



**Routledge**  
Taylor & Francis Group

# **Part 4: Practices in Adult Learning**

**Learning Objectives**



**Routledge**  
Taylor & Francis Group

# **Chapter 13: Whole-Part-Whole Learning Model**

**Copyright © 2013**

# 2 Key Elements of the Whole-Part-Whole Learning Model

## ❖ 2 Camps in the field of learning psychology

1. Behaviorist/connectionist camp
2. Gestalt/cognitive camp

## ❖ Acknowledge the value of each camp and integrate it through Tolman's concept of "purposive-behaviorism"

# **Whole-Part-Whole Learning Model**

- ❖ **Claims there is a natural whole-part-whole rhythm to learning**
- ❖ **Provides the learner with the complete understanding of the content at various levels of performance**
- ❖ **Allows for higher-order cognitive development to the levels of improvement and invention**

# Whole-Part-Whole Learning Model (cont.)

## ❖ **2 Main Purposes of First “Whole”**

1. To provide a mental scaffolding through advance organizers and schemata alignment to prepare learners for the new instruction they will receive
2. To provide motivation for the participant to want to learn by making the content meaningful and connecting it to the learner

## ❖ **Purpose of Second “Whole”**

1. Learner recognition and recall

# Advance Organizers

❖ **Originally introduced by Ausubel in 1968**

❖ **A technique for helping students learn and retrieve information by making it meaningful and familiar**

- Accomplished by
  - ✓ Introducing the basic concepts of the new material, from which the students are able to organize the more specific information that will follow

# Motivating the Learner

❖ **Without the learners valuing the new content being taught, there is little hope for retention or transfer to the workplace**

## ❖ **2 Force Changes that Result in Learning**

1. Change in the structure of the cognitive field itself
2. Change in the internal needs or motivation of the individual

# Reflection Questions

- 1. What is the essential thinking undergirding the Whole-Part-Whole Learning Model?**
- 2. Why is the Whole-Part-Whole Learning Model particularly helpful in planning adult learning?**
- 3. Based on personal experience, report on a learning experience that did not honor the Whole-Part-Whole Learning Model and discuss what changes would need to be made to make it conform.**
- 4. Based on differing content and objectives, what are some of the variations in the Whole-Part-Whole Learning Model?**



**Routledge**

Taylor & Francis Group