

## 21<sup>st</sup> Century Paradox

Paradigm Shifting the Unemployed through VAK, Experiential Learning Theory,  
Financial Statement concepts, Philosophy of Accounting, Invention theory,  
and practices in the Expressive Arts



*All in the same boat*

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## Research Question

*“How can I use Kolb's Learning Theories, multimedia, and my background in real life accounting business, and my BA in Speech/Communications together to create an eLearning tool to teach the unemployed how to manage money by using VAK and other interactive text and graphic activities to introduce and tie features of the general ledger and financial reporting concepts to real life practical uses?”*

## The Holism

To make whole is to bring together missing parts and to integrate as one. My goal is to bring together the unemployed, give them back what is missing, and to integrate their whole selves through instructional design and other training methods so they can work again.

Nicholson Business Services is the name of my company and we've decided to add a segment of business focused to design and deliver a series of courses under the rubric *Money Management for Beginners*. The first series is called *Finding Independence in the New American Economy (FINAE)*.

My presentation in this class will represent a *mini* section of *FINAE* called *Learning Financial Concepts (LFCs)*. My plan is to expand this work to a larger creative work for my Masters of Arts in Education ITEC program at San Francisco State University. The final project will include both internal and external activities to be delivered in both online learning tech designs, and in



real life workshops. I hope my product will find its way into other programs that aid the unemployed and will be delivered across the country by other trainers as well.

My developing design teaches learners how to start a business, how to build Financial Statements, how to open a business bank account and how to reconcile, code and post financial activity to the general ledger, and finally how to produce financial statements. My presentation for ITEC 800 includes only the *Learning Financial Concepts (LFCs)* section of the course.

The course is guided by the work of David A. Kolb's (Kolb, 1984, 2011, 2012) Experiential Learning Theory, and is also advised by Bandura's work on self-efficacy, self-regulation and social learning, and moral disengagement practices that have excluded the unemployed from the selection process. (Bandura, 1977, 1997, 2002) Other theorists and philosophers considered are Jean Lave, Etienne Wenger, Howard Gardner, K. Engelmann, and George Campbell.

My course intends to retrain an unemployed population to enter the workforce with entrepreneurial skills and a new attitude. I am a product of experiential learning and have been a self-operating entrepreneur since 1986. I watched, reflected, felt and was moved to do what some CPA's at John Hopkins University were doing back in 1974 as I assisted them in audits in my job as Staff Accountant. It was an easy way to learn. From that point on, I knew I could do just about anything I could see modeled. I used this learning strategy to join in groups where I could observe, reflect, find passion and then practice to perform in social gatherings: dance, painting, poetry, theater arts, live music, lyric writing, piano, percussion, and to have the confidence to dive into sales, Adobe technology and most things in life, including this MA in ITEC. I hope to be prepared through learning theory and practice to be a proactive guide and



an awesome coach for disenfranchised groups, much like Kolb is for organizational management groups.

I find Kolb's (Kolb, 2012) learning style and its methods to be the most tender, and efficient for transference of knowledge for practical applications. And I like also the VAK (video, audio, kinesthetic) approach in the design of instructional systems. Using multimedia technology with internal activities and external activities, my course can support people from all walks of life with multiple intelligences. (Gardner, 2008) The design engages the unemployed learner to become a self-employed worker with tools and knowledge to become situated (Lave, J., & Wenger, E., 1991) inside their local communities to deliver services for fee. Kolb's simple method is as easy as learning to ride a bike. Learners watch, think, feel and do each activity at their own pace. When I am further along I will buy Adobe Presenter to deliver the final products with features for creative interactivity to enable the learner to provide feedback, and show results of their research and practice.

Experiential learning provides a context for a communication event to occur between a trusted expert and a motivated learner who will watch, think, feel, and do something that will result in personal satisfaction and practical application of learner's own content. My research seeks methods that will create a safe context for a learner to deposit his personal content into and grow with it. Specifically, I intend to create a workshop in which I can train trainers to deliver to the unemployed across the country that include interactive multimedia exercises and activities that will enable learners to become entrepreneurs with a new attitude, embrace a new integrity model, and gain a renewed sense of security by using content they create for



themselves during the workshops. I hope to gain both government and corporate support for training and for investment in new businesses.

