Transformative Learning and Adult Education

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Professor

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Assignment

### *Developmental Readings*

Review Assignment #3, the course essential elements, assigned readings, and recommended readings to identify selections of books and scholarly articles to identify and select developmental reading sources and entries.

* Refer to the “[Student Guide to Developmental Readings](https://drive.google.com/file/d/161V_FaYR2BnNGCSFUlWPjUSIQzcH04Hq/view?usp=share_link)” for updated information on sample comments, rubrics, and key definitions related to developmental readings.

**Source 1:** Broughton, P., et al., (2023). Challenges and expectations of baby boomers seeking a graduate degree.*Delta Kappa Gamma Bulletin,*89(5), 53-62.

 <https://www.proquest.com/scholarly-journals/challenges-expectations-baby-boomers-seeking/docview/2866894776/se-2>

**Comment: 1**

**Quote/Paraphrase**: “Baby Boomer students interviewed for this study were retired or close to retirement. Many participants in this study had returned to school for personal reasons, e.g., a few were teaching part-time in a community college and wanted to learn more about adult learning and teaching at that level, some pursued going back to college as a personal goal, and others wanted to become more involved in community-based activities and believed these programs would strengthen their knowledge working within the community” (p.53).

“This qualitative study was guided by three basic adult education learning theories: self-directed learning, transformative learners, and experiential learners” (p.54).

**Essential Element:** This comment is affiliated with the essential element of andragogy.

**Additive/Variant Analysis**: This comment is additive to the framework developed around andragogy. The researcher highlights three points that are relevant to andragogy adult learning, which leads to self-directed and experiential learning. Adult learners learn differently than children. The comment supports and pinpoints some of those distinctions.

**Contextualization:** Having started my collegiate endeavors at the tender age of 18, at which time I relied on the support/guidance of the professor to help me make the grade (never mind learning anything; the primary goal was to get an acceptable grade).

My approach was different after returning for a second stint well into my forties as a self-directed adult learner. During my second stint, I took full responsibility for my learning, and the goal changed from simply attempting to get the grade to going on a quest for knowledge (the grade was a byproduct).

**Source 2**: Alabisi, A., & Vucetic-Trifirò, E. (2023). Pedagogy, andragogy, and heutagogy: How are they related?*The e-Journal of Business Education & Scholarship of Teaching,*17(2), 1-7. <https://www.proquest.com/scholarly-journals/pedagogy-andragogy-heutagogy-how-are-they-related/docview/2878448011/se-2>

**Comment** 2

**Quote/Paraphrase:** “In the andragogic model, the teacher assumes responsibility for making decisions about what is learned; however, the teacher’s role is more about facilitating or assisting in the learning process of the student – hence it is viewed as involving student-centered learning (VanGent, 1996). It is the role of the teacher as a facilitator that makes this approach different from pedagogy. However, whilst the teacher is still responsible for establishing the content of the subject matter (curriculum), the educational focus is on facilitating the learning by the student. This model can be summarized as “let the teacher help the students to learn.” it is a matter of facilitating, not directing the learning as such” (p.4).

**Essential Element**: This comment is associated with andragogy.

**Additive/Variant Analysis:** This comment is additive to my research as it substantiates the meaning of andragogy (adult learning). Pedagogy emphasizes a learning environment in which the teacher assumes the responsibility of what will be taught and how it will be taught to the students. It is simply “ teacher-led” and “student-fed.”

 However, certain adult learning principles, such as life experiences, are brought to the table in the andragogic method, making it more fruitful.

**Contextualization:** Adults learn differently than children. In contrast, while attending a trainer of trainers’ certification program some time ago. The facilitator stressed the difference between being a teacher and a facilitator. According to my training, the facilitator does not know all the answers; in fact, he must involve the audience to see if they want to answer certain questions, especially if they are more suited than the facilitator to answer them. Whereas in a children’s classroom setting, all questions (generally speaking) are answered by the “all-knowing” teacher.

**Source 3**: Backfish, P. (2021). Transformative learning theory as a hermeneutic for understanding tensions within scripture.*Christian Scholar's Review,*50(3), 281-295.

https://www.proquest.com/scholarly-journals/transformative-learning-theory-as-hermeneutic/docview/2526908687/se-2

**Comment:** 3

**Quote/Paraphrase: “**In a 1978 article entitled “Perspective Transformation,” Jack Mezirow launched the incipient idea of what would become “Transformative Learning Theory.” In the decades since, Transformative Learning Theory (TLT) has developed into variegated approaches, but the essential elements remain the same. Proponents of TLT agree that learning does not happen autonomously, with just the learner and new information” (p.282).

