Faith-Learning Integration and Interdisciplinary Studies

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**Assignment #1**

Core Essential Elements

1. Select One (1) Core Essential Element from the Syllabus Outline:

a. Asynchronous Cores 2 and 4: Create a 350-word original discussion paper

(with cited sources) during the first week of the term. Post this discussion in DIAL

Discussion Forum. Then, provide two peer responses of 100 words each (total of

200 words) in the Discussion Forum.

b. Professor will check for the quality of content and word-count requirements. Grade

assigned will be Credit or No Credit (CR/NC).

**Faith Learning Integration**

Faith Learning Integration is the merging of faith, education, and personal existence, suggesting that the origin of all life and knowledge stems from God. It is the purposeful and methodical process of incorporating religion and values into teaching and learning that involves tackling the entirety of the educational endeavor, including both curricular and co-curricular aspects, from a Christian viewpoint. Integration refers to the process of harmoniously combining one's theological views into a comprehensive and suitable Christian worldview.

To effectively incorporate faith and examine methods for establishing trust to assist individuals in both personal and professional leadership roles, it is essential to consider the intended audience. By identifying the specific group from which one expects to observe outcomes, it becomes possible to personalize communication in a manner that is pertinent and fosters interdisciplinary understanding. The concept described by Ward (2014) is often known as Critical Contextualization.

When examining the process of integration in terms of establishing a connection between the Christian Worldview and diverse academic areas. The formation of Christian knowledge poses a challenge to the established disciplinary claim. The Christian worldview and Biblical revelation have the capacity to shape our comprehension and awareness within a certain field, correcting and reshaping any inherent biases and inaccuracies (Harris, 2004). Is it possible for genuine knowledge to arise from incorrect ideas or assumptions? It is imperative to emphasize that the incorporation of faith should not just be regarded as a Christian reaction to secular education and assertions of knowledge. Rather, it should be viewed as a Christian endeavor to enhance the understanding of the world and our own selves, encompassing not only the assessment and selection of truths from falsehoods but also the active addition to knowledge (2004).

The integration of faith and academic pursuits is a key area of emphasis among several institutions of higher education that are affiliated with faith-based organizations. The overarching notion entails the integration of the Christian worldview, faith, and everyday life of the student in a profound and inseparable manner inside the educational process. The integration of faith and learning is an essential component in a student's pursuit of truth, rationality, and ethical principles, as well as their overall academic, social, and spiritual growth.

**Work Cited**

Harris, Robert A. (2004). *The Integration of Faith and Learning, (*pp.236-267), Cascade Books.

Ward, D. C. (2014). INTERDISCIPLINARY FAITH-LEARNING INTEGRATION FOR

 SOCIAL CHANGE. *Journal of Interdisciplinary Studies*, *26*.