

PHI 800-12: Transformative Learning and Adult Education

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This course, “Transformative Learning and Adult Education,” I feel was designed to enhance my understanding of how adults learn and to improve my teaching strategies within the electrical field. This course provides foundational knowledge crucial for effective instruction, enabling the application of educational theories in a practical, technical context. The importance of these principles in the curriculum means that I can quickly use them in my teaching to make learning better for my students.

Personal Growth

This course has significantly contributed to my personal growth as an instructor. I must admit before this class I had never heard of some of these terms and theories. It has stretched my understanding of adult learning principles, particularly andragogy, self-directed learning, experiential learning, and transformative learning. By engaging with these theories, I have developed new insights and skills, such as:

Andragogy

Understanding the importance of treating adult learners with respect and involving them in the learning process has reshaped my approach to teaching. I now design lessons that are more relevant to their personal and professional lives.

Self-Directed Learning

I have learned to encourage my students to take charge of their own learning. This includes helping them set learning goals, find resources, and evaluate their progress, fostering independence and personal responsibility.

Experiential Learning:

By incorporating hands-on activities and reflective exercises, I have improved my ability to link work based knowledge with practical applications. This approach has proven effective in helping students grasp complex electrical concepts.

Transformative Learning:

I have gained skills in facilitating critical reflection encouraging students to challenge their existing beliefs and consider new perspectives. This has led to more meaningful and transformative learning experiences and all around better discussions.

Reflective Entry

In my role as an electrical instructor, I have found that implementing new teaching approaches has had a significant impact. By integrating hands-on learning activities and real-world problem-solving tasks, I have noticed an improvement in student engagement and comprehension. Students have become more active participants in their learning, often drawing from their own experiences to contribute to classroom discussions, thereby creating a more

improved learning environment. However, this shift has also brought to light certain challenges and considerations. One bigger concern is finding the right balance between structured learning and the flexibility necessary for self-directed learning. While students love and value independence, some find it difficult to navigate without clear guidance and instruction. This has prompted me to explore ways to provide adequate support without compromising their freedom. Additionally, I have recognized that not all students are equally equipped for transformative learning experiences, prompting me to explore differentiated instruction strategies to better meet diverse learning needs.

Conclusion

Overall, this course has been highly effective in meeting my professional and educational goals. It has equipped me with the knowledge and skills necessary to create a more engaging and effective learning environment for my students. By integrating adult education theories into my teaching practice, I have seen a noticeable improvement in student motivation, participation, and learning outcomes. The course has also supported my religious goals by emphasizing the importance of respect and personal growth, aligning with my values of fostering a supportive and inclusive learning community. Moving forward, I am committed to continually refining my teaching strategies to better meet the needs of my adult learners.