Transformative Learning & Adult Education

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Assignment

### *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.

**Source One (Jn 1):** Loeng, S. (2020). [Self-directed learning: A core concept in adult education](https://www.hindawi.com/journals/edri/2020/3816132/), *Education Research International*. (2020). 1-12.

**Comment 1:**

**Quote/Paraphrase: “**Knowles [8] maintains that there is convincing evidence that people who take the initiative in learning learn more and learn better than people who are passively being taught” (p5).

**Essential Element:** The Essential Element for this quote is Andragogy.

**Additive/Variant Analysis:** This quote is additive to the fundamentals of Andragogy in Adult Learning Theory. It is supportive of several Andragogy concepts (e.g., readiness to learn, motivation and orientation to learn).

**Contextualization:**  The OGS degree program requires that adult learners take “initiative” in their courses in order to get the most out of each class. This is especially true because the courses are for the most part asynchronous. As a student of the public education system, which relied in the 70’s and 80’s primarily on passive and repetitious learning styles, I can compare my experiences then and now. Labeled as “gifted” I felt held back by the passive style of learning. Thank goodness for extra credit! When the public education system was attacked for “tracking” students it underwent significant changes to equalize all classes. Putting students of differing levels together was a disservice to all students. As an adult learner earning a doctoral degree in my 50’s, I can compare the OGS style to my undergraduate and prior graduate education experiences.

The online self-directed programs will be the most successful with students that can take initiative, whereas traditional on-campus programs will work for those that prefer the passive style of learning. Students considering OGS should be counseled about this to determine if this system is in their best interest. The referenced quote supports addressing this with students in order to ensure their success and a better match for OGS.

**Comment 2:**

**Quote/Paraphrase:** “The individual’s ability to self direct is of great importance to the society, working life, and social development” (p10).

**Essential Element:** The comment relates to the Essential Element Andragogy.

**Additive/Variant Analysis:** This additive quote sums up the impact of self-directed learning not just for the learner as an individual, but for those in the world around them. This big picture goal gives greater meaning to the option of self-directed learning, especially for the individual learner.

**Contextualization:** The OGS learning system is well suited for the students looking to be a change maker in today’s world. Knowing that our godly design to learn in a self-directed manner is empowering to me as a student because it removes boundaries set by the passive learning style, where what is taught sets a boundary.

The self-directed learner should be given this quote in an effort to encourage them to stay the course and strive to be all that God would have them be. One concept of Andragogy is “the need to know”. Knowing the OGS system is better suited for self-directed learning style students and that this also plays an important role in serving the Kingdom could make the difference in recruiting more students to OGS, as well as inspiring OGS graduates to reach higher. Additionally, knowing this would have helped the younger me to not get discouraged with every shut door or nay-sayer. As such, it would also serve the younger generation that finds themselves in this uniquely designed category.

**Source Two (Jn 2):** Van der Aar, L., Peters, S., Becht, A., & Crone, E.  (2022). [Better self-concept, better future choices? Behavioral and neural changes after a naturalistic self-concept training program for adolescents](https://link.springer.com/article/10.3758/s13415-021-00946-1). *Cognitive, Affective and Behavioral Neuroscience*; New York 22 (2), 341-361.

**Comment 3:**

**Quote/Paraphrase:** “self-concept clarity and social self-evaluations positively predicted social adjustment to college and academic performance 6 months after training.”

**Essential Element:** The comment relates to the Essential Element Andragogy.

**Additive/Variant Analysis:** This additive analysis supports training that increases self concept as a predictor of future success. Results following self concept training for those with a low self concept show both improved self concept and social adjustment. A consequence of improved self concept also led to better decision making in college.

**Contextualization:** Self Concept is a component ofAndragogy. This study should encourage the self-directed learner student with a less developed positive self concept. This study showed positive results following self concept training. As such, the inference could be made that results could extend beyond decision making to positively impact learning.

As a self-directed student learner, my experiences with instructors and programs that resulted in a greater positive self-concept always led to wanting more. This sheds light on the elementary education system because society often refers to the young as “sponges absorbing everything”. Sadly, most classroom instruction in my time set limits. Imagine how different the world could be if the OGS system and self-directed learning was better integrated into all levels of education.

