PHI 800-12: Transformative Learning and Adult Education

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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.

**Learning Journal: Transformative Learning and Adult Education**

At Omega Graduate School (OGS), the course on transformational learning and adult education is a cornerstone in our academic journey, strategically positioned to provide graduate students with a thorough knowledge of the complexities involved in teaching adult learners. Within the larger framework of the graduate program, this course represents a vital moment when theoretical foundations meet practical applications, defining the direction of our professional development and intellectual endeavors. Its relevance derives not only in its basic function within the curricular sequence but also in its power to generate a profound awareness for the intricacies of adult learning and the transformational potential it bears.

As we embark on this educational journey, the purpose of this course becomes clear: to unravel the multifaceted nature of adult education, from its historical roots to its contemporary manifestations, and to provide us with the tools we need to navigate the ever-changing landscape of adult learning. While exploring the characteristics of adult learners, we are forced to reconsider old pedagogical paradigms and embrace a more nuanced notion of learning facilitation, one that values our varied student body's individuality and life experiences. Furthermore, this course provides a channel for delving into the rich tapestry of transformational learning theory, exposing avenues for personal and social change via critical reflection and conscientious application. In essence, it places us as catalysts for change, helping us to overcome obstacles to development and influence in both personal and professional domains.

**Personal Growth**

My experience with this transformational learning and adult education course has been distinguished by remarkable personal development as I dug into the complexities of adult learning concepts and their direct application to my professional work, especially in the military setting. Exploring the various traits that distinguish adult learners has been instructive, providing significant insights for adapting instructional techniques to engage this audience. The identification of adult learners as self-directed, experience-rich humans has fundamentally altered my approach to instructional design, prompting me to use approaches that stress learner autonomy and promote meaningful, self-directed learning experiences. This increased insight not only improves my efficacy as an educator, but also emphasizes the significance of respecting adult learners' different experiences and learning preferences in military situations.

Furthermore, the juxtaposition of andragogy and pedagogy has triggered a paradigm change in my approach to teaching methods. By closely evaluating the concepts that underpin both systems, I've learned to see the inherent distinctions in their application and efficacy, especially in adult education settings. The focus on self-directed learning and practical knowledge acquisition inherent in andragogy is well aligned with the spirit of military education, where soldiers are often challenged with overcoming complicated, real-world issues. This comparative analysis has not only broadened my instructional toolkit but has also instilled a greater appreciation for the importance of empowering adult learners to take control of their educational journey, a principle that is intrinsically linked to military values of leadership and self-reliance.

My immersion in transformational learning theory has been nothing short of revelatory, shedding light on the transformative power of critical reflection in promoting personal development and social change. Through a thorough analysis of this idea, I've learned practical insights into how to encourage transformational learning experiences that cross standard educational boundaries and accelerate fundamental transformations in viewpoint and behavior. Armed with these new insights and practical tools, I feel better prepared to navigate the complexities of adult education in the military, where personal and professional development is not only encouraged but also required for mission readiness and operational effectiveness. This comprehensive approach to education not only expands my professional toolset, but also emphasizes the intrinsic interconnection of personal development, societal impact, and transformational learning within the military context.

**Reflective Entry**

In the military's constantly shifting high stakes setting where preparedness and flexibility are critical, the ideas of transformational learning and adult education are very important. Military personnel, of their vocation, are continually involved in lifelong learning activities, whether it is obtaining new tactical skills, polishing leadership capacities, or adjusting to changing geopolitical situations. Thus, the capacity to successfully enable adult learning experiences becomes not only desirable, but also necessary for preserving operational preparedness and encouraging continuing professional growth within military ranks.

One significant application of the ideas gained from this course is in the field of military training. Through incorporating transformational learning methodologies into training courses, we may foster a culture of continual improvement and adaptable leadership within military units. Incorporating chances for critical reflection and experiential learning allows service members to not only gain technical skills but also absorb lessons gleaned from real-world experiences, improving their ability to navigate complex and unexpected circumstances. While the transformational learning conceptual framework has the potential to improve military training efficacy, questions have been raised about its practical use in a variety of military circumstances. Operational contexts with time limits, resource limitations, and hierarchical structures make it difficult to scale and implement transformational learning efforts, raising concerns about their relevance in the face of logistical constraints.

Besides, integrating religious and cultural viewpoints into transformational learning frameworks is a multifaceted problem for the military community. With service members coming from a variety of backgrounds and belief systems, managing these intricacies while encouraging tolerance and respect for individual differences is critical. The military's commitment to building a cohesive and resilient force needs a sophisticated approach to incorporating religious and cultural viewpoints into educational activities, ensuring that learning opportunities are inclusive and culturally sensitive. However, despite continued attempts to promote diversity and inclusion within military ranks, negotiating the convergence of religious beliefs and educational practices is an ongoing difficulty, emphasizing the necessity for continual conversation and cultural competency training.

**Conclusion**

In a nutshell, the journey through this transformative learning and adult education course has been extremely beneficial in advancing not only my professional goals within the military, but also in broadening my awareness of the intersection of education, spirituality, and personal growth. Through thorough investigation of adult learning principles and transformational learning theory, I have learned essential insights and practical skills that will help me in my work as a military educator and leader.

One of the most important benefits of this course is a better grasp of how to create and support valuable educational experiences that are suited to the specific requirements and characteristics of adult learners in the military. With a more sophisticated understanding of adult learning principles, I am better able to create instructional tactics that encourage military members to engage, think critically, and acquire new skills. Furthermore, incorporating transformational learning theory into my educational work allows me to create settings in which service members may experience deep personal and professional changes, eventually allowing them to reach their full potential as people and leaders.

However, it is critical to recognize that problems remain in adopting transformational learning methodologies in the military setting. Factors such as operational needs, logistical limits, and cultural dynamics all pose significant challenges to the smooth integration of new teaching techniques. Nonetheless, the information and skills gained from this training have given me confidence and resilience in handling these hurdles successfully. With a strong understanding of transformational learning concepts and a dedication to continued professional development, I am well-positioned to positively contribute to the improvement of military education and the professional growth of military learners.

Although the path to adopting transformational learning in the military is laden with difficulties, I am hopeful about its transformative potential for improving preparedness, developing leadership development, and promoting personal growth among service personnel. Through continued reflection, adaptation, and collaboration, I am confident that the insights gained from this course will serve as a catalyst for positive change in the military educational landscape, allowing us to better prepare our personnel for tomorrow's complex challenges.