PHI 800-12: Transformative Learning and Adult Education

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Professor

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Instructor Assigned Essay or Project

1. Write a 5-page paper based on one (1) of the three (3) items below:

● List and discuss the fundamental principles of adult education theory. Identify

elements of the OGS degree program that correspond to each principle.

● Explain Jack Meirow's transformative learning theory. How does the OGS

approach to transformative learning promote critical reflection for transcending

barriers to personal growth and social impact?

● Assess Jane Vella's 12 Twelve Principles for Effective Adult Learning and the

application of quantum thinking. Discuss how OGS promotes quantum thinking

(holistic, integrated, spiritual, and energetic).

2. Paper Outline

a. Begin with an introductory paragraph that has a succinct thesis statement.

b. Address the topic of the paper with critical thought.

c. End with a conclusion that reaffirms your thesis.

d. Use a minimum of seven scholarly research sources (two books and the

remaining scholarly peer-reviewed journal articles).

**Transformational Learning Theory**

Mezirow (2000) pioneered transformative learning theory, which revolutionizes adult education by stressing dramatic alterations in people’s views, attitudes, and actions via critical reflection. It asserts that learning entails reexamining beliefs and worldviews, which are often provoked by perplexing issues (Mezirow, 2000). Individuals evolve personally and intellectually via phases such as self-examination and recognition of various views. Furthermore, transformational learning has social repercussions, allowing people to criticize injustices and fight for change. In today's society, which is riddled with problems such as inequality and polarization, transformational learning theory is critical. It prepares people to critically evaluate society concerns and become agents of good change, stressing the connection between personal development and greater societal reform. The essay explores the significance of transformational learning theory, specifically in Omega Graduate School's approach to encouraging critical thinking.

**Understanding Jack Mezirow's Transformative Learning Theory**

Understanding Mezirow's (2000) transformational learning theory necessitates looking into the complexities of adult education and the cognitive processes that underpin human development. According to Mezirow's theory, transformational learning comprises a thorough reevaluation of one's ideas, assumptions, and perspectives, in addition to the receipt of new knowledge (Wang, 2018). The notion of perspective transformation is central to Mezirow's thesis, which states that humans experience a fundamental change in how they view themselves and their surroundings. According to Fleming (2018), this transition often starts with a disorienting problem, a moment of cognitive dissonance that calls into question people’s established frames of thinking. In reaction to this quandary, people engage in self-examination, critically evaluating their assumptions and beliefs to reconcile the discrepancies they uncover. Individuals develop a better awareness of themselves and the socio-cultural processes that affect their viewpoints when they engage in critical reflection (Fleming, 2018).

Mezirow's transformative learning theory identifies many critical phases during which people progress on their transformational journey. When a disorienting challenge is identified, people engage in a critical evaluation process, questioning the fundamental assumptions that drive their beliefs and actions. Individuals aim to widen their knowledge and investigate various ways of interpreting their experiences, thus they conduct a critical evaluation in addition to exploring alternate views. Individuals then participate in planning and action, using their newly gained insights to effect significant change in their lives and communities (Kitchenham, 2008). During this transforming process, people learn new skills and information, helping them to manage the intricacies of modern society with increased insight and effectiveness.

**Role of Critical Reflection in Transformative Learning**

Critical reflection is a key component of transformational learning, acting as a catalyst for significant psychological and intellectual development. At the foundation of transformational learning theory is the idea that people's previous beliefs and assumptions often impact their perceptions and behaviors in ways that are restricting or constrained. Critical reflection is a purposeful and systematic assessment of these underlying assumptions that allows people to question the validity and relevance of their current viewpoints (Fleming, 2018). Critical reflection helps people become aware of the socio-cultural forces that create their worldview, allowing them to see the underlying power dynamics, prejudices, and beliefs that shape their knowledge of themselves and the world around them.

One of the key objectives of critical reflection in transformational learning is to encourage people to question their current ideas and assumptions. According to Fleming (2018), critical reflection encourages people to challenge the assumptions that drive their worldview, allowing them to see fresh possibilities and alternate viewpoints. This process of questioning and reassessment is critical for fostering perspective shift, as people face the cognitive dissonance that occurs when their old beliefs are challenged by new knowledge or experiences. Furthermore, critical reflection allows people to become more conscious of their own biases and prejudices, which promotes better empathy, understanding, and tolerance for others.

