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 One:** Cranton, P. (2016). *Understanding and promoting transformative learning: a guide*

*to theory and practice*. Routledge publishing. **[Seminal review].** [Amazon review].

**Comment 1:**

**Quote/Paraphrase:** “Transformative learning is a process by which uncritically assimilated assumptions, beliefs, values, and perspectives are questioned and thereby become more open permeable and better validated. Imagination, intuition, soul and affect are part of the understanding process,” (Cranton, 2016).

**Essential Element:** Transformative Learning Theory

**Additive/Variant Analysis:** The quote above is additive to my topic of study.

Adult learning is a process that produces much questioning of beliefs and values

that promote and influence correct behaviors.

Since knowledge is key to understanding, adults use experiences to

challenge their worldview when faced with questions that push them in their

mind, will and emotions.

**Contextualization:** In my role as a school administrator, it is common to

speak with parents and teachers on a continual basis. Whether the conversation

is about their parenting skills, or teaching skills, they are always wanting to ask

questions. But the more I listen, I have learned to ask deeper questions which causes them many times to come to their own conclusions.

**Comment 2:**

**Quote/Paraphrase:** Transformative learning is voluntary and is critically self-reflective,” (Cranton, 2016).

**Essential Element:** Transformative Learning Theory

**Additive/Variant Analysis:** Critical reflection is a necessary component of adult

transformative learning. For the adult learner and scholar practioner to

critically reflect, they must overcome barriers to their own personal growth and

influence other adults to learn for their lifetime. The quote is additive to my

topic.

**Contextualization:** In my office teachers express that they want to learn how to

critically think for themselves to be better teachers for their students. They may

admit that they do not know what to ask to get others to think. I simply tell them

the easiest way is to answer: What? Explain in your own words what is going on

with you. So, what? Why is what you are saying important to your personal

growth, culture around us, or others? Now, What? Now, that you know why, how

will you personally use the information for your growth in this day and age?

Once they know how to answer and practice using this method, they can

take it back to their classroom and use it effectively. This enhances their own

learning as they immediately put it into practice in the classroom. As my personal

mentor once told me, “You will not learn what you will not teach.”

**Source Two:** Mezirow, J. (1991). *Transformative dimensions of adult learning*. Josey-bass

publishing. **[Seminal review]**. [Amazon review].

**Comment 3:**

**Quote/Paraphrase:** “Approved ways of seeing and understanding shaped by our language, culture, and personal experience collaborate to set limits to our future learning,” (Mezirow, 1991).

**Essential Element:** Transformative Learning Theory

**Additive/Variant Analysis:** The quote above can be additive and/or variant to

my topic. It has a great deal to do with our culture of upbringing and our family of

origin. What are the approved ways? According to our own cultures or are they

approved only by the culture in which we live now? It is true these ways can set

limits on our future. Will we continue to learn from others in other societies or do

we think our influence can only be shared by one group of society?

**Contextualization:** I do believe before my husband and I went to China, we only

thought of our experiences within our culture. However, it did not take long at all

to understand we needed to adjust to a new culture. The way in which families,

schools, and churches were structured in a Communist country were very

different from what we had experienced in America. But, being called to serve

there, we had to adjust to their ways of lifestyle, if we were to have any chance of

them listening to us. Seeing their language and culture through their eyes helped

us understand better now to communicate. This was not a quick process.

That experience helped us back in USA when we moved to the Midwest

after having spent our entire married life with our children only in the south. This

was eye-opening to us. We learned to ask more questions and learn from them

first. Then as relationships were formed, they started to listen to us.

**Comment 4:**

**Quote/Paraphrase:** “Adults in society face an urgent need to keep from being overwhelmed by change. It is crucial that individuals learn to negotiate meanings, purposes and values, critically, reflectively, and rationally, instead of passively accepting the social realities defined by others,” (Mezirow, 1991).

**Essential Element:** Transformative Learning Theory

**Additive/Variant Analysis:** This transformative quote is essential to adult life-

long learning. Again, critical reflection is key to model to others, especially the

ones who do not know that the only thing that is constant is one’s life is change.

To accept social realities by others’ definitions will not lead to critical self

refection. It will lead to frustration. In society today, we need to ask more

questions of each other to relate in a more meaningful way.

**Contextualization:** Hearing and listening is key to this concept. If I cannot be a

good listener, rather than just a hearer, then I will not be able to relate to another

person well.

This is well illustrated by one of the couples that my husband and I met in

China. As we were getting to know them, they wanted to know why we would

leave comfort of America and our family to come to China? They further did not

understand why we would choose to leave our careers for them? They said they

had never met older parents as we exemplified, and we were indeed different. As

we had the privilege of spending many conversations over dinners with them,

they wanted to hear more. But one of the greatest things I learned from them was

that many of us have different meanings for our words we speak. We asked about

their knowledge of English words and definitions. It was astounding to note that

until we decide together what explanations are for words, we will not understand

each other. Relating and asking questions takes much time. Not very many want

to take what is needed to make good relationships.