**Comment 4:**

**Quote/Paraphrase: “**The fact that educational decision-making can be challenging, especially at a relatively young age, also is reflected in an increasing number of adolescents who are postponing this choice by taking one or multiple gap years before starting a major in higher education” (p 341).

**Essential Element:** The key essential element is Andragogy.

**Additive/Variant Analysis:** This additive quote indicates a need to evaluate the systems in place that guide students towards a college major or vocational career. The last decade has seen the rise of diversity in majors offered with Professional Certifications being an added priority in addition to a college degree. While this opened up more opportunities for students, the “business” of educating students took precedence over the responsibility of helping students “discover” their calling.

This article is indicative of the crisis today’s youth feel and is evident in the rising number of students taking a “gap year”. They lack the components necessary to transition from Pedagogy to Andragogy style of learning.

**Contextualization:** The gap year option always existed, but was not publicly “labeled” until recent years. As such, it is now a concept that is being studied. The above-referenced quote sadly indicates that this newer concept is gaining in popularity, which can be translated into the failure of society (e.g., parents, education system, and colleges) to adequately prepare students.

As a doctoral student and career coach, the future appears troubled but also can be seen as an opportunity for Christ to shine and for the Christian community to stand up and stand out. Larry Burkett created a system to train coaches to help students discover their unique design and how to use it for the Kingdom.

**Source Three (Jn 3):** Chong, M., Benjamin Kok Siew Gan, & Menkhoff, T. (2022). Enhancing students’ global competence through international business study missions. *Journal of International Education in Business*. 15(2), 165-183. <https://www.proquest.com/docview/2716405834/4F74FFB1F9724DC6PQ/2?accountid=40162>

**Comment 5:**

**Quote/Paraphrase: “**Students schooled in the Singapore education system are expected to have 21st-century competencies, and student outcomes include the need for civic literacy, global awareness and cross-cultural skills” (p165).

**Essential Element:** The Essential Element supported by this quote is Andragogy.

**Additive/Variant Analysis:** This additive quote is supported by the Andragogy concept of Adult Learning Theory. The article gives context to the Singapore education systems goal for students in that it explains the use of short term mission trips modeled after internships. Students travel, work and are exposed to business operations. They even have the opportunity to speak with business owners and workers to ask questions in order to better understand processes and tasks. The benefit of this internship style mission trip positively impacts the various components of Andragogy.

**Contextualization:** This unique style of mission trip supports a self-directed style of learning, as well as the 6 components of Andragogy. Traditional mission trips place students in opportunities to help the organization, but rarely is there an internship aspect that offers business reciprocity that will help the student gain insightful career benefits.

Mission Trips should be seen as an opportunity for more than just serving the Kingdom. Matching the servant to the opportunity provides added benefit to everyone involved. Servants get to use their skills and gifts, organization/church gets a motivated servant skilled to complete tasks quicker and better, and the sending organization will see increased completed assignments that results in servants requesting another assignment, as well as positive reputation that results in more people wanting to go.

**Comment 6:**

**Quote/Paraphrase:** “The ability to interact positively with people of different national, social, ethnic and religious backgrounds, as well as those of different genders is critical…” (p179).

**Essential Element:** The Essential Element is Andragogy.

**Additive/Variant Analysis:** This additive quote supports several Andragogy components. For example, one’s experience enhances their ability to positively interact with others, especially those different from ourselves. The bigger worldview one has, the better they can adapt their orientation to a situation.

**Contextualization:** The OGS system is unique in that every assignment builds upon another. Course assignments also incorporate our career field or desired area of study. Since it is a self-directed learning model, students must be ready to learn. Students come from all over the world to study at OGS, which requires the ability to interact with others who are coming from very diverse backgrounds.

To complete one’s program requires a motivation to: study independently; correlate coursework with career; and to think outside the box about how to be a changemaker. To be successful as a changemaker requires all components of Andragogy. Just as the quote cited requires the same components to achieve the positive outcome.

**Source Four (Jn 4):** Broughton, P., Dotson, K., & Harder, J. (2023). [Challenges and expectations of baby boomers seeking a graduate degree](https://www.proquest.com/scholarly-journals/challenges-expectations-baby-boomers-seeking/docview/2866894776/se-2). *Delta Kappa Gamma Bulletin, 89*(5), 53-62.

