

# Philosophical issues in the education of adults

Continuing Education Press - Philosophical Foundations of Education

**PERSONAL PERSPECTIVE OF ADULT EDUCATION**  
*By Robert Palmer, Ph.D., P.A., Adult Education Professor*

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**Dear Learner,**

I write this personal pamphlet so that you might learn my personal beliefs, values, and attitudes toward adult education, what learners, and the educational process. I place a high value on learning and believe that education is a life long process. I believe that education is a right and that I am passionate about helping you pursue your goals. You will see that my beliefs and attitudes are reflected in the way I teach, the way I interact with you, and the way I expect you to behave and respond in the atmosphere that is cultures and time-specific. Expect to work, explore, and think while we're together.

**Philosophy of Growth:**

My philosophical orientation is personally drawn from two types of training. I have studied the traditional Western model of education, which emphasizes the application of knowledge, and explored a philosophy seeking synthesis by drawing from Eastern as well as Western models. This synthesis has been my guiding principle. In this I believe in limited control and egocentrism, while valuing personal growth.

**Beliefs about the Learner:**

I am a learner myself. I believe that I value and respect your contributions in the classroom; recognizing how individuals work through the "good and bad" and how individuals learn in different ways. I believe that all learners are unique and that they learn best when they feel that I believe in their academic success. There is no value in teaching if there is no value in learning. I believe that the teacher's role is to facilitate, to encourage, to reinforce, and to support the achievement of the student. They are to be the voice of the learner, to be the cheerleader of the learner, and to be the role model for the learner. I believe that the teacher's role is to be the cheerleader of the student.

**Beliefs about Education:**

Education is a privilege. Education is... those words that can't be denied you. Your chosen education may have others helping you along, but you'll keep pace with your peers. You'll grow, you'll learn, and you'll apply knowledge to the world around you. I believe you can... I believe you will... because you are the person that you have been.

**Overall Purpose of Adult Education:**

I believe the learner has the absolute desire and need to be prepared, knowledgeable, and successful. I believe that the learner has the desire to be successful, and professionally, as well. I will foster a sense of accomplishment when you and/or reinforce the value of education. I believe that the learner has the desire to learn, and the desire to learn what you have chosen to believe your education, once more can enhance. What others are doing, what others are saying, and what others are thinking, may not be what you are thinking. The setting, the culture, the environment, the people, the place, the time, the atmosphere of the setting, should have your success, at the heart of the process. In your educational journey, I encourage that they are to other forms in a broader picture that you may and must

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After love comes self-esteem, which includes confidence and for oneself and others. The basic stimulus-response behavior associated with this philosophy can be used to promote good work output.

## **Introduction: Philosophy of Education and Philosophy**

Humans can turn almost anything into a vehicle for comparison and isolation.

## **Philosophical Foundations of Education**

These are just a sample of the questions philosophers of education ask, and each of them raises further philosophical questions.

#### **What's your philosophy of education?**

This philosophy promotes that kind of thinking. Skinner was a psychologist who made a huge impact on the psychological world with his idea of operant conditioning.

## What Are Philosophical Issues?

These three critical movements are neither internally univocal nor unproblematically combinable; what follows is therefore oversimplified. Further Dialogues on an Educational Ideal 1997.

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