Lorrence Andrei B. Tabalno November 28, 2024

BTVTED-EST-1A-M Mr. Miller Duron

**Selected passages from “Of Studies”**

* To spend too much time in studies is slot; to use them for ornament, is affection.

- “**To spend too much time in studies is sloth”** this part of the quote suggests that focusing solely on memorizing or passively consuming information without deeper engagement or purpose is counterproductive. In terms of Bloom’s Taxonomy, this could be seen as being stuck in the **remembering** stage, which involves recalling facts or basic information. While remembering is an essential starting point for learning, spending excessive time here without moving to higher cognitive processes (like applying, analyzing, or creating) can be considered "sloth." While for the second phrase **“To use them for ornament, is affection”** This suggests that using knowledge for superficial or showy purposes (like impressing others) without true understanding or application is equally unproductive. It ties into the **understanding** stage, where you might know facts or concepts but only use them to seem knowledgeable, rather than applying them in a meaningful way.

* They perfect nature, and are perfected by experience.

- As I read the phrase it suggests that knowledge, skills, or qualities evolve through interaction with the world. Initially, they are based on raw potential (nature), but through experience, they are refined and perfected. When we apply this idea to **Bloom's Revised Taxonomy,** we see how the stages of cognitive learning mirror the process of refining and deepening our understanding through experience.

* Read not to contradict and confute; nor to believe and take granted; nor to find talk and discourse.

- This quote suggests that reading should not be done for the sake of argument, blind acceptance, or mere social conversation. Instead, it encourages a more thoughtful and purposeful engagement with information. This resonates deeply with the concept of **critical thinking** and learning through **Bloom’s Revised Taxonomy**, which emphasizes higher-order cognitive processes that involve analyzing, evaluating, and creating knowledge rather than just passively absorbing it.

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- The quote reflects the **PISA philosophy** of moving beyond mere knowledge retention to focus on **applying knowledge meaningfully.** It suggests that **purposeful, effective learning** is what truly matters whether it’s for solving real-world problems, creating innovative solutions, or critically evaluating information. The findings from PISA 2018 and 2023 echo this idea, emphasizing that countries with education systems that prioritize critical thinking, creativity, and application of knowledge in real-world contexts tend to produce better outcomes, rather than those that focus on rote memorization or superficial knowledge displays.

* They perfect nature, and are perfected by experience.

- In relation to PISA, **"They perfect nature, and are perfected by experience"** highlights the process of **growth** in education. Students begin with foundational knowledge (nature) and refine that knowledge through experience—engaging in real-world problem solving, creative thinking, and critical analysis. The **PISA 2018** and **2023** results demonstrate that the most successful students are those who are able to apply, analyze, evaluate, and create with their knowledge, which is the process of perfecting nature through experience. This progression from basic understanding to sophisticated application reflects the deeper cognitive skills emphasized in Bloom’s Taxonomy and mirrors the outcomes seen in high-performing education systems worldwide.

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- The quote **"Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse"** promotes a more **thoughtful** and **critical** approach to reading and learning. It encourages engaging with material to **understand, analyze,** and **apply** it meaningfully, rather than simply reacting or collecting knowledge for superficial purposes. This aligns with the focus of **PISA** assessments, which measure students' ability to use knowledge in **real-world problem-solving** and **critical thinking** rather than just **recalling** facts. Additionally, it resonates with the higher stages of **Bloom’s Taxonomy**, which emphasize **critical evaluation** and **creative application** of knowledge.