Faith Integration and Interdisciplinary Studies

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Omega Graduate School

Date (March 16, 2024)

Professor

Dr. David Ward

**Sherry, I am very impressed with your Course Learning Journal for PHI 805-22! Your reflections on what you learned in this course are exactly what I hope will happen. I especially appreciate your ability to integrate concepts across courses and make connections between ideas in ways that advance your own academic and professional goals. It was great seeing how the course even inspired spiritual growth (I loved the connection to Daniel in Babylon learning to do FLI & IDS! I trust your reflection on the Tree of Learning, will show itself in your academic leadership of teachers. I have a Christian school teacher training seminar that is built around the tree of learning. I did it for a teacher training as a consultant at the school Dr. Reichard and David Moser used to work at and our CFO Mike Pecchia still leads in Youngstown, OH. I was so excited to see how how the Learning ... to Change Your World 7-Step process worksheet helped you focus your research interest for the future. It has been an honor to serve your ministry through this course, Sherry.**

**Keep up the great work! -- Prof. David Ward**

**Grade: A**

***Assignment #4 – Course Learning Journal***

The journal is a written reflection of your learning journey while working in each course. The Learning Journal integrates the essential elements of the course within your professional field of interest. The objective of the course journal is to produce a degree of acculturation, integrating new ideas into your existing knowledge of each course. This is also an opportunity to communicate with your professor insights gained as a result of the course. **The course learning journal should be 3-5 pages** in length and should include the following sections:

1. **Introduction** –Summarize the intent of the course, how it fits into the graduate program as a whole, and the relevance of its position in the curricular sequence.
2. **Personal Growth** - Describe your personal growth–*how the course stretched or*

*challenged you*– and your progress in mastery of course content and skills during

the week and through subsequent readings – *what new insights or skills you gained.*

1. **Reflective Entry** - Add a reflective entry that describes the contextualization (or

*adaptation and relevant application*) of new learning in your professional field. What questions or concerns have surfaced about your professional field as a result of your study?

1. **Conclusion** – Evaluate the effectiveness of the course in meeting your professional, religious and educational goals.

**Introduction**

 The intent of this course, Faith Integration and Interdisciplinary Studies, fits succinctly into the OGS graduate program. I so appreciate how each course that I am taking is relevant and timely, principle upon principle, in my studies and are the ones placed at just the right time in sequence for me.

 It is phenominal how each course has its own set of challenges that take me into further deeper research and study and enhances my thinking as changes in my thinking and planning are made all along. Researching what I thought I would study only opens up more questions and study and then I’m praying again about what the main question of topic study should be. I usually begin with one topic and by the time I’m finished with the course, I’ve been stretched into thinking about 3-4 more topics of interest and necessity this scholar practitioner should engage upon for possible study.

 Analyzing and developing growth in Christian worldview is exciting to me. As an administrator and teacher of a world cultures elective at our school, I love to research new things in culture and discern new deeper levels of questioning for my students about events happening in our world today. Watching them developing concepts of worldviews is encouraging. This course helps me more as it challenges me in contualization skills to communicate to others. Interdisciplinary research is important to my personal goals as a child of God as He teaches me more and more. Then, I’m privileged to share it with others.

Researching books and articles relevant to my topic is always my favorite part of the OGS program. Naturally, the worksheet study was intriguing and most helpful to make me think much more and move my very general topic to at least 3 smaller more narrow topics. This is good! Using the worksheet’s 7 steps, does provide good logic for further questions and study in the philosophy course.

**Personal Growth** -

 My personal growth has been stretched and challenged. However, it continues to enhance what I’m learning about myself and my professional passion for reaching the world for Jesus Christ. I would say that understanding that each challenge we encounter can result in learning God’s, purpose, through the problem. We can see His provision and plan for it all.