Furthermore, critical reflection acts as a link between personal experiences and societal change in the context of transformational learning (Fleming, 2018). When people critically reflect on their personal experiences and opinions, they acquire insight into the larger social, cultural, and political influences that affect their life. This increased awareness not only enables people to negotiate the intricacies of modern society with better clarity and insight, but it also drives them to advocate for good change.

**Omega Graduate School's (OGS) Approach**

Omega Graduate School (OGS) takes a multidimensional approach based on transformational learning ideas, seeking to stimulate critical thinking and personal development in its students. OGS's method is based on Mezirow (2000) transformational learning theory, which provides students with a framework for deep reflection and intellectual discovery. OGS creates an immersive learning environment by combining experiential exercises, dialogue-based learning, and mentorship. This stimulates students to critically think about their assumptions, challenge their perspectives, and explore different methods to perceive themselves and their surroundings.

One important feature of OGS's approach is its focus on experiential learning, which enables students to apply theoretical ideas to real-world situations while also gaining practical insights into their own learning processes. Briese et al. (2020) found that participating in hands-on activities, simulations, and case studies allowed students to reflect on their experiences, find patterns and themes, and extract valuable lessons that informed their personal and intellectual growth. Furthermore, OGS promotes a culture of communication and cooperation, as advised by Briese et al. (2020), in which students have open and polite interactions with peers, instructors, and mentors. Students are exposed to a variety of viewpoints during these dialogic exchanges, which challenge their previous assumptions and broaden their comprehension of complicated subjects.

Furthermore, Briese et al. (2020) emphasize mentoring and direction, giving students with customized assistance and encouragement throughout their transformational journey, which is a tactic used by OGS. Faculty and mentors facilitate learning by leading students through the critical reflection process, providing constructive criticism, and assisting them in navigating problems and barriers. This mentoring approach fosters a supportive learning environment in which students feel encouraged to take chances, try new things, and address challenging problems. According to Briese et al. (2020), OGS fosters a feeling of trust and cooperation, creating an atmosphere in which students feel valued, heard, and supported in their quest for personal and intellectual progress, a safe place to think.

**Promoting Personal Growth and Social Impact through OGS**

Omega Graduate School (OGS) is committed to developing personal development and societal impact among its students. OGS's transformational learning method fosters intellectual curiosity, deepens self-awareness, and expands empathy and understanding. OGS's goal is founded on the notion that personal development and social impact are inextricably linked, with transformational learning acting as a catalyst for both individual and societal change. OGS empowers students by enabling them to critically reflect on their ideas, assumptions, and values, setting them on a path of self-discovery and personal growth. Through immersive learning experiences, collaborative discourse, and mentoring, OGS fosters an atmosphere in which students are motivated to pursue their interests, achieve their objectives, and make important contributions to society.

Furthermore, OGS provides students with the skills, knowledge, and ethical framework required to positively affect their communities and beyond. Considering the recommendations made by Briese et al., (2020), OGS should endeavor to instill a profound grasp of social concerns and a dedication to social justice in learners. Consequently, it helps foster a feeling of duty and agency in addressing systematic inequities and injustices among the students. Students at OGS might apply their knowledge in real-world situations via coursework, service-learning projects, and community involvement programs, resulting in transformation and a concrete impact in the lives of others. Furthermore, OGS cultivates a culture of ethical leadership and civic participation, equipping students to become knowledgeable and involved citizens capable of navigating the complexity of the contemporary world with integrity and compassion.

**Conclusion**

Finally, Omega Graduate School's (OGS) dedication to transformational learning emphasizes the importance of personal development and social change in the field of education. Through its comprehensive approach to education, OGS enables students to experience deep personal and intellectual breakthroughs while also providing them with the skills and attitude required to effect good change in society. As we negotiate the complexity of today's world, the promotion of transformational learning becomes more important in developing people capable of effecting good change and supporting social justice. OGS illustrates the transformational power of education by encouraging critical thought, personal development, and societal influence.

# **References**

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