**Essential Element:** This comment is associated with the transformative learning theory.

**Additive/Variant Analysis:** This comment is additive to my research and understanding of Jack Mezirow’s Transformative Learning Theory (TLT), suggesting that adult learning approach is broader than one single approach. When it comes to adult learning, a myriad of methods are and should be acceptable, as opposed to a one-size-fits-all method that is standard in most educational institutions.

**Contextualization:** Transformative learning not only usually increases the learner's knowledge base, but it has a better chance of sticking with the learner long-term, thus transforming her way of thinking.

 In many traditional learning environments, regurgitating information is the norm. On the other hand, transformative learning is not solely about obtaining information; it is also about transforming and, therefore, enhancing a person's way of thinking.

**Source** 4: Backfish, P. (2021). Transformative learning theory as a hermeneutic for understanding tensions within scripture.*Christian Scholar's Review,*50(3), 281-295.

**Comment:** 4

**Quote/Paraphrase:** “Transformative learners are contingent upon their environment, their traditions, their learning community, and their embodied faculties (physical, mental, and emotional). In this respect, TLT is not very unique in the realm of modern education theories. However, two marks of TLT are distinctive. First, TLT is about change. Mezirow defines it as “the process of effecting change in a frame of reference” (emphasis original).

Second, this change is often precipitated by a “disorienting dilemma.” Such dilemmas are often conflicts between what the learner originally thought to be true and what the learner is experiencing in the present” (p282).

**Essential Element:** This statement is associated with thetransformative learning theory.

**Additive/Variant Analysis:** This statement is additive to my research, which reinforces that there are many contributing factors all working in harmony as it pertains to the Transformative Learning Theory (TLT). As is mentioned in my research, the environment is a key component of the TLT. The environment should be open to adult students' discussion, sensitive to the adult student's life experiences, and safe for contrary opinions.

**Contextualization:** During my second stint of graduate studies, I saw the Transformative Learning Theory in action. It is one thing to read about or hear about something; however, things have a deeper meaning when you experience them. It has been said, “that experience is the best teacher.” I am not sure I completely subscribed to that, but I can testify to the impact TLT had on my learning; it made it much more palatable and long-lasting. There was certainly a transformation in my understanding of the subject matter(s).

**Source 5:** Rodríguez et al., (2020). Transformative learning in the field of sustainability: A systematic literature review (1999-2019).*International Journal of Sustainability in Higher Education, 21*(5), 993-1013. <https://doi.org/10.1108/IJSHE-05-2019-0168>

**Comment 5:**

**Quote/Paraphrase:** “Further research in transformative learning has found more concrete conditions for transformative learning, including learning environments with meaningful relationships, partner facilitation, purposeful work, and supported action” (p.995).

**Essential Element:** This quote is affiliated with thetransformative learning theory**.**

**Additive/Variant Analysis:** This comment is additive to my body of work in that it confirms that learning is more than a teacher giving information to a student. Although there is a place in time for pedagogical learning, that should not be the mainstay. Pedagogical learning is limiting because one person (the teacher) is sharing not only the knowledge but her limited perception/understanding of the information being taught as well. Furthermore, this usually is not an avenue created for input, questioning, or feedback – there is no partnership involved in that approach as opposed to an andragogic transformative learning approach.

**Contextualization:** One of the keys that makes transformative learning successful is relationships. Relationships between the facilitators and students, as well as student-to-student relationships. The learning was amazing in those types of settings, which I have experienced in both large classes and small cohorts.

 A constant flow of ideas, strategies, and comments stretched all of us. It was as if each class was a thinking laboratory full of participants with various knowledge and experiences, all having input under the direction of a skillful facilitator.

**Source 6:** Soran, A. (2023). The effects of revised Bloom’s taxonomy enriched instruction on EFL learners’ writing performance in an academic writing course.*International Journal of Social Sciences & Educational Studies,*10(3), 290-305. https://doi.org/10.23918/ijsses.v10i3p290

**Comment 6:**

**Quote/Paraphrase:** “Bloom’s Taxonomy has received considerable attention on a global scale since it was first introduced by Benjamin Bloom and his associates in 1956. Since then, it has served as the basis for test design and curriculum development in many institutions globally” (Abstract).

**Essential Element**: This comment is associated with the subject of educational taxonomies.

**Additive/Variant Analysis:** This quote is additive. My research suggests that Bloom’s taxonomy was instrumental in bringing an accepted framework to the educational system. Implementing a curriculum designed to reduce testing duplication to ensure the efficiency and effectiveness of teaching methods and practices has revolutionized the educational industry.

