PHI 805-22

Faith-Learning Integration and Interdisciplinary Studies

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Omega Graduate School

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Professor

Dr. David Ward, Ph.D., Th.M.

**Assignment #1 – Core Essential Elements**

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

a. Create a 350-word original discussion paper (with cited sources) during the first

week of the term. Post this document in DIAL.

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

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

Faith Learning Integration

Paul, Timothy's teacher and mentor, highlighted the necessity of endurance in believers' faith journeys (1 Timothy 6:12). Encouraging the integration of faith-based learning guided by scripture has an impact on all aspects of learning (Eccl 7:12). Adopting a Biblical worldview involves following the Bible's teachings. Thus, God calls believers to incorporate faith into all aspects of their lives (1 Cor 10:21). To address social issues one must begin with understanding their spiritual roots, and seek God's guidance in finding solutions while they engage with secular scholarship.

From a Christian perspective, the existence of social problems derives from the fall of man, leading to a spiritual separation from God (Gen 3). Engaging with these issues, driven by a sense of calling, compels one to rely on God. As Hillman (2017) states, “You become known, just like Joseph became known, by the adversity you have gone through (Hillman, p. 250. 2017).

Faith-Based Learning Integration equips students with the ability to think critically and responsibly. It prompts them to engage with epistemological ideals, emphasizing problem-solving over conflict, acknowledging the role of faith, and recognizing knowledge as objective rather than absolute (Ward, 2014). Stenmark (2022) proposes that a worldview comprises ontology, which defines existence and its properties. While epistemology determines knowledge and beliefs about these elements and their interactions.

As one delves into literature for insights, it is crucial to discern the authors' biases and differentiate between truth and cultural influences. In the realm of mental health advocacy, secular views may propagate a sense of hopelessness, while the Christian perspective embodies hope as depicted in (Jeremiah 29:11). Instilling this sense of purpose in young people is vital, emphasizing that their calling comes from God, countering the deceptive notion that humans can rely solely on themselves. Akopian & Timashova **(**2023) articulate that humanism recognizes a person's potential beyond what the individual could outwardly display.

Christian teaching strives to redeem fallen virtues, aligning with a mission of redemptive effort (Smith, 2018). For instance, competing worldviews such as Posthumanism suggest that different kinds of life could co-exist. It distorts the lines between humans and posthumans (AI human-created) and encourages philosophical exploration through science fiction (Sapenko, 2021). Faith Learning Integration in research catalyzes students to align their beliefs and actions with a Christian worldview. This process involves critically engaging with diverse worldviews, discerning biases, and upholding God's truth in the pursuit of knowledge. Ward's (2014) Five Tests of Truth examines the context of the author's research and offers a way to test claims of knowledge in a Socratic way. Regardless of the field of study, students must adhere to specific criteria: Consistency, Conscience, Capability, Coherency, Correspondence, and Capability.

Faith Learning Integration involves worthy research that benefits all humanity (Ward, 2014). In addressing social research, all stages of interdisciplinary faith integration learning must be included to influence a change in the world.

WORKS CITED

Akopian, V., & Timashova, V. (2023). The Discourse of Humanism in the Context of the Civilizational Process in the 21 st century. *Philosophy & Cosmology*, *30*. <https://10.29202/phil-cosm/30/2>

Hillman, O.S (2017). The Joseph calling: 6 Stages to discover, navigate, and fulfill your purpose. BroadStreet Publishing Group LLC.

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Sapenko, R. (2021). Science Fiction about Intelligent Life in Cosmic Space. Posthuman Perspective. *Philosophy and Cosmology*, *26*(26), 114-122.  [10.29202/phil-cosm/26/9](https://doi.org/10.29202/phil-cosm/26/9)

Smith, D. I. (2018). On Christian teaching: Practicing faith in the classroom. Eerdmans.

<https://www.amazon.com/Christian-Teaching-Practicing-Faith-Classroom-ebook/dp/B08MJXMMCB/ref=sr_1_1?crid=1U4>

Stenmark, M. (2022). Worldview studies. *Religious studies*, *58*(3), 564-582.

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Ward, D. C. (2014). Interdisciplinary faith learning – Learning integration for social change. Journal of Interdisciplinary Studies, 26(1), 29-56. <https://www.proquest.com/scholarly-journals/interdisciplinary-faith-learning-integration/docview/1637740157/se-2>