PHI 800-12 Transformative Learning and Adult Education

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Assignment #3 – Essay

1. Write a 5-page paper based on one (1) of the three (3) items below:

● List and discuss the fundamental principles of adult education theory. Identify

elements of the OGS degree program that correspond to each principle.

● Explain Jack Mierow's transformative learning theory. How does the OGS?

approach to transformative learning promote critical reflection for transcending.

barriers to personal growth and social impact?

● Assess Jane Vella's 12 Twelve Principles for Effective Adult Learning and the

application of quantum thinking. Discuss how OGS promotes quantum thinking.

(Holistic, integrated, spiritual, and energetic).

2. Paper Outline

a. Begin with an introductory paragraph that has a succinct thesis statement.

b. Address the topic of the paper with critical thought.

c. End with a conclusion that reaffirms your thesis.

d. Use a minimum of seven scholarly research sources (two books and the

remaining scholarly peer-reviewed journal articles).

**The Fundamental Principles of Adult Education Theory.**

**Introduction**

My understanding on the subject of adult learner by experience in the past is that they like to feel involved in what they are doing, and they enjoy making choices about how they learn. In fact, adult learners tend to prefer more autonomy over traditional teacher-led instruction. The have their own goal and have the outcomes results of what they want to achieve and that finds them doing it on their own directive according to the results they are expected. They know where they want to be, when and how. To them it's much more a matter of figuring out on their own than being led on how to get there. I have been training adults on bead works in my organization and realized that each one other has in their mind what they want to do and how. The most important thing they require is support, encouragement, tool and resources. When I asked whether they preferred a lecture style class or one where they could choose the topics, methods and materials used most of them of adults chose the latter option. It promotes their freedom to pick.

An instrumental perspective sees adult learning as producing a competent and efficacious person, one who has mastered the knowledge and acquired the skills to act in the world with confidence. Principles of Adult Learning are not limited to: According to Stewart, M. (2021). Understanding learning: Theories and critique. In University teaching in focus (pp. 3-28). Routledge.

Adult education is based on the principles of andragogy, which is the art and science of teaching adults. Some of the key principles of adult education according to Stewarts he states the principles for adult learning as.

* Adults are self-directed and autonomous learners who prefer to learn by doing and applying their own values and beliefs. In Omega i understand that this principle applies to us right now as we study with the freedom of choosing our own topic of interest. this OGS factor of adult learning promotes personal factors such as own intentions and attitudes that are the main focus of the study. Students’ self-directed learning in Ogs refers to students’ perceptions of their independent learning, their sense of responsibility in their learning and their initiative in learning.
* Adults need to see the relevance and significance of what they are learning to their personal and professional goals. As in OGS Self-directed learning is according to what am learning is usually more actively participate in my learning tasks such as reading online learning material, completing classroom tasks, planning and evaluating milestones of learning before the due dates.
* Adults learn from their own and others’ experiences and use them as a source of knowledge. Like in my case I have been learning more and gaining more knowledge by interacting with my students, I learn from them as they learn from me. At the end of the day, we are all learners and all students at the same time. This applies to OGS when the instructors says that they learn a lot from our papers. Am learning that so long as you live, you can't stop learning. It's a lifetime process to all of us.
* Adults use all of their senses to learn and need opportunities to practice and apply what they learn.
* Adults are motivated by personal development and involvement in the learning process. The motivation of learning activities helps the learner to concentrate on what he/she is doing, and thereby gain satisfaction. Continuous motivation is needed to help learners concentrate on the lessons to be learned. If an individual is motivated, he/she will exude some form of satisfaction. This helps in the self-development of the learner.  Motivation directs learners’ behavior toward particular goals. It determines the specific goals toward which learners strive; thus, it affects the choices students make. For example, whether to enroll in an art class or science, whether to attend a school football game during the week or complete an assignment that is due the next day. Motivation increases the initiation and persistence of learning activities. It increases students' time on task and is also an important factor affecting their learning and achievement. Motivation enhances cognitive processing. It actually affects what and how information is processed, because motivated students are more likely to pay attention and try to understand the material instead of simply going through the motions of learning in a superficial manner. these are the dimensions for students' motivation, the more dimensions that are met, and the more strongly they are met, the greater the motivation will be. These dimensions are:

1. Competence: The student believes he or she has the ability to complete the task.
2. Control/autonomy: The student feels in control by seeing a direct link between his or her actions and an outcome and retains autonomy by having some choice about whether or how to undertake the task.
3. Interest/value: The student has some interest in the task or sees the value of completing. it.
4. Relatedness: Completing the task brings the student social rewards, such as a sense of belonging to a classroom or other desired social group or approval from a person of social importance to the student. The OGS element on motivational is encouraging especially for research in order to acquire the right information to avoid being part of Individuals who encounter or post and mislead in false information on social media and may actively spread it further, by sharing or otherwise engaging with it. Much of the spread of disinformation can thus be attributed to human action. the kind of motivation that is inspiring to me is to be accurately informed. It creates discipline and respect towards the communities.

In her paper "Adult Learning Principles Used with Nontraditional Students in Higher Education to Enhance Learner Satisfaction and Retention: Smith, Brenda M.   Lindenwood University ProQuest Dissertations Publishing, 2019. 27671161 said that. "Learning by experience and utilizing prior experiences in learning are foundational principles of instruction in andragogy and adult learning." Smith in his paper quotes that in andragogy, the teacher’s role is more of a facilitator than a presenter according to (Merriam & Bierema, 2014). According to Muneja (2015), positive and trusting environments allow adult learners to feel welcomed, comfortable, and respected, which improves the learning process. This mention is to support my introduction that adult learners can do better in self-directed, in their own topic of their choice that the teacher's instruction and directions.

conclusion

The unmotivated adults with poor self-confidence and negative attitudes to learning, not being able to take responsibility for their own studies, and who, of different reasons, are not able to accept the offers given give rise to a different picture. The discrepancy between the ideal and the real ought to bring about a desire to a context-dependent educational theory based on individual differences and not based on a socially constructed and homogeneous belonging ([75], p. 166). Students have varying ability to relate to teaching that requires self-direction. There may be a bad coherence between the teacher’s role and style and the students’ stage of self-direction. The teacher must adapt to the students’ stage of self-direction and allow them to be more self-directed in their learning. Therefore, good teaching is situational by nature and must be an integrated part of teaching. More importantly am learning that the importance of regarding becoming a self-directed learner as a learning process, and the need for teachers to take part in the learning, is crucial for the student benefits of their expected outcome which they already anticipated from the beginning of their learning. Also having this in mind that one’s stage of life, personal interest in a subject, and motivation are essential concepts in the adult learning process. finally, self-directed learning produces transformational progress, then, transformative learning experience challenges an individual’s current beliefs about the world and creates the need for changes in one’s behavior or ideas, a change that affect the communities involved and who knows, this is probably the alleviation of poverty.

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