Transformative Learning and Adult Education

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Professor

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Assignment

### *Developmental Readings*

Review Assignment #3, the course essential elements, assigned readings, and recommended readings to identify selections of books and scholarly articles to identify and select developmental reading sources and entries.

* Refer to the “[Student Guide to Developmental Readings](https://drive.google.com/file/d/161V_FaYR2BnNGCSFUlWPjUSIQzcH04Hq/view?usp=share_link)” for updated information on sample comments, rubrics, and key definitions related to developmental readings.

**Source One:** Nallaluthan, K., Nasir, M., Thurasingam, V., Vignes, K., & Kanapathy Kaaminy. (2023). Malcolm Knowles and innovation centre universiti Pendidikan Sultan Idris (RMIC – UPSI): work-based learning model. Evaluation Studies in Social Sciences, 4(2), 30-50. <https://ejournal.upsi.edu.my/index.php/ESSS/index>

**Comment 1:** PHI 800-12 Transformative Learning and Adult Education

**Quote/Paraphrase:** According to the andragogical model the most effective method of learning for adults is making connections between newly acquired information and previous experiences and knowledge.

**Essential Element:** This comment is associated with the essential element andragogy.

**Additive/Variant Analysis:** This comment is an additive to my knowledge of andragogy. This comment serves as an extension to my understanding of andragogy, providing insight into how this principle operates distinctively from pedagogy. It emphasizes that adults approach learning with diverse perspectives, incorporating new viewpoints and drawing upon multiple life experiences.

**Contextualization:**  This comment provided a moment of clarity, highlighting the disparity between adult and children's learning processes. As both an educator and an elementary school principal, I recognize that students often possess limited background knowledge, stemming from their relatively short life experiences. Conversely, adults approach learning with a clear purpose, seeking to leverage their existing knowledge to achieve specific goals or acquire new information that aligns with their aspirations or areas of expertise. In the realm of pedagogy, students are typically encouraged to establish connections between texts and their own lives, fostering real-world relevance in their learning experiences. It's intriguing to note that, as articulated by this student and supported by Knowles' definition of andragogy, adults prioritize this aspect of learning even more prominently.

**Source two:** Nallaluthan, K., Nasir, M., Thurasingam, V., Vignes, K., & Kanapathy Kaaminy. (2023). Malcolm Knowles and innovation centre universiti Pendidikan Sultan Idris (RMIC – UPSI): work-based learning model. Evaluation Studies in Social Sciences, 4(2), 30-50. <https://ejournal.upsi.edu.my/index.php/ESSS/index>

**Comment 2:** PHI 800-12 Transformative Learning and Adult Education

**Quote/Paraphrase:** The notion that all adults have the same level of preparedness to learn is a significant criticism that has been levelled against the theory. This oversimplification may miss the significant variation that exists among adult learners in terms of their cognitive, emotional and experiential preparedness.

**Essential Element: The comment is associated with the essential element andragogy.**

**Additive/Variant Analysis:** This comment is an additive to my understanding of andragogy and Knowles' perspective on it. Knowles has clearly stated that adult learners have a focus on learning to acquire knowledge for a purpose; however, this article presents a different perspective, indicating that all adult learners have different cognitive abilities, which impacts their rationale for acquiring new learning.

**Contextualization:** This quote grabbed my attention, leading me to reconsider Knowles' concept of andragogy from a fresh perspective. Knowles famously champions self-directed learning within his theory. This study aligns those principles with work-based studies and Knowles' earlier theories on adult learning. However, it also left me torn in my perspective. Not only does it challenge Knowles' theory, but it also suggests that adults, similar to children, possess distinct learning styles. As an educator immersed in pedagogical theories, our aim is to cater to students' multiple intelligences. Do these children ultimately grow into different types of learners as adults? Or can we reconcile this opposing theory with Knowles' perspective on why adults seek knowledge?

**Source Three:** Lei, D-Y., Cheng, J-H., Chen, C-M., Huang, K-P., & Chou, J. (2021). Discussion of Teaching With Multiple Intelligences to Corporate Employees’ Learning Achievement and Learning Motivation. Frontiers in Psychology, 12, Article 770473. https://doi.org/10.3389/fpsyg.2021.770473

**Comment 3:** PHI 800-12 Transformative Learning and Adult Education

**Quote/Paraphrase:** Teaching with multiple intelligences could effectively enhance the learning motivation of employees in high-tech industry to

promote and continue the learning achievement.

