PHI 800-12: Transformative Learning and Adult Education (Summer 2023)

Omega Graduate School

Developmental Readings

Assignment #2

Professor: Brenda

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Assignment

### *Developmental* Assignment #2 – Developmental Readings

1. Create Developmental Readings from seminal sources and scholarly peer-reviewed

journal articles. Review the instructions for Assignment #3, the course essential

elements, and course readings to identify selections of books and journals to create

entries.

a. Refer to the "Student Guide to Developmental Readings" in the General

Helps folder for updated information on sample comments, the grading rubric,

and key definitions related to developmental readings.

**Developmental Readings Assignment #2**

**Source One**: Walter P. Innovations in Teaching Adult Education: Living History Museums and Transformative Learning in the University Classroom Adult learning. 2019 Aug;30(3):121-7. <https://doi.org/10.1177/1045159519826074>

**Comment 1:**

**Quote or paraphrase: "The** difficult times in which we live require innovative, creative, and hopeful pedagogies of adult education. This article describes a nontraditional experiential, “empathy-invoking” approach to the teaching of a graduate course on the theory and research of adult learning. The approach begins with the building of a safe learning community, a familiar “knowledge curriculum," a structured syllabus with academic readings, small group discussions, student “theory-to-practice” facilitation of learning activities, and an academic mid-term paper, according to Walter.

**Essential Element**: Deep learning methods promise better outcomes in unsupervised domain adaptation, which will aim to leverage a labeled source of the domain to help learn a classifier for an unlabeled target domain that will structure learning and produce maintainable results.

**Additive/Variant** Analysis: The three domains of learning activity provide an opportunity for students to sit and listen as they speak and think critically, logically, and rationally. Moreover, students get better results when they work together than those who study individually, but still, self-directed learning is always associated with better outcomes for adult learning.

**Contextualization**: My Contextualization of the subject of adult learners I have come to realize from the materials and from my experience working with adults that the purpose of education cannot be confined to any one purpose but varies according to the needs of the individual. My educational philosophy will be focused on empowering people with tools for approaching today and tomorrow more effectively based on what they wish to create with their lives. There is a wide range of ways to accomplish this task, as there should be to accommodate individual learning styles. One of the major goals of education, I believe, is to make people aware of their options for learning and help them select the ones best suited to their needs. I see the role of my learners as being in charge of the direction of their education, while the role of the educator is to provide options that the learner might choose to use and guidance for supporting the learner's" choices and, with dignity and integrity, respecting the whole person

**Comment 2:**

**Quote/Paraphrase**: The idea of using the three domains of learning will show that the virtual of this discussion has a strong correlation not only in the cognitive domain but also with the affective and psychomotor domains as the best and most effective way of learning.

**Essential Element**: Facilitating factors are to be involved in adult learning, such as discussions, because they are meaningful and engaging learning experiences that are dynamic, eye-opening, and generative. Just like any class, including the current class activity, these discussions require planning and preparation before the discussion. Without that, discussion challenges can arise in the form of unequal participation, unclear learning outcomes, or low engagement from the lack of enough information ahead of time.

**Additive/Variant** Analysis: Key Principles of Adult Learners, Like:

* Encouragement: Since adult learning involves ego, it is critical to provide an encouraging atmosphere for all involved. Building a sense of community through warm-up or icebreaker exercises and structuring the training to encourage support from peers will reduce the fear of judgment during learning.
* Provide Feedback: Adults need to receive feedback on how they are doing and the results of their efforts. Having activities that allow the participants to use what they have learned and receive structured, helpful feedback will make the training more meaningful.
* Small-Group Activities: Adults benefit from small-group activities during learning to allow them to move beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect, and generalize their learning experiences. Opportunities to apply It is helpful to have opportunities to apply what they are learning to their own experiences. It allows them to 'test drive' what they are learning to see how it applies to their real work.

**Contextualization**: Since these design processes are creative problem-solving processes to transform the most vulnerable in the communities, I can suggest that the learners apply both concrete and abstract knowledge in these product design activities. The concrete product domain is (what), and the abstract concepts as to (why) are not only relevant in inquiry-based learning but also important in design and technology education.

**Source Two:** The Evaluation of a Hybrid General Chemistry Laboratory Curriculum: Impact on Students’ Cognitive, Affective, and Psychomotor Learning J. Chem. Educ. 2019, 96, 6, 1058–1067 Publication Date: April 29, 2019 <https://doi.org/10.1021/acs.jchemed.8b00637>

Co**mment 3:**

**Quote/Paraphrase**: This study sought to better understand the impact that this hybrid approach had on students’ cognitive, affective, and psychomotor learning. The results suggest that students taught using the hybrid approach developed similar cognitive and psychomotor skills in comparison to students taught using a traditional laboratory curriculum; however, their effective outlook toward chemistry was significantly lower."