**Source Three:** Rodríguez Aboytes, J. G., & Barth, M. (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.

**Comment 5:**

**Quote/Paraphrase:** “Social learning, the role of experience and the development of sustainability competencies are inherently part of transformative learning,” (Rodríguez Aboytes, J. G., & Barth, M., 2020).

**Essential Element:** Transformative Learning Theory

**Additive/Variant Analysis:** Additive to my topic on critical reflection in adult

learning, most adults bring experiences which are integral to their learning.

Not only socially, but emotionally spiritually, and mentally. They have learned

skills, attitudes, and knowledge that can propel them into more knowledge and

experiences.

**Contextualization:** As teachers converse with me, I have opportunity to learn

from them. They are reflective of themselves, although not always positive. They

will talk about their growing up years, family, siblings, and differences in each.

They are unsure how to use any of the negative experiences in positive ways. I

encourage them to be thankful and that the Lord Jesus uses all our experiences for

His glory and our good. Through relationship and dialogue, I once again learn that

listening is key.

Many times these young adults’ perspectives can change about their own

lives as they learn how to relate to others through questions.

**Source Four:** Backfish, E. H. 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 6:**

**Quote/Paraphrase:** “When one's assumptions and experience do not match, or

when one's prior understanding conflicts with new knowledge, the learner is

forced to reevaluate the evidence in order to make sense of the subject.

**Essential Element:** Transformative Learning Theory

**Additive/Variant Analysis:** This can be additive and/or variant to my topic.

Everyone would like to know that their experience is valid in conversations with

others. But when questioned about it sometimes they really do not understand what they thought was prior understanding. Critical reflection is necessary to be able to make sense of the experience.

**Contextualization:** As a life-long adult learner, I have had many experiences in

my life that I did not understand. I know truth. I know emotions. However, I have

learned that it is a good thing to reevaluate all things that the Lord Jesus brings to

my mind: comfortable or uncomfortable. I experience this mostly in meditation of

scripture. As I meditate, it seems that this is the time I most reflect on my life with

thankfulness. This always is a good time to remember self-care. Am I important

to myself? Will I love the Lord with my whole heart, mind and strength and my

neighbor as I love myself?

**Comment 7:**

**Quote/Paraphrase:** “Transformative learning and cognitive linguistics

emphasize the complex contexts in which the learner learns, which includes one's

own brain, community, emotions, and more,” (Backfish, 2021).

**Essential Element:** Andragogy

**Additive/Variant Analysis:** Additive to my topic, it is important to understand

the ways in which an adult learns. Because of knowledge and experience with

challenges, adult learners gain more understanding by use of truth, emotions,

mental capabilities, through family, church, career, and community groups.

Understanding the adult’s own cognitive skills and the way God made them unique enhances self-awareness and the ability to confidently appreciate

their learning styles.

**Contextualization:** When a person knows their identity in Christ, they proclaim

who He is. This is so true for the adult learner. They do not just accept what has

always been. They engage in the thinking process to further think, engage,

question and reflect upon what they are studying and their development will be

different.

Just these past few months, I have seen this happening in one of my young

mentees. Jenna is an art teacher at our school. She is a Christian who has a rich

heritage in Catholicism, having only gone to Catholic schools. It has taken a while

for her to open up, but she asked if I would mentor her spiritually. Jenna has

grown from being rigid and unhappy young teacher to a very joyful one in the

past year. All we do together is read scripture and ask questions about it and

point each other to Jesus. Adding the What, So What, Now What, questions have

helped her.

**Source Five:** Many, J. E., Tanguay, C. L., Bhatnagar, R., Belden, J., Griffin, T., Hagan, C., &

Pettaway, C. (2023). Inspiring, Supporting, and Propelling Urban Educators:

Understanding the Effectiveness of a University-Based Induction Support

Program.*Education Sciences, 13*(8), 770. https://doi.org/10.3390/educsci13080770

**Comment 8:**

**Quote/Paraphrase:** “Critical Reflection is understood as the fusion of personal

experience with new knowledge and study content, leading to a new

understanding and a new sense of the meaning of oneself, one’s learning, studies,

and phenomena in the wider environment,” (Many, et al., 2023).

**Essential Element:** Transformative Learning Theory

**Additive/Variant Analysis:** Critical Reflection is the main topic I will be writing

on for this paper, so this quote is additive to it. The word, fusion is integral to this

study. Fusion results in adding two or more things together to make one. New

knowledge and new study lead to more understanding in learning about self and

surrounding culture.

**Contextualization:** The more I learn about God, the more I understand His love

for me. This is integral to my identity. His life for me, in me, and through me is

important to my daily walk. I walk by His faith day by day and as I critically

reflect each day, I am reminded of all He has done and continues to do through

me. As I study and learn new material through my research as an OGS scholar

practitioner, I am moved to deeper understanding of myself and those around me.

