Transformative Learning and Adult Education

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### *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 1:** Muniandy, T., & Abdullah, N.B. (2023). A Comprehensive Review: An Innovative Pedagogy for Future Education. International Journal of Online Pedagogy and Course Design, *13*(1), 1-15. <https://doi.org/10.4018/IJOPCD.315816>

**Comment 1:**

**Quote/Paraphrase:** “Thus, pedagogical innovations will have worldwide advantages in education by assisting learning, graduation, and course access for students, behaviour change and professionalization.” (p.5)

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

**Additive/Variant Analysis:** This is variant to the andragogy learning method.The journal reports that**p**edagogical learning like andragogy influences adult students and is appealing to teachers and students alike in higher education.

**Contextualization:** Although the essential element of this course is andragogy, after having a better understanding of both approaches through readings, I feel neither andragogy nor pedagogy has much to do with how old the learner is. For example, learning to drive, the driving instructor used pedagogy to teach me how to drive. Like a child I did what I was told to do. Pedagogical learning was the best way for me to obtain my driver's license. On the other hand, I think one of most independent intuitive thing humans learn to do is walking. All children are self-taught to walk, but no one would say how children learn to walk is andragogical. Yet most babies’ first steps fit the criteria. So, I am of the belief pedagogy and andragogy can be interchangeable and their applications have more to do with what is appropriate at a given time versus the age of the learner. Both theories can be considered innovative. How this will help my research is I will think twice before being dismissive of any learning theory but instead consider each theories’ nuances and how I can apply whatever information gathered to my study.

**Source 2:** Formenti, L., & Hoggan‐Kloubert, T. (2023). Transformative learning as societal learning. *New Directions for Adult and Continuing Education,* 2023(177), 105-118.

https://doi.org/10.1002/ace.20482

**Comment 2:**

**Quote/Paraphrase:** “As we will argue in this article, Mezirow’s transformative learning, (TL), rooted in critical thinking and anchored in the practice of re-assessing deeply embedded assumptions, seems today especially useful for those researchers and practitioners who are tackling difficult problems, where the dominant or hegemonic frames of reference need to be challenged at a societal level.” (p.106)

**Essential Element**: This comment is associated with the element of transformative learning theory.

**Additive/Variant Analysis**: This is additive to the learning method transformative learning theory. The article emphasizes the type of learning approach that can cause a sea-change with individuals seeking positive personal growth, but additionally it addresses how we as people can make the world a better place to live collectively.

**Contextualization:** The articlehelped me to see Mezirow’s transformative learning as a catalyst to self-awareness and positive change for an individual, also, this learning method can be used on a global scale. The authors of the story identified three ways the transformational learning theory can affect society as a whole: civic education, sustainability and migration. Now that I know TL is used for grand challenges, I have a different mind-set in looking at TL for research, I will go bigger.

**Source 3:** Christensen, A. S., & Mathé, N. E. H. (2023). Higher order thinking in social science education: An empirical study with classroom observations from Denmark and Norway. *Comparative Didactics*, *2023*(7), 11–36 https://doi.org/10.7146/sammenlignendefagdidaktik.v2023i7.138199

**Comment 3:**

**Quote/Paraphrase: “**Higher order thinking implies that the student can not only remember or understand but also analyse, evaluate or create conceptual and procedural knowledge.” (p.15)

**Essential Element:** This comment is associated with the element of educational taxonomies.

**Additive/Variant Analysis:** This is additive to the learning method educational taxonomies. The article looks at Lorin Anderson and David Krathwohl, who updated Bloom’s taxonomy. The revised version of the theory can be used in higher-level learning, especially in social science.

**Contextualization:** My main takeaway from the article is the difference between knowledge and thinking. I was surprised to learn in the article that knowledge is considered lower-level learning because it involves recalling and remembering. For example, memorizing words for a spelling bee. However, thinking is high-level learning involving analyzing, comprehension and innovation. For example, creating a play. The latest information I have acquired challenges me to explore my own methods of learning and do a better job of not just knowing answers but deep diving into the "why" behind what I understand.

**Source 4**: Bas, G. (2016). The effect of multiple intelligences theory-based education on academic achievement: A meta-analytic review. *Educational Sciences: Theory and Practice*, *16*(6), 1833-1864.

[EJ1130745.pdf (ed.gov)](https://files.eric.ed.gov/fulltext/EJ1130745.pdf)

**Comment 4:**

**Quote/Paraphrase:** “…Everyone has different styles and speeds of learning. Even teachers’ consideration of this concept in the teaching and learning process affects many variables. Students can gain self-confidence, self-knowledge, creative thinking, respect for individual differences, and easily learn and start thinking about professions for themselves with the help of educational applications...” (p.1836)

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

**Additive/Variant Analysis:** This is additive to the learning method multiple intelligences theory. The article looks at what different learning styles best fit each student instead of taking a one size fits all approach.

