**Course Learning Journal**

PHI 800 – Transformative Learning and Adult Education

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Professor

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**Introduction**

I am asked to 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. I know from the DSL program’s catalog description that this program is designed for scholar-practitioners, with an emphasis on practical application of knowledge attained. This is order to become world changers. Initially there were issues with the course Syllabus, which created a bit of confusion. However, I managed to get into a groove after that.

 The intent of this particular course is to *explore the theories and concepts of transformative learning and andragogy,* to *review of research literature and how my interpretation as a learner may change as a result – in other words, its ability to transform my current thinking and then transform the thinking of others*. I perceive that this course fits into the DSL program as a provider of theoretical enrichment, in order to make students better communicators from an interdisciplinary perspective. I am unsure as to why this course is placed within the course sequence for the DSL program; instead, I simply trust that it has been placed into the sequence because it builds skills in thinking and reflection.

**Personal Growth**

This course stretched me in many ways, but especially in the integration of faith and the learning process. I have not been affiliated with any form of religious organization for nearly 50 years. I communicated this to the professor, and felt fully supported.

When researching literature that contributed to my contextual interests, I was comfortable. But as stated previously, when it came to integrating faith into my secular context, I was stretched and challenged to “fit” that in. I do believe that I rose to the challenge and was able to successfully integrate some faith principles into my arguments and contextualization.

I think it was helpful that I completed a few doctoral courses at another university, so that I could return to OGS with perspective and a greater appreciation for the spiritual aspect (which was missing entirely from the other university’s curricula).

**Reflective Entry**

While this course was mainly theoretical, I was able to contextualize some of its content in my volunteer position with the Hospital Foundation. Through developmental readings and research, I began to recognize the multiple intelligences within my organization. While my work is outwardly secular in nature, inwardly I was able to connect service to a higher power with my service to the community. Through this program, I have discovered a way to view my volunteer service as a form of ministry. Once that realization occurred, the content of this course gained greater relevancy to my life.

As for concerns, the only concern is that I cannot overtly express any form of spiritual ideas or thoughts in my work. However, as stated above, I gain inward strength and purpose.

**Conclusion**

 While, admittedly, I’ve struggled with some of the deeply religious content of my courses, I nonetheless feel enriched by this added dimension of learning – especially as it informs my newly discovered sense of purpose by viewing my work as a form of ministry to the community.

Although my work is outwardly secular in nature, inwardly I was able to connect service to a higher power with my service to the community. Once that realization occurred, the content of this course gained relevancy to my life.

This course provided theoretical enrichment, helping me to better evaluate literature from a wide variety of educational disciplines and discover where they integrated and strengthened those disciplines and support my professional goals, in order to make me a more effective leader and eventual world changer.