Transformative Learning and Adult Education

Content Question

And

Course Essential Element

Tiffanie D. Willis

OMEGA Graduate School

May 22, 2024

Professor

Dr. Sara Reichard

Assignment #1 – Course Professor

1. **What experiences do you bring to the table as an adult learner?**

The experiences I bring to the table as an adult learner are being re-informed. Seeing now as I am deep diving into listening to each OGS prophesor and searching the scholarly research while applying each OGS structured couse assignment key words to the subjects that have or are now raising my attention making my learning best understood while giving constructive clarity. Committed to learning and learning more about transformative learning and adult education I see are collectively different on surface but have a continued theme on deeper levels. The theme I see from my side is genuine trust, empathy and desired better for what I listen too from others and with others more often than I would like to record a lack of listening. In my experience I have encountered more consistently from individuals who are associated with faith themes and halls and doing all the things and very knowledgedable of the Biblical narrative and the Life of Christ historical narative, those who are seeminly living to take steps closer to Christ are consistently engaging with calculated reasons exposing vengeful harmful choices and often outright without shame. These known motives cause for me to classify them as temporary to no more inneraction.

1. **What do the four assignments in most OGS courses give you both structure and flexibility?**

Each of the four assignments in most OGS courses thus far, yes have allowed me to aply team development stages (with the thread of trust and gifts) to my advanced graduate work. The work of psychologist Brue Tuckman in 1965, introduced this model for groups and I am applying it to my life. I am classifying the groups as events. For example, friendship death, burial of my father, being bent in betroval and repositioned in successful performace career matters as a ruddy-tint women in 21st centruy. Each of the experiences I have lived through have stages that have presented adjustments to how I now intake and respond to an individual, event or experience. These events and outcomes have followed a similar pattern of development and conclusion. I lightly evaluate things better now. I still believe and keep a cheerful outlook, but I am requesting God to show me peoples motices. And why they are requesting my participation. Because, the pattern for most people is not sustained only temporary after what they desired is fulfilled. The Adjournment aspect as introduced in 1977 in collaboration with Mary Ann Jensen. I am going to link this study with all my research. Tuckman, B. W. (1965). Development sequencein small groups. Psychological Bulletin, 63, 284-399

1. **What goals do you have for your own learning beyond earning a degree?**

The audacious goal and ambition I maintain is the desired result of exposing a sustainable practice that unleashes the the gift of trust personally with authenticity and collectively into our neighborhoods and communities, were we all see there is only “only one community!” Possibly the study and the effort shared from the degree will continue to pull at the heartstrings of individuals who also desire cross-industry and generational transference of principled character. Community coalition building needs all unlearned, or learned, with means and wealth or only skills and common sense, everyone can sharpen an arrow. The gift of charity through unity (Bible stats is unending) that will allow sustainable transformation in our neighborhoods, communites and workforce. Looking at the DSL at the doctorate level obtained, doesn’t make me a “Doc” only one who has conducted comprehensive analysis and having somewhat an understanding on attitudes and approaches of a particular knowledge or value in my local or larger society, that I deem supreme only for the glory of God, for continued study and best ways to establish frameworks for greater change, which brings glory to His name.

1. **What kind of transformation do you want to experience personally , intellectually, and experimentally?**

The kind of transformation I desire to experience personally, intellectually and experimentally is eyes open and immediate pivot away from those who desire only to be served. The intellectual transformation I want to experience is an inward full reliance on the Word of Chirst Jesus and always pause in prayer asking Him, the question “what are these persons motives,” before I continue listening or invest to comit to accomplish anything. The transformation experimentally, is to gain grater identity with Jesus and be imbued with Christ, in my daily life. Vos, p.15

1. **What strategies can help you reduce feelings of transactional distance?**

The stratiges that are helping me to reduce feelings of over 40 years ago Michael Grahame Moores Theory of transactional distance has proposed, that me knowing that I am involved in my knowledge learning and techniques, is appreciated and although input it is grand to see a separation of the learner and tutor. I am learning sooooo much. Even though now the learning is digital and or often may be coordinated as fragmented due to it being through the lenses of public peadagogy. I took pictures of the OGC campus library in years pass and I am gleaning from those volumes. The third layer of “autonomy” and other impacts form the other varied ways and my capacity to learn. I appreciate that OGS not only allows this level of adult learning and holds me accountable to follow the practices and procedures that have been outlined to ensure that while I am in this transactional distance learning , the aims of the education are achieved from my showing forth improvement or questioning gowth with each assignment. Moores, Handbook of distance education, 32-46, 2018

1. **How can OGS best support you in your learning journey?**

OGS professors, staff and team can best support my learning journey, by finding time to listen and possibly understand the scope of my experinces. I would desire clear feed back of merit to ensure that I am not spinning my heals in the sand and truly have had an experiences of grit and direction. In total I hold a few key events true in all that I am, which is what I pull from when sharing the importance of the “re-route” in my life with youth, halls of faith with women or workforce for occupational integrity. Although online learning is adjusted away from inperson learning. The learner content and the inneraction with like minded “living life” classmates having to analysis self-efficacy and self-regulation, and hearing we are somewhat similary situated scholars with variation, is often great to hear. Satisfaction with how we exchange information, find it and getting correction and best practices as learner to learner as a distant learner is new and I am taking on the challenge even with all the tech and web adjustments required, to keep learning. I am learning.