Eastern principles of holism and contradiction (Kolb, Trinh &, 2012) bring a fresh perspective to Kolb's Experiential Learning Theory in recent ELT developments, along with work titled Social-Cognitive Dynamics of Entrepreneurial Ideation (Kolb, Gemmell & Bolan, 2012) that reveal the best practices of successful entrepreneurs.

The connection of new ELT work with Eastern principles of holism and contradiction will help the learner better comprehend the structure of accounting in the building of financial statements where debits and credits join to create a picture of the whole general ledger. I am inspired to bring artistic features into the learning room. My future workshops will include, or direct learners to include, kinesthetic activities rooted in improvisational theater, yoga practices, integrity workshops, storytelling, poetry, and other arts and sciences so that the effects of immoral profiling can be tossed off with the use of artistic inventions in practice designed to pop learners out of negative self representations and into action.

### The Contradiction

The practice of moral disengagement (Bandura, 2002) has done damage for many of the 47 million unemployed in this country. Something needs to be in place to counteract that damage. Adult learners need to act in their own self-interest to increase their chances for survival in a very cruel world.



For context on moral disengagement currently practiced on the unemployed, I provide important excerpts from Bandura's (Bandura, 2002) research on the subject here so that readers can empathize to understand the extent of the damage our unemployed possess:

"Many conditions of contemporary life are conducive to impersonalisation and dehumanization (Bernard *et al.*, 1965). Bureaucratization, automation, urbanization and high mobility lead people to relate to each other in anonymous, impersonal ways. In addition, social practices that divide people into in-group and out-group members produce human estrangement that fosters dehumanization. Strangers can be more easily depersonalized than can acquaintances.

The emphasis on obedient aggression is understandable considering the prevalence of people's inhumanities to one another; but the power of humanization to counteract cruel conduct also has important social implications. The affirmation of common humanity can bring out the best in others." p 9

*"Attribution of Blame*-Blaming one's adversaries or circumstances is another expedient that serves self-exonerating purposes. People view themselves as faultless victims driven to Injurious conduct by forcible provocation. Violent conduct becomes a justifiable defensive reaction to belligerent provocations. Victims get blamed for bringing suffering on themselves.



Self-exoneration is also achievable by viewing one's harmful conduct as forced by compelling circumstances rather than as a personal decision. By fixing the blame on others or on compelling circumstances one's own injurious actions are excusable but one can even feel self-righteous in the process.

Justified abuse can have more devastating human consequences than acknowledged cruelty. Mistreatment that is not clothed in righteousness makes the perpetrator rather than the victim blameworthy; but when victims are convincingly blamed for their plight, they may eventually come to believe the degrading characterizations of themselves (Hallie, 1971). Exonerated inhumanity is, thus, more likely to instill self-contempt in victims than inhumanity that does not attempt to justify itself.

Seeing victims suffer maltreatment for which they are held partially responsible leads observers to derogate them (Lerner & Miller, 1978). The devaluation and indignation aroused by ascribed culpability provides further moral justification for even greater maltreatment."p 10

The exercise of moral agency has dual aspects—inhibitive and proactive (Bandura, 1999). The inhibitive form is manifested in the power to refrain from behaving inhumanely. The proactive form of morality is expressed in the power



to behave humanely. In this higher-order morality, people do good things as well as refrain from doing bad things. Rorty's (1993) analysis of the moral self in terms of a social-practice morality is another example of a theory that highlights proactive morality rooted in social obligation rather than just the morality of inhibition." p 11

"Social psychology emphasizes the power of the situation over the individual. In the case of proactive moral courage, the individual triumphs as a moral agent over compelling situational forces. Such moral heroism is most strikingly documented in Holocaust rescuers who risked their lives under grave risks to save persecuted Jews from the death camps." (Oliner & Oliner, 1988; Stein, 1988). p 12

"Edmund Burke's aphorism that, "The only thing necessary for the triumph of evil is for good men to do nothing" needs a companion adage under our technologically specialized realities: "The triumph of evil requires a lot of good people, doing a bit of it, in a morally disengaged way, with indifference to the human suffering they collectively cause." p 13

