**[30-day assignment] –**

**CCCR Study/Review Questions**

Adult education is defined as the art and science of helping adults learn. This was stated in chapter two (2) on page 22 of the Manuel (Text and Syllabus) called “Philosophy of Adult Education)

**Question 1**

**Discuss Philosophy <> Goals <> Methods.**

**Answer to Question 1**

The adult, learner uses their life experiences in their learning, even while keeping their long-term goals as their main focus. These would determine the Philosophy, goals, and Methods of the Adult learner which are itemized below -

1. The **philosophy** looks into how adult learners behave in education
2. The **goal** can be the motivational effort, ambition, or object of personal ambition derived from a desired result.
3. **Method**, speaks of the procedures, system, or structure in thoughts or actions, which should be attainable.

**Question 2**

**Compare and contrast the educational models of pedagogy and andragogy**.

**Answer to Question 2**

Another word for pedagogy is education, it comes from a Greek word meaning boy or child. It refers to the teaching profession that imparts knowledge or skills, and how they can effectively engage students, mainly children.

Pedagogy involves children while Andragogy is a teaching method and practice suited to educating adult learners. In this case, the teachers are facilitators to the learning process.

Pedagogy involves imparting knowledge or skills by dictating and instructing. The idea here is to impart knowledge to a person who lacks information, that is teacher-designed. For example, as in the case of a child.

With Andragogy, the learning is adult-based, which comes from an inner motivation. In learning the adult's main focus would be on finding practical solutions to life’s problems. In this case, the adult learner comes already having a measure of skills, knowledge, and experiences.

1. Issues such as focus and attention would be different. The child would simply be absorbing the information while the adult focus would be on how to apply the knowledge to their lives.
2. The teacher would have to figure out ways to teach the concepts to the level a child would understand.
3. To the child learning would not be something to apply in his life, but considered simple theory and facts. But for the adult knowledge is applied to life.

**Question 3**

**Discuss the philosophy of education of OASIS Institute of Higher Learning. Why is the methodology especially appropriate for adult professionals?**

**Answer to Question 3**

The OASIS Institute of Higher Learning **Philosophy** of education is theologically based, with its bedrock on moral, and ethical values. It is so designed for mature adult professionals who work in a variety of fields. For example, social work, sciences, and leadership. of the learner.

This institution considers, how adult learners behave in an educational system. Although it uses an uncomplicated method, its priority is to understand the needs of the adult in a sympathetic and refined manner. This would allow for synergy between the parties involved.

**Question 4**

**What is the Critical Path Method (CPM)/Performance Evaluation Review Technique (PERT) approach to educational delivery? What are the advantages of this approach?**

**Answer to Question 4**

To explain both the CPM and Performance Evaluation Review, Oasis University Manuel used an allegory in architecture to explain the methods used to deliver its education program. It used construction terms such as “build, materials, and plans” to describe the various stages.

1 - The Critical Path Method (CPM)

This method is described in construction where a builder views, an architect's drawing of a completed building, and the working drawings of how the building is to be constructed. In other words, it tells (a) what is to be done i.e. what kind of building the builder should construct based on the architect's drawing, and (b) how it should be done, based on a set of working drawings.

This method works backward from completion to the perception stage of a project. The builder gets a clear view of the finished product based on the stipulated plans of what and how it Is to be done. Only then, the completion date can be established for the finished product. This includes -

1. Performance
2. Evaluation
3. Review
* Firstly, beginning backward, the builder works on a project that is to be performed.
	+ Then he conceives the finished product as he gets reviews of the plans
	+ After which he establishes a target date for completion.
	+ Then he considers the -
1. The material, and contingencies to be used. and
2. to establish a construction schedule.
* Secondly, the builder must start at the beginning and structure the building in stages.
	+ He should arrange an evaluation process based on the architectural plans in sequence with the timeline, and by the duration of each stage.
* Thirdly, the builder may evaluate progress in light of the terminal target data

2 - Performance Evaluation Review Technique (PERT)

1. Step 1. View the prerequisites for Each part of a project and complete them.
2. Step 2. Go back to the CPM timeline to keep on the PERT schedule.
	1. This would allow for the project to be viewed from both the beginning and end, along with the sequence of every stage to complete the project without loss or waste.
	2. Without this timeline, the PERT would not remain on schedule.

The advantages of this approach are –

1. Based on the fact that the curriculum can be seen from beginning to end instead of in stages, the student can plan their work ahead of time,
2. They can also set targeted dates based on their timeline. This would allow room for sequencing and contingencies measures as or when needed.
3. Students will have the advantage of effectively planning for their other commitments, including home and family, work and career, and spiritual and social activities.

The two methods mentioned are more suitable for adult learning based on the fact that it is solution-oriented self-directed learning.