I was impressed with reminder of the story of Daniel and the Hebrew young men in a way as I had never before while reading Dr. Ward’s Interdiscipliary Faith-learning Integration for Social Change and how it goes perfectly with my studies at OGS. “Relfective learning acknowledges dependence on faith’s need for God’s grace in bringing together the insights of all cultures of learning,” (Ward, 2014). These young men had to learn from God Himself to enlighten them as they had to “demonstrate Godly rigor.” And through it all, they modeled faith-learning integration with much courage, insight and great faithfulness in the One who loved them, (Ward 2014). Will I look at culture and social difficulties in these last days as they? Our day does not even compare with their difficulties, or does it?

I do appreciate the discourse with my professors at OGS. They seem to really understand and have the courage to ask deeper questions to help me discern what it is I’m most passionate about. They ask things that I’ve never thought about before and it all enhances my questioning and discovery of new ideas. Now, I’m challenged to look historically, culturally, sociologically, psychologically, and politically through biblical worldview eyes to shape and impact society in this post-modernistic world. Will I accept the challenges to do so and model to others the call?

**Reflective Entry**

 At school, I am privileged to have many ones ask deep questions about our culture today as they are affected in the educational world, not only teachers, but parents and students. They are bombarded with so much at a younger age than ever before. How will they now live in this present age? Learning more how to research from OGS training skills, I’m able to ask them questions relevant to their positions in the school. They are hungry to know more and not just knowledge. They want to know how to live in this world today.

 Cultivating the Tree of Learning with Faith was a wonderful illustration that I believe is good knowledge and comprehension for more faith revelation. The roots of worldview identity as roots take us through the soil of spirituality to the trunk of integration, leaves of methodology and finally to the fruit of results. This is a beautiful way to describe the different stages of academic learning. As students begin with their identity in Christ as their view in all their learning, they will understand through His Spirit given to them, that He uses His own nourishment through teaching integrations with that Spirit and His word, the teaching style and methods that work best for the child, like photosynthesis turns light into life and finally brings the fruit of knowledge and revelation. This is true also for the Christian adult learner and is a wonderful addition to my illustrations for training teachers, parents and staff.

Thinking on and asking questions helps my understanding more and more about my own gifts, experiences and callings. And will in turn, help with the counseling and life-giving spiritual advice for parents and students as they continue their journey adventure in learning.

**Conclusion**

 The effectiveness of this course in meeting my professional, religious and educational goals is phenominal, as has been my experience thus far with all my OGS courses. I am learning how to be a more effective learning in all the challenges of new material.

Professionally, I make a practice of deliberately using something that I hear and read each day from my studies to tell someone in my school, whether it is a teacher, parent, student, or staff member. This helps solidify by own knowledge. I believe I will not fully learning what I’m studying until I teach it to someone else. Rrecently, I shared the Cultivating the Tree of Learning with Faith, with a small group of kindergarten teachers. Afterwards, I challenged them to write a lesson plan with these specific facts. I will be meeting them in the next few weeks to check on their progress and how it went in the class with their children.

Educationally at OGS, I’m thrilled to continue my studies and often wonder what the next exciting course will be, how will I be challenged and what will I take away for life-long learning. I really do enjoy phiolosophy classes at OGS the most!

 Personally, I enjoy and look forward to studying each course with my Savior, Jesus Christ and learning from insights spiritually from others at OGS, whether professors or peers. I’m excited and thrilled to reminded from this course, verses from the last chapter of Daniel 12:3, 4. “Those who are wise will shine like the brightness of the heavens, and those who lead many to righteousness (Jesus Christ), like the stars forever and ever… Many will go here and there to increase (Rabah-Hebrew: to multiply) knowledge,” (ESV Bible, 2001). I’m planning on being one of those many, who go here and there, to lead others for the sake of the Gospel.

WORKS CITED

Ward. D.C. (2014). Interdisciplinary faith-learning integration for social change. *Journal of*

 *interdisciplinary Studies.* 26(1/2). 29-56. (digital). **[Seminal].**

*The ESV Bible*. (2001). Thomas nelson bibles.