Moral disengagement is an active player in daily life. Institutionalized discrimination of devalued subgroups in societies takes a heavy toll on its victims. It requires social justification, attributions of blame, dehumanization,





impersonalized agencies to carry out the discriminatory practices and inattention to the injurious effects they cause. Ideologies of male domination, dehumanization, ascription of blame and distortion of injurious consequences play a heavy role in sexual abuse of women (Burt, 1980; Bandura, 1986; Sanday, 1997). We are currently extending our research to the role of moral disengagement in criminal pursuits, use of military force, capital punishment, child abuse and support of inequities that impoverish and demoralize the less advantaged members of affluent societies.” p 14

### The Synthesis

Application of David Kolb’s Experiential Learning Theory (Kolb, 1984) to the design of my developing instructional work product allows for an easy flow toward mastery for the learner. The intention is to help the unemployed through experiential learning processes that promote healing and encourage entrepreneurial practices in the adult learner. The healing of the fractured mental models of the unemployed victimized by the moral disengagement (Bandura, 2002) within corporate human resource practices today combine cognitive social learning with ELT associated with current identification with Eastern principles of holism and contradiction as a means of renewal. I hope as a nation we are not too late to empathize, regenerate and rehabilitate a perfectly capable population rendered unemployed. The Wall Street Journal recently headlined *Millions of Long Term Unemployed Risk Losing Benefits in 2013*. (2012)



Withholding UI benefits before the unemployed are ready can cause a major disaster if the government does not step in.

My current work product intends to broadcast to the unemployed a possible path that requires that they bring basic math, English reading skills, and an ability to navigate through a computer software program to engage in activities that will help them to connect powerful professional language concepts to real life. I hope to script an interactive course based on synthesis of ideas that marry meaning making communications with basic mathematics, designed with VAK interactive technology. This synthesis of *meaning making communications with basic mathematics* already exists in accounting.

My developing interactive modules ask learners provocative questions to cause them to access prior knowledge. The ELT guides suggest the following results: as they engage in questions, they will reflect on prior knowledge; selections of answers introduce new knowledge which causes them to think about how this knowledge is associated with their own lives; in the thinking process they begin to feel as they construct meaning; if/when the meaning motivates, they will begin practice. Practice includes engaging in interactive activities as well as processing a synthesis by taking what is learned inside the course to outside applications that can transform their relationship with money, with regulatory agencies, with other financial professionals.

My unemployed learners can learn how to become self regulated (Bandura, 1997) and situated (Lave, J., & Wenger, E. (1991)) in businesses of their own, legitimized by knowledge and practices learned through instructional designs that 1) provide a witness with evidence for application of concepts, language, rules for compliance; and 2) include interactive features,



external activities and video to arouse their imaginations and move them passionately toward wanting to exercise independence and to experience American birth rights to life, liberty and the pursuit of happiness.

### A Philosophy of Accounting

When one learns how to do Financial Reporting for themselves, they have the tools to understand reporting in other financial entities as well: corporations, non-profits and governments. Accounting is a body of knowledge separate to itself, and useful to all. In my research, I discover no Philosophy of Accounting. When asked in 1954 if we need one, Engelmann states that “If ‘philosophy’ is understood as ‘the body of principles or general conceptions underlying a given branch of learning’...or as ‘a system of guidance in practical affairs’... a philosophical approach may well be possible to accounting as to any other ‘branch of learning’ or ‘practical affair.’” (Engelmann, 1954) I assert that accounting contains a dormant philosophy in need of awakening.

I first learned about accounting from some CPA’s at Johns Hopkins University where I worked as Staff Accountant. I helped them find files and did some research, reconciled bank accounts, etc. They taught me by allowing me to watch, by explaining to me the thoughts behind their processes and the complexity involved in the usefulness of an accrual system of debits and credits. They made me feel proud to be around them, and I felt like I wanted to do what they do. I took courses back in 1974, and again in 2006 and 2009, but in between I conducted my business on the simple practices of following the rules of compliance to generally accepted



accounting principles toward delivery of reliable financial statements that could be used by managers and other professionals for the purposes of decision making and reporting.

