

Transformative Learning and Adult Education

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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.

Course Essential Elements

1. Andragogy

2. Transformative Learning Theory

3. Educational Taxonomies

4. Multiple Intelligences Theory

Source One: Duff, M. C. (2019). Perspectives in AE—Adult Black males and andragogy: Is there a goodness of fit. *New Horizons in Adult Education and Human Resource Development*, 31(4), 51-58.

Comment 1:

Quote/Paraphrase: Myron C. Duff asserts in his article that Malcolm Knowles Adult Learning Theory theory “represent European ideologies and ways of learning that fail to recognize the multifaceted experience of adult Black males.” Duff believes that more culturally relevant schools of thought need to be considered, such as racial profiling, isolation and racism. Duff’s research “examines deficit perspectives of supporting adult Black males while whiteness and systemic oppression are targeted as barriers to their success. The paper concludes with implications for practitioners who work with or conduct research on the population” (Duff, M. C., 2019).

Essential Element: The essential element is andragogy.

Additive/Variant Analysis: This is an additive to my learning because there are diverse intellectuals and scholars as well as diverse adult learners that need to be heard and acknowledged.

Contextualization: I appreciate Duff’s critique. As a researcher, one of the most rewarding experiences is to read the works of scholars from all backgrounds around the world. In gaining wisdom and developing an unbiased appreciation of

knowledge and truth, the only way to gain a perspective that is open-minded is to diversify my developmental readings.

Comment 2:

Quote/Paraphrase: “Duff asserts that “Ignoring scholars of color discredits the validity of research that provides a count-discourse regarding marginalized groups (Denton, 1993; Johnson-Bailey, 2006)” (Dunn, 2019). “Renowned intellectuals of color such as Booker T. Washington (1901), Alain Locke (1935), W. E. B. DuBois (1969), whose “self help and adult education are part of the African American cultural heritage” (Rowland, 2000, para 7) are essential to the literature of adult education. Johnson-Bailey (2006) cites Black adult education scholars such as McGee & Neufeldt (1990) who wrote two separate books highlighting Black academics in the field. Rowland (2000) adds that the “humanistic perspective on adult education, not among Black Americans but in general, may not have come about without the influence of men like Washington and DuBois” (para. 8). The work of many Black men and women scholars of adult education predates adult education intellectuals such as Malcom Knowles and other servants who are lauded for their contributions to adult education” (Dunn, 2019).

Essential Element: The essential element is andragogy.

Additive/Variant Analysis: This is an additive to my knowledge because I know from experience that Black brilliance and intellectual contributions are often not

acknowledged and repackaged without being given any credit or recognition.

Contextualization: I love Booker T. Washington and W.E.B. DuBois remembered studying their works and admiring how scholarly and brilliant they were in their writings from when I was at Spelman College. I have come across some pretty amazing articles by Black scholars during my research for my development reading at OGS. I will continue to seek a plethora of voices among scholars and make sure that I don't ignore Black brilliance and contributions..

Source Two: BÎRSANU, R., & KANANI, I. (2019) Revisiting the principles of the adult learning theory. *CROSSING BOUNDARIES IN CULTURE AND COMMUNICATION*, 127.

Comment 3:

Quote/Paraphrase: In the seventies and eighties, the concept of “andragogy” was first introduced by Malcom and was used to refer to the theory and practice of adult training. Knowles advanced the idea that children and adults have distinct learning styles and expectations. Knowles identifies five assumptions with adult learners distinguished from children. “The first feature of an adult learner is self-concept, which translates into the fact that as one advances in life, s/he departs from being a dependent being and develops his/her own independent personality. As opposed to children, adults are autonomous, they engage in the education process as a result of their own will and, as such, they can be involved in decisions that impact them. Another trait of this class of learners is the role of

experience. Adult learners have already acquired a significant pool of both negative and positive life experiences” (BÎRSANU, R., & KANANI, I., 2019, p.128).

Essential Element: The essential element is andragogy.

Additive/Variant Analysis: This is an additive to my knowledge for Malcolm Knowles first two assumptions to learning.