C**ontextualization:** Why are some people good athletes while others good chess players? I now understand it is because of the multiple intelligences theory which is the focus of the research for this article. The theory breaks down intelligence into different categories.Knowing that there are different intelligence modalities is helpful because identifying the right teaching methods based on intelligences means every student gets the opportunity to find out how they learn and then can excel based on their capabilities instead of standardeducationalexpectations established by academic institutions.

**Source 5:** Barhone, J. E., Erradi, O., Khaldi, M., & Erradi, M. (2024, February). Design and Modeling of an Online Adult Training System: The Importance of Adult Learner Modeling. *In E-Learning and Smart Engineering Systems* (ELSES 2023) (pp. 472-479).

<https://doi.org/10.2991/978-94-6463-360-3_44>

**Comment 5:**

**Quote/Paraphrase:** “The beginning of research into adult learning as a distinct field of research has been attributed to Malcolm Knowles, who developed the concept of andragogy in the 1950s. Knowles proposed that adult learning is different from that of children… Transformative learning should not stop at reflection and dialogue. Adults should be encouraged to take action and implement changes in their personal and professional lives. This can include advocating for social justice, developing new skills, or pursuing further education.”(pp. 473, 476)

**Essential Element:** This comment is associated with two elements andragogy and transformative learning theory.

**Additive/Variant Analysis:** This is additive to both andragogy and transformative learning theory. The article discusses the origin of adult learning and the impact of andragogy. It shows the progression of adult learning which can expand beyond lessons in classes to lessons in life through transformative learning practices.**Contextualization:** The chart provided in this article helped me to clearly see the difference between learning as a child and adult learning. Children usually do not have the same cognitive capacity as grownups when it comes to thinking such as using critical reflection. In addition, this article looks at e-learning as a tool to enhance adult learning through a technology outlet and provides an analysis of the strengths and weakness of several adult learning models.

**Source 6:** Knowles, M. (1977). Adult learning processes: Pedagogy and andragogy. *Religious education*, *72*(2), 202-211.

<https://doi.org/10.1080/0034408770720210>

**Comment 6:**

**Quote/Paraphrase: “**All the Hebrew prophets and Jesus, all the great Greek teachers, Socrates, Plato, Aristotle were teachers of adults…All of the ancient great teachers were teachers of adults. They saw learning as being a process of enquiry…the role of the teacher was that of a guide to the enquiry.” (p. 1)

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

**Additive/Variant Analysis:** This is additive to andragogy.Malcom Knowles lets us know that there has always been adult learning. He sees the teacher’s role as a guide. Students are to be guided toward meaningfulness which is more than them just knowing the answer to a problem. What did you learn on the way to the answer?

**Contextualization:** Adult education is by no means elementary. What I learned from this article is that Malcom Knowles’ idea of adult learning involves engagement, investment and the examination of the conclusions drawn, or answers given.

**Source 7:** Dacka, M., & Rydz, E. (2023). Personality Traits and the Spiritual and Moral Intelligence of Early Adulthood in Poland: Research Reports.*Religions, 14*(1), 78. <https://doi.org/10.3390/rel14010078>

**Comment 7:**

**Quote/Paraphrase:** “Spiritual intelligence is sometimes perceived as a type of intelligence that enables a person to understand the mystery of life and its meaning. Gardner argues that‚ “if we humans can relate to the world of nature, we can also relate to the supernatural world - to the cosmos that extends beyond what we can perceive directly, to the mystery of our own existence, and to life-and-death experiences that transcend what we routinely encounter” (Gardner 1999, p. 54). The term spiritual intelligence arose from the combination of intelligence and spirituality (Emmons 2000a; Mahasneh et al. 2015).” (p.2)

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

**Additive/Variant Analysis:** This is variant to the learning method multiple intelligences theory. Howard Gardner the developer of the multiple intelligences theory acknowledges spiritual intelligence but did not put it in his list of intelligences because he felt it lacked scientific support specifically there was no way to gather quantitative data.

**Contextualization:** In doing research for this paper, I found out that Howard Gardner believed that spiritual intelligence could be an honorable mention at best because it was not measurable data. Fortunately, there are other adult learning theorists who believe differently. I now want to better understand spiritual intelligence so I can use it in my research with adult learning. In addition, I am interested in exploring more why spiritual intelligence appears controversial in the adult learning community/profession.

**Source 8:** Amram, Y. J. (2022). The Intelligence of Spiritual Intelligence: Making the Case.*Religions, 13*(12), 1140. https://doi.org/10.3390/rel13121140

**Comment 8:**

**Quote/Paraphrase:** “Spiritual Intelligence (SI) is the ability to draw on and embody spiritual qualities and resources to enhance daily functioning and wellbeing. Despite Gardner’s rejection of SI, the proliferation of SI models and research supporting the advantages of SI across a wide field of endeavors, and correlation with neurological structures and genetic indicators strongly support its validity as an intelligence.” (p.1)

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

**Additive/Variant Analysis:** This is variant to the learning method multiple intelligences theory. The journal presents a case for SI ‘s credibility and validity as an intelligence.

