**PHI 800 Transformative Learning and Adult Education**

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Omega Graduate School

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Assignment #4 – Course Learning Journal

Professor: Dr. Drenda Davis

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The journal is a written reflection of your learning journey while working in each course. The Learning Journal integrates the essential elements of the course within your professional field of interest. The objective of the course journal is to produce a degree of acculturation, integrating. new ideas into your existing knowledge of each course. This is also an opportunity to communicate with your professor insights gained because of the course. The course learning journal should be 3-5 pages in length and should include the following sections:

1. Introduction – Summarize the intent of the course, how it fits into the graduate program, and the relevance of its position in the curricular sequence.

2. Personal Growth - Describe your personal growth–how the course stretched or challenged you– and your progress in mastery of course content and skills during the week and through subsequent readings – what new insights or skills you gained.

3. Reflective Entry - Add a reflective entry that describes the contextualization (or adaptation and relevant application) of new learning in your professional field.

What questions or concerns have surfaced about your professional field as a result of your study?

4. Conclusion – Evaluate the effectiveness of the course in meeting your professional, religious, and educational goals.

**Introduction: Course Learning Journal**

My learning on adult learners from my master's degree in city vision university and now learning the same here in OMEGA graduate school am recognizing that adults' learners have a wealth of life experiences that they can draw from, depending on what area of expertise they are coming from, that acquired experiences and knowledge is what they want to build on and continue from there. Adult learners are not empty minded like children or young, they want to learn how to do better on what they already experienced. In my case I have been a leader for over twenty years but am here to learn to add onto what I already have and do it professionally. My understanding is that dealing with adult learners is giving them and myself an opportunity to learn more from different perspectives from different information from individuals that is integrated into these past experiences and will serves as a driving force in the learner’s desire to learn.

**2. Personal Growth**

We scholars as Educators we need to facilitate adult learning by actively involving the learner in the education process. Adult learners are highly self-directed and, therefore, learn best when they are active participants in the education process rather than being forced to just listen to lectures. Lion Gardiner believes that a student’s active involvement in learning is so interrelated to effective learning that educational institutions should focus on increasing their students’ involvement in learning. In addition, adult learners, to my understanding from the course materials, say that they are motivated to learn when they feel that the material has relevancy to their real life, or it seems important to their own lives and useful to be applied. Therefore, we as scholars and to be educators we will need to emphasize the goals of the courses we will be teaching because adults function best when they know what is expected of them. Also, it's important for educators. I have learned to clearly state why the information I am teaching is important and how to show it practically how it can fit into the bigger-real and practical picture of their education goals. According to the reading on Instructions for Adult learners, my philosophy of adult education is

to create learning environments where adults can grow and develop at their own pace. The purpose of education cannot be confined to any one purpose but varies according to the needs of the individual. My educational philosophy is about 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 for accomplishing this task, as there should be to

accommodate the 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 own education; while the role of me as the educator is to provide options that the learner might choose to use and guidance for supporting the learners" choices and with dignity & integrity respecting the whole person My philosophy of education is indeed will be a learner-centered with an emphasis on empowerment by creating environments that match learner needs. In practice, this means that I am creating instruction that does more than simply tell or show; I am trying to create instruction that allows learners to choose for themselves whether they want to read about, watch, reflect, or do. I am trying to create instruction that embeds critical thinking, problems solving, and other learning-how-to-learn skills within the methods and strategies used. The most interesting theory that I have learned is the theory about becoming ready to learn something when they experience a need to learn it in order to cope more effectively with real life tasks or problems. By my past experience, no theory of instruction exists for adult learners, and it can also be argued that no one theory of instruction is possible given the diverse activities that are together called adult education. This is an interesting subject to learn and, yes, I agree 100% with my past experience on solving problems in my life, I have experienced that only I and I can resolve the matter, in most cases I needed no advice from whoever no matter how experienced or educated they might be, but cannot give an idea on resolving the issue but the idea and best instruction are from within me. Adults are uniquely built in ways to get then out of where they are to another level only by being given the needed tool and probably little shared experiences to make it sounds better than advice to resourced in a way, they have an escape from conditions and situations in life. I always figured things out as an adult and it worked, I get the credit and shared my experiences with those going through the shame.