Contextualization: God is moving in my life. It is very possible that the Lord is moving me into adult education full-time. I have conducted and coordinated the professional development of teachers and staff for thirty years. Additionally, I have trained adults outside of school for the same amount of time. As an adult learner, Malcolm’s five assumptions are beneficial in planning a training program and for teaching adult learning. With my life group, this is what I am doing and want to go more in depth.

Comment 4:

Quote/Paraphrase: “Readiness to learn is the third feature of adult learners.

Usually, adults engage in education when they know that the content they are about to assimilate is relevant for their professional development...Orientation to learning is an essential element to consider when dealing with adult learners. In close connection with the previous feature, this principle emphasizes the fact that, unlike children, who are supposed to put the acquired knowledge into practice at a

later time, adults need to become familiar with content that is relevant and useful in their everyday life, in their professional and/or family or social environment.

The motivation to learn is oftentimes the ultimate factor that influences considerably the success or failure of an adult learner's engagement in training. Adults' motivations to learn vary significantly and range from personal to professional ones. In compulsory schooling, motivation is mostly extrinsic, whereas in the case of adult learners it is largely intrinsic, meaning that it is driven by personal factors such as improved self-esteem, personal development and even job satisfaction" (BÎRSANU, R., & KANANI, I., 2019, P. 128-129).

Essential Element: The essential element is andragogy.

Additive/Variant Analysis: This is an additive to my knowledge of Malcolm Knowles final three assumptions to learning.

Contextualization: Prior to taking this course and coming to OGS, I never realized the magnitude of research on andragogy. I am going to use this research. God is shifting my focus. It is time for me to leave the K-12 public school system. I have been in public education for thirty years and in leadership for twenty years. It is time to exit. I pray that God will continue to prepare me for my next assignment. Many people wonder what is going on with the children and young people today. The problem today is not the children. It is the adults who have failed them. Oh that God would grant me the wisdom to lead adults to do better with the children.

Source Three: Harrod, A., von Benzon, N., & Limmer, M. (2023). 'It's probably more about the people': For a person-centred approach to understanding benefits of nature-based interventions. *Area*.

Comment 5:

Quote/Paraphrase: "In this paper we have aimed to expand on the concept of a relational self through embracing Rogers' (1951) understanding of a person as an embodied organism, which has a tendency to actualise and is a source of understanding and valuing experience. This actualising tendency means people have the resources within them to grow and self-heal. However, this tendency requires a supportive environment or else it can be thwarted, estranging a person from their organismic valuing process" (Harrod, A., et al, 2023).

Essential Element: The essential element is andragogy.

Additive/Variant Analysis: This is an additive analysis because just like God made our bodies to heal itself, the same is true for our minds.

Contextualization: While I believe we have to be careful in believing that we are not still dependent on God in all things (John 15:5), I do believe that we are made in such a way that our minds can heal with the right help, therapy and environmental changes. "This actualising tendency means people have the resources within them to grow and self-heal. However, this tendency requires a supportive environment..." (Harrod, 2023).

Source Four: Holt, C. J. (2020). The Authentic Online Teacher—Practical Insights from Rogers’ Person-Centred Approach. *Tertiary Online Teaching and Learning: TOTAL Perspectives and Resources for Digital Education*, 161-167.

Comment 6:

Quote/Paraphrase: “To have a successful lifelong career, education should create graduates who can adapt and respond to change quickly (Su, 2014). The suggestion that learning should go beyond the transmission of static information is not new. Carl Rogers, one of the founders of humanistic psychology, acknowledged the need to better facilitate learning as what is taught to students will either be modified or become outdated by the time they commence work (Rogers & Freiberg, 1994). He suggested that the goal of education should be to create students that can adapt, change, and become lifelong learners. Learning that has no personal meaning involves the mind only; it takes place from the neck up. Learning that fosters insatiable curiosity and absorption, needs to involve feelings and personal meaning; it should involve the whole person (Rogers & Freiberg, 1994)” (Holt, C. J., 2020).

Essential Element: The essential element is andragogy.

