

RE-NAVIGATING MAPS OF LOST SOULS: THE NEED FOR MORAL REFLECTIONS AS PEDAGOGY OF ADULT LEARNERS

Melissa Brevetti

Educational Leadership and Policy Studies
University of Oklahoma, USA

ABSTRACT

The aim of this article is to theorize about reflections, particularly moral reflections, as a teaching method for adult learners. The purpose of this examination into moral reflections as pedagogy is to explore and better understand the concept of adults struggling to learn in ways that connect past experiences to present learning. Furthermore, moral reflections as pedagogy will address the issue of a more meaningful and problem-solving curriculum for adult education. This article illustrates how reflecting for clarity can be considered as a learning skill, which will help adults to achieve more than just intellectually learning objectives. In conclusion, moral reflections as pedagogy are needed in order to produce problem-solving and compassionate people.

Keywords: Moral reflections, pedagogy, adult learning, curriculum, memory, experiences.