**Essential Element:** This comment is associated with the essential element of multiple intelligences.

**Additive/Variant Analysis:** This comment is an additive to my understanding of multiple intelligences by highlighting its relevance in adult learning and the workplace. It underscores the continued importance of leveraging multiple intelligences to motivate employees and enhance their learning capacities.

**Contextualization:** The research findings consistently affirm that teaching with multiple intelligences effectively enhances both learning achievement and motivation. This article serves as a reminder that adults may shift their reasons for learning, yet the importance of catering to diverse learning styles remains crucial, even in professional settings. Such an approach not only fosters greater motivation to learn but also yields more positive outcomes in the workplace.

**Source 4:** Lei, D-Y., Cheng, J-H., Chen, C-M., Huang, K-P., & Chou, J. (2021). Discussion of

Teaching With Multiple Intelligences to Corporate Employees’ Learning Achievement and Learning Motivation. Frontiers in Psychology, 12, Article 770473.https://doi.org/10.3389/fpsyg.2021.770473

**Comment 4:** PHI 800-12 Transformative Learning and Adult Education

**Quote/Paraphrase:** Everyone presents the unique operation method that, with proper encouragement and guidance, the intelligence could achieve certain standards. For this reason, multiple intelligences allow each student to find out the sky and reaching the goal of adaptive development.

**Essential Element: *This comment is associated with the essential element multiple intelligences.***

**Additive/Variant Analysis:** This quote is an additive to my understanding of multiple intelligences. It underscores the notion that if learners are aware of their strongest learning style, they could maximize how they learn, thereby reaching their fullest potential.

**Contextualization:** This comment resonates with me in various ways. The findings of this study illustrate that even in the workforce, understanding one's learning style or their predominant area of multiple intelligences can significantly enhance goal achievement. I firmly believe in the correlation between multiple intelligences and lifelong learning. As unique individuals created by God, it's plausible that we each havedistinct cognitive wiring for processing new information. For instance, if one possesses the gift of music, they fall under the umbrella of musical intelligence in the theory of multiple intelligences.

**Source:** Misawa, M., & McClain, A. (2019). A mentoring approach: Fostering transformative learning in adult graduate education. Journal of Transformative Learning, 6(2), 52-62. <https://www.proquest.com/scholarly-journals/mentoring-approach-fostering-transformative/docview/2349148997/se-2>

**Comment 5**: PHI 800-12 Transformative Learning and Adult Education

**Quote/Paraphrase:** Transformative learning is a complex process and creating a mentorship approach to foster transformative learning needs to build a relationship that is relational for both the adult educator and adult learner. Making it relational creates a stronger sense of partnership within the relationship.

**Essential Element:** This quote is associated with essential element transformative learning theory.

**Additive/Variant Analysis:** This quote adds to my comprehension of the transformative learning theory. It supports the existing framework proposed by Mezirow and expands upon it, emphasizing the importance of mutual exchange between mentor and mentee within a learning environment. The theory establishes and emphasizes the necessity for adults to let go of their pre-existing knowledge to embrace new information.

**Contextualization:** This study established a meaningful link between the transformative learning theory and its application within mentor-mentee relationships. The theory highlights the influence of adult assumptions on new learning and underscores the collaborative nature of transformative learning in graduate education between adult educators and learners. It suggests that ingraduate programs, mentors may need to adopt a facilitative role to facilitate the mentee's personal growth and learning transformation.

Even though this study focused on higher education, it resonates with our emphasis on student-centered learning in early education, where we nurture young minds. Student-centered learning emphasizes the teacher's role as a facilitator, empowering students to lead discussions and take charge of their own learning. Therefore, as described in this study there becomes an exchange between the mentor and mentee (student to teacher).

**Source:** Misawa, M., & McClain, A. (2019). A mentoring approach: Fostering transformative learning in adult graduate education. Journal of Transformative Learning, 6(2), 52-62. https://www.proquest.com/scholarly-journals/mentoring-approach-fostering-transformative/docview/2349148997/se-2

**Comment 6:** PHI 800-12 Transformative Learning and Adult Education

**Quote/Paraphrase:** As long as adult educators and adult learners use this mentorship approach in transformative learning, they should be able to safely and effectively process their disoriented dilemma to their transformation. Ultimately, the mentoring approach in fostering transformative learning can be a key for contemporary and future adult educators to continue to expand the area of transformational learning theory in the field of adult education.

