

LDR 807-12 Leader Development: Transforming Self-Concept / Dr. Curtis McClane

PHI 800-12 Transformative Learning and Adult Education / Dr. Sara Reichard

Sandra Anderson McGraw

Omega Graduate School

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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.

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.

The intent of the Transformative Learning and Adult Education was for scholars to deepen their understanding of andragogy and OGS's model for adult learning. In reviewing the literature of theorists like Malcolm Knowles, Carl Rogers, Jack Mezirow and others, I realized the depth of research that has gone into understanding the educating and transforming adult thinking. I appreciate taking this course at this time in my graduate program. It has deepened my thinking about leadership. This has been very eye-opening for me as a public school administrator and as someone who leads in ministry. The Lord placed me right in the midst of the most profound attempt to cancel out Christian culture, morals and ideals. The racism and bigotry exhibited by extremists only give fuel to the fire. Public schools across the country are re-educating children to accept homosexuality as a norm and cancel out gender, and to cancel out Christianity as the ultimate truth. The research on transformative learning and adult education is effectively being used by non-Christians in all sectors across the world.

The intent of the Transforming Self-Concept for Leader Development was to challenge scholars to analyze their worldview and how that worldview is aligned with the Kingdom of God beginning with leading ourselves. My take away from this course was that leadership and spiritual formation begins with self. This course was also very eye-opening for me. Reviewing the depth of research done by Adrian van Kaam, Lars Sudmann, Erik Erikson and others causes us as learners to reevaluate our self concept and where we are in our own spiritual and mental development. Both courses on transformative leadership this term were timely in our doctorate program because it led us as scholars to analyze their leadership style and the extent to which it is transformational or not, starting with self.

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.

In the Transformative Learning and Adult Education course, this course stretched and challenged me. In terms of the mastery of the course content, I definitely feel informed and enlightened, but through the research I have developed a love for andragogy. As a school administrator, I am a mentor, coach and evaluator of teachers and staff and have been for over twenty years. Evaluating pedagogy is what I do with teachers throughout the school year. While I unconsciously and consciously evaluate adult learning as a student or observer, I have never done so from an andragogy point of view. Through researching the multiple perspectives of experts in adult learning, it has helped frame my own understanding, especially with my understanding of the OGS model. It has always led adults both in and out of school through my various churches, non-profit international work through orientations, training and trips. The work that I have done has been amazing. I should have attended OGS twenty years ago.

The Transforming Self-Concept for Leader Development course challenged me because this course was not just about leading others but forced me to look at how I am leading myself. I had never in all of my schooling had a course that challenged me in leading myself, not in colleges and universities, not in all of the professional development that I have sat through in different school systems, never. So imagine my surprise with this course, but I immediately felt convicted. There is something very powerful about forcing leaders to evaluate how they are leading inwardly. I was also surprised at the research by Adrian van Kaam and others on Formation Science and spiritual formation. Both of these two courses have been enlightening in

my spiritual and academic journey, and the knowledge that I have gained through both of my classes is just the beginning with transformation learning, andragogy and spiritual formation.

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?

As a result of these two courses, the question that I have is what does God want me to do with this knowledge? I would like to be in another type of position full time where I can truly have more influence on the policies being created and on what is happening with adults being transformed in their thinking without even knowing. Typically, policy committees are after work hours and without pay, which is difficult for school administrators who already work after hours at school events. Additionally, I started and led a life group ministry involving educators and administrators who work for K-12 schools, colleges and universities and the State. In all of my public school professional career, I attended secular training and schooling and worked in public education by day in a paid position and attended and taught Christian training in and through ministries outside of school in unpaid positions, even now. I am excited to see how God is leading me next in my journey with Him.

4. Conclusion – Evaluate the effectiveness of the course in meeting your professional, religious, and educational goals.

Both the Transformative Learning and Adult Education course and the Leader Development: Transforming Self-Concept were highly effective in meeting my professional, religious and educational goals. These two courses have made it possible for me to see further

into the type of work that I want to do, and have helped me to excel as a leader in my current work. In a changing world as a school leader, my role is forever evolving as people become more aggressive and bold in their ideologies and belief systems. In leading the staff, parents, and in my ministry, I want to be effective in helping adults transform and grow with their ethical practices and also growth in their relationships, especially in their relationship with Jesus Christ. These two courses have deepened my understanding of transformative and adult learning, starting with leading myself. As God as the author of this concept as Roman 12: 2 teaches us to not be conformed to this world, but be transformed by the renewing of our minds, so that we may prove what the will of God is, that which is good and acceptable and perfect (NASB, 2020).

Works Cited

New American Standard Bible (NASB), 2020. *Lockman Foundation*. (Original work published in 1960).