth' is a Mega Analysis
- 3) Andragogy of Hope and Learning Cities- 'Raymer' is a Conceptual Analysis
- 4) Applications of Andragogy in Multi-Disciplined Teaching and Learning- 'Chan' is a Structural Analysis
- 5) It Does Matter How We Teach Math- 'Rodrigues' is a Descripted Analysis

Long before a distinguishing ideology was mythologized about Adult Education, it was depicted that adults and children could be taught by the same learning process. In the mid-20th century, the ideal of an andragogical method as a mythology of adult learning started becoming defined, with an emphasis on

being problem centered. This idea took a foothold in educational doctrine around the world, and it continues to be an advancing topic of research studies today. The concept in analyzing these five journals differentiates the form of the learning expediter process of pedagogy, Knowles, (1977, pg. 344).

Loeng's journal is a described analysis of a soul-stirring profound introspection examining the history, development, concepts, and opposition to Knowles central method of andragogy. This journal takes a deep dive into the cognitive aspect of andragogy, in which the reader is given a detailed synopsis of the worldwide attention given to its cerebral expansion. Participants in this journal are educational professionals from around the world. These individuals are the elite thinkers that initiated the construction of the global educational process. Loeng manages to cross-connect both sides of the well-read reader's brain through language, which in turn, refines those thinking agencies that are inclined to unite another probing large number of distinct agencies, Minsky, (1985).

Taylor & Kroth's journal is a challenging peruse that uses educational elite as participants. By invoking Loeng as secondary research gives headway to the presumption that this journal is somewhat cognitively bound with a lower measure of intellectual readability. Nonetheless, this journal is a Mega-Analysis probing aspects of andrological comparative concepts to Loeng's journal but doesn't stimulate the mind as enthralling as Loeng's review.

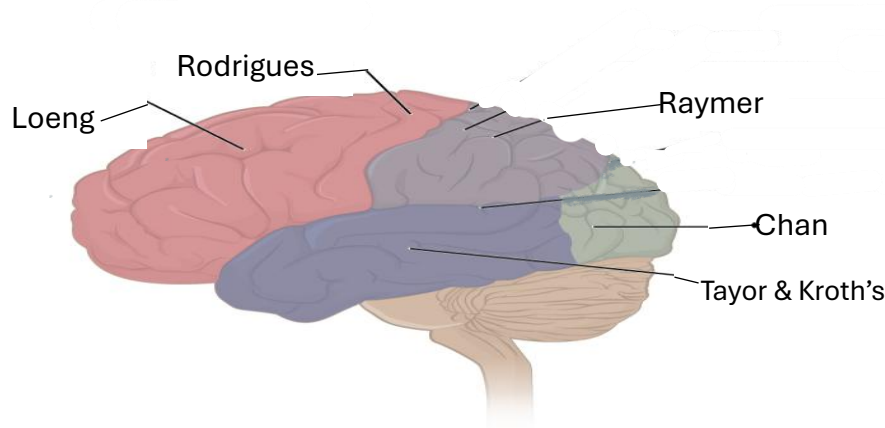
Next, just as in Taylor & Kroth's and Loeng's bulletin, Raymers' journal conspicuously shows that andragogy is instilled in its context, along with using educators as participants, but with a smaller sample size. Although, Raymer's journal isn't nearly as thought provoking as Taylor & Kroth's or Loeng's writing. It is exceptionally motivating from an informative perspective as it focuses on major innovative learning. Nonetheless, it is somewhat a downgrade from a practical significance perception compared

to ‘Taylor & Kroth’s’ and Loeng’s journals. In fact, from a readability perspective Raymers’ publication is lowering a priori in its premise of andragogy.

Chan asserts a stimulating perspective in his journal with a compelling comparison of pedagogy to andragogy. He ventures into a quasi-oncogenic, i.e. ‘the brain’s’ development of learning. His data collection was from a host of research journals in which a structured and well-articulated piece of writing was formulated, but it lacks the knowledgeable presentational effect that the three previous journal critiques established.

Rodríguezes’ piece is structurally sound, it carries the feeling of articulated pleasure. Especially, in its title, ‘It Matters How We Teach Math’, it generates an effect that draws you in, also, Rodrigues explains multiple aspects of learning. For example, ‘Readiness to learn’, ‘Orientation to learn’, and the ‘Role of the learner’s experience’. Even though Rodrigues contends that Knowles andragogical assumptions is the essence of a new adult transsituational psychology; the journal doesn’t interpret its 200-student participant’s personal account. The development of new concepts reflects the interpretation of individual situations with transcendent learning, Mezirow, (1991). This journal is subsequently unchallenging, because it has a lower level of computationalism than the other journals that are analyzed in this piece.

The image below shows what is known as the ‘feature integration theory, where dissimilar areas of the cortex are stimulated by the cognitive aspects of the journals. These areas are in divided locations of the brain, because of their level of cognition. Note, that that the degree of cognition correlates to the size of the cortex’s parts, Goldstein, (2011). This interpretation of the brain’s image can vary depending on the neuroscience’s experience.



Functional image of the brain in reference to feature integration theory

The above journals and the reviews are arranged in sequential order from the most connotative to the least connotative. I have taken throughout this excerpt an attempt to explain the differences in the journals readability. Moreover, taking a deep dive into the “domain of destructive interactions: those perturbations that result in a destructive change” (the changes in the journals interpretation – read by the diligent reader), Maturana & Varela, (1987 pg.98). This takes place and gives validity and generalizability in every interaction known to man, “as long as unity does not enter into the destruction interaction”. Maturana & Varela, (1987 pg.98).

Future attempts to amalgamate these journals reveal a couple of independent variables that stand out: knowledge, growth, relationships, learning, and time-period.

The ‘theory of change’ from highest to lowest embellishes automatic thoughts that determine a physiological response to the brains’ incoming sensory information from these journals, which rebuilds a form of perception, Carter, (1998).

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