

# The importance of teaching education essay

[Education](#), [Importance of Education](#)



The Importance of Teaching Education should be a part of everyone's life. A good education offers something for everyone, whether it is on the simple level or a more complex one.

Education should provide an opportunity for students to develop a strong sense of creativity, a high self esteem, and a lifelong respect for learning. Teachers are the most critical group among the society of America today. They are not only the most influential people to the knowledge of students but also the individuals who make it possible to expand the boundary of life and how we can understand it to the fullest extent. Teachers form religious leaders, world super powers, and everyone else in between. Due to the success of teachings we have increased the knowledge base of our doctors to create safer and more efficient ways to operate while under pressure by exposing new strategies and equipment to better prepare them for whatever they come across.

Everything starts with teachers and the mentality they possess to drive students to new levels. Teachers make the lifeboat because they are the first to interrupt the field of unknown and transform thoughts into reality by learning and passing it on to the body of America. To teach all students according to today's standards, teachers need to understand subject matter deeply and flexibly so they can help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others (Shulman, 1987).

One way to approach the question of whether teaching an adult is different is by examining the types of learning in which adults engage. Drawing upon the work of Habermas and Mezirow, Cranton (1994) classified adult learning into three categories: Subject-oriented adult learning-In adult learning contexts that are subject oriented, the primary goal is to acquire content. The educator “ speaks of covering the material, and the learners see themselves as gaining knowledge or skills” (ibid. , p. 10). Consumer-oriented adult learning-The goal of consumer-oriented learning is to fulfill the expressed needs of learners.

Learners set their learning goals, identify objectives, select relevant resources, and so forth. The educator acts as a facilitator or resource person, “ and does not engage in challenging or questioning what learners say about their needs” (ibid. , p. 12). Emancipator adult learning-The goal of emancipator learning is to free learners from the forces that limit their options and control over their lives, forces that they have taken for granted or seen as beyond their control.

Emancipator learning results in transformations of learner perspectives through critical reflection (Mezirow 1991). The educator plays an active role in fostering critical reflection by challenging learners to consider why they hold certain assumptions, values, and beliefs (Cranton 1994). Of the three types of adult learning, only emancipator has been described as unique to adulthood, but even that claim has been challenged (Merriam and Caffarella 1991).

Subject-oriented learning is the most common form of learning engaged in by youth. Collaborative and cooperative learning and other types of experiential learning that are more consumer oriented are also found in youth classrooms. However, according to Mezirow (1981), emancipator learning, with its emphasis upon learner transformation, can take place only in adulthood because, “ it is only in late adolescence and in adulthood that a person can recognize being caught in his/her own history and reliving it” (p. 11). In adulthood, “ rather than merely adapting to changing circumstances by more diligently applying old ways of knowing . . . [individuals] discover a need to acquire new perspectives in order to gain a more complete understanding of changing events and a higher degree of control over their lives.

The formative learning of childhood becomes transformative learning in adulthood” (Mezirow 1991, p. 3). As a result of the research and theory-building efforts of Mezirow-fully described in *Transformative Dimensions of Adult Learning* (1991)-emancipator adult learning has become more commonly known as transformative learning.

If transformative learning is unique to adulthood, does it require the use of teaching approaches that are geared specifically to adults? This is not clear. It is true that transformative learning requires that learners address problems through critical reflection. Some strategies used to facilitate transformative learning, e. g. , such as journal writing, critical incidents, and experiential methods, are used in other types of learning as well. (See Cranton 1994 and Mezirow and Associates 1990 for a full discussion of these

and other methods that can be used to promote transformative learning. )

What is clear is that fostering transformative learning demands a different approach by the educator.

Although learners must decide on their own to engage in transformative learning, educators who wish to promote transformative learning have the responsibility to set the stage and provide opportunities for critical reflection (Cranton 1994). When educators are operating in the domain of transformative learning, they help learners examine their beliefs and how they have acquired them by creating situations in which they can debate how their values, assumptions, ideologies, and beliefs have come to be constructed (Newman 1993). Instead of congratulating themselves for having made their point when a learner says, " I never looked at it that way before," educators can help learners engage in transformative learning by responding with, "How did you see things? " and then, "What made you see things like that? " and then "If we can understand how you came to have a set of ideas and attitudes then, let's look at how you come to have the ideas and attitudes you have now'" (ibid.

, p. 182). Of course, not all adult learning is transformative in nature; many adult educators also do not believe that they have a role in helping adults engage in critical reflection and, consequently, never operate in the transformative domain. Those who do, however, perceive that teaching adults is different. Examining what adult learners expect from teaching provides another perspective on whether teaching adults is different. In this context, the question might be more appropriately posed, " Based on adult

students' expectations, should teaching adults be different? In an effort to answer this question, Donaldson, Flannery, and Ross-Gordon (1993) combined and reanalyzed research that examined adult college students' expectations of effective teaching and compared them with those of traditional students. Is teaching adults different? Based upon the literature discussed here, the answer is both yes and no. Perhaps a better way to frame the question would be " Should teaching adults be different? " The answer to that would, of course, depend upon the purpose of the teaching-learning situation, including what approach and methods seem to be appropriate, as well as the needs of the learners.

Many of the myths related to teaching adults emerge from an uncritical acceptance of the theory of andragogy. Unfortunately, the assumptions underlying the theory are still largely untested through research. Pratt (1993) also points out that adult educator need to examine the philosophical assumptions underlying andragogy in order to clarify " the underlying values and beliefs and . . . central concept of [adult] learning" (p. 87).

Adult learners tend to have specific goals in mind when enrolling for a class, and they see learning as a means to an end, not an end in itself. Effective teachers will take the learner's goals into account when presenting material and assigning projects or papers. Adults may also demonstrate a need to verbalize more than younger students. Teachers would do well to build in class time for students to engage in discussion or share reactions to the material that has been presented. Adult learners are a diverse group, and

they have much to teach each other, too. At the end of the day, good teaching is about having fun, experiencing pleasure and intrinsic rewards ..

. like locking eyes with a student in the back row and seeing the synapses and neurons connecting, thoughts being formed, the person becoming better, and a smile cracking across a face as learning all of a sudden happens. Good teachers practice their craft not for the money or because they have to, but because they truly enjoy it and because they want to. Good teachers couldn't imagine doing anything else