PHI 800-12

Transformative Learning and

Adult Education

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Omega Graduate School

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Professor

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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.

This course in transformative learning and adult education is aimed to help participants gain a deeper understanding of themselves as adult learners and to incorporate this understanding into their ongoing learning journey at Omega Graduate School. Through engaging with the course material and participating in discussions, we explored various aspects of adult learning theories and practices. This enabled us to recognize the unique qualities and experiences we bring to the learning environment, fostering a sense of empowerment in our educational pursuits. By embracing these new principles, we become more introspective and reflective, enhancing our growth and development as adult learners. This reflective practice allows us to critically examine our beliefs, assumptions, and learning strategies, ultimately leading to a more meaningful and effective educational experience. As we progress through our instructional journey at Omega Graduate School, these insights will serve as a foundation for continuous improvement and lifelong learning.

The six principles articulated in Knowles' theory of adult learning—addressing the learner’s need to know, self-concept, prior experience, readiness to learn, orientation to learning, and motivation—connect seamlessly with the spirit and culture of the Omega Graduate Program. This course provides us with a comprehensive understanding of Andragogy, Transformative Learning Theory, Educational Taxonomies, and Multiple Intelligences Theory. Through this course, we delve into how adult learning is uniquely shaped by these principles, enabling us to apply them effectively in our educational practices. We learn to appreciate the importance of each learner’s background and experiences, fostering a more inclusive and supportive learning environment. By understanding these theories, we are better equipped to create instructional strategies that cater to diverse learning needs, promoting a more personalized and impactful educational experience. The integration of these foundational concepts not only enhances our pedagogical skills but also prepares us to be more effective and reflective educators within the Omega Graduate Program and beyond.

The mission of the Omega Graduate Program values key concepts that align with this course in Adult and Transformative Learning. This includes a commitment to being lifelong learners and embracing diverse learning approaches to address and solve problems connected to social changes in our world. As believers in Christ and scholars in the world of academia, it is imperative that we gain a deep understanding of who we are as adult learners. By integrating our faith with academic pursuits, we can better comprehend our roles and responsibilities in both personal and professional contexts. This course equips us with the knowledge and tools needed to reflect on our learning processes, embrace continuous growth, and apply our insights to create meaningful and transformative impacts in our communities.

This course has profoundly expanded my perspective as an adult learner. As a leader in elementary education for the past 25 years, I believed I had a comprehensive understanding of my identity as a learner. I assumed that the strategies effective for young learners could be seamlessly applied to myself as an adult learner. I was confident in my grasp of educational concepts, readily explaining the significance of Bloom's Taxonomy or Pedagogy. However, this course has facilitated a profound self-discovery and deepened my comprehension of adult learning processes and rationales. It has fundamentally reshaped and enriched my understanding of concepts I once believed I had mastered.

As a principal of an elementary school, I am responsible for leading both children and adults. This new understanding of adult learners will enable me to approach professional development and training with a fresh perspective. I can now create programs that not only foster lifelong learning among teachers but also inspire them to instill this desire in their students. This transformative learning experience has become invaluable to my role. It has also left me puzzled as to why the field of education has not more widely embraced these theories. We focus extensively on educating young minds, yet we often overlook how we, as adults, learn. If we integrated these theories into our professional development, we would likely see greater "buy-in" from teachers, making training sessions and professional development—which many teachers currently dread—more engaging and effective.

In the educational landscape, we often rely on evaluation criteria such as the Charlotte Danielson Framework, which comprises four domains and numerous components under each. This framework ultimately categorizes individuals as highly effective, effective, or ineffective based on their performance. As a student at Omega Graduate School and a believer constantly seeking to deepen my understanding of my purpose in Christ and in the world, I find this course to be remarkably effective. It has prompted profound reflection on how I process information and has instilled a newfound sense of peace in my learning journey, echoing the wisdom of Philippians 4:7, "And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus."

As a believer, I find solace and guidance in the word of God, particularly in Proverbs 4:7, which tells us, "Wisdom is the principal thing; therefore, get wisdom: and with all thy getting get understanding." This scripture resonates deeply with me as an educator because it underscores the importance of not only acquiring knowledge but also understanding its significance. Without this understanding, which aligns with the principles of andragogy, the information we gather lack’s purpose and potency. It reminds me that true wisdom lies not just in the accumulation of facts, but in the ability to comprehend and apply them meaningfully in our lives and endeavors.