**Essential Element:** It is said that, paradoxically, the dynamic nature of the contemporary world has compelled us to return to these everlastingly valuable skills after fleeting career fads. This includes educational taxonomies.

**Additive/Variant Analysis**: After researching the skills policy think tanks and thought leaders believe are essential for the 21st century, this full research-to-practice paper appears to provide a synthesis that explains the pushes and pulls that educators and students will face in the turbulent years of 2020 and beyond and how a well-rounded, holistic engineering education can help them thrive in the uncertain future. This serves as a tool for the efficient application of system thinking.

**Contextualization**: I have been convinced and convicted beyond reasonable doubt that church ministers, pastors, and the body of Christ as a whole are supposed to be in place of activists for social change if we are doing it right and stand up for the communities to bring all demographics together regardless of any boundaries to educate and bring about change. I will develop solutions appropriate for my community. I will look to increase leadership ability and capacity to include Christian community capacity building in all ages that need financial freedom, especially women. I will work to build shared knowledge around tools that work~ possibly a school of ministry for church leaders and pastors to educate them on ways to transform communities around us, and finally, I look to create the partnerships necessary for implementation with other community church pastors and leaders so all will be uplifted to uplift others.

**Comment** 4:

**Quote/Paraphrase**: “Given these strong effects of transformational leadership on adult learning and perceived work meaningfulness, it is suggested that high levels of transformational leadership might serve as work context that facilitates perceptions of meaningfulness of individuals who are low in self-concept clarity, thus reducing the strength of the relationship between individual differences in self-concept clarity and perceived work meaningfulness.”

**Essential Element**: Transformative Learning Theory is one of the important aspects to apply to all involved communities and individuals for better and more sustainable outcomes.

**Additive/Variant** Analysis: This study encourages the investigation of how transformative learning can be conceptualized and operationalized in education for sustainable development and sustainability learning and to help collect evidence on how to support transformative learning in formal and non-formal environments successfully.

**Contextualization:** I have learned that we as the church are uniquely equipped to affirm the dignity, gifts, and skills of individuals, and communities will use the gift of the Holy Spirit for each individual to apply them to the community's development. I must be in the ministry of redistribution, which means I, my church leaders, and others involved will be creating equal access to resources of training and education, power, and opportunity for all humanity. I understand that when God’s people commit to living in marginalized and low-status communities, seeking to be good neighbors, exemplify what it means to be a follower of Christ, work for justice for the entire community, and utilize resources to address the problems of the community alongside their neighbors, then redistribution is being practiced and God is being glorified in our lives. It is in my interest to make the changes that will affect the community more and benefit it better from those changes.

**Comment** 5:

**Paraphrase/Quote** "Africa faces serious climatic challenges, leading to drought, hunger, and poverty. Despite the application of meteorological scientific intervention, most African communities still engage in the indigenous knowledge of rainmaking practiced in traditional African religions.

**Essential Element**: Multiple Intelligences Theory is one way to improve our mother country, Kenya, as everything goes down the drain.

**Additive/Variant Analysis**: It has been hard for Kenya, especially the Eastern and Western provinces, to acknowledge the traditional knowledge of rainmaking as a transformation of science-based weather predictions into indigenous weather forecasts. There is a need to complement both scientific and indigenous knowledge if Kenya is to maintain more reliable weather forecasting as a part of the solution to the climate changes that have affected the agricultural foundations of Kenya's economy.

**Contextualization**: If only church organizations, government organizations, and non-governmental organizations (NGOs) could work together as one team, we would be able to assist the most affected areas. In Kenya, we need water drills in each of these provinces where people and animals are dying of lack of food and water as changes in weather patterns continue to ravage farms and take a toll on food production across East Africa. Finally, it is important to connect change management opportunities to present realities. Today's profession operates in a global environment, and the ability to apply these concepts improves the discipline of leadership.

**Source Three:** Mworeko, L., Yola, N., Diouf, D., & Bekker, L. (2021). The AIDS pandemic in the 2020s: Community responses bring female underserved populations into sharper focus. Journal of the International AIDS Society, 24(S3), <https://doi.org/10.1002/jia2.25745>

**Comment 6:**

**Quote/Paraphrase:** Groups that are considered "key" populations, including those who engage in sex work, drug use, or have diverse sexual and gender identities, are at a high risk of contracting HIV. These marginalized populations often face additional health and social challenges due to discrimination and limited access to healthcare. It is crucial to prioritize their needs, as they will continue to contribute significantly to HIV incidence and morbidity in sub-Saharan Africa. Additionally, female members of these populations face unique barriers and risk factors.