Inside the industry of professional accounting emphasis is on commitment to ethics, competency skills, and the intelligence to access this complex and double sided world; and when you do, you might make money, but the stress and the overtime leaves no time for the self. This is well known in the industry, to be worked to the bone for little pay in hopes to crawl and fight your way to the top as a partner in a firm. This was clearly not my cup of tea. So I took my experience and applied my ideals and the GAAP principles to small businesses. This is what I want to teach my learners. How to take something they know; cut it down to a size and form that can be delivered to others who need that kind of service, and then practice at a reasonable rate so that local citizens can afford it and grow themselves!

I intend to bring this brilliant compact body of knowledge known as accounting into general educational use for real life applications. The transfer demands attention and commitment and a simple choice made by the learner to watch, think, feel, and do the activities to support external practices. Learners will incorporate concepts, incubate as they reflect, gain insights as they think, and verify as they do. They won't know so much about what is happening in the background (diverging, assimilating, converging, and accommodating) but they will perceive and process in a continuum defined by their own pace. In my model, learning about financial statements is not so complicated.



A good set of books is worth its weight in gold, because Financial Statements inform, record values and results for a point in time, and also for a period of time, all at once. The reports are used to predict the viability of the entity, to forecast, to show trends, and to be a record of Estate in the matter of Wills.

I think the General Ledger and the build of Financial Statements should be required core general education coursework. The information is too important to stay hidden and too expensive to be released in the current practices. This information informs citizens to operate within compliance and how to hold our employers and governments accountable for their operations. The accumulation of wealth in corporate profits must be shared and regulated and levied to bring compulsory tax revenue to our US Treasury without favor. When more citizens comprehend what is happening in the global markets and can take an interest in how our governments are budgeted to serve our needs we can hold more congress members accountable for incompetence and breach of oath regarding congressional unwillingness to collect revenue to support our social programs. People will understand that creating debt in government is like living off of credit cards with interest, while the rich run away with our spoons and forks and right livelihoods.

My targeted audience is the unemployed

The unemployed have their own means of survival constructed through social media and communities of practice already in place. Some lack the experience of personal agency and don't consider the opportunity to legitimize their work. Learning how to be compliant and join in the larger society through simple practices and the build of professional language to interact



with regulatory bodies, banks, creditors, investors can help them produce personal wealth and help our country to pull out of economic pressure from corporate culture and right wing preferences to remove safety nets that can result in genocide of these populations and cause violence in our streets.

I have exercised personal agency with 26 years of practice setting up start-up companies at Nicholson Business Services since 1986. I have gone through business cycles of prosperity to bankruptcy and back again twice and experience the same privileges as Macys and GM and other companies who went through similar practices and who still extend credit to those with similar experiences. Being in business is risky, but it is also protected by our rights and privileges and our rule of law. Risks that endanger the lives and well being of others are not protected by law, but go under cover, (Bandura, 2002) ignored by a bribed congress who have allowed “moral disengagement” in not only HR practices but also in the delivery of safe foods, safe prescription drugs, safe monetary practices, and safe gun laws. Our congress relies on debt instead of revenue, which ignores mandatory tax policy to levy compulsory tax without favor and is an act of misconduct itself. I think it is the job of educators to think outside of the box and focus attention on real life issues that can be addressed by workable solutions.

It is time for a general education that can supply 47% of the population (Wolf, 2012) with tools and ideas that allow them to stand up and take charge of their financial lives and toss off the cloak of shame associated with being “unemployed”. All people have the ability to move beyond being at the effect of life to becoming more at cause with their own blend of multiple intelligences (Gardner, 2008) and they are better served when educators use audio/video and



interactive multimedia in their learning products. The activities need to be challenging, asking questions that engage them to watch, think, feel and finally do something that adds to their experience and needs little memory to recall. Experience causes imprinting. When learners have an opportunity to imitate the observable action of another, with practice, they can make that learning their own.

David Kolb recently released an article in *Career Planning and Adult Development* (Kolb, D., Trinh, M., &, 2012), which associates his learning theory with Eastern philosophy in practice. The article inspired me, a child of the fifties who reached my twenties in the seventies, as popular culture expanded to include eastern practices of yoga, right mind, engaging conundrums, and images and music and clothes and dance that tantalized a free minded citizenry to imitate and inculcate as our own.