**Essential Element:** This quote is associated with essential element transformative learning theory.

**Additive/Variant Analysis**: This is an additive to the original concept of the transformative learning theory. This contributes to the original concept of transformative learning theory by emphasizing the mentor's role in establishing a secure learning environment for adults to acquire new knowledge. However, it does not address the necessity for adults to relinquish prior assumptions and experiences.

Contextualization: This study didn't refute the transformative learning theory; instead, it expanded our understanding of the original theory. It provided insights into the dynamic exchange of information between mentor and mentee in higher education environments, broadening our perspective on adult learning. I believe these findings aim to enhance rather than dismantle the transformative learning theory. However, a question arises regarding the trust that mentees often place in their mentors, presuming them to be experts in the information they share. For instance, students trust their teachers, and in adult learning contexts, adults trust professors.

This perspective on mentor-mentee information exchange fosters increased dialogue between both individuals, providing ample opportunity for the exchange of knowledge and fostering greater growth.

**Source:**Amin, H., & Munawar, S. M. (2020). Comparative study of knowledge and use of BBloom's digital taxonomy by teachers and students in virtual and conventional universities. *Asian Association of Open Universities Journal, 15*(2), 223-238. <https://doi.org/10.1108/AAOUJ-01-2020-0005>

**Comment 7:**PHI 800-12 Transformative Learning and Adult Education

**Quote/Paraphrase:**Furthermore, teachers need to be professionally trained about the philosophy of digital pedagogy and strategies to incorporate BDT (Blooms Digital Taxonomy) comprehensively in all phases of their teaching–learning.

**Essential Element:** This comment is associated with Educational Taxonomies

**Additive/Variant Analysis:** This quote presents a variant perspective compared to my experience with the use of educational taxonomies, particularly Bloom's Revised Taxonomy. I question the necessity of updating the components of digital taxonomies, as it could potentially disrupt the foundational skills that educators rely on for effective instructional practices.**Top of Form**

**Contextualization:**   This study immediately caught my attention as I transitioned into the role of an educational leader (principal) during the pandemic, often referred to as a "Pandemic Principal." Deciphering teachers' adaptation to new digital teaching methods and students' adjustment to this unfamiliar learning environment proved challenging. While the article delves into navigating this new landscape from both pedagogical and learner perspectives, it falls short of thoroughly examining the rationale behind the need for change in how or why things should be different.

**Source:**Gunawan, S., & Shieh, C. (2023). Enhancing business students’ self-efficacy and learning outcomes: A multiple intelligences and technology approach. *Contemporary Educational Technology, 15*(4). <https://doi.org/10.30935/cedtech/13647>

**Comment 8:**PHI 800-12 Transformative Learning and Adult Education

**Quote/Paraphrase:**The diverse range of online learning tools and resources allows for the personalization of learning, catering to each student’s unique learning style and pace. This can enhance their learning ability and sustain their motivation, as they can see tangible progress in their learning journey.

**Essential Element:** This quote is associated with the essential element of the Multiple Intelligence Theory.

**Additive/Variant Analysis:** This quote presents a variant perspective as it solely focuses on business students, who may already possess a predisposition toward a particular growth mindset. It underscores the importance of combining business education with technology and understanding one's multiple intelligences to foster self-efficacy.

**Contextualization:**   The notion of informing individuals about their learning styles and raising their awareness could indeed have significant merit, potentially enhancing efficiency for students or adult learners. However, there's also a possibility that it might lead to confusion. In my own experience, I stumbled upon the concept of multiple intelligences during a college course through self-discovery. I wonder if being informed beforehand, or if the students I interact with daily were informed, would potentially lead them to fixate on a single modality of learning.

**Source :**Alabisi, A., & Vucetic-Trifirò, C. E. (2023). Pedagogy, andragogy and heutagogy: How are they related? *The e-Journal of Business Education & Scholarship of Teaching, 17*(2), 1-7. Retrieved from <https://www.proquest.com/scholarly-journals/pedagogy-andragogy-heutagogy-how-are-they-related/docview/2878448011/se-2>

**Comment 9:**PHI 800-12 Transformative Learning and Adult Education

**Quote/Paraphrase:**It should be noted that individuals start with an education experience that is embedded in pedagogy - something which occurs in the early learning consistent with a childhood state and the level and complexity of learning develops from that point building upon that very initial learning process.

