

# AI-02005 RUA AEC Blooms vs RRVOC Framework

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**My hypothesis: I've concluded that life is a simple matter. It's just about remembering, understanding, applying, analyzing, evaluating and creating. Once a human figured out what is needed (the what and the why), one can run through the process of RUA AEC and find mastery, true or false in any topic, domain in life. Explain and delve.**

Your hypothesis, that life is a process of remembering, understanding, applying, analyzing, evaluating, and creating (RUA AEC), is a fascinating way to frame human experience and the pursuit of mastery. This framework closely mirrors Bloom's Taxonomy, a well-known educational model that categorizes levels of cognitive skills and learning objectives.

## The Breakdown of RUA AEC

Let's delve into your framework and see how each stage contributes to a deeper engagement with any topic or domain.

1. Remembering: This is the foundation. It's about recalling facts, concepts, and basic information. Before you can truly understand a subject, you need to know the fundamental building blocks. This is the what. In the context of life, this could be remembering your values, key experiences, or even the basic rules of a game or social situation.
2. Understanding: This goes beyond simple recall. It's about grasping the meaning and significance of the information. You can explain concepts in your own words, summarize ideas, and interpret what you've remembered. This is the why. Why do certain events happen? Why do people behave in certain ways? This stage moves you from rote memorization to true comprehension.

3. Applying: Here, you take your knowledge and put it into practice. This is where theory meets reality. You use what you've learned to solve problems, complete tasks, or navigate new situations. If you understand the mechanics of a car engine, applying that knowledge would be fixing a part or identifying a problem. In life, this could be applying a principle of kindness to a difficult conversation.
4. Analyzing: This is the stage of breaking things down into their component parts. You examine the relationships between ideas, identify patterns, and discern underlying structures. You're not just applying a solution; you're figuring out how and why it works. For a mechanic, this would be diagnosing the specific cause of an engine problem. In life, this could be analyzing a complex personal or professional situation to identify the root cause of an issue.
5. Evaluating: This is about making judgments based on criteria and standards. You assess the value, effectiveness, or validity of something. Is this solution the best one? Is this information true? You weigh pros and cons and justify your decisions. This requires critical thinking and a deep understanding of the subject matter.
6. Creating: This is the highest level of mastery. You synthesize knowledge from various sources to produce something new. This could be a novel solution, a unique perspective, or an original piece of work. A mechanic might invent a new tool or technique. In life, this could be creating a new business, a work of art, or a new way of interacting with the world.

### **The True or False of Your Hypothesis**

Your hypothesis, that this process leads to mastery, holds a great deal of truth. The RUA AEC framework provides a logical and comprehensive path for learning and growth. If you can move through these stages in any domain, you are indeed on a path to mastery.

However, the "simple matter" part of your hypothesis is where things get more complex. While the process itself is a straightforward progression, the execution is far from simple.

1. The "What and Why" are Fluid: The "what and why" you mentioned are not fixed. Life is constantly changing. What was true yesterday may not be today.

A mastery of one domain may not translate directly to another. For example, mastery in computer programming may not lead to mastery in relationships.

2. **The Process Isn't Always Linear:** In reality, the RUAAEC process isn't always a neat, linear progression. You might find yourself cycling back and forth between stages. You might try to apply something, realize you don't fully understand it, and go back to analyze the problem.
3. **Life's Complexity:** Life involves more than just cognitive processes. It includes emotions, relationships, serendipity, and a host of other factors that don't fit neatly into a logical framework. While your model is excellent for structured learning, life can often be chaotic and unpredictable. Ultimately, your hypothesis offers a powerful lens through which to view learning and mastery. By consciously engaging with these six steps, you can indeed navigate the complexities of any domain. It provides a roadmap, even if the road itself is sometimes bumpy and winding.

**I understand the non-linearity of life and it's not simple . In truth, I discovered that once we apply Bloom's Taxonomy into a specific task of learning be it like a job or specific area of expertise, we end up to become a master of that field.**

That's an insightful conclusion. Applying Bloom's Taxonomy to a specific field or job is an excellent way to achieve mastery. The framework you've described—remembering, understanding, applying, analyzing, evaluating, and creating (RUAAEC)—is essentially a practical application of this educational model. The true or false of your hypothesis is true. By systematically moving through the cognitive levels of Bloom's Taxonomy, an individual can indeed develop a comprehensive and deep mastery of a subject.

### **Why Bloom's Taxonomy Leads to Mastery**

- **Systematic Learning:** The taxonomy provides a structured path for learning, moving from basic knowledge to complex, higher-order thinking. This prevents a person from getting stuck in simple memorization and encourages them to engage with the material on a deeper level.
- **Active Engagement:** As you progress through the levels, you are required to actively do something with the information. You can't just passively absorb it.

You must explain it, use it, break it down, judge it, and ultimately, build something new with it. This active process solidifies the knowledge and makes it more accessible for future use.

- The Power of Creating: The highest level, creating, is the ultimate test of mastery. To create something new—whether it's a new strategy, a unique solution, or an innovative product—you must have fully integrated all the previous levels of the taxonomy. You must remember the facts, understand the concepts, apply the principles, analyze the situation, and evaluate the options before you can synthesize something truly original.

**This is where true expertise shines.**

**Consider a chef learning to cook.**

1. Remembering: They memorize ingredients and basic cooking techniques.
2. Understanding: They grasp why certain ingredients pair well or why a certain cooking method is used.
3. Applying: They follow a recipe to make a dish.
4. Analyzing: They break down a complex dish to understand its components and flavors.
5. Evaluating: They taste their own dish and others', judging its quality and identifying areas for improvement.
6. Creating: They invent a new recipe, combining ingredients and techniques in a novel way.

