Transformative Learning & Adult Education

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Omega Graduate School

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Professor

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**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**

The transformative learning course equips a learner with principles and practices of self-directed lifelong learning. Since OGS itself offers learners the opportunity to practice transformative learning, it effectively exposes learners to the orthodoxy and orthopraxis of adult education in a transformative fashion. In so doing, it links adulthood and self-directed learning resulting in personal transformation and leadership effectiveness. The course describes the differences between andragogy and pedagogy and the value of self-directed learning in alignment with the mission of OGS. The learning journey improves critical reflection and continued growth toward greater social service. In addition to this, the course involves the taxonomies of education and the multiple intelligence theory, which describe the progressive depth of learning and the breadth of human intelligence respectively.

The beauty of the course is that it links spirituality with the science of learning, which creates better chance for holistic development. This journal briefly describes how the learning process impacted my personal growth and my service.

**Personal Growth**

First of all, the course writing assignments have improved my research and writing skills. In addition to this, the initial feedbacks from my professor has enabled me to draw conclusions based on premises in various studies in a more logical and composed manner. As an adult learner, it taught me the discipline to take responsibility for my own learning, which involves proper planning and the commitment to follow through.

As a result of this course and the reading exercises, I have a much better understanding about the difference between pedagogy and andragogy. I used to think that pedagogy and andragogy are totally different. After reviewing literature and the various positions of scholars, I have come to realize that they are not totally opposite; instead, they are different approaches to learning. Yet, they have differences in that pedagogy is instructive and andragogy is more of self-directed learning.

As a Christian, the significance and principles of transformative learning have been so meaningful to me, and found to be very eye-opening in teaching Christian values to my sphere of influence. The progressive levels of educational taxonomy are highly relevant and helpful to my particular responsibility of educating young and adult leaders. It gave me the vision to add depth and breadth to my learning engagements. The concept of multiple intelligence theory, which is totally new to me, has stretched me to better discover and nurture human potential that I serve.

Finally, in alignment with my passion to raising leaders, the course has empowered me to do my job with greater excellence and with confidence. Most importantly, I’ve resolved to be a lifelong learner of transformative learning as it directly applies to my calling to raise leaders who will raise more leaders.

**Reflective Entry**

As learned from the developmental reading, spirituality enhances transformative learning. This very assertion bridges the dichotomy between science and theology. As a Christian professional, the course has challenged me to generously explore both theology and science toward personal transformation.

A Christian professional must be transformed into the likeness of Christ through continuous learning of the Word of God and through the transforming power of the Spirit of God. To this effect, transformative learning appears to be biblical; it integrates the discipline of faith and learning. As I continue to study the core leadership competencies in the digital era, I’m challenged to explore and align both the natural role of personal commitment to learning as well as the supernatural transforming power of God.

Due to competing priorities, I encountered a challenge in completing my studies as planned. I have learned that adult learning approach requires proper planning, delegating some tasks, and changing habits. With the generous support from my professor and cooperation of the OGS, I have been able to complete this course, for which I’m very grateful.

As I highlighted in my previous assignments, I have been able to review and improve my philosophy of education and practice of developing leaders. I have managed to minimize my role and maximize the role of the learners that I deal with. Although it’s yet to see the results, I have already started to feel at ease and observe the individuals that I educate becoming more active in the learning process. It may, thus, be said that the adult education approach contributes toward better learning for adults and ensures continuous personal growth resulting in overall leadership effectiveness.

 In conclusion, assessment templates would be helpful to be able to examine the status of oneself in light of the education taxonomy.

**Conclusion**

The course is not just a course; it’s a roadmap for lifelong learning and growth. It equipped me with understanding and principles not only to go through life, but also to grow through it. Emphatically, it showed me ways to balance the competing priorities between ever-increasing responsibilities and the need to grow as a professional through continuous learning. As a responsible adult, I used to give excuses for not engaging myself with a principled learning. This course, however, has truly been empowering me to recognize and unleash my potential of learning. The developmental reading was so appetizing for continuous learning. In short, the course has effectively met my professional, spiritual, and educational goals.