**Essential Element:** This calls for a critical rethinking of whether urban areas meet people's needs and how policies could transform them for the betterment of society.

**Additive/Variant Analysis:** In many African countries, women are disproportionately affected by poverty, especially in the context of the HIV/AIDS pandemic.This is because women often resort to selling or trading their bodies in exchange for food to support their families.

**Contextualization:** My organization, Grace Sufficient Organization, is dedicated to providing opportunities for individuals who face discrimination and stigmatization due to their HIV/AIDS health status, particularly women. Our goal is to empower them to participate in community development as human beings rather than simply as resources. We combat stigma and discrimination through training seminars and working together as a united "we" rather than using divisive language like "they," "them," or "I." By fostering a sense of community, we hope to liberate these individuals and help them feel like valued members of society.

**Comment: 7**

**Quote/Paraphrase**: Community programs are vital in reaching marginalized populations, yet funding is unstable and is threatened by emergent competing priorities, as evidenced in the last year. The total resources available for HIV programs in low- and middle-income countries decreased in 2020, with financial resources from international sources for HIV responses declining by nearly 10% since 2015, with domestic funding additionally starting to decline.

**Essential Element:** Poverty encompasses more than just low income, including limited access to basic services, poor living conditions, a lack of personal security, and other factors affecting well-being.

**Additive/Variant Analysis:** I'm a firm believer in empowering individuals within my network and church organizations to make a positive impact on their interactions with people affected by HIV and AIDS. Providing training to the entire community, including victims, is crucial to encouraging self-acceptance and educating everyone on how to coexist with the virus. A healthy community can assist by providing education and support to those who are infected or affected. When the whole community accepts and integrates, it becomes whole. It's essential to treat each person as an individual with unique needs that are crucial to their well-being and daily life. My organization, GSO, campaigns to educate people about HIV/AIDS to help them live with the infection and its symptoms. and how to stop the reinfection of society. At the same time, stigma and discrimination have killed more victims than the pandemic itself. Effective HIV/AIDS education can help prevent new infections by providing people with information about HIV and its transmission. This will equip individuals with the knowledge to protect themselves. This also plays a vital role in the reduction of stigma and discrimination. This is needed before we train them on poverty reduction. Unless they overcome the stigma and live integrated with the rest of the community, it will be hard for them to fight poverty.

**Source Two**: Elzahi Saaid Ali, A., & Ali, K. M. (2020). Enabling mobile microfinance: opportunities and challenges Palgrave Studies in Islamic Banking, Finance, and Economics, 223–240. <https://doi.org/10.1007/978-3-030-39939-9_9> <https://doi.org/10.4236/jss.2020.89031>

**Comment 8:**

**Quote or paraphrase:** Research indicates that improved accessibility to education can lead to economic expansion and the elimination of poverty. As a result, obtaining fundamental abilities like reading, writing, and mathematics can have a favorable impact on the earnings of underprivileged communities and the rate of return on the economy.

**Essential Element**: Poverty reduction requires building resilience in people, communities, and systems to withstand and recover from shocks and strains. Poverty reduction requires building resilience in people, communities, and systems to withstand and recover from shocks and strains.

**Additive/Variant Analysis:** As far as I understand, Kenya is a top African country when it comes to microfinance businesses. A lot of women, especially in rural areas, are actively involved in microfinance in various communities. I am passionate about finding innovative solutions to address the root causes of various problems. I believe that by working together, we can implement social entrepreneurship initiatives that have a positive impact on our community. I am convinced that there are community builders in every community, and we can develop their values to prioritize permanence and sustainability. Achieving this may require changing mindsets, cultures, or policies. As changemakers, we need to strive for significant change and involve all stakeholders in the process to ensure its success. I propose promoting positive change by organizing support groups to train community members to seize life-changing opportunities. One effective way to implement this would be to develop a business plan for stakeholders and provide them with practical experience in transformation. I am confident that this approach will have a significant impact on the stakeholders and result in meaningful improvements to the community's quality of life.