**Essential Element:** This quote is associated with the essential element of andragogy.

**Additive/Variant Analysis:** This perspective offers a variant view of pedagogy and its relationship to andragogy, which is considered the fundamental approach to learning for all individuals. While we are recipients of learning from the moment we enter the world, there are fleeting moments during our early years when we begin to transition into self-directed learners.

**Contextualization:**  This brief article sheds light on the transition from pedagogy to andragogy to heutagogy. It's a novel area of learning for me because, although in my profession we encourage students to become lifelong learners, I hadn't previously recognized it as a progression from andragogy, especially as we foster it alongside direct instruction.

Top of Form

**Source:***Hammond, Z. (2015). Culturally responsive teaching and the brain (p. 56). Corwin.*

**Comment 10:**PHI 800-12 Transformative Learning and Adult Education

**Quote/Paraphrase:**If teachers want to be successful in their work with culturally diverse students, they must first accept and understand themselves as cultural beings.

**Essential Element:** This quote is associated with the essential element of andragogy.

**Additive/Variant Analysis:**This quote presents a variant perspective compared to my understanding of andragogy, as it primarily addresses what we traditionally associate with pedagogy. I'm uncertain whether the author, Zaretta Hammond, extends her thinking to adult learners. However, if we were to establish this connection and require those in the higher education realm to possess this background, it could potentially lead to a different approach in how they acquire knowledge.

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**Contextualization:**  In this quote, the emphasis is on the importance of self-awareness and cultural understanding for teachers working with culturally diverse students. It suggests that before educators can effectively support diverse learners, they must first recognize and comprehend their own cultural identities. This acknowledgment serves as a foundational step towards creating inclusive and culturally responsive learning environments where students feel valued and understood. The adult teacher and learner may still benefit from having this background knowledge to support students.

**Source:***Hammond, Z. (2015). Culturally responsive teaching and the brain (p.53). Corwin.*

**Comment 11:**PHI 800-12 Transformative Learning and Adult Education

**Quote/Paraphrase:**Engaging in reflection helps culturally responsive teachers recognize the beliefs, behaviors and practices that get in the way of their ability to respond constructively and positively to students.

**Essential Element:** The essential element this is associated with is andragogy.

**Additive/Variant Analysis:** This perspective presents a variant viewpoint concerning adult learners. I am unsure if there is sufficient research to establish a direct connection to the necessity for adult learners. Nonetheless, it is a perspective that should have some consideration, perhaps suggesting its potential relevance.

**Contextualization:**  In this quote, the significance of reflection in the practice of culturally responsive teaching is underscored. It emphasizes that through engaging in reflective practices, educators can gain insight into their own beliefs, behaviors, and practices that may act as barriers to effectively responding to the diverse needs of their students. By taking the time to critically examine their own perspectives and biases, teachers can identify areas for growth and development. This process allows educators to refine their approach, fostering a more inclusive and supportive learning environment where all students feel valued and respected. Ultimately, reflection serves as a powerful tool for educators to continuously enhance their cultural responsiveness and promote positive outcomes for their students.

**Source:**Tappin, R. M. (2014**).** *Adult Development and Andragogy Theories: Application to Adult Learning Environments: Including Discussions on Experiential and Transformational Learning. Publisher.Top of Form*

**Comment 12:**

**Quote/Paraphrase:**Adults on the other hand choose their learning therefore will not choose to learn something that they are not interested in. For example, adult learners who choose to go back to school to advance their knowledge have a made a choice to do so; unlike children who are told to go to school.

**Essential Element:** This quote is connected to the essential element andragogy.

**Additive/Variant Analysis:**This perspective is an additive to my understanding of andragogy. It presents a nuanced concept of how adult learners are perceived, highlighting their intrinsic motivation for lifelong learning. Personally, I recognize within myself a commitment to lifelong learning, a trait shared by many who are drawn to academia.

**Contextualization:**  In contrast to children, adults actively choose their learning pursuits, typically selecting subjects aligned with their interests and goals. For instance, adults returning to school to enhance their knowledge do so voluntarily, motivated by personal aspirations rather than external directives. This choice-driven approach distinguishes adult learners, who actively shape their educational journey, from children who often attend school as a compulsory requirement.

**Works Cited**

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