Additive/Variant Analysis: This is an additive analysis as I look at how we can be equipped students.

Contextualization: This statement where Carl Rogers “suggested that the goal of education should be to create students that can adapt, change, and become lifelong learners” should be at the core of all learning. Rogers understood that “learning that has no personal meaning involves the mind only; it takes place from the neck up” (Holt, C. J., 2020).

Comment 7:

Quote/Paraphrase: “Arguably, the clearest definition of authenticity has come out of Carl Rogers’ person-centered approach to psychotherapy, which involves focusing on the person’s subjective view of the world (Wood, Linley, Maltby, Baliousis, & Joseph, 2008). Authenticity in this context has been conceptualized as involving consistency between actual experience, conscious awareness, and behavior (Barrett-Lennard, 1998). Authenticity is said to firstly stem from a close match between one’s actual experience and conscious perceptions of their experience, which is a necessary antecedent for congruence between awareness and behavior. In other words, to be authentic is to behave and express emotions that are consistent with perceptions of physiological states, emotions, and thoughts (Wood et al., 2008)” (Holt, C. J., 2020, p. 163).

Essential Element: The essential element is andragogy.

Additive/Variant Analysis: This is an additive analysis by learning about adult education.

Contextualization: In working with professional development and ministry with adults, I want to make sure to remember that authenticity involves consistency between actual experience, conscious awareness, and behavior (Holt, C. J., 2020). In other words, I need to be cognizant in planning to help connect their experiences, awareness and behavior. The relevance in the learning is in its application and how the adult connects with the learning.

Comment 8:

Quote/Paraphrase: “Other important attitudinal qualities from the person-centered approach that are said to facilitate growth and learning include acceptance (i.e. realizing that the learner is a person with feelings and being accepting of these) and empathic understanding. Although these other qualities are important, it is authenticity, a sharing of one’s own true inner feelings, that is considered the most basic and important quality for good teaching (Rogers & Freiberg, 1994). It is also acknowledged that of the three attitudinal qualities, feeling empathic and accepting of students may not always be possible, for example, it is likely difficult for a teacher to be accepting and empathic towards a difficult student, but being real/authentic in these situations can help lead to change and is more beneficial than pretending to care, which can lead to alienation (Rogers & Freiberg, 1994)” (Holt, C. J., 2020, p. 163-164).

Essential Element: The essential element is andragogy.

Additive/Variant Analysis: This is an additive analysis to my learning.

Contextualization: This study of adult learning is really helping me. Respecting the authenticity of the whole human being recognizing their emotions and empathy as part of the learner is just something I didn't pay close attention to when planning for adult learning. Now, I will not only plan to engage the whole person in the learning process.

Source Five: Schnepfleitner, F.M. & Ferreira, M.P. (2021). Transformative learning theory – is it time to add a fourth core element? Journal of Educational Studies and Multidisciplinary Approaches.

Comment 9:

Quote/Paraphrase: Mezirow's transformative learning theory focuses on transforming problematic frames of reference into more inclusive, discriminating, open, reflective, and emotionally able-to-change ones. This differs from informational learning, which increases skills or cognitive structures. Transformative learning suggests that established frames of reference can guide a structural shift in basic premises of thought, feelings, and actions.

Mezirow's transformative learning theory focuses on transforming problematic frames of reference, such as mindsets and habits of mind, into more inclusive, discriminating, open, reflective, and emotionally able-to-change frames. This differs from informational learning, which increases skills or cognitive

structures, giving more resources to an established frame of reference.

Transformative learning, with constructivist underpinnings, suggests that a person's established frames of reference can be changed, leading to a deep, structural shift in basic premises of thought, feelings, and actions (Schnepfleitner, F.M. & Ferreira, M.P., 2021, p. 42).

Essential Element: The essential learning is transformative learning.

Additive/Variant Analysis: This is an additive analysis in understanding transformative learning.

