SR 805-12 Faith-Learning Integration and Interdisciplinary Studies

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Professor

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Assignment

### *Developmental Readings*

1. Create Developmental Readings from seminal sources and scholarly peer-reviewed journal articles. Review instructions for Assignment #3, the course essential elements, and course readings to identify selections of books and journals to create entries.

a. Refer to the "Student Guide to Developmental Readings" in the General

Helps folder for updated information on sample comments, the grading rubric,

and key definitions related to developmental readings.

**Sheri, great job on your developmental reading log for PHI 805-22! You chose relevant sources that aligned your research interests and included complementary and different readings. Your selected readings are from appropriate scholarly sources.**

**Additive/Variant Analyses can be additive to your knowledge or variant in two ways. The new insight can add to your knowledge of a subject, something you were not aware of before, or it can grow your faith understanding by tying understanding together in deeper or larger ways It can variant by providing a perspective within a discipline from a school of thought that you do not embrace because you find another school of thought on the subject more true to the way you are approaching a subject. It can also be from a variant worldview, that you spiritually do not agree with. Whichever kind of additive or variant perspective it provides, you can demonstrate critical thinking analysis by identifying how you learned from it (school of thought-wise or spiritually) or why you disagree with the author (school of thought-wise or worldviewishly).**

**Feel free in the Contextualization portions to explain how you might APPLY insights from the author to your research interests in your CONTEXT whether your profession, your life, your church, or family, or community.**

**Sheri, your APA7 form for your Works Cited is good! MS-Word is adding .08 space to every paragraph return, defeating a simple double spacing. To fix: Select the whole section, then go to the Line and Paragraph Menu and pull down to the Line Spacing Options and set the before and after spacing to zero.!**

**Dr. Ward**

**Grade: A**

**Source One:** Beers, S., & Beers, J. (2008). Integration of faith and learning. In S. T. Beers (Ed.). *The soul of a Christian university: A field guide for educators (pp. 51–73).* Abilene, TX:Abilene Christian University Press*.*

**Comment 1:**

**Quote/Paraphrase:** Christian educators should integrate faith and learning so that each one can support and improve the other which helps to develop their educational perspective and teaching methods. (Beers & Beers, 2008, p. 52)

**Essential Element:** Christian universities need to merge faith with academic learning to promote both intellectual growth and spiritual development.

**Additive/Variant Analysis:** The viewpoint presented here supports the framework in Harris ~~& Goheen~~ ’s (2003) *The Integration of Faith and Learning* which focuses on the development of worldviews. Beers & Beers examine institutional accountability whereas Harris ~~& Goheen~~ focuses on personal application and transformation.

**Contextualization:** The reading provides valuable insights for Christian education dialogues by offering a framework that helps faculty and students to integrate their spiritual beliefs with their academic work. The presented integration model assists faith-based institution educators who wish to create pedagogy based on biblical principles.

**Source Two:** Harris, R. A., & Goheen, M. W. (2003). *The Integration of Faith and Learning*: A Worldview Approach examines educational processes through the lens of worldview integration.

**Comment 2:**

**Quote:** The Christian worldview serves as the foundational basis for education which shapes every academic field and discipline. (Harris & Goheen, 2003, p. 25)

**Essential Element:** This text demonstrates that every educational experience gets filtered through a person’s faith worldview. Harris and Goheen show how learners' worldviews guide their knowledge acquisition and promote a comprehensive faith-based approach in educational contexts.

**Variant Analysis:** Harris & Goheen focus on how worldview affects personal development whereas Beers & Beers discuss institutional faith integration.

**Contextualization:** This reference serves as a key resource for epistemological debates in Christian education by illustrating how faith shapes learning processes.

**Source Three:** Hillman, O. (2017). *The Joseph Calling: Learn to identify your life's purpose through six distinct phases of discovery and fulfillment*.