Instead of being afraid, I am empowered by Him to learn more. Each step I take,

The more confident I am to be a life-long learner and a world changer. I want to

inspire others in the same way.

**Source Six:** Broughton, P., Dotson, K., & Harder, J. (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 9:**

**Quote/Paraphrase:** McConnell stated that adults are responsible

for their lives and are self-directed learners. As such, they take the initiative of

identifying resources for learning and for implementing their own strategies to

earn in a manner best suited for them,” (Broughton, et al., 2023).

**Essential Element:** Andragogy

**Additive/Variant Analysis:** The additive quote above explains the necessary

components of adult learners. They are self-directed professionals who understand

the importance of knowledge and learning for themselves and others around them.

They know that study helps them grow not only professionally, but personally.

**Contextualization:** Studying at OGS is the best of all adult education! Explaining

to other administrators at school about all I’m learning, as well as, course titles, I

get to see their faces as they know I love what I have the privilege to do at Omega

Graduate School. They know I have the privilege to teach what I’m learning

immediately as it goes right along with my skills of encouraging teachers, parents,

and children. Will I continue to spread the joy of Jesus and life-long learning so

that many more will want to join me?

**Comment 10:**

**Quote/Paraphrase:** “Having students reflect on experiences and use those

experiences for future learning and application is essential for learning. This

approach can be effective for Baby Boomers who have a wealth of prior

experiences and knowledge to draw upon and who may benefit from a

personalized and interactive approach to learning.

**Essential Element:** Andragogy

**Additive/Variant Analysis:** Because I am a Baby Boomer, this additive quote is

of special interest to me. We are the generation of much reflection and

experience, and can gain knowledge by interacting with other adults in learning

situations as these. When we will share the joy of this experience so that others

may join?

**Contextualization:** When I first began my OGS experience in 2010, I graduated

with an M.Litt. degree. I was amazed at this style of learning. The greatest

benefit was talking with professors who loved teaching and asking questions. This

was my first exposure to questions and deeper critical thinking and reasoning.

At that time I was a director of a classical education school and found

everything I was being taught could be used in my school. Critical reflection was

involved, be it good experiences or not so good. All these made me who I am, and

I will continue to learn and change even more. What freedom to know each day

brings more opportunities to learn with others!

**Source Seven:** Vukadin, D. М., & Marković, S. N. (2019). Developing 21st Century Skills

through Theme-Based Instruction and by Applying Multiple Intelligence Theory:

Teacher Competencies.

**Comment 11:**

**Quote/Paraphrase:** “Teacher education is crucial because only appropriately

educated teach­ers can improve learning outcomes. Both pre-service teacher

education, which occurs during university studies and consists of learning

developmental and methodological theories and applying them in practice under

the supervision of a teacher educator, and in-service teacher education, which is

the basis for con­tinuing professional development, and it consists of webinars,

seminars, conferences, research and most of all self-reflection and observation”

(Vukadin & Markovic, 2019).

**Essential Element:** Multiple Intelligences Theory

**Additive/Variant Analysis:** Additive and variant to my topic can be the above

quote. The opportunity teachers have of learning and teaching so that they may

affect student learning is imperative. Understanding how they learn and their

students’ learn is crucial, since there are multiple intelligences. Self-reflection is

key to continuing teacher development. Fortunately, there are many avenues in

which a teacher may gain information.

**Contextualization:** Our school has a wonderful advantage in that teachers,

administrators and staff are encouraged to continue their education as they set

individual goals each year with their supervisors. I enjoy sitting down with those

under my administration to ask questions after their evaluations and observations.

I talk with them about self-reflection, relationship in Jesus, and their

calling of service to Him in their career. I appreciate them and learn so

much from them as I observe their love for the students. We pray together

and talk about the future and what things the Lord Jesus may have for

them. This is my favorite part of mentoring in my job!

**Comment 12:**

**Quote/Paraphrase:** “The 21st century learning environment requires a

learning community in which teachers and learners function together and develop

equally. The 21st cen­tury educator is there to create a proper learning

environment, where all the learners are engaged in the learning process, and the teacher acts as a guide and a facilitator,” (Vukadin & Markovic, 2019).

**Essential Element:** Multiple Intelligences Theory

**Additive/Variant Analysis:** The above quote is additive to my topic. It is

important that both teacher and learner know their function equally. If so, then

both teacher and learner will walk together in the process of questioning and

answering, and learn from each other as they experience new ways of learning

together. The teacher’s role is to guide and facilitate, mainly.

**Contextualization:** Again, it is privilege and honor to come alongside teachers

and parents in my school environment. Our learning community is one that each

of us is mutually respected for all that God has done and continues to do in each

of us, whether teacher, student, parent, staff or administrator. We all continue to

continue learning and functioning together. Why? Because we are understanding

that all of us need to be learning and reflecting on what we learn. Above all, we

are committed to sharing with each other in small groups on a bi-monthly basis,

and we are thankful encouragers.

**Works Cited**

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