**Course Learning Journal**

**Transformative Learning and**

**Adult Education 2, PHI 800**

**Assignment No. 4**

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**Course Learning Journal**

The journal is a written reflection of your learning journey while working on 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 as a result 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 as a whole, 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 have 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.

**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.

 The Course Learning Journal, CLJ, is a written record of the learning journey while working on each course. The CLJ integrates the essential elements of the system within the professional field of interest. The journal's summary, intent, or objective is to produce a record of the degree of socialization, incorporating innovative ideas into each course's existing pool of knowledge. There is the opportunity to interact with the professors for gainful insights into the courses. There is room for crossbreeding ideas, question-answer sessions, research study, and thesis development and presentation. The CLJ records the learning process and theories involved in the PHI 800 course, Transformational Learning and Adult Education, Assignment No. 4. The Transformational Learning Theory explains how adults obtain, process, and use new information to view the world. It is an extension of constructivism, a framework that states every learner constructs meaning based on the interaction of new knowledge with previous knowledge. Adult learning at Omega Graduate School, OGS assumes virtual residency and research-study-oriented classes. The capstone presentation and a hybrid format involving the Library of Congress seminar are geared toward the graduation presentation. Javed indicates that Education has - evolved into a lifetime endeavor as the importance of higher education and adult learning has grown. -Educators can transform their theory and practice of instruction through active and transformative learning by critically examining their presumptions and expectations and updating them to support higher education students' successful learning (2023). However, Dr. Wendy Barber sheds additional light and she describes transformational learning theories through the lens of critical concepts in transformative learning, reformation, and the psychology of adult learning (2014). The relevance of transformative learning and adult education (TLAE) is apparent. The TLAE study unfolds the interdisciplinarity of the quantum teaching precepts synonymous with the OGS Socratic learning methodologies. Taylor specifies that Quantum learning taps into the brain's natural learning methods to maximize students' participation, comprehension, competency, reflection, and self-assessment (2023). Other areas of interest are the theory of pedagogy, andragogy, and a host of learning theories and principles.

**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 have you gained?

 Conducting research studies in most OGS assignments is quite challenging and also exciting. OGS applies the Socratic methodology of teaching that spurs into action a broad range of academic sources, some abstract theory discourse, and disciplines based on participatory study research and development. Evident mastery: Stojković and Zerkin indicate that the Methodology of education - is often called eclectic, drawing from various available, established resources - the Socratic method enhances students’ disciplinary genre communicative skills - a method of intellectual exchange, an overall mental and psychological development, strengthening students’ self-awareness and self-confidence (2023). Naz Kausor argues that the Socratic Method is explicitly known as the student-centered method that probes critical thinking in classroom teachings. Critical thinking has become vital in professional accountability and excellent- skills to obtain (2023). The new insights or skills gained are vast and tremendous, especially in transformative learning theories. The twelve principles put across by Jane Vella in dialogic education offered a new theoretical perspective garnered from quantum physics. The OGS learning concepts also identify with quantum and Vella’s dialogue education principles within the quantum critical thinking framework (Singh et al., 2023; Azmi et al., 2023), and they present holistic, integrated, spiritual, and energetic learning concepts reflected in andragogy and pedagogy theoretical precepts. Nwachukwu adds that transformational learning in higher education is achieved through inclusive pedagogy, with an authentic goal to liberate the mind to transform the individual and society.- where the student is the focus. (2023). Nwachukwu, Singh, and Azmi reveal different approaches in transformational learning precepts; however, they tend to share the commonality of the transformational learning process (Pandey & Chandra, 2023) and social change through adult education.

**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?

 The CLJ records and the transformative learning reflect reformation and critical thinking as part of the process and tools in adult learning. Mehmet reveals that Critical thinking, like transformative learning, requires continuous use or internalization rather than rote learning and retention of information (2018). Some other notable reflections are the partly conflicting theoretical views about the reformation or reorganizational process, reinforcements or strengthening, rote or memorization, and internalization or incorporating or integrating. Contextualization and adaptation: Brown et al. argue that transformation theory can be enhanced by threshold concepts theory when it is shown that the transformative potential of formal knowledge can be viewed as consistent with humanist and emancipatory principles (2022 ). Daria et al. reveal that for a concept to be defined as a threshold, it must meet at least three out of five characteristics: transformative, irreversible, integrative, bounded, and troublesome (2020). Each outlined factor is significant based on the cultural and demographic contingency of the learners, the situation, and the contextualization process. Threshold concept theory states that concepts that are difficult to learn are also transformative when mastered. These concepts are core ideas that are conceptually challenging for students. Once grasped, they reconfigure students' understanding of a discipline. Rote and retention learning are necessary capacity-building factors, and they should be accommodated along with internalization when contextualized. The questions being asked and concerns are: Why are institutions and authors labeling the concept of threshold model as complex and not practicable? Why are the reminders about learning memorization seen as contrary to learning internalizations? The answers are apparent. The seeming complexity of the threshold concept is in the argument and process and not necessarily in its transformative interpretation or learning memorization. Memorization in sciences, physics, strategic econometrics, and engineering professions are acceptable requirements in learning education. Critical self-reflection is crucial; it revises the learning habits and ensures transformational learning has taken place (Cranton, 2016).Critical self-reflection involves questioning assumptions, presuppositions, and meaning perspectives (Mezirow, 2006). It is like using the mirror to access oneself. It is best to incorporate evaluation rubrics in the pre-process, during the process, and post-learning.

**4. Conclusion** – Evaluate the effectiveness of the course in meeting your professional,

 religious, and educational goals.

 The role of relationship building is inextricably tied to the effectiveness of transformational learning experiences and outcomes in strict professional terms. Calderwood Rizzo suggests that an in-house- social work research placement showed that the student and supervisor relationship had far more impact on transformative learning than the assigned placement tasks. A model for co-creating an environment of transformative learning is described, putting student learning and growth at the center. Attributes contributing to a transformative learning environment included being trustworthy, respectful, engaging, caring, and humble (2023). Proactive rationality and affection can be instrumental to a professionally skilled, functional social action designed for social change. Religious experiences from research studies, virtual classes, and group study presentations tend to break new grounds in faith learning integration and Christian worldviews. Norman and Odotei examine practical opportunities to strengthen faith integration within the relief and development field through intentionally developing a shared understanding of Christian witness, leveraging Christian “sacramental moments” (2019). Faith integration provides the basis for the strength of conviction of the Christian leader and the efficacy of sacred traditions involving doctrinal observance and practices, thereby creating a Christian worldview and enlightened leadership (Wang & Gordon, 2023; Zuhro, 2023) and social change.A sacrament is an efficacious sign of grace. Pope Francis says, "The Sacraments are Jesus Christ’s presence in us.” (Culp, D., 2021). The leader's religious, Christian choice breaks new grounds through the Kingdom (divine realm) and global world commerce.’ What makes a huge difference is when God becomes a partner—possibly seen as a co-worker and a friend in one’s business, work, or job (John 15:15-16). Some of the educational goals during the final and post-completion of the DSL degree program include aligning with like-minded academics or intellectuals to conduct more peer-reviewed research studies in transformative learning and adult education (Livingston & Cummings, 2023; Storm, 2023) in the areas which several institutions are yet to unravel. For instance, the concept of the threshold model and the application of the quantum literacy theories, the behavioral and cognitive theories will be critically evaluated to determine their contextualization and suitability in transformative learning and social change. Some good time will be invested in writing academic books and conducting scholarly and professional seminars and workshops to invest the academic and experiential knowledge and skills in regular people, colleges, and national and global communities requiring social change.

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