**Contextualization:** Measuring the effectiveness of teaching methods can be an uphill battle. One of the educational industry standards is testing to measure the students' grasp of the subject matter.

Along with testing is a need for a curriculum that serves as an outline to introduce the student to the information she needs to learn to meet the test standards and/or learning required to make the grade. According to my research, Bloom’s Taxonomy helped with developing methodology regarding testing and curriculum.

**Source 7:** Armstrong, P (2010). Bloom’s Taxonomy. *Vanderbilt University Center for Teaching*. https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy.

[Bloom’s Taxonomy | Center for Teaching | Vanderbilt University](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/)

 **Comment 7:**

**Quote/Paraphrase:** In 1956 Bloom and a group of colleagues unveiled a framework that is now known as Bloom’s Taxonomy. Teachers from kindergarten to college professors have applied facets of it in their instructions. Bloom’s frameworks, which consist of six major components, are as follows: knowledge, comprehension, application, analysis, synthesis, and evaluation played a key role in improving educational systems regarding standardizing testing curriculum.

**Essential Element:** This comment is affiliated witheducational taxonomies.

**Additive/Variant Analysis:** This is additive to my research. Bloom’s framework pertaining to assessing a student's knowledge, comprehension, and application towards learning (amongst other things), has and continues to play a significant role in many, if not all, of our educational teaching systems. Kindergarten to college courses have been influenced by Bloom’s Taxonomy framework.

**Contextualization:**

Bloom and his colleagues revolutionized the educational industry (system) with their work around building curriculum and streamlining testing methods. In education, repetition has its place, but it (repetition) should also have a purpose. According to my understanding of the research, prior to Bloom’s work, there was unwarranted redundancy in the education system that did not help better equip the student. Bloom's efforts streamlined and, therefore, enhanced the educational system.

**Source 8:** Shabatura, J. (2022). University of Arkansas Teaching Innovation and Pedagogical Support (TIPS), *Using Bloom's Taxonomy to write effective learning outcomes.*

[Using Bloom’s Taxonomy to Write Effective Learning Outcomes | Teaching Innovation and Pedagogical Support (uark.edu)](https://tips.uark.edu/using-blooms-taxonomy/)

**Comment 8:**

**Quote/Paraphrase:** “Bloom’s Taxonomy is a classification of the different outcomes and skills that educators set for their students (learning outcomes). Taxonomy was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago” (p.1).

**Essential Element:** The comment is associated with educational taxonomies.

**Additive/Variant Analysis:** This additive statement supports my research, especially where it mentions different outcomes and skills educators set for their students. Bloom’s Taxonomy was a concerted effort to streamline the delivery of learning materials by having educators develop a method to give students direction and measure their comprehension.

**Contextualization:** The importance of Bloom’s Taxonomies cannot be overstated; as a person who was interested in education as a career, I could not imagine working in an environment that does not have a curriculum to guide learning toward a desired outcome. Standardization in education helps the teacher stay on track while simultaneously serving as a learning roadmap for the student.

**Source 9**: Leshkovska, A., & Spaseva, M. (2016). John Dewey’s Educational theory and educational implications of Howard Gardner’s Multiple intelligences theory.*International Journal of Cognitive Research in Science, Engineering and Education,*4(2), 57-66. https://doi.org/10.5937/IJCRSEE1602057A

**Comment: 9**

**Quote/Paraphrase:** “Since 1983, when Howard Gardner published his theory of multiple intelligences, educators have begun to incorporate this new model into school programs. However, the idea of multimodal teaching is hardly a new concept. Many pioneers of modern education, such as J. J. Rousseau, J.H. Pestalozzi, M. Montessory, and J. Dewey, suggested educational models that oppose uniformity and predominantly verbal teaching” (p.57).

**Essential Element:** This comment is associated with multiple intelligences theory.

**Additive/Variant Analysis**: This is a variant of my understanding and reasoning based on my research pertaining to pedagogy. My understanding of the pedagogic way of teaching leads me to believe that although Multiple Intelligences Theory was not a new concept, it was not widespread, which makes/made it new for many. Furthermore, when teaching assumes a limited and or one-size-fits-all approach, some people who are highly intelligent may fall through the cracks.

**Contextualization:** Gardner’s Multiple Intelligences Theory suggests that people learn beyond the big three (visual, auditory, and kinesthetic). According to my research, Garner talks about seven approaches toward a person's learning potential (or intelligences), so to speak. People learn differently and, therefore, should be taught and evaluated differently. As an example, just because one person can learn to do a math problem faster than someone else does not necessarily indicate that he is more intelligent. The bottom line is that there are so many variables and facets to determine how we learn and how to measure a person’s intellect that uncovering and understanding methods to assess people’s level of intelligence adequately will be an ongoing endeavor.

