**Personal Learning Philosophy**

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Technology has been a staple in everyday lives, from education, the workforce, even in our own homes for entertainment. For many years, as newer software and hardware become widely available to the general public over the years, we begin to develop a dependence on technologies to quickly gain knowledge, assess, and decipher what is useful and what is not. Often, it feels like the level of critical thinking and reflection has decreased with so many digital information sources would be identified as being untrue or slightly true. Ary et al. (2018) emphasize that knowing what databases to look into for gathering scholarly information, such as Google Scholar, WorldCat, and JSTOR, would allow for practical critical thinking (pp. 44-45).

Another aspect of my learning philosophy is understanding learning takes place when the student is motivated and eager to do so—one of the theories of using *gamification* or game-based learning to motivate the student to learn continuously. When we hear "Gamification" in the education setting, we instantly think it means inserting a game into the task and building the curriculum around it. In reality, it is much more than incorporating fun into learning. It also means treating how we manage our classrooms for completed work, rewards, consequences, team building, and collaboration.

Spector et al. (2014) identified that the average video gamer would spend an average of 13.2 hours a week playing video games and using other forms of multimedia. The theory is if we have school-age students who will engage in these multimedia for an extended time because they want to versus because they have to. The motivation to learn would be much more significant when incorporating learning modules within them (p. 497). Having a team of people with a common goal of completing the objective would allow learners to build teamwork, collaboration, and other social skills.

As an educator, implementing technologies in the classroom can be a heavy burden for educators who may not have the skills needed to make a program successful. Learning is a collaborative sport where knowing when to ask for assistance, gaining constructive criticisms, and evaluating where the program can improve. We can network and ask questions amongst our peers through social media to gain help where we need it, just like students can when they have similar issues.

**Biblical Defense**

Being an instructor is a gift and comes with responsibilities to guide our students to seek knowledge and be closer to Him. Technology was invented to do many things, including seeking His word. John 1:3 (ESV) says that "Through Him, all things were made; without Him, nothing was made that has been made." God made the people who invented the technologies we use every day to seek truth and research deeper than the surface His word shows us. When we use these technologies, we accept responsibility for what we desire and what we say in our digital communications. John 15:16 (ESV) discusses how God appointed us in the position as a teacher to lead and to produce fruitful students to carry on his works. So we must teach our students how to seek the answers to the questions we are asking. In 1 John 3:18 (ESV), we are advised that it is not our words, but what we do in our actions determines what will bear fruit.

**Application**

Knowing what programs, games, and even management styles to implement into the curriculum will determine the success or failure of the class. When searching for information, we have to know where to look first, so using scholarly search engines online would lead you to more solid research. Llorens & Molina (2020) discuss *virtual learning communities* to gather people with common interests to share ideas and collaborative projects to enhance the objective (p.53). A small group chat board could be utilized for these exchanges, such as Facebook groups and other messenger board applications. While these tools can develop a relationship of knowledge, instructors must also emphasize social responsibility amongst their respective peers.

As more technologies begin to improve and be released, we as educators must also stay informed of these improvements and accept differentiation and innovation to enhance the curriculum continuously. While there will be a learning curve, the art of learning is not solely the student's responsibility but also the teacher's.

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