Kolb's synchronistic blending of Eastern Principles of Holism (Peng, et al., 2006) and of Principles of Contradiction (Cheng, K. 1987) seem to correlate with principles of debits and credits in accounting practices. I align with ELT efforts (Trinh and Kolb 2012) toward "an ontological approach to adult development that emphasizes existential ways of being in the here and now- centering, balance, harmony and flowing in the watercourse way."

I plan a fact-based body of knowledge to provide gateway opportunities for the unemployed. I want to encourage creative activities to deepen internal processes and loosen up the body and heart that has suffered "shock and awe" (Ullman, 1996) attacks endlessly for over ten years as our economy weakened and crashed. It seems it is not so much a loss of cash, but a loss of moral will that burdens our citizenry.



In Ullman and Wade's Doctrine of Shock and Awe (Ullman & Wade, 1996) we contemplate military plans to apply same strategies on OOTW (operations other than war)

“Can Rapid Dominance produce a force structure with more effective capacity to deal with grey areas such as OOTW? Second, if achievable, can Rapid Dominance lead to a form of political deterrence in which the capacity to make impotent or “shut down” an adversary can actually control behavior? What are the possible political implications of this capability and what would this power mean for conducting coalition war and for how our allies react and respond? Because Rapid Dominance is aimed at influencing the will, perception, and understanding of an adversary rather than simply destroying military capability, this focus must cause us to consider the broadest spectrum of behavior, ours and theirs, and across all aspects of war including intelligence, training, education, doctrine, industrial capacity, and how we organize and manage defense. (Ch.1, p 2)”

“At the same time that the Bosnia operation is underway, the fundamental changes occurring at home and abroad must be addressed. The industrial and technical base of the United States is changing profoundly. The entrepreneurial and technical advantages of the American economy were never greater and it is small business that is creating virtually all new jobs and employment opportunities. Commercial technology and products are turning over on ever





shortening cycles. Performance, especially in high-technology products, is improving and costs are being driven downwards.

Sadly, the opposite trends are still found in the defense sector, where cost is high and will create even tougher choices among competing programs, especially as the budget shrinks. Cycle time to field new generation capabilities is lengthening and performance, especially in computer and information systems, is often obsolete on delivery. The defense industrial base will continue to compress and it is not clear that the necessary level of efficiencies or increases in effectiveness in using this base can be identified and implemented, suggesting further pressures on a defense budget that is only likely to be cut.

Indeed, the question must be carefully examined of whether the military platforms that served us so well in both cold and hot wars such as tanks, fixed wing aircraft, and large surface ships and submarines represent the most effective mix of numbers, whether the pattern of employing more modern technology for traditional firepower solutions is the best one and if there are alternative ways to achieve military objectives more effectively and efficiently.

In other words, can the idea of dominant battlefield awareness be expanded doctrinally, operationally, and in terms of fixing on alternative military, political, or strategic objectives?



Rapid Dominance, if realized as defined in this paper, would advance the military revolution to new levels and possibly new dimensions. Rapid Dominance extends across the entire “threat, strategy, force structure, budget, infrastructure” formula with broad implications for how we provide for the future common defense. Organization and management of defense and defense resources should not be excluded from this examination although, in this paper, they are not discussed in detail.

The aim of Rapid Dominance is to affect the will, perception, and understanding of the adversary to fit or respond to our strategic policy ends through imposing a regime of Shock and Awe.”(P xxii)

“As we move to turn this concept into specific doctrine and capabilities for future evaluation, there is another emerging reality to consider. If the commercial-economic sector is transforming at the current rate and breadth, it could be that, over the course of many years, the defense-industrial base would follow suit, or face irrelevance and extinction. Clearly, there are certain areas in defense that will never or may never be eliminated or replaced. Nuclear systems are a current example. Should this trend of commercial dominance play out, it may mean that military force design and procurement will become dependent on the private sector and commercial technology.



...In pursuing the loftier objective of applying our resources to controlling, affecting, and breaking the will of an adversary to resist, should this goal remain illusive, we believe that Rapid Dominance can still provide a variety of options and choices for dealing with the operational demands of war and conflict.

