**PHI 700-2**

**[120-day assignment]**

**CCCR-2: Study/Review Questions (Expanded Answers)**

1. Review your 30-day CCCR responses.
2. Expand responses with additional learning from your developmental reading and
3. contextualization in your profession, life goals, and service.
4. Include proper APA documentation of sources used in addition to the course material.

**120-day** - **Terminal Course assignment(s) in lieu of final exams**

1. **Comprehensive Core Content Review (CCCR-2)** Study/Review Questions (Expanded Answers) Review your responses to the CCCR-1 questions listed in the 30-day assignments for each course in this Learning Contract. Expand responses with additional learning and contextualization in your profession, life goals, and service.

B. **Course Learning Journal** (Instructions below.

**[30-day assignment] –**

**CCCR Study/Review Questions**

1. Discuss Philosophy, Goals, Methods.
2. Compare and contrast the educational models of pedagogy and andragogy.
3. Discuss the philosophy of education of OASIS Institute of Higher Learning. Why is the methodology especially appropriate for adult professionals?
4. What is the Critical Path Method(CPM)/Performance Evaluation Review Technique (PERT) approach to educational delivery? What are the advantages of this approach?

**Question 1**

Discuss Philosophy <> Goals <> Methods.

**Answer to Question 1**

The adult learner would be able to attain their life-long goals, based on the method, aims, and theories used in the learning process. While their focus would be on applying knowledge the knowledge they would have attained, to their lives, their goals would be determined by how they behave while they engage in the learning process. If and how their unique needs may be met, along with their life experiences would be able to keep their focus successfully.

**Expanded Answer to Question 1**

P**hilosophies -** The philosophy of adult education focuses on mature learners prepared to take responsibility for their learning. Those who are motivated to meet their specific needs to further develop themselves, and want to build their life’s goals, and enhance their careers.

**Principles –** Theyoptimize learning experiences with a focus on adults, their Self-directed, experiences, and relevance to their life and career. For example, learning should be structured in groups and be class-based learning activities. These outcomes should be targeted for mutual learning experiences, emphasizing constructive feedback. They should be assignment-based instead of traditional exams, as the adult would prefer learning to be integrated into their life and career. Learning that is heavy on content can be easily pushed aside and forgotten. Therefore, the options for projects, practicum, or even internship should be preferred to demonstrate potency.

**Goals and methods** – The goal should be set for age appropriateness. If the particular goal is to educate adults based on their unique needs, then this should be set for the desired outcome. The implementation of well-thought-out methods should follow. The methods should come right after the principles and philosophy are established. Then the goals can be set for the desired outcome, by using carefully thought-out methods.

**Question 2**

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

**Answer to Question 2, (30 days)**

Both Pedagogy and Andragogy deal with the teaching process, Pedagogy involves effectively imparting knowledge, and information to children. In Andragogy, the teacher’s role is to facilitate the learning process. Issues such as focus and attention would be significantly different.

1. Children would be more motivated by competition while adults' motivation would come from within, because they seek practical solutions to life’s problems, in education.
2. The Child learner comes to the classroom without experience; therefore, the teacher would have to impart knowledge and information to them, creatively. On the other hand, the adult brings prior knowledge, skills, and experience.
3. In pedagogy, the child’s learning would only be, to absorb the information given by the teacher. The adult's main focus would be practical application to their lives.

**Expanded answer for question 2 (Compare and contrast the educational models of pedagogy and andragogy)**

In adult education, one should not copy teaching methods used from pedagogy. This is an indication that andragogy is not understood or established. Firstly, the philosophy and goals must be carefully understood before using them. Then the principles would suggest that the learning should be of group and activities with clear outcomes set, including allowances for constructive feedback. Malcolm Knowles's teaching on the principles of Andragogy indicates learning should be able to be integrated into adult lives and careers instead of content-based. That knowledge can be easily forgotten. Adults would need to know the answer to the whys; to be able to build on their experiences; feel responsible for their learning; training and solutions and immediate problem-solving; with motivation from both external and internal factors.

One cannot sit in a class where the information given by them would only passed over their heads without knowing how or what would be the use the information. I recall that happened to me in a Law class and I simply sat through the semester without grasping much information even though I did pass the final exams.

**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.

**Expanded answer for question for Question 3**

OASIS is a theologically based education system that values ethics and morality. Thus, it caters to mature, professionals who may work in various fields. For careers such as social work, sciences, leadership, and even church leadership, would be, its target audience. While this institution's priority is to understand the needs of adult learners and their behavior in an educational system; its projection would allow for synergy between both.

This institution considers, how adult learners behave in an educational system. Although it uses an uncomplicated method, its priority is understanding the adult learner's needs, in a very sympathetic and refined manner.

The course of study is structured in a coherent curriculum, of multiple subject areas, is placed together over sixteen (16) weeks. This distance learning exercise includes 30, 60, 90, and 120 days set for assignments, through organized participation. The learning should be from books no more than ten years old; and current journals during the past three years.

This structure embodies the philosophy, goals, and method of adult education. Therefore, students may not have to resign or ask their employers for time off to attend class sessions. The alternative is to burn the midnight oil to achieve their goals of becoming more qualified, even more so, for the students who work shifts. Without the flexibility OASIS University offers, these persons can become stagnated, and be at a disadvantaged place in their life and career.

**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?**

**Expanded answer for question for Question Answer to Question 4**

Interestingly, the delivery of this education program at Oasis University uses its Manuel to explain the CPM and the PER methods for students' benefit using an allegory in architecture. It used construction terms such as “build, materials, and plans” to describe the various stages. These two methods explain the techniques for evaluation and the path to developing time management. The Critical Path Method (CPM), tells (a) what and (b) how the program should be carried out. The Performance Evaluation Review Technique (PERT) describes the various stages. The details are as follows -

These include the - (a) Performance; (b) Evaluation; and (c) Review. Beginning at the completion stage move backward to the beginning of a project.

Performance - First, plan the project, in stages to set a completion date, and establish a schedule, with the material to be used.

Evaluation Secondly, set timelines for each stage and use targeted data with a contingency plan.

Review - Thirdly, evaluate and re-evaluate the progress.

Performance Evaluation Review Technique (PERT) - This consists of 2 steps-

1. Step 1 - View and complete the prerequisites for each part of a project.
2. Step 2 - Go back to the CPM timeline to keep on the PERT schedule. This would allow for the project to be viewed from both the beginning and, the end.

The advantages of this approach are as follows –

1. The student can plan their work by having an overview of the curriculum.
2. Targeted dates can be set based on the timeline; allowing for sequencing and contingencies measures as or when needed.
3. Other commitments, including home and family career social activities, and spiritual activities, that can be effectively planned.
4. The CPM and the PER methods are more suitable for adult learning because adult learning is self-directed learning.
5. Without the (CPM), timeline, the PERT would not remain on schedule.