**Comment 3:**

**Paraphrase:** The various phases of Joseph's life demonstrate how God utilizes refining processes to equip individuals for their destined purpose. (Hillman, 2017, p. 78)

**Essential Element:** The book presents the concept that God uses difficulties and obstacles to prepare people for their divine purpose.

**Variant Analysis:** Hillman emphasizes personal development through suffering while Noebel (2006) examines contrasts between secular and Christian worldviews instead of individual calling. Through the biblical account of Joseph Hillman demonstrates how personal development occurs through adversity while pointing toward a divine purpose in both professional and spiritual paths.

**Contextualization:** Christian professionals and students who want to find meaning in their work will benefit from this text which merges personal development with biblical stories.

**Source Four:** Noebel, D. (2006). Understanding the Times: *The Collision of Today's Competing Worldviews.*

**Comment 4:**

**Quote/Paraphrase**: The struggle among worldviews extends beyond intellectual debates because it represents a spiritual battle for control over human minds and hearts. (Noebel, 2006, p. 14)

**Essential Element:** Through his work Noebel argues Christianity provides the only reliable worldview as opposed to secular humanism, Marxism and postmodernism. Noebel assesses various worldviews to demonstrate that the biblical worldview provides the most consistent foundation for understanding truth.

**Variant Analysis:** Beers & Beers center their work on faith integration in educational settings while Noebel explores the wider social impact of conflicting worldviews.

**Contextualization:** Students studying Christian apologetics need this book to critically assess secular ideologies within educational and societal systems.

**Source Five:** Noebel, D. (2008). *Comparing Competing Worldviews Chart*

**Comment 5:**

**Quote/Paraphrase:** Systematic analysis of different worldviews illustrates basic disagreements about moral principles and the nature of knowledge alongside human existence. (Noebel, 2008)

**Essential Element:** The chart functions as both a visual aid and a conceptual tool to compare secular and religious belief systems while underscoring Christian worldview coherence. Noebel identifies distinct ideological frameworks to explain worldviews and shows their impact on societal structures as well as ethical standards and educational systems.

**Variant Analysis:** The chart provides a clear side-by-side comparison that enhances accessibility for quick study alongside Noebel's (2006) detailed narrative analysis.

**Contextualization:** Students and teachers of apologetics and theology find this source beneficial because it enables them to examine philosophical and ideological distinctions through critical evaluation.

**Source Six:** Noebel, D. (2008). *Comparing Competing Worldviews Chart Definitions*

**Comment 6:**

**Quote/Paraphrase:** Noebel defines four major ideological frameworks including Christianity, Secular Humanism, Marxism, and Postmodernism and shows how each one offers distinct perspectives on theology, philosophy and ethics.

**Essential Element:** This source defines essential beliefs that influence both society and individuals while offering a comparative structure between different worldviews.

**Variant Analysis:** Noebel’s framework stands out among other worldview analyses through its systematic categorization which emphasizes the core differences and connections between religious and secular perspectives.

**Contextualization:** The ability to understand different worldviews is essential for meaningful interdisciplinary dialogue especially in theology, philosophy and social sciences because these worldviews influence policy creation, education systems and cultural interactions.

**Comment 7:**

**Quote/Paraphrase:** According to Noebel every worldview presents its own moral perspective which relies either on absolute truths as seen in Christianity or on relativism present in Postmodernism and Secular Humanism which then defines how ethical decisions are made.

**Essential Element:** Understanding this insight proves essential for studying ethical approaches across belief systems because it helps shape the ethical frameworks used in law, education and governance.

**Additive/Variant Analysis:** Noebel's chart demonstrates the way worldviews create moral distinctions while highlighting the dichotomy between objective truth and subjective ethics unlike frameworks which propose universal morality.

**Contextualization:** Understanding these moral distinctions allows individuals to effectively manage ethical problems within professional and academic settings during human rights discussions and justice and social policy debates.

**Comment 8:**

**Paraphrase:** According to Noebel's worldview chart truth emerges from divine revelation within Christianity and from social constructivism in Postmodernism which together dictate the understanding and utilization of knowledge.