Contextualization: Transformative learning has gained popularity and taking this course has helped to deepen my understanding of how the enemy is reeducating the public to accept ungodly practices and behavior. Working in the public school system, I am seeing firsthand how employees are being reeducated through transformative learning to accept practices in eastern religions and gender preferences. However, transformative learning works both ways. As believers we will not only need to be equipped, but we will need to be strategic in winning and educating not only believers but non-believers in Biblical principles and ideals.

Comment 10:

Quote/Paraphrase: The new core element of transformative learning is context. Mezirow (1994, 2011) did not dismiss the importance of context in transformative learning, arguing that contextual culture influences who learns what, how, and

when. He argued that transformative learning aims to encourage adults to think independently and reassess factors supporting this contextual culture. However, this may overlook the constraints of diverse social contexts and material constraints on behavior, especially in informal or non-formal educational settings. Some studies have noted that Mezirow's initial research study may have taken participants' experiences apart from their historical and sociocultural context, limiting our understanding of their full meaning. Morgan (2011) suggests that some contexts are more likely to be "efficacious" than others, as they help create the right mindset for transformation to occur. Therefore, it is not just about what is possible but also what is feasible (Schnepfleitner, F.M. & Ferreira, M.P., 2021, p. 45).

Essential Element: The essential element is Transformative Learning Theory.

Additive/Variant Analysis: This is an additive to my knowledge.

Contextualization: This fourth component gives consideration to the context of a person's life. As I look at the various backgrounds and the diversity of the adults at work and at school, it begs to question how deep they are learning and how does that learning play into the context of life? This course has made me look at adult learning from a whole new context, deepening my understanding of the importance of planning for the immediate application of skills and knowledge..

Source Six: Rothwell, W. J. (2020). *Adult learning basics*. American Society for Training and Development.

Comment 11:

Quote/Paraphrase: “In recent years, much attention has been focused on demonstrating the business impact or the return-on-investment of training. But less attention has been focused on demonstrating the business impact or return-on-investment of learning. One reason may be that measuring the value of learning may be even more daunting than measuring the value of training. Participation in training can be identified. It is easy to count how many people are sitting in training seats, are logged into online training or are participating in planned apprenticeships. And if the training is planned, it is easy to see what people have been taught to do by consulting the measurable instructional objective. However, it remains to be seen whether they apply what they have been taught back on the job and what measurable value the organization gains when they do that. It is even more challenging to measure the value and impact of so-called far transfer of learning by which individuals creatively adapt what they have learned to new situations that were not similar to those in the learning situation (Rothwell, W. J., 2020).

Essential Element: The essential element is andragogy and multiple intelligence theory.

Additive/Variant Analysis: This book is an additive to my knowledge in understanding andragogy and multiple intelligences in professional development.

Contextualization: In reflection, as I plan my action research with Educators for Christ, I will pay close attention to how I will monitor and measure the knowledge learned. The goal will be for the participants to take the information and increase their faith learning integration into their perspective positions. I agree with Rothwell. It is not difficult to measure the attendance and participation during the training. It takes more deliberate efforts and planning to measure how information is applied.

Source Seven: Gardner, H. (2006). *Multiple intelligences: New horizons in theory and practice*. Basic Book. New York.

Comment 12:

Quote/Paraphrase: “I would like to present an alternative vision—one based on a radically different view of the mind, and one that yields a very different view of school. It is a pluralistic view of mind, recognizing many different and discrete faces of cognition, acknowledging the people have cognitive strengths and contrasting cognitive styles. I introduce the concept of an individual-centered school that takes this multifaceted view of intelligence seriously. This model for a school is based in part on findings from sciences that did not even exist in Binet’s times: cognitive science (the study of the mind) and neuroscience (the study of the

brain). One such approach I have called the theory of multiple intelligences”
(Gardner, H., 2006).

Essential Element: The essential element is multiple intelligences.

Additive/Variant Analysis: This is an additive analysis in understanding how God gave us all different abilities.

Contextualization: As I think about Gardner “introducing the concept of an individual-centered school that takes this multifaceted view of intelligences,” imagine what that would mean to education. Even in our view in cherishing the abilities that God gives to a person. Romans 12 lets us know about how there is a place for everyone in the body of Christ.

Works Cited

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