**Source 10:** Leshkovska, A., & Spaseva, M. (2016). John Dewey’s Educational theory and educational implications of Howard Gardner’s Multiple intelligences theory.*International Journal of Cognitive Research in Science, Engineering and Education,*4(2), 57-66.

https://doi.org/10.5937/IJCRSEE1602057A

**Comment: 10**

**Quote/Paraphrase:** Some factors are uniform as they pertain to Gardner’s Multiple Intelligence Theory (MIT) and John Dewey’s Educational Theory, which are summarized well in the following quote. “Regarding the curriculum, both authors prefer integrated and thematic curriculum based on real-life context. They also agree on student-centered teaching, where implementing a variety of active learning methods will allow students to express their specific identities. The teacher’s role in both concepts is to link students’ personal experiences (and characteristics) to the material being studied” (57).

**Essential Element**: This comment is associated with multiple intelligence theory.

**Additive or Variant:** This statement is additive to my research in that it supports the idea that measuring intelligence should be done with a broad brush. So many factors should be considered when attempting to pinpoint an individual’s level of intelligence, some known and others yet to be discovered. The above-said authors agree with the fact that learning should be integrated as opposed to being segregated.

**Contextualization:** While doing research, I once read that learning is a self-exploratory process; I completely agree with that statement. To that end, having a curriculum that is based on real-life context makes sense to me. When I can connect my learning with my life experience, my retention rates increase dramatically.

**Source 11:** Holden, L. R., & Tanenbaum, G. J. (2023). Modern assessments of intelligence must be fair and equitable.*Journal of Intelligence,*11(6), 1-20. https://doi.org/10.3390/jintelligence11060126

**Comment: 11**

**Quote/Paraphrase: “**While more research is needed, practitioners must be aware of the fact that cognitive assessments have been found to be inequitable and should keep up to date with scientific studies examining how to make assessments more fair, equitable, and inclusive” (p.15).

**Essential Element**: This quote is affiliated with multiple intelligence theory (MIT).

**Additive/Variant Analysis**: This is variant of my research/reading regarding multiple intelligence theory (MIT). Moreover, I would propose the following question. Is there an adequate and fair method to measure intelligence? If so, how does one determine what to measure, and what is the measuring tool? To that end, at least one could argue that Garnder’s (MIT) approach is moving the needle in the right direction. Furthermore, fairly and adequately measuring intelligence can contain various variables.

**Contextualization**: How is one’s intelligence measured without prejudices and or biases? What kind of criteria is put in place to measure someone’s intelligence? Should the same criteria be utilized for a child living in an underserved community as the one living in an affluent one? Should the measuring tool consider race, gender, social economic standing, and on and on? When it comes to measuring intelligence, Gardner is on the right track in the sense that more processes should be in place, thus ensuring that cognitive assessment will become more fair, equitable, and inclusive.

**Source 12:** Henschke, J. (2021). *Facilitating adult and organizational learning through andragogy: A history, philosophy, and major theories.* IGI Publications

**Comment:** **12**

**Quote/Paraphrase: “**Andragogy has been used by some as a code word for identifying the education or use in the *teaching* and learning of adults. For others, it has been used to designate different strategies and methods that are used in helping adults learn.

Still, others use the term to suggest a theory that guides the scope of both research and practice on how adults learn, how they need to be taught, and elements to be considered when adults learn in various situations and contexts” (p.3).

**Essential Element**: This comment is associated with the subject andragogy.

**Additive/Variant Analysis:** This is additive to my research. Andragogy is synonymous with adult learning and adult learning principles. Unlike pedagogy, andragogy considers various adult life experiences that affect the way in which adults are taught and the way they tend to learn.

**Contextualization:** Learning is learning, and teaching is teaching; however, there are different methods of learning that should have a bearing on how things are taught. For example, when I was in elementary school, I depended on the teacher to be all-knowing. As I went to high school, I realized that although my teachers were bright and very competent, there were questions that they could not answer. As I progressed to and through college, the professors were extremely sharp and clever enough to create an environment in which we all learned from each other; this, in a sense, is the essence of andragogy.

 **Source 13:** Henschke, J. (2021). *Facilitating adult and organizational learning through andragogy: A history, philosophy, and major theories.* IGI Publications

**Comment: 13**

**Quote/Paraphrase:** Aging adults are found to be competent, capable learners, and the andragogic process is one very effective way of assuring this end.

