Course Learning Journal for Philosophy of Adult Education

Philosophy encompasses the comprehensive study of life, exploring ideas concerning God, humanity, nature, and morality. It involves pondering existential questions such as "Who am I?" and "What is my purpose here?" Philosophy, therefore, embarks on a quest to seek the meaning of our existence and mortality. To comprehend the human experience fully, we must acknowledge its diverse developmental stages: birth, infancy, childhood, youth, and adulthood. Throughout these stages, we are presented with challenges that urge us to learn and cultivate the necessary skills to navigate through life's journey. At its core, a foundational philosophy should encompass the three divinely appointed institutions of family, community, and church, and examine how humans function and find their place within these essential spheres.

A philosophy of Adult Education entails specific perceptions about adults and the process of learning. The course objectives encompass

1. Summarize Adult Education principles and philosophy.

2. Discuss philosophy of education of OASIS Institute of Higher Learning Programme of study.

3. Explain, Summarize and model the principle of effective teaching and learning to enhance student skill development in their roles as teachers and learners.

4. Define the relationship of methods and goals to philosophy.

5. Engage the general assumptions undergirding educational theory.

My journey through this course has been truly transformative, marked by numerous "Eureka moments." It has provided valuable insights into the education process, enabling me to discern when learning is meaningful. Additionally, it has shed light on the reasons behind educational failures. The course has also presented opportunities to explore new ways of approaching education, with the potential to positively impact the learning experience.

Expectations

Initially, my perception of the education process was rather simplistic. I believed that the main objective was to deliver information to individuals, aiming to achieve specific goals or desired outcomes. In my view, education followed a somewhat one-size-fit-all approach, where a uniform set of methods and strategies could be applied to both children and adults. I had yet to grasp the intricate science behind effective teaching methods, and the distinctiveness between educating children and educating adults. Understanding this fundamental difference, I came to realize, is of paramount importance for ensuring the overall success of the learning process.

However, as I delved deeper into the subject of adult education, I began to uncover the intricacies and complexities that underlie effective teaching practices. I came to appreciate that there is a particular science and art involved in the way information is imparted to learners. It became evident that successful teaching goes beyond a mere transfer of knowledge; it involves understanding how people learn, retain information, and apply it in practical situations.

Campus Residency

The experience on campus was a very valuable one. The sharing with other adults at various stages of life and career development was particularly rewarding. The openness with which we shared and the realization of our commonality was revealing. Our common concerns for family, for being care givers, for wanting to influence our spheres made us one. It was truly a learning experience.

Personal Growth

Undoubtedly, this course on Adult Education has been a profound journey of personal growth and self-discovery. It has challenged me to wholeheartedly embrace a mindset of continuous learning, recognizing that education is a dynamic and ever-evolving process. Through the course, I have developed a deeper appreciation for the vital role of critical reflection, which has now become an integral part of my educational practices.

The philosophy of adult education has played a significant role in shaping my perspective and approach to teaching. I now understand that adult learners are unique and have distinct needs, which necessitates a tailored and responsive teaching style. This philosophy has encouraged me to view education as a collaborative and interactive process, where the educator and learners co-create knowledge and meaning.

The importance of critical reflection, highlighted in the philosophy of adult education, has resonated deeply with me. It has allowed me to critically examine my own assumptions, biases, and teaching methods, leading to more thoughtful and intentional educational practices. By continually questioning and refining my approach, I can ensure that my teaching remains purposeful and relevant to the diverse needs of my adult learners.

Insights and Skills Gained

The course has been a transformative experience, providing me with valuable insights that have completely reshaped my understanding of the world. Among the most profound realizations is the recognition that every aspect of life is deeply influenced by a philosophy, whether it is explicitly stated or not. From advertisements to businesses, educational enterprises to institutions, and even individual actions, there is an underlying philosophy that guides and shapes them all. This newfound awareness has led me to question and critically examine every idea, observation, and information that comes my way. I now seek to connect the dots between philosophy, goals, and methods in various contexts.

By recognising the pervasive presence of philosophy, I have developed a heightened sense of consciousness about the principles that underpin different aspects of life. I have become more attuned to the underlying beliefs and values that shape decisions and actions. This awareness has empowered me to make more informed and intentional choices in both my personal and professional life.

Reflective Entry Contextualization

Having been involved in pastoral ministry for many years, I never considered the need to articulate a personal philosophy for this significant undertaking. I believe many others share this perspective, as we have not explicitly expressed such a philosophy. I now ponder how this lack of a clear philosophy may have contributed to our tendency to maintain the status quo rather than effecting change. It has become evident that philosophy profoundly influences our methods, goals, and attitudes.

This newfound realization has sparked certain questions and concerns about my professional field. As I engage in critical reflection on society and observe people's responses to religion, I notice a general disconnect from the principles that were once taught regarding community responsibility. This observation points to the necessity of a paradigm shift or power shift in the way ministry is conducted.

The philosophy of the graduate program expectations presents a crucial intervention in this context. It advocates a shift from orthodox theology to ortho-praxis, emphasizing that it is not sufficient to be orthodox in our theology alone; there must be a practical outworking of our theological beliefs. While this task may seem overwhelming and the timeline for change uncertain, I recognize that my role is to influence my sphere of influence with a sobering sense of responsibility.

As I contemplate the influence of philosophy on my professional field, I am inspired to embrace a more intentional and purposeful approach to pastoral ministry. By developing and articulating a clear personal philosophy, I aim to align my methods and goals with my beliefs, fostering positive attitudes and fostering meaningful change. I aspire to contribute to the transformation of individuals and communities through the application of a thoughtful and transformative philosophy in my ministry.

Moving forward, I am committed to deepening my understanding of philosophy and its impact on my vocation. I intend to incorporate critical reflection into my practice, continuously reassessing my beliefs and actions to ensure they are in harmony with my guiding philosophy. Through this approach, I hope to play a part in the much-needed paradigm shift in pastoral ministry and positively influence the lives of those I serve.