Each step builds upon the previous one, and by the time the chef reaches the "creating" level, they are no longer just a cook; they are a culinary artist, a master of their craft. This model applies to any field, from engineering to writing to medicine. It's a proven method for transforming a novice into an expert.

### **Explain the Affective Domain Blooms Taxonomy**

The Affective Domain of Bloom's Taxonomy, developed by David Krathwohl, Benjamin Bloom, and Bertram Masia, focuses on learning that involves feelings, values, attitudes, and emotional responses. Unlike the cognitive domain, which is

about thinking and knowledge, the affective domain is about a person's emotional growth and their internalization of values. It's a hierarchy that describes how a person moves from simple awareness to a deep, ingrained value system that guides their behavior.

### Levels of the Affective Domain

The five levels of the Affective Domain are arranged from the simplest to the most complex:

#### 1. Receiving

This is the lowest level, where a person is simply willing to listen and be aware of a stimulus. They pay attention and are receptive to new ideas or information. At this stage, they are a passive recipient.

Example: A student listens respectfully to a classmate's presentation on environmental issues.

#### 2. Responding

At this level, a person actively participates in the learning process. They don't just hear the information; they react to it. This can involve anything from a simple agreement to a more active participation in a discussion.

Example: The student volunteers to help organize a school recycling program after hearing the presentation.

#### 3. Valuing

Here, a person begins to attach worth or value to an idea, phenomenon, or object. They show their preference for a particular value by demonstrating consistent behavior. This is more than just compliance; it's a genuine belief.

Example: The student consistently participates in the recycling program because they believe it's important for the planet's future.

#### 4. Organizing

This is where a person begins to organize their values into a consistent system. They compare different values, resolve conflicts between them, and create their own unique value system. This requires prioritizing values and understanding the relationships between them.

Example: The student recognizes that while recycling is important, it's also crucial to reduce consumption. They create a plan to live a more minimalist life,

demonstrating a balance of these two values.

#### 5. Characterizing

This is the highest level, where a person's value system has become an integral part of their personality and character. The values are so deeply ingrained that they consistently and predictably guide their behavior. The individual acts on these values without a second thought.

Example: The student's commitment to sustainability becomes a defining characteristic of their life. They choose a career in renewable energy, advocate for eco-friendly policies, and their daily choices reflect a deep-seated commitment to environmental stewardship.

The Affective Domain is crucial for teaching and learning because it recognizes that education isn't just about what people know (cognitive); it's also about what they feel, value, and believe. It's often the hardest domain to measure, but it's essential for fostering well-rounded individuals and creating positive change.

**Synthesize the progression of expertise of an immigrant Filipina RN in NJ using Blooms Taxonomy .Also, synthesize the Affective Domain Model with her adaptation to the new workplace .**

Here's a synthesis of the progression of an immigrant Filipina RN in New Jersey using Bloom's Taxonomy, along with an analysis of her adaptation to the new workplace through the

#### **Affective Domain Model.**

Cognitive Domain: The Path to Expertise 

The journey of an immigrant Filipina RN in NJ can be mapped across the cognitive domain of Bloom's Taxonomy, from a basic level of knowledge to true mastery.

1. Remembering: She arrives with a solid foundation from her Philippine nursing education. She recalls and recites medical facts, anatomical terms, and basic nursing procedures. However, she may need to re-learn certain protocols specific to the US healthcare system.
2. Understanding: She comprehends the underlying reasons for medical treatments and nursing interventions. She understands why certain medications are prescribed or why a patient is exhibiting specific symptoms. She can also interpret and explain patient charts and doctor's orders.

3. Applying: This is where she puts her knowledge into practice. She administers medications, performs patient assessments, and implements care plans. She navigates the electronic health record (EHR) system, a new skill for many international nurses, and applies standard operating procedures of her hospital in NJ.
4. Analyzing: She starts to critically examine patient cases. She identifies patterns in a patient's vital signs, differentiates between a normal and an abnormal finding, and analyzes the root cause of a patient's deteriorating condition. She can dissect a complex case and identify the key issues.
5. Evaluating: She makes informed judgments about patient care. She assesses the effectiveness of a treatment plan and determines whether it should be modified. She evaluates the quality of care she provides and makes decisions on her own, a step that requires confidence and experience.
6. Creating: At the peak of her expertise, she develops innovative solutions. She might create a more efficient workflow for her nursing unit, design a new patient education tool, or propose a new protocol to address a recurring issue. She's no longer just following a plan; she's innovating and contributing to the advancement of her field.

### **Affective Domain: Adapting to a New Workplace** ❤️

The affective domain model describes the emotional and attitudinal journey of the Filipina RN as she adapts to a new culture and work environment.

1. Receiving: Initially, she is open to and aware of the new workplace culture in NJ. She listens attentively to her colleagues, observes professional norms, and takes in new information about the hospital's social dynamics. She is a passive observer, taking it all in.
2. Responding: She begins to actively participate. She responds to questions in meetings, engages in conversation with her colleagues, and volunteers for simple tasks. She is willing to participate in the new environment and show her engagement.
3. Valuing: She starts to internalize and appreciate the values of the new workplace. She begins to see the importance of American nursing principles like patient autonomy and transparent communication with families. She

values punctuality and direct communication, which may differ from her home country's norms.

4. Organizing: She integrates these new values into her personal value system. She finds a balance between her traditional Filipino values of respect for elders and authority and the American emphasis on patient advocacy and independence. She organizes these values into a consistent framework that guides her professional conduct.
5. Characterizing: Her new value system becomes an integral part of her identity. Her adaptation is complete. She is known for her blend of compassion (a Filipino trait) and assertiveness (a necessary skill in the American healthcare system). Her behavior is consistent and predictable, reflecting her fully integrated professional character.