...Flowing from the primary concentration on affecting the adversary's will to resist through imposing a regime of Shock and Awe to achieve strategic aims and military objectives, four characteristics emerge that will define the Rapid Dominance military force. These are noted and discussed in later chapters. The four characteristics are: near total or absolute knowledge and understanding of self, adversary, and environment; rapidity and timeliness in application; operational brilliance in execution; and (near) total control and signature management of the entire operational environment. (p. xxx)"

Certainly, this Shock and Awe Doctrine, turned against itself or its own country to stay competitive, is worth more research and citizen scrutiny. Perhaps in a later paper we will explore Naomi Klein's *The Shock Doctrine: The Rise of Disaster Capitalism* (Klein, 2008) and learn more about how our military and our corporate structures have colluded to produce this disaster effect of mental illness growing in our country and causing young out-group kids to resort to gunning down populations that have no cause for their despair.



I feel the need for creative activities meant to swell an internal spring for positive self regulation and success. These possibilities are built into activities like improvisational theater, community actions toward higher integrity developments, personality inventory systems to stir internal agency, yoga practices to keep the body fluids fresh and muscles flexed. I have over 30 years in these creative practices. I envision some grants that will allow me to start a pilot project that includes a live-in group of perhaps 20 at a time for a period of rehabilitation. Within three months I could provide a regimen that enlivens spirit, loosens body, frees heart and engages mind while producing entrepreneurs that come out capable of starting business services supported by matching federal, state and local funding until they are self supported. The unemployed can provide needed services in the community for others who need help as well.

I want to teach them to become self-regulated learners who can develop entrepreneurial businesses despite the moral disengagement of corporations that shut them out. All Americans have a right to enjoy the principles of freedom inherent in a democratic nation based on our constitution that assures that everyman has the opportunity of life, liberty and the pursuit of happiness. I assert that America is not the playground of belief-ridden mentalities obsessed by wealth, who seem able and willing to hurt anyone just to get some money in their own pockets.

#### The Design of the Instructional Work Product: Learning Financial Concepts

The course offers my students the ability to generate meaning from a variety of activities that will eventually be expanded and presented in Captivate or Adobe Presenter from a Power Point Slide Show.



For the ITEC 800 class my presentation of my mini work product will be delivered in either a PPT show or in an Acrobat PDF that enables a movie and interaction to occur. With only five minutes, a small bit to establish credibility of the expert will be shown and the Learning Financial Concepts activities 1 and 2 will be presented.

I want my learners to learn a new language built on skills and practices inside the course. “For newcomers... the purpose is not to learn from talk as a substitute for legitimate peripheral participation; it is *to learn to talk as a key to legitimate peripheral participation*’.” (Jean Lave and Etienne Wenger (1991:108-9)

This mini course opens with a video with an expert perspective to grab attention and give human perspective to what is normally mostly dry data. Included in the course are two interactive activities that question the learner to assess what they already know and to become informed as they engage in the selection of answers.

The answers are informative and build parts into a whole unifying body of information that teaches the usefulness of financial statements as they relate to their own personal needs. The course proceeds to the next activity and asks the learner to choose each set of numbers included in the General Ledger. Again, as they answer the questions by choice, they learn that all sets of numbers are included in the General Ledger.

As they engage deeper into this process, in later design work flows, they will be taught to accept and embrace the power of holism and contradiction as they wrestle with accrual methods that use debit and credits and teach them how that process causes balance. Once



they can grasp these concepts they will see that the ability to deal with ambiguity truly is a sign of mental health and will no longer be undermined by current detractors. They will be able to focus on growth. Most people strive for logic in a world that is supposed to demonstrate claims to produce claimed results. When the world is no longer operating in logical form, then citizens need to learn the principles of paradox to remain capable of self-determination and to avoid logical arguments operating under false pretenses.

An active component underlying my work that I think enables learners to make use of their full body knowledge, their spirits, their hearts and minds to engage in relatively life-transforming processes is the work of communications theorist and philosopher George Campbell. He has so influenced my ability to roam through life unhampered where most fear to tread and I take a moment to introduce his ideas that support the work of current contemporaries Kolb, Bandura, Gardner, and Lave who also inform my design.