**Essential Element:** This comment is associated with the subject andragogy.

**Additive/Variant Analysis:** This is additive to my understanding and research. One of the benefits as it pertains to the andragogic process is that there is a safe environment for adults to “share the knowledge.” All adults have experiences, and experiences are an educational endeavor in and of themselves.

**Contextualization:** Generally speaking, everyone has the ability to learn, and living (navigating through the throes of) life should be considered the ultimate educational journey. You can learn from reading, lectures, research, etc., but I would argue that the most important lessons are learned through life experiences. Therefore, my position leads me to believe that aging adult learners usually have many life-learning experiences, making them competent and capable (andragogic/adult) learners.

**Source 14:** Merriam, S & Bierema, L. (2014). *Adult learning: Linking theory and practice*. Jossey Bass.

<https://download.e-bookshelf.de/download/0003/9722/52/L-G-0003972252-0002483324.pdf>

**Comment: 14**

**Quote/Paraphrase:** “Indeed, the daily lives of most people on the planet require constant learning, not just in a classroom, but as we go about our everyday activities. How we communicate with others, deal with personal and family problems, conduct our work, and build our communities all require us to learn new information, procedures, and technologies” (p.1).

**Essential Element:** This comment is associated with andragogy**.**

**Additive/Variant Analysis:** The quote is additive to my understanding, research, and life experiences.

Without a doubt, most, if not all, of us are learning things daily. Not all of us attend class in search of a formal education, but most are learning something (good or bad, true, or inaccurate) daily in this information age.

**Contextualization:** Ralph Waldo Emerson once said: “Knowledge is when you learn something new every day,” and philosopher Sir Francis Bacon once said, “Knowledge itself is power.

On my job as the leader, I Learn and or relearn something every day. One of the challenging parts of having a continuous learning mindset is that the more I learn, the more I realize how much more there is to learn. Learning is an ongoing process, especially for those who want to constantly become a better person, for themselves and for others.

**Source 15:** Tezcan, F. (2022).Andragogy or Pedagogy views of young adults on the learning environment. *International Education Studies*, 15 (1) 136-147. https://doi.org/10.5539/ies.v15n1p136

**Comment: 15**

**Quote/Paraphrase:** “Learning is an integral part of daily life. Therefore, it is a concept that begins with birth and continues throughout life. Adult learning occurs mostly in informal ways, although adults participate in many formal adult education activities throughout their lives. While experiences and observations in daily life are the source of informal learning, learning activities for a specific purpose whose content and duration are structured in advance are defined as formal learning” (136).

**Essential Element:** This comment is affiliated with andragogy.

**Additive/Variant Analysis:** Learning is an integral part of life as the world is an ever-changing classroom. In my profession, we are constantly attempting to make our Federation better, and in doing so, we are constantly acquiring and disseminating knowledge. Our Federation is viable because all parties involved have a voice/vote, which encourages them to share their opinions.

**Contextualization**: The balance of formal and informal learning makes adult learning invaluable. Much information is readily available to everyone nowadays via the Internet.

Learning from the internet can be a formal way of learning if the information is from a vetted reliable source; also, learning from the internet can be an informal way of learning from sources that do not meet the aforementioned criteria.

However, good information is good information, and good learning is good learning. What makes adult learning so special is that it is not limited to a one-size-fits-all approach, allowing room for traditional and non-traditional learning (daily)!

**Source:** **16**: Mncube, W. & Maphalala,. C. (2023). *Advancing Self-Directed Learning in Higher Education*. IGI Global. Pp. 232.

**Comment**: **16**

**Quote/Paraphrase**: “Adult students thrive in educational environments where they can engage in dialogue that examines their interests and perspectives against those of others and apply them to learning goals. In perspective, adult learners must critically reflect and base their understanding of historical, cultural, and biographical motives for their needs and interests.

 Instructors must include interactive models of instruction emphasizing several factors, such as environment, learners’ personalities, cognitive processes, and contextual learning methods” (p.12).

**Essential Element**: This comment is associated with andragogy.

**Additive/Variant Analysis**: This additive to the discussion of adult, self-directed learning, which fits the category of Andragogy. My professional circle has ten organizations containing about 700 adult learners. All of them participate in a constant professional development plan. Over the years, we concluded that we had to adjust our way of teaching them, making it more inclusive; we adopted something we refer to as our adult learning principles.

**Contextualization**: Over the years, I have been a teacher/facilitator, trainer, mentor, mediator, counselor, and coach. During my stint as a teacher, I realized quickly that teaching adults was a lot different than teaching children.

The children listened to what I said and did it. The adults asked several good questions that challenged me. At times, they, the adult students, were the teachers, and I was the student. In an environment in which adult learning is taking place, all participants are both teachers and students.

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