**3. Reflective Entry -**

On the reflection entry I want to agree with Walter that Both the teacher and students design and lead learning activities which elaborate, “unpack,” and critique readings, and develop students’ capacity for experiential, emotional, spiritual, arts-based, and bodily learning as well as group process, all the while reinforcing trust, deeper relationships, cooperation, and better knowledge of each other's lives, personalities, capabilities, and identities. The class culminates in creative presentations where learners transform the classroom into “living history museums” representing the sites of adult learning they have investigated in field research. Visitors to living history museums engage in a rich array of informal adult learning; they gain new knowledge, participate in hands-on learning and role playing, and at times even experience transformative learning. In this class, the museum and its learning opportunities come into the classroom and are created by learners themselves.

**4. Conclusion**

I like this about training people how to get out of poverty on their own. Paraphrasing on comment from Andrew Sear The president of CVU, in a video on system thinking “The system thinking according to Andrew he explained the domains of learning on three dimensions. The purpose of the system thinking is to reduce poverty using the three-domain a head, heart and hands. It's a process that requires each step of the three. This means that education and training are the utmost part of the process. People have to get the knowledge into their head, get it down into their heart and finally put it right into their hands. The next step is outcomes / the results of the harmony of the domains. Therefore, Head Learning- Cognitive Learning is a way that you can help someone is cognitive development providing him/her with choices and prompt him/her to make thoughtful decisions. Heart learning- Affective learning has to start from head to heart, as this learning relates to the learner's interests, attitudes, and motivation” we as educators then for this to work we have to show our student adult learner's due respect. We cannot treat them like kids or young people who are waiting to be directed at what to do.

Therefore, we as educators it is important to show respect toward them adult learners as our students for the reasons that when they feel respected and heard, they feel like equals as well considered as to the educator, they are more likely to participate in class and become active learners. It is important for the educator to recognize that adult learners may tend to personalize their own mistakes that they make and that this may affect their self-esteem in the process of learning. This I myself have learned by experiences that an adult learner self-esteem once wounded might take long to heal. Therefore, it's okay for learners to understand that every answer or exercise is never wrong to specific individual may be a little construction though needed so long as it produces positive outcome. It is for this reason that adult learners might be more reluctant when it comes to participating in class. Positive self-beliefs are a central construct in educational psychology, and self-concept and self-efficacy are to be the most to be used and also would be theoretically important for representations of positive self-beliefs in most cases. In Educational I believe that Psychology, much effort has to be expended in trying to distinguish between self-concept and self-efficacy. Nevertheless, the practice and probably the theory of the distinction in my opinion still remains murky. We may need to critique some conceptual attempts to distinguish the two constructs arguing against some distinctions that have been offered in the past and offering some new theoretical distinctions and new empirical approaches to testing support for these distinctions. Finally, according to Samul in his paper he commented that we being spiritual leaders don’t need to change who people are, quoted “Spiritual leadership seems to be a holistic view when compared with other theories. This concerns not only a single trait, behavior, or skill, or contextual factors like previous theories. Spirituality in leadership focuses on proceeding in accordance with universal values such as honesty, integrity, love, compassion, gratefulness that have an impact on a leader’s traits, behaviors, attitudes, and abilities. spiritual values are needed for taking responsible and ethical meaning sustainable activities”. And so, it may mean that following these values determines what we think, and who we are, what we do, and how we manage the learning process of adult learners. Spiritual leaders are successful because they do not need to change themselves or other people, situations, and organizations but they go with the flow so long as they have a successful result that transforms lives. Not to forget about the barriers that adult learners face, ***Courtney*** stated in his paper that adult learners often face barriers as they attempt to enroll in postsecondary education, many barriers for adult students stem from their responsibilities outside of the classroom, such as childcare, work, and barriers that stem from institutional polices. courses have often been touted as the ideal way to facilitate learning as they allow learners to interact in both face-to-face and online settings, thereby experiencing the “best of both worlds.” In practice, that ideal learning setting is more difficult to achieve. While blended courses have the potential to integrate the most beneficial aspects of each modality, such course design requires diligence to successfully navigate a balance and ensure the optimal delivery mode is considered for each learning scenario. The way to encourage them to carry on with no drops out is to encourage the self-directed means of reaching their goal as I stated earlier. This is exactly where Omega graduate school stands, and personally I felt encouraged when I realized the program is self-directed to match my interests in education in ministry of self-concept and social transformation.

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