**Essential Element:** Evaluating this categorization shows its core significance to epistemology because it shapes societal definitions of knowledge and authority while influencing educational frameworks.

**Variant Analysis:** Noebel’s approach focuses on the sharp distinctions between revealed and constructed knowledge instead of merging them like some scholars do.

**Contextualization**: Academic environments benefit from this distinction as it shapes interdisciplinary studies while impacting research methods and teaching strategies and shaping modern educational discussions about truth and reality.

**Source Seven:** Nosich, G. M. (2005). *What is critical thinking within a discipline? In Learning to think things through: A guide to critical thinking across the curriculum,* 2nd Ed. Upper Saddle River, NJ: Pearson/Prentice Hall Publishers.

**Comment 8:**

**Quote/Paraphrase:** Nosich makes clear that critical thinking needs to fit within the specialized logical framework and structure of each discipline to ensure reasoning matches subject-specific methods.

**Essential Element:** The importance of this concept emerges from its rejection of critical thinking as universally applicable while presenting it as specific to each academic discipline.

**Variant Analysis:** Nosich’s approach to critical thinking stands apart from generalist models that treat reasoning as consistent across all fields. He points out that science, humanities, and business operate with unique frameworks for assessing evidence and constructing arguments.

**Contextualization:** Students and professionals need this understanding to implement critical thinking skills effectively in their particular fields. Scientists employ different critical analysis techniques from historians because each field demands unique evaluation and inquiry methods.

**Comment 9:**

**Paraphrase:** According to Nosich one must understand both fundamental concepts and reasoning methods specific to a discipline to achieve critical thinking instead of depending only on intuition or basic analysis.

**Essential Element:** The emphasis on foundational knowledge supports the notion that critical thinking becomes most powerful when it emerges from thorough expertise in specific subjects instead of separate logical abilities.

**Additive:** Nosich argues that subject expertise is essential for effective reasoning which matches domain-specific learning theories instead of general critical thinking approaches.

**Contextualization:** In professional and academic environments success requires the application of critical thinking skills specifically within the framework of a particular discipline alongside abstract reasoning. Legal professionals conduct case analyses using methods unique to their field which differ from how engineers examine problems.

**Comment 10:**

**Quote/Paraphrase:** Nosich explains that critical thinking across disciplines relies on challenging assumptions because this practice leads to more profound understanding and stops people from merely accepting ideas at face value.

**Essential Element:** The principal underscores how intellectual curiosity combined with skepticism functions as a driving force for advanced learning and breakthroughs in any scholarly or professional area.

**Additive/Variant Analysis:** While Nosich's approach to questioning assumptions corresponds with established critical thinking frameworks he gives special importance to discipline-specific foundational assumptions which need critical examination.

**Contextualization:** The approach of questioning established beliefs proved essential to research because it generates new discoveries and advances our understanding. Medical research demonstrates that questioning established treatment methods produces breakthrough advancements in healthcare.

**Comment 11:**

**Quote/Paraphrase:** According to Nosich critical thinking requires continuous self-regulation so individuals can evaluate and improve their thought processes to maintain clarity, accuracy, and depth.

**Essential Element:** Self-regulation proves essential because it transforms critical thinking from a fixed skill into a continual reflective practice.

**Additive/Variant Analysis:** Nosich highlights that self-monitoring and metacognition are crucial aspects of critical thinking because they involve actively questioning one's own reasoning to prevent logical inconsistencies and biases.

**Contextualization:** Fields demanding independent thinking and problem-solving such as academia and research benefit greatly from this concept. Business leaders who evaluate their decision-making methods critically tend to respond more effectively to evolving market conditions.

**Works Cited**

Beers, S., & Beers, J. (2008). Integration of faith and learning. In S. T. Beers (Ed.). *The soul of a Christian university: A field guide for educators (pp. 51–73).* ~~Abilene, TX:~~Abilene Christian University Press*.*

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