**Developmental readings**

Loretta

PHI 800-12: Transformative Learning and Adult Education

April 14th, 2024

**Source: 1**

Schnepfleitner, F. M., & Ferreira, M. P. (2021). Transformative Learning Theory–Is It Tıme to Add A Fourth Core Element?. Journal of Educational Studies and Multidisciplinary Approaches, 1(1), 40-49.

**Quote/Paraphrase:**

Schnepfleitner & Ferreira's (2021) critical examination suggests adding a fourth crucial component to transformational learning theory. The authors explore transformational learning's intricacies and suggest strategies to improve its basics.

**Additive/Variant Analysis:**

Schmepfleitner & Ferreira (2021) dispute transformational learning theory and advance additive/variant analysis in education. It challenge the paradigm and propose a fourth key component to urge researchers and practitioners to rethink transformational learning. Researchers should explore new models that better capture the intricacies of transformational learning events and think beyond the box.

**Contextualization:**

Schnepfleitner & Ferreira's (2021) contentious contextualization of transformational learning theory requires academics and practitioners to rethink education theory. As an educational researcher, I regularly test and refine theoretical frameworks to keep my work relevant to the changing area of education. Schnepfleitner & Ferreira (2021) theory of transformative learning's fourth basic component intrigues me to study more about and promote transformational learning. Their study shows that educational theory is changing and that scholars and practitioners seek better, more complete frameworks.

**Source: 2**

Bennett, N. (2020). Adult Education at Downtown Community Court: Ideas for Program Planners.

**Quote/Paraphrase:**

Bennett's (2020) study of adult education at Downtown Community Court can inform program planners.

**Additive/Variant Analysis:**

Bennett (2020) research of Downtown Community Court's adult education program shows a complex view of judicial educational initiatives. Bennett examines programming and instructional methods to empower justice system participants. Bennett (2020) highlights learning's role in rehabilitation and reintegration by focusing on justice and education. Bennett's speech emphasizes participant-centered techniques. Bennett supports personalized programming over a one-size-fits-all approach. This learner-centered paradigm empowers students to manage their education. To maximize program participants' time, educators can personalize interventions to their needs and interests.

Bennett (2020) stresses the need of justice-education partnership. Bennett argues for a comprehensive strategy that uses the experience and resources of several stakeholders because she understands the complexity of justice system concerns. Program organizers can help courts, schools, community groups, and other institutions form complete support networks to meet their children's complicated needs.

**Contextualization:**

Bennett's insights are valued and improve criminal justice rehabilitation and change. As an advocate for educational fairness and social justice, I frequently wonder how I might help individuals in legal trouble. Bennett's work inspires others who desire to create educational programs that benefit participants by providing real techniques and recommendations.

As program coordinator for a community-based initiative, I help poor populations obtain quality education, following Bennett's advice. It seek to help people develop and reintegrate into society by collaborating with local courts and social service organizations and providing inclusive, participant-centered learning settings. Bennett's emphasis on adult education in court settings and education's transformational power underscores our commitment to helping criminal justice system victims.

**Source: 3**

Colverson, K. E. (2021). Resource manual 02: facilitation and training for animal health worker trainers working with the livestock vaccine value chain in Nepal.

**Quote/Paraphrase:**

In Nepal's livestock vaccine value chain, Colverson (2021) prepares a complete reference manual for animal health worker trainees. Practical advice and tactics in the guidebook improve training programs in this vital area.

**Additive/Variant Analysis:**

This resource guide by Colverson (2021) addresses a critical need in Nepal's livestock vaccination value chain by training animal health workers. Trainers can maximize effect by using the guidebook's training strategy and facilitation methods. Capacity building enhances animal healthcare services and trainer abilities in the region. The guidebook stresses environment-specific training for Nepal's cattle industry. Trainers can handle the vaccine value chain's intricacies since it tackles disease prevention, community participation, and vaccination maintenance. Due to the focus on real-world applications, teachers may learn relevant knowledge to include into their teaching.

**Contextualization:**

Good animal healthcare is crucial in Nepal's agricultural context since livestock production is vital for livelihoods and food security. The lack of animal health education and resources hinders vaccination program implementation. Colverson (2021)'s resource guidebook for trainers who teach frontline workers vital knowledge and skills is timely.

As a veterinarian in Nepal, I often teach animal health professionals in distant, resource-poor areas. In his guidebook, Colverson addresses these challenges and offers practical answers with illustrations. This booklet will educate training instructors to provide important veterinary services to Nepal's different landscapes by bridging academic knowledge and practical practice.

Finally, Colverson's resource manual helps trainers and practitioners enhance animal health specialists' work and Nepal's livestock vaccination value chain.

**References**

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