**Comment 7:**

**Quote/Paraphrase:** “Graduate program learning was enhanced by the relevance of assignments to learners' needs and interests.

**Essential Element:** The quote supports Andragogy as the Essential Element.

**Additive/Variant Analysis:** This additive comment supports the concept that enhanced learning occurs when the content is relevant. It also supports career coaches, who base their assistance on factors like personality, interests, core values and skills/abilities.

**Contextualization:** The quote seems like an obvious deduction, but it makes the thought of choosing a career in our late teens almost seems counterintuitive. Andragogy and being a lifelong learner is easier than pedagogy which teaches the young, who are immature and have fewer life experiences.

**Comment 8:**

**Quote/Paraphrase:** “as adult learners are nearing retirement age, their personal goals as lifelong learners are to access higher education opportunities and to utilize this learning in their remaining work and retirement futures as well as for personal fulfillment” (p60).

**Essential Element:** Andragogy is the Essential Element.

**Additive/Variant Analysis:** The content of this additive quote is expected from my perspective because I consider myself a lifelong learner accessing higher education to further my career. While our place in life influences our reasons for learning, it also influences how we learn. It would be interesting to find a longitudinal study that followed students from college for their opinions at different stages of life.

**Contextualization:** As I approach that next phase of life, on the one hand I am excited to re-launch my career after raising my kids. On the other hand, I see friends preparing for retirement and looking forward to not working. Having found that I love learning, I never thought of retirement. It is my hope to change that mindset of Christian retirees to seek their spiritual calling to serve the Kingdom as missionaries or to mentor the younger generation.

**Source Five (Jn 5):** Recigno, T. E., & Kramer, P. (2022). [The Development of Leaders: Suggested Modules for Education](https://doi.org/10.15453/2168-6408.1941). *The Open Journal of Occupational Therapy, 10*(4), 1-8.

**Comment 9:**

**Quote/Paraphrase:** “Indoctrination to the importance of a leadership perspective is essential during the formative years of education so that students enter practice knowing that leadership is not just related to their specific position” (p1).

**Essential Element:** The Essential Element is Andragogy.

**Additive/Variant Analysis:** This additive quote supports the Andragogy component of “needing to know”. It is important that students have a strategic career plan outlined because it is easier to navigate with an idea of where you are going, even if plans change. Many of today’s students are lost and unprepared for change, especially unplanned change.

**Contextualization:** High school students graduate with one of two plans. Either go to college or get a job. Many have the American Life Plan - attend college (or not), get a job, settle down, build a good life, and retire. Is that God’s plan for us? Are they prepared when doors are closed? Are they continuously reaching for more?

For the go-getter, I think leadership will come easier for them than for the person who has no plan and doesn’t value becoming a leader. The public school system does not have a system that motivates students to push themselves, nor does it encourage all students to actively participate in civic duties or adopt a leadership perspective. Each of us has a civic duty. Not everyone is built to be a leader, but we can adopt leader character traits like empathy, integrity, and accountability.

**Comment 10:**

**Quote/Paraphrase:**  “Andragogical strategies help students frame leadership within familiar contexts and identify how behaviors and traits emerge in themselves” (p5).

**Essential Element:** Andragogy is the Essential Element

**Additive/Variant Analysis:** This additive comment supports Andragogy as a means to assist students in understanding leadership by allowing them to rely on specific strategies they can relate to. Adult learners can strive to achieve more, and fill God’s call on their life. How they come to understand and this is in part based on how they process and make sense of information.

**Contextualization:** Students who discover God’s call on their life also learn how He wired them, and how to use those details to find the company, team, activities, and hobbies that best match them. This is what I do as a Career Coach and what I hope to train retirees to do within their church and community.

As a Career Coach, I could integrate Andragogy strategies when sharing the Godly design with a student. It could help those that think differently and are wired for leadership develop a strategic career plan that includes a leadership role. Perhaps they will also strive for more or at the very least be more alert to see new opportunities.

**Source Six (Bk 1):** Johnson, C.N., (2022). [*Business as mission, in a nutshell - all the basics: The essential road map for christian entrepreneurs*](https://businessasmission.com/resources/bam-in-a-nutshell-johnson/)*.* Colorado: Roadrunner Press.

