**90-day assignment**

**PHI 700-3 Essay**

**Educational Philosophy and Process**

**Question –**

Write an essay double-spaced, 3-5 pages in length, discussing how educational philosophy and process could be used to impact the problems in religion and society. It should express your understanding of the essential elements of the course.

Some may argue whether the learning style would be sufficient in the teaching and learning process, especially in religious institutions. This can be a perception that would be held in the wider society. However, it is a fact that adults want to be able to concentrate or focus their attention on things that will enhance their spiritual life or specifically their career. So even though Adult Education is a vital element in any society, it is not universally accepted. Teachers in this field, seldom make the necessary distinction between teaching adults and children. In so doing, the learning and teaching style of both the learner and the educator should be considered, because it plays a major factor in the teaching/learning process.

 It is said that Adult Education (The Editors of Encyclopaedia Britannica n.d.) is defined as *any form of learning undertaken by or provided for mature men and women*. The keywords here are mature people. This is where mature adults embark on educating themselves, whether, formal or informal. On the other hand, teaching, (Merriam-Webster n.d.), is defined as, “*ideas or principles taught by an authority*”. Thus, teaching is simply sharing knowledge and skills with others. When the education of the adult is combined with the teaching and learning styles, the idea is, for the educators to make the necessary adjustments. The fact is that mature individuals come into an environment with a measure of self-motivation and life experiences. This is where, the understanding and approach should differ and a clear distinction should be realized by educators, both in their delivery and methods.

I recall teaching a Bible Study Class – and among those in that class %50 knew the answers while %50 had no previous knowledge on the topic. Upon delving deeper into finding out what the reason was; the first half of those in attendance indicated that they were not exposed to the information before. Indicating, that they did not attend any bible teaching sessions (in this case, Sunday school) in their early childhood. On the other hand, the other half stated they did get Bible knowledge, because of the opportunity of attending Sunday School.

Further, in that very class, one gentleman would not pay attention. He kept writing, fidgeting, turning pages, and using his cell phone. Upon questioning, he indicated that he was told by a teacher, early in his childhood that he had a problem remembering. So since then, he has had to write quickly whatever he heard, so he would not forget. I questioned whether I was using the right teaching style to meet his learning style.

Some of the philosophies of Adult Education include principles and beliefs that guide how adults learn which would shape the role and methods used in teaching adults. Learning styles (Learning styles 2025) include visual (images or films), auditory (listening and talking), kinesthetic, and or tactile (physical activity). These items give ideas about how individuals use their senses to receive information. This is based on how their brains store and process information. For example, the kinesthetic learner would learn by doing. My thoughts as it relates to the gentleman in the bible study class were if I did not realize his learning style might have been kinaesthetic which was different. Or if his needs were being met at all by my use of the auditory (listening and talking), method.

However, knowing the learning and teaching style is teaching is an essential element of the Adult Learning process. When an instructor is assigned to teach a group of people on any subject, one of the responsibilities is to be well-versed in different teaching and learning styles. This shapes the role of adult educators and the methods used to teach adults.  The knowledge, skills, and competence, must be relevant and applicable to the adult learner.

While the younger students' motivation might be competitive, their main focus may be to pass an examination. However, the adult learners' motivation would be enriched by the quality of their life, and careers. For example, in considering adult learning in religious institutions, churches, musks, or temples, some may question whether or not the learning styles have any significance in imparting religious knowledge of their beliefs. This perception can even exist in the wider society. However, it is a fact that people would want to acquire this knowledge, but the method and style should cater to their needs on their level. This can even present an opportunity for growth in their organizations, in that, the older learner, in turn, can become teachers to the younger ones.

Adults often feel out of place among the younger students or they might even be relegated to insults, and segregation and pushed aside, simply because of their age. Therefore, organizations and society should set appropriate methods and goals, to tap into this invaluable wealth that Adult Learner brings. Adults must feel they are a central part of institutional educational philosophy; not side-lined to make up the numbers. Their educational well-being, mental health, and self-esteem should be considered. No adult can effectively participate in an educational experience without these qualities.

**Bibliography**

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