**Contextualization:** Achieving poverty reduction can be accomplished through various means, such as boosting economic growth, generating more job opportunities for impoverished individuals, and executing economic and institutional reforms to enhance resource efficiency. National development strategies should prioritize fulfilling the necessities of the underprivileged, and community-led initiatives can also contribute towards this objective. I am enthusiastic about enabling women to take charge of their finances and become less dependent on their spouses. However, they must receive adequate education to effectively manage their finances and calculate their banking gross and net income. With this knowledge, microfinance may prove advantageous.

**Comment 9:**

**Quote/Paraphrase:** Education plays a significant role in promoting economic growth by improving the efficiency of the labor force, facilitating the development of advanced technology, and fostering the production of superior-quality goods and services. Moreover, education helps reduce poverty and raise living standards.

**Essential Element:** It's important to unlearn and relearn new skills, but this requires challenging our beliefs and stepping out of our comfort zones. Otherwise, change will change us.

**Additive/Variant Analysis:**

When people and households are self-sufficient and financially stable, it can have a significant impact on society by improving factors like unity, happiness, and productivity. This is crucial because improved productivity and happiness often lead to a more flourishing and successful economy for the entire community.

**Contextualization:** I am here to assist with the development of small income-generating activities (IGAs) projects. This is vital because a productive and content society leads to a stronger economy overall. Our methods for addressing poverty and promoting fairness are well-defined and have been successful in other communities. We prioritize investing in educational programs, promoting economic expansion, and creating job opportunities. We also strive to provide accessible and affordable healthcare, particularly for people living with HIV/AIDS (PLWHAS). We do not refer to them as victims. We also address discrimination and stigma related to any differences or disabilities. Furthermore, we aim to bolster social safety nets by employing government agents in our communities to provide additional support. It is vital to enhance the availability of affordable housing for people dealing with housing insecurity. This group mostly comprises widows and orphans residing in houses with thatched roofs and weak walls. When it rains, these individuals are directly affected. By implementing these measures, we create a fairer state, alleviating the burden of poverty on those who cannot support themselves adequately.

**Comment 10:**

**Quote/Paraphrase:** The study suggests the adoption of mobile microfinance by policymakers and microfinance providers. This would help overcome internal technological constraints, staff capabilities, and complicated regulations, leading to enhanced financial inclusion and poverty alleviation.

**Essential Element:** Our plan involves increasing access to education and job training while addressing discrimination and marginalization to effectively reduce poverty.

**Additive/Variant Analysis:** When working with marginalized communities and individuals affected by HIV/AIDS, I aim to improve their standards by creating more opportunities for leadership and support groups.

**Contextualization:** Improving the quality of life is a collaborative effort that involves the whole community. To begin this process, I recommend that people engage in self-directed learning to follow their interests. Additionally, I highly encourage young adults to pursue higher education, despite any challenges they may face. Studies show that women with college degrees generally have higher incomes, so they support their families efficiently.

**Paraphrase/Quote**: Throughout the world, there are now many people professionally engaged in the mitigation and control of risks and hazards, and the impact of continuing economic development will ensure that they are fully employed.

**Essential Element**: The context of economic development and social change

**Additive/Variant** Analysis: As community leaders, we need to understand that social change leadership is purposeful and is supposed to result in an organizational and cultural transformation. Starting with the leader himself or herself, the change starts with me economically. You cannot change the followers before you change yourself, and so for me, I am calling on what hasn't been to be before I proceed to begin the change needed in society. God calls the things that are not as though they are (Romans 4:17).

**Contextualization**: Paul wrote at the end of the previous verse that Abraham or their loved ones would experience more comfort. He is the father of all who share their faith in God. Now, as evidence of this, Paul quotes what God said to Abraham in [Genesis 17:5](https://www.bibleref.com/Genesis/17/Genesis-17-5.html), "I have made you the father of many nations." These nations include all people whose faith is in God. Paul then picks up the statement he'd begun just before this quote. Abraham is the father of all believers in the sight of God. That is, Abraham is the spiritual father of all believers, not just of those who are under the law, meaning the Jews. Paul describes the God that Abraham believed in using very specific terms. This is the God who gives life to the dead, partly referring to God bringing Abraham's and Sarah's bodies back to life-giving form even at the ages of 100 and 90, respectively, fulfilling His promise to give them a son. It is true, as well, that God also brings life to the dead in the sense of resurrection from the dead, as He did when raising Jesus back to life after the crucifixion. This is also the God who calls into existence things that were not there before. Again, this likely refers to Abraham's and Sarah's promised miracle child and the nations that would come through him. Nations that had never existed would spring into existence, including the nation of Israel. As well as giving life to the world that is dead, including bringing poverty down. God didn't create poverty. We need to believe in these words: He who calls things that are not as though they are.

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