Learning Domain with Good Participation

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Abstract
Learning domain is a self-regulatory volition. It motivates an individual to acquire skills through the various domains of learning such as cognitive, affective, and psychomotor. Learning has been put to be dogmatic over the years through conventional techniques. Knowledge is supposed to be dynamics and not stereotype. The conventional learning techniques is associated with boredom, overload, disorientation, difficulties in understanding, and negative emotion. In this case, the instructional material predicts students' achievement. This technique provides little or no room for average students. The conventional learning method has proven many students to poor and not capable. However, the learning domain is better because it promotes the development of an individual through the domain learning system. This paper however assesses learning domains with good participation. Findings will be obtained from private chat, primary and secondary resources which are guided by theories of learning. Multistage random sampling techniques will be used to select 100 students from two schools to study the impact of learning domain on student participation in Higher education institution (HEi), the coping abilities with Hei and adaptation in a different environment. Open ended questionnaire will be administered. What is the impact of the learning domain on student participation in HEi? How can a student with different abilities cope with Hei and adapt well in a different environment? This learning will critically evaluate the mind of an individual to be creative, self-independent and help an individual to become relevant in society. it will investigate educators and management efficiency providing adequate support and motivation to embrace educational advancement. Also, the availability of facilities, instructional materials, library, and provision of adequate equipment. This theory will increase literacy levels and minimized students dropping out of school. However, mental skills and the acquisition of new knowledge are largely dependent on the learning domain (Sincero 2011). This domain bridges the gap in learning and provides students with the ability to learn and recall information. It facilitates student intuition and the ability to adapt well to a new environment. Existing theories can be easily analyzed following this learning domain (Anderson et al 2011, New York: Pearson). This theory, however, emphasis the use of abstract knowledge differently with the help of cognitive, affective, and psychomotor skills. These skills are often acquired through different delivery methods. It goes beyond reading and memorizing theories to critically analyze and proffer solutions. Inadequate practice engaging students with the domain of learning serve as a deterrent to the success of education in most institutions. The conventional learning method through which students are groomed is unfit to enhance economic growth and development. Many graduates find it difficult to apply skills acquired from an institution in the workplace. This can be traced to poor learning domain practice and adoption (Sousa 2016, Crowin press). I strongly believe that adopting this domain of learning in HEI will provide learning capacity for highflyers, the emerging and the upcoming learners. It will keep students focus. It reduces tediousness, overwork, confusion, and difficulties in developing content.