**Contextualization:** I must admit that I brought my own bias to doing this research. I assumed that spiritualization from an intelligent perspective was a given. In my faith, we are taught early that God is omniscient that is all knowing. In addition, even though I know my belief is not a universal one I do believe one of the tenets of spirituality is having insight beyond the norm and is not that a form of intelligence. This article sets out to prove spiritual intelligence deserves to be considered an intelligence thus qualifying as one of the natural methods we as students can use to learn.

**Source 9**: Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). Handbook I: cognitive domain.

[Bloom et al -Taxonomy of Educational Objectives.pdf (archive.org)](https://web.archive.org/web/20201212072520id_/https%3A/www.uky.edu/~rsand1/china2018/texts/Bloom%20et%20al%20-Taxonomy%20of%20Educational%20Objectives.pdf)

**Comment 9:**

**Quote/Paraphrase:** “In discussing the principles by which a taxonomy might be developed, it was agreed that the taxonomy should be an educational - logical - psychological classification system. The terms in this order express the emphasis placed on the different principles by which taxonomy could be developed**.** Thus, first importance should be given to educational considerations.” (p.6)

**Essential Element Identification:** This comment is associated with the essential element educational taxonomies.

**Additive/Variant Analysis:**. This is additive to educational taxonomies.

**Contextualization:** Of all the essential elements for this course, educational taxonomies is the one that I have not embraced whole-heartedly. I don’t know if it is more hierarchical than helpful. More supportive research needs to be done by me to assure me that Bloom’s taxonomy is fluid and not linear. Nevertheless, when using taxonomies within teaching environments, I do agree with what Bloom has written in this book that first educational consideration should come first.

**Source 10:** Mezirow, J. (1993). A transformation theory of adult learning. *In Adult Education Research Annual Conference Proceedings* (Vol. 31, pp. 141-146).

[ED357160.pdf](https://files.eric.ed.gov/fulltext/ED357160.pdf#page=153)

**Comment 10:**

**Quote/Paraphrase:** Transformation theory is a theory of adult learning addressed to educators. It assumes that by adulthood we already have assimilated a set beliefs about the world, other people and ourselves. These belief systems serve as "boundary structures" for perceiving and comprehending new data. They become our frames of reference or "meaning perspectives," and they profoundly effect how, what and why we learn. (p. 4)

**Essential Element Identification:** This comment is associated with the essential element transformative learning theory.

**Additive/Variant Analysis:** This is additive to transformative learning theory. **Contextualization:** This article written by Jack Mezirow, a pioneer in the field of transformative learning, for me brings some clarification about what is considered being an adult which is critical to know if one is to teach them. Adults already have certain beliefs, ideas about others and themselves and whatever they perceive with their adult mentality will shape how they learn.

**Source 11**: Cheng, J., Han, W., Zhou, Q., & Wang, S. (2024). Handbook of Teaching Competency Development in Higher Education.

https://doi.org/10.1007/978-981-99-6273-0

**Comment 11:**

**Quote/Paraphrase: “**The development of the Internet has given birth to digital thinking, distributed cognition, virtual space knowledge dissemination, and interpersonal communication that leads to systematic changes in training concepts, methods, and governance systems. The digital transformation of higher education is imperative to address these changes and new requirements.” (p.v)

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

**Additive/Variant Analysis:** This is additive to andragogy.

**Contextualization:** What is the direction of adult learning? I know when I began to take different adult education courses, I had to take them after work and physically go to a classroom. Now I have the option of going into a class or logging onto a course via my computer. Today’s adult learner has to have some concept of digital learning platforms not only to take courses but also to access information and resources about those courses. Note, some of the information needed is now online only. Both teachers and students must adapt to the changes technology has brought to how we learn.

**Source 12:** Emmons, R. A. (2000). Is spirituality an intelligence? Motivation, cognition, and the psychology of ultimate concern. The International Journal for the psychology of Religion, 10(1), 3-26.

**Comment 12:**

**Quote/Paraphrase:** “In this article, I advance the argument that spirituality might be conceived of as a type of intelligence. Evidence for spirituality as a set of interrelated abilities and skills is considered. … A spiritual intelligence framework has the potential to both integrate disparate research findings in the psychology of religion and spirituality and generate new research yielding fresh insights …**”** (p. 3)

**Essential Element Identification:** This comment is associated with the essential element multiple intelligences theory and andragogy.

**Additive/Variant Analysis:** This is variant to the learning method multiple intelligences and andragogy.

**Contextualization:** Robert Emmons proposed spiritual intelligence as an addition to Howard Gardner’s Multiple Intelligence. Although the idea was turned down by Garder as a researcher introduced to this concept, I believe spiritual intelligence could be a different type of intelligence used by adults to learn. It is a misnomer that spirituality always involves some form of phenomena. In fact, in most instances spirituality involves reasoning, logic and seeking out best practices. All of these characteristics are conducive to adults being able to learn.

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