George Campbell, in his famous *Philosophy of Rhetoric*, (Campbell, 1776) was tasked with mass population change efforts toward workforce development in England. He focused on the four psychological faculties that every human possesses to guide the learning through persuasion:

“Underlying Campbell’s philosophy was the idea that rhetoric is a dynamic, developing process. He most earnestly wished, therefore, to incorporate into his intentional theory not only relevant classical precepts but the principal findings of the social and behavioral sciences and select experimental evidence from the



natural sciences. In this way, he thought, could be avoided the sterility that results from an undue reliance upon the Greek and Roman rhetoricians.

Book I of the *Philosophy of Rhetoric* contains Campbell's most original contributions to rhetorical thought. Included in this section are basic elements of faculty psychology, the laws of association, sympathy, moral reasoning, and what the Scots called "common sense." Campbell began his inquiry by examining the nature of man. The writings of Bacon, Locke, and Hume, reinforced by his own observations and experience, taught him that the mind is separated into faculties. To Locke's categories of understanding and will, he added imagination and the passions. These were to be viewed not so much as discrete elements but as a hierarchy, ranging from the elementary faculty of the understanding to the more complex faculty of the will. *Persuasion, therefore, is the final result of a four-step process that starts with instruction, and proceeds through the imagination and passions until it [149] motivates the will.* Campbell explains these relationships in the following way:

In order to evince the truth considered by itself, conclusive arguments alone are requisite; but in order to convince me by these arguments, it is moreover requisite that they be understood, that they be attended to, that they be remembered by me; and in order to persuade me by them to any particular action or conduct, it is further requisite, that by interesting me in the subject, they may, as it were, be felt. It is not therefore the understanding alone that is



here concerned. *If the orator would prove successful, it is necessary that he engage in his service all these different powers of the mind, the imagination, the memory, and the passions.* These are not the supplanters of reason, or even rivals in her sway; they are her handmaids, by whose ministry she is enabled to usher truth into the heart, and procure it there a favourable reception.” (Golden, J., Berquist, G., Coleman, W., 1983)

### How learning theory aids in design of instructional technology

David Kolb’s theories take perception and process as the causal elements in his Experiential Learning Theory.

Kolb’s theory takes a cognitive/constructivist approach that defines experience as the source of learning and development. (Kolb,1984). People learn best when they can perceive, process and then actually have an experience. Learners can take instruction; have their imaginations aroused, their passions moved and their wills changed by having successful experiences supported by others who provide modeling.

**David Kolb** tells us that his experiential learning theories can be applied to the same skills students would use when learning how to ride a bike (and also when taking my course!)

**Reflective observation:** an *assimilating* process where the learner *thinks* about concepts and *watches* testimony of successful outcomes they can imagine for themselves if they choose to learn.





**Abstract conceptualization:** a *converging* process of *doing* the activities provided in the course and *thinking* about the concepts.

**Concrete experience:** a *diverging* process of *watching* the various testimonies and *feeling* positively about the practical tips and techniques available in the course activities that are self-paced and repeatable until learned.

**Active experimentation:** an *accommodating* process of *feeling* and *doing* the activities, the research, the real life steps mapped out in the course for starting a business, for opening a bank account and learning how to balance it, for reaching out to the community for practice, for turning the concepts into real reports that get turned in when interactivity is generated by the use of Adobe Presenter at a later date. My presentation will be a mini version of a larger project.

### **Albert Bandura (Bandura, 1977): Social Learning Theory used in Instructional Design**

Bandura's genius begins with a focus on behavioral theory but evolves toward socio-cognitive theory as his work develops. His Social Learning Theory is broadly defined as observational learning in the application of Instructional Design.

"The component processes underlying Bandura's observational learning theory are:

**Attention:** including modeled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement),



**Retention:** including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal

**Motor Reproduction:** including physical capabilities, self-observation of reproduction, accuracy of feedback

**Motivation:** including external, vicarious and self-reinforcement.

Because it encompasses attention, memory and motivation, social learning theory spans both cognitive and behavioral frameworks.

Bandura's theory improves upon the strictly behavioral interpretation of modeling provided by Miller & Dollard (1941).

Bandura's work is related to the theories of [Vygotsky](#) and [Lave](#) which also emphasize the central role of social learning."

