PHI 800 Transformative and Adult Education

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Omega Graduate School

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Professor

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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.

The transformative learning and adult education course aims to familiarize Omega Graduate School, OGS, with the fundamental concepts in adult education. These include the impact of adult development on learning, the distinctions between andragogy and pedagogy, the significance of self-directed learning in adults, and transformative learning. Adult learners exhibit distinctive characteristics that set them apart from traditional learners.

 Adult learners are often self-directed and take ownership of their learning journey. They are motivated to learn and actively pursue opportunities for personal and professional development. They value autonomy in their learning process and prefer to make choices based on their goals and interests. Their life experiences contribute to a rich foundation of knowledge, skills, and perspectives acquired through work, relationships, and personal endeavors. This wealth of expertise enriches their learning by offering real-world context and practical application.

Adult learners are driven by the practicality and real-world application of their learning experiences. They are inclined towards education that aligns with their personal and professional objectives, and they are eager to gain knowledge and skills that they can promptly put into practice in their daily lives or careers.

Goals and purpose typically drive adult learners. They often have well-defined objectives when seeking learning opportunities and are motivated when they can see how the learning connects to their goals and aspirations. These traits can significantly impact their learning preferences, motivations, and methods.

**Personal Growth**

The adult education course has been instrumental in prompting me to step out of my comfort zone and reevaluate my perception of the world. It has fostered a deeper understanding, and I have been inspired to consider social issues, community needs, and civic responsibilities, which has motivated me to take a more active role in society. This course has been instrumental in honing my critical thinking and problem-solving abilities. I've come to appreciate that things aren't always clear-cut; I've learned to consider various viewpoints and develop creative solutions rather than settling for a single answer. Through this adult education course, I've gained a more profound sense of empathy and social responsibility by equipping myself with the tools to explore and think critically.

**Reflective Entry**

This course directly relates to my career and how I respond to those under my command and the citizens I am sworn to serve and protect by promoting professional development, enhancing critical thinking skills, and fostering a deeper understanding of social justice issues. Regrettably, working as a law enforcement professional has developed many stereotypes, preconceived notions, and biases over the years. However, this experience has allowed me to reflect on these beliefs and assumptions. It has prompted me to critically examine my career's impact on my actions and decisions concerning individuals and communities.

Upon reflection, I have recognized my biases, questioned established practices, and cultivated a more inclusive and equitable approach to policing and leading my team. Engaging in transformative learning within adult education has fostered my empathy and cultural competence. This educational journey has broadened my exposure to diverse viewpoints and experiences, allowing me to comprehend the obstacles encountered by various communities. This enhanced understanding facilitates improved communication, diminishes bias, and enhances interactions.

**Conclusion**

Omega Graduate School is dedicated to fostering personal and professional transformation through its educational approach rooted in transformative learning theory. The curriculum and learning experiences are thoughtfully designed to encourage critical reflection, dialogue, and practical application of knowledge. OGS aims to cultivate a learning environment that nurtures intellectual, spiritual, and personal growth, arming students with the knowledge, skills, and values essential for leadership and making a positive impact in their chosen fields.

Incorporating transformative learning in adult education significantly improves law enforcement by fostering reflective practice, nurturing empathy and cultural competence, guiding ethical decision-making, addressing systemic issues, enhancing de-escalation and conflict-resolution skills, and promoting community-oriented policing. By integrating transformative learning principles into their education and professional growth, law enforcement professionals can play a vital role in promoting a more just, fair, and community-focused approach to policing.

Personal development is a fundamental aspect of transformative learning and adult education. By engaging in reflection, critical thinking, acquiring new knowledge and skills, and nurturing emotional intelligence, individuals can undergo significant personal growth in their personal and professional lives. This growth empowers adults to navigate change, embrace fresh perspectives, and lead more enriching and purposeful lives.