

A Personal Philosophy

By Bob Krone

Dedicated to Mae Sue Krone, whose love, guidance,
and partnership nurtured its evolution

Abstract

After a life of diverse professional activities, including earning a doctor of philosophy degree and editing the *Journal of Space Philosophy*, Bob Krone decides to describe the origins and evolution of his own values and philosophy.

Keywords: values, learning, self-examination, teaching, leadership, academics, systems, space, philosophy, humanity.

Introduction

Michel Montaigne (1533-1592) is credited with inventing the essay form with his classic work *Essais* (1st Edition, 1580). He lived and reworked his essays in a French rural retreat after being the Mayor of Bordeaux from 1581-1585. Since then, essays have traditionally been short statements feeling their way towards expression of what needs a far wider space to exhaust. Using the Montaigne essay style here, I have not provided specific references for statements throughout this article. Interested readers can find my complete resume/curriculum vitae at www.bobkrone.com/node/103.

Every human being has a personal life philosophy. It was formed by a complex lifetime mix of genetics, environment, and learning over time. A small percentage of humans have explicitly documented their own philosophy as an analysis of their own value systems, or to understand the values, sources, and influences on their beliefs over time. My definition of *values* – created during my doctoral studies at UCLA – is “Values are principles or things preferred.” That is different from the economic definition of value, which is usually oriented toward quantitative worth. Philosophy and values are not synonymous, but have many commonalities. Philosophy is oriented toward total life meaning, while values form the components of that totality.

Most people’s personal philosophy is created and evolves from experiences and just living, not from conscious reflection and design. Is that not the best way to develop philosophy? For some, it may be. But the belief I bring to this article is that individual, family, group, organization, agency, business, society, national, international, and human existence would improve with wiser and more explicit self-examination of values and philosophy. There is value in knowing answers to the questions: *What do I believe?* and *How should my beliefs impact my behavior?*

Dr. Paul R. Cone was my mentor for two university faculty appointments – the University of Southern California in 1975 and La Sierra University, Riverside, California in 1992. Paul was a wise, compassionate, and brilliant leader in both academics and business. One of the many lessons I learned from Paul Cone he had condensed into

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A Practical Guide Robert J. Bensley, Jodi Brookins-Fisher, 2023-11-29 Updated to keep pace with this ever evolving field the fifth edition of *Community and Public Health Education Methods A Practical Guide* teaches students to effectively communicate health education messages and positively influence the norms and behaviors of both individuals and communities Written by and for health education specialists this text explores the methods used by health educators including didactic techniques designed to guide others toward the pursuit of a healthy lifestyle Divided into four sections this well organized guide begins with a focus on building the foundation for selecting and applying community and public health education methods It then explores acquiring tools necessary for applying community and public health education and health promotion strategies Section III examines health communication and media including exploring social marketing concepts applying health communication skills using social media and exploring digital media strategies

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When most people think of professionalism ethics or moralism they often think of a set of rules for distinguishing between right and wrong such as the proverbial Golden Rule However the true definition of professionalism is not an easy one and it is not necessarily black and white In fact it could be argued that it is often easier to describe what is not professional versus what is professional It could also be disputed that although professionalism can be recognized when you see it you may not necessarily be able to put your finger on what it is exactly Professionalism Across Occupational Therapy Practice by Dr Elizabeth D DeJuliis provides an overview of the wide ranging knowledge skills and attitudes that encompass professionalism across the occupational therapy profession While there is no formal endorsed definition of professionalism in occupational therapy practice suggestions are provided to serve as a blueprint for use Professionalism in occupational therapy practice is a dynamic sophistication exemplified by a combination of an individual s personal skill set knowledge behaviors and attitudes and the adoption of the moral and ethical values of the profession and society Dr DeJuliis illustrates the concept of professionalism as a unique combination of intrinsic and extrinsic qualities surrounding key constructs of ethics responsibility competency and behavior Professionalism Across Occupational Therapy Practice discusses these various expectations in the academic setting the clinic workplace and in general society Professionalism Across Occupational Therapy Practice utilizes a developmental approach to teaching and learning paralleling the Revised Bloom s Taxonomy 2001 This classification system provides a graded holistic methodology to human teaching and learning The concept of professionalism will be exemplified by using both a knowledge based approach to subject matter requiring higher level learning such as metacognition which is a crucial component of professionalism The chapter objectives and learning activities will challenge the reader to recall comprehend apply analysis synthesize evaluate and create knowledge directly to their context Instructors in educational settings can visit www.efacultylounge.com for additional materials such as informative appendices and resources include sample statements for syllabi policy manuals resume and CV templates interview guidelines professional development plans and more to be used for teaching in the classroom Occupational Therapy practitioners at all levels including fieldwork educators leaders managers and researchers will also benefit Professionalism Across Occupational Therapy Practice as it provides a synopsis of professional expectations beyond the classroom and

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Brain Framing Dr. Linda Karges-Bone, 2011-09-01 *Brain Framing* is a book of ideas for thinking about thinking in the classroom ideas to help us frame the brains of students in ways that are productive powerful and personal This book will help teachers to engage brains in three fresh ways framing student learning into more personalized experiences that utilize new research on the brain the body and the spirit creating brain friendly classroom environments that link sensory and cognitive experiences in ways that reduce stress for both the teacher and the student and organizing content into meaningful chunks and layers that fit into the unique frames of students brains Filled with a variety of new teaching strategies curriculum enhancing ideas lesson planning samples and reproducible templates based on current scientific research *Brain Framing* is the perfect resource for any teacher who wants to begin planning with the brain in mind **The Teaching Portfolio** Peter Seldin, J. Elizabeth Miller, Clement A. Seldin, 2010-08-30 Praise for *The Teaching Portfolio* This new edition of a classic text has added invaluable immediately useful material It s a must read for faculty department chairs and academic administrators Irene W D Hecht director Department Leadership Programs American Council on Education This book offers a wealth of wisdom and materials It contains essential knowledge salient advice and an immediately useful model for faculty engaged in promotion or tenure Raymond L Calabrese professor of educational administration The Ohio State University *The Teaching Portfolio* provides the guidelines and models that faculty need to prepare quality portfolios plus the standards and practices required to evaluate them Linda B Nilson director Office of Teaching Effectiveness and Innovation Clemson University Focused on reflection sound assessment and collaboration this inspiring and practical book should be read by every graduate student faculty member and administrator John Zubizarreta professor of English Columbia College All the expanded and new sections of this book add real value but administrators and review committees will clearly benefit from the new section on how to evaluate portfolios with a validated template Barbara Hornum director Center for Academic Excellence Drexel University This book is practical insightful and immediately useful It s an essential resource for faculty seeking promotion tenure or who want to improve their teaching Michele Stocker Barkley faculty Department of Psychology Kishwaukee Community College *The Teaching Portfolio* has much to say to teachers of all ranks disciplines and institutions It offers a rich compendium of practical guidelines examples and resources Mary Deane Sorcinelli Associate Provost for Faculty Development University of Massachusetts Amherst Teaching portfolios help our Board on Rank and Tenure really understand the quality and value of individual teaching contributions Martha L Wharton Assistant Vice President for Academic Affairs and Diversity Loyola University Maryland Physical Education Methods for Elementary Teachers Katherine T.

Thomas, Amelia M. Lee, Jerry R. Thomas, 2008 The authors show non specialists how to develop a realistic and workable approach to teaching physical education The book makes physical education worthwhile practical and fun for students and teachers The text provides the reader with a basic physical education curriculum and suggestions for how to implement this

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