Transformative Learning and Adult Education

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Professor

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 Assignment #4 – Course Learning Journal

The journal is a written reflection of your learning journey while working in 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 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.

**Introduction:**

In summation of the intent of the course, I would like to say that it was designed to get me to think about how adults learn and my approach to learning. This will be essential to my success in finishing the Doctor of Social Leadership (DSL) program.

**Personal Growth:**

The essential elements in this course opened the door to learning, giving way to personal growth. The philosopher Francis Bacon once said, “Knowledge is power.” Knowledge/power leads to change, and growth enlarges one's circle of influence. In other words, information, power, and influence are all connected.

As a lifelong learner, I am constantly taking in information, which I believe leads to opportunities for growth and its other benefits. Having said that, this course had tons of great information, which has undoubtedly enhanced my knowledge base. Learning about andragogy, pedagogy, Bloom’s Taxonomy, the Transformative Learning Theory (TLT), and so on has been enlightening.

During my developmental reading assignment, I had the opportunity to read on all the subjects mentioned above (in addition to others) to enhance my knowledge and understanding. The developmental readings allow me to review several subjects and examine those that pique my interest. Although initially, I must admit that I was not a fan of the developmental reading assignments because I thought the return on the investment (R.O.I.) on the time to complete the assignment requirements would not be worth the results. I stand corrected; the developmental readings (thus far) have been paramount in my ability to ascertain and understand critical information. As a matter of fact, I have several articles on Mezirow’s Transformative Learning Theory (TLT) that I have x-rayed and will read or reference in the future.

**Reflective Entry:**

A few things come to mind when reflecting on what I have learned from this course, especially concerning TLT. The transformative learning theory touched on a few personal experiences I had, which made the study of it come to life for me.

Researching how adults learn was interesting. During my work as a train the trainers’ group member, we harp on the importance of implementing adult learning principles. The adult learning principle is to “include the adults in the learning process.” Our program teaches the leaders to facilitate learning instead of lecturing the group. This course substantiated that our facilitation approach to creating an environment that maximizes adult learning is spot on.

**Conclusion:**

As has been consistent, Omega Graduate School (OGS) coursework has met my expectations on various levels, including but not limited to educationally, professionally, and religiously.

My educational experience at OGS has been rewarding and challenging. It has been rewarding in the sense that the faculty is knowledgeable and has been fair, accessible, caring, and supportive. Challenging in the sense that the subject matter(s) must be researched, critically analyzed, and meticulously contextualized, this requires ample time and effort.

Moreover, the educational content is well-designed and placed in a logical format. My best educational experience occurred When the following three things worked in concert.

* The Professor was knowledgeable and fair.
* I put forth the effort required to learn the subject matter and get a good grade.
* The content was engaging and meaningful.

All of which have taken place thus far at OGS!

When considering my personal and professional development, the coursework offered at OGS has already made a difference in how I view myself and others. Due to my research regarding hermeneutics, I have learned to be more open to staff suggestions, even when it is incredibly challenging. My new approach was confirmed when researching Jack Mezirow’s Transformative Learning Theory (TLT). In short, TLT is about change, and the adjustments I have made during my interactions with staff members have been transformative.

People learn best in an atmosphere conducive to learning. To that end, a secular environment can be an excellent learning environment. For me, the best educational learning environment has people who are Christ-centered leaders; even if the conversation isn’t always about Him, their manners (walk) should reflect who they are and what they stand for. The most effective preaching is not with words but with actions. Omega Graduate School acts as if it is a Christ-centered institution for higher learning, and that has and will continue to satisfy my religious expectations regardless of the subject matter.

WORKS CITED