**Albert Bandura (Bandura, 1997): Self-Efficacy and Self Regulation Theories**

### **Self-regulation**

Self-regulation -- controlling our own behavior -- is the other "workhorse" of human personality.

Here Bandura suggests three steps:

1. **Self-observation.** We look at ourselves, our behavior, and keep tabs on it.



2. **Judgment.** We compare what we see with a standard. For example, we can compare our performance with traditional standards, such as “rules of etiquette.” Or we can create arbitrary ones, like “I’ll read a book a week.” Or we can compete with others, or with ourselves.

3. **Self-response.** If you did well in comparison with your standard, you give yourself rewarding self-responses. If you did poorly, you give yourself punishing self-responses. These self-responses can range from the obvious (treating yourself to a sundae or working late) to the more covert (feelings of pride or shame).

My lesson plan asks the learner to step outside traditionally conservative roles and to participate in activities that will enhance self-esteem as they master self-regulation, which they must if they are to be successful. Staying present promotes vitality.

A very important concept in psychology that can be understood well with self-regulation is **self-concept** (better known as self-esteem). If, over the years, you find yourself meeting your standards and life loaded with self-praise and self-reward, you will have a pleasant self-concept (high self-esteem). If, on the other hand, you find yourself forever failing to meet your standards and punishing yourself, you will have a poor self-concept (low self-esteem)”

**Howard Gardner (Gardner, 2008): Multiple Intelligences and VAK**

I am aligned with Gardner, who sets out to



“..dislodge IQ and various other standards previously used to define intelligence. He introduced MI theory to support his empirical work with “normal, gifted and ... brain damaged” people to find that a variety of criteria exist that yield a “more comprehensive and veridical notion of human intellect.”

“As he describes it, intelligence is a biological and psychological potential to solve problems and/or create products that are valued in one or more cultural contexts. Armed with this definition and these criteria, Gardner identified seven relatively autonomous capacities that he named *Multiple Intelligences*: linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal. In more recent writings, Gardner added an eighth (naturalist) intelligence and continues to speculate about a possible ninth (existential) intelligence.”

“Over the last dozen years, Gardner and a team of researchers have been studying ‘good work’ ([goodworkproject.org](http://goodworkproject.org)). This work focuses on the benevolent uses to which human intelligence, creativity, and leadership can be (but are not necessarily) applied. More recently, Gardner’s research group has also begun to examine how the current generation of young people is being affected by the new digital media—another area ripe for investigation in terms of MI theory.”



Applications of Gardner's theory of Multiple Intelligences, and the use of Audio/Visual and Kinesthetic technologies in teaching, extend beyond educational environments to include government, museums, and the workplace.

I look forward to exploring and possibly joining the <http://www.goodworkproject.org> group during my continued studies in the ITEC program as I work toward my Creative Project and develop these themes designed for diverse groups.

### My Conclusion

Learning theory teaches us how knowledge seated in academic, artful and scientific settings evolved from behaviorism to cognitivism and on toward its current manifestation with forms that are constructive and include diverse populations who will participate in a myriad of topics across the globe.

Learning theory informs the design of instructional technology so that the learner has access to experientially deep and rich multimedia learning outcomes. Kolb's ELT applied to instructional design provides the learner an opportunity to learn from an expert, and participate in self paced learning environments that allow him to watch, interact, think, and feel in ways that will cause him to reflect and act to bring lessons learned into real life experience.

Modeling, simulation, games, interactive activities and VAK enable the learner to drive perception and to process information that includes multiple intelligences in its reach. Learners can now be motivated by will to participate in designed technological learning activities that are exciting and fun to use: visual aids, narration, animation, movies, instructions to follow,



research to review, tools to develop and innovate collaboratively with his community or on his own.

In-house practices, using multimedia online and in studio can help a person rebuild spirit and generate the ideas that cause action and create energy. I am not interested in being a therapist or a psychological help-mate, but I am deeply interested in using arts, sciences, and business practices to coach human beings and especially the unemployed to learn how to become independent in the face of a hostile environment currently undermining their efforts to be employed. America can do better, and I hope to inspire a generation of entrepreneurs who can find independence in the new American economy.

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