**Comment 11:**

**Quote/Paraphrase:** “A BAM company has a dual mandate: A Business Mandate,... and a Mission Mandate” (p. 140).

**Essential Element:** The Essential Element is Andragogy.

**Additive/Variant Analysis:** This additive analysis identifies a dual mandate for the business owner. As such, they have a larger responsibility, one in which can be supported by the components of Andragogy.

**Contextualization:** An Adult Learner brings more to the business than a younger less experienced individual. Having a dual mandate requires more of an owner than a non-Christian business. One may be concerned or discouraged that the dual mandate is double the work. However, as a Christian, we are called to build a business on biblical principles, so in reality the “M” mandate should not be seen as a burden, but as an opportunity to share Christ with staff, as well as an opportunity to “give back” to the community.

**Comment 12:**

**Quote/Paraphrase:**  “...leadership is one of the foundational pillars/basics of a BAM Company **(**p. 384)”.

**Essential Element:** The Essential Element is Andragogy.

**Additive/Variant Analysis:** This additive quote indicates many can be leaders. A leader is someone with specific character traits. A leader does not have to lead a lot of people to be an effective leader. Everyone should be encouraged to lead when the time is right.

**Contextualization:** Having an understanding that leadership is a pillar/basic concept for a BAM Company, mandates that owners exhibit specific traits. It also means that more is expected of them than in a non-Christian company. The components of Andragogy support leadership as a pillar/basic concept.

**Source Seven (Bk 2):** Rovner, M. (2020). [*Supernatural business: A better plan*](https://www.amazon.com/Supernatural-Business-Better-Mike-Rovner/dp/1943361614). Oklahoma:

Insight International, Inc.

**Comment 13:**

**Quote/Paraphrase:** “If God can do all this through… me… He can do it for anyone” (p 170).

**Essential Element:** This quote supports the components of Andragogy as the Essential Element.

**Additive/Variant Analysis:** This quote supports several components of Andragogy. The book is about Rovner’s journey from troubled past to Kingdom Business Leader. It is a story of encouragement for others to not only seek God first, but to also ask what we can do for the Kingdom. Adult Learners bring their life to the table, which can provide valuable testimonials to share with others. They just need guidance and the understanding of the components of Andragogy to do so.

**Contextualization:** The career goals I set have evolved over the years as life threw curve balls my way. Reading testimonials like Rovner’s gives me hope that God has a plan for me and can use me for the Kingdom. Learning about the components of Andragogy have helped me accept the way I learn, the path I took, and to see that God was there with me at every curve.

As a lifelong learner working for an educational ministry I plan to develop education opportunities for the Kingdom through BAM (Business As Mission). God has placed “second halfer’s” (i.e. retirees) and those in need on my heart. Obtaining a doctoral degree was always a distant dream, but with OGS and God’s perfect timing both are becoming a reality. Having felt the Holy Spirit as I shared my testimony with Moms on a mission trip in the Philippines, it is encouraging to know the power of God; and to know all things are possible through Him.

**Comment 14:**

**Quote/Paraphrase:** “We’ve always tried to bring people to the next level. We do that by coaching and mentoring” (p 99).

**Essential Element:** The Essential Element is Andragogy.

**Additive/Variant Analysis:** This quote supports the need to indoctrinate leadership into students at the Pedagogy level. Christians have a leadership call and that is to be like Jesus, to lead like Jesus! Rovner understood this and after God built a thriving business, He then called Rovner to teach others, which is what he has done with his book and his education platform.

**Contextualization:** As a Christian Career Coach, I help people discover their Godly design and show them how to match that design with career options and life opportunities. Until this class I had fixated somewhat on people being designed as leaders or they aren’t. However, this course helped me to see that every young child should be given the tools for leadership so they can feel empowered when God gives them an opportunity. Additionally, every person can adopt leader character traits to be better people in every minute of the day. As Christians, we are called to be righteous in all things and to strive to be like Jesus.

**Works Cited**

Broughton, P., Dotson, K., & Harder, J. (2023). [Challenges and Expectations of Baby Boomers Seeking a Graduate Degree](https://www.proquest.com/scholarly-journals/challenges-expectations-baby-boomers-seeking/docview/2866894776/se-2). *Delta Kappa Gamma Bulletin, 89*(5), 53-62.

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