Assignment #1.a – Course Essential

1. Elements Andragogy

2. **Transformative learning theory**

3. Educational taxonomies

4. Multiple Intelligences theory

1. Select One (1) Core Essential Element from the Syllabus Outline:

a. Weekend Residency: Create a 350-word original discussion paper (with cited sources) during the week of the residency. Be prepared to discuss and engage with other students during the live sessions. Post this document in DIAL.

b. Professor will check for quality of content and word-count requirements. Grade assigned will be Credit or No Credit (CR/NC).

Transformative learning theory defined by Edward W. Taylor is instinctive drive among all humans to make meaning of their daily lives. I disagree with his next statement that “there is no enduring truths… that we know or believe. ” Beaupre, Charles Paul, A Multidisciplinary Approach to Transformative Higher Learning, *Journal of the World Universities Fourum,* 2011, Vol 4, Issue 1,p81.

Stating, becoming an adult develop’s a more critical world view as our own purposes, values, and feelings and meanings rather than those we have uncritically assimulated from others. Jack Mezirow first introduced theory of adult learning, helped explain how adults changed the way they interpreted their world. ‘Perspective Transformation’, with de-emphasis of social action. American Journal Adult Education Quarterly, Contemporary theories of learning, 1114-128, 2018.

My foundation is *Inspired Word of Holy God*, I have interpretation.

With all things our gracious Heavenly Father has allowed “choice” on this sinful planet, in understandings and thought study exploration. Now, I am capable to read and learn from, this theory and clinical evaluations for interpretation in my life learning at this time for constructive healing restoration, for my continued resilence and wholeness. God is GREAT!

Especially, now I see the undisclosed worldly / atributes, my father was my protector. He shielded me from many facets of cruel personality. The continued Biblical Great Controversy remains waring for our humanties dysfunctions that surface in family relationships, areas not addressed with 2 feet down for analysis by the elders or scapegoat. The things that go unresolved from generation to generation (knowingly or unknowingly). The dysfunction in my parents, myself, friendships, and in work/career, and in the way I see myself in days after the wedding day of wedded blis and precious words “ido.’ Being bent in betrothel, are all layered now in His love (response, repentence and refusal), ‘the gift’.

Experiences above, keep my work for personal developement and coalition community building in my and other neighborhoods. I belive it is key toward resole of dysfunction and from the root. Many unpursued events that formulated wounds. Praising God for the re-route and to go up and over obsticles, now knowing best. Especially as the lessons learned are supporting my exponential growth forward for my future.

What about transformative justice. I am an ruddy-tint woman who is Afican-centered. Asa G. Hillard focused the quest for Afircan American liberation he said is the cornerstone of education. Education is the tool to self-discovery and liberation. Jamison, D. F., 3-15, 2020. The African-centered peadagogy that functions as a means for myself and descended people is to affirm and assert our agency. **Daily this is accomplished by neighborhood and community coalition building of gifts, during volunteer events with intergenerational participation. The take away keeps them returning “we are all one community and together we all have everything not when apart,” is learned.**

Vajra Watson, writes in *Learning to liberate: Community based solutions to the crisis in urban education,* that few problems in education are as pressing as the serve crisis in urban schools. With me, the pivot, and repositioning will not take place, I belive untill the one community involvement is accomplished. Some very nontraditional events and experiences are going to need to take place in community by community. Author Watson, explores the complicated study how to reach students. She looks at four distinct peadogoies of communication: community, compassion, and commitment with a key stratigy for effectiveness. **The “at-risk” youth are maliable and full of “promise”, this is why I belive when coalition building of old is restored, unresourced youth gain agency and potential into action in their schools and neighborhoods thus one community.**

The after-school volunteer event experinces or the out-of-school time settings at faith centers are required for pivots in **youthwork and workforce for stable occupational integrity**. Coalition’s in neighborhood residential attended events allow adolescent or adult to active ager’s to participate and have fun while self-assessing.

I really belive we all should live with real peace, and critical self-reflection with reflective judgment through discourse.Edmund O’Sullivan et al.’s.

WORKCITED

Ayers, R. & Ayers, W. 2016, Foreword. In *Breathe: Notes on White Supremacy and the Fierece Urgency of Now. The assault on communities of color-exploring the realities of race-based* violence. (pp. xi-xix). Rowman & Littlefield.

Beaupre, C.P., (2011). A Multidisciplinary Approach to Transformative Higher Learning*. Journal of the World Universities Fourum,* 2011, Vol 4, Issue 1,p8.

 Bible, King James Version Paul writes on Spiritual Gift. Eph 4:11-14, 1 Thesalonians 4:16,17, 19-21, Act 2:17,18 Mat 7:15-20, Isiah 8:19, 20.

Freire, Paulo. 2000 *Peadgogy of the oppressed /* New York: Continum.

Hillard, A. G., and Jamison, D.F., 2020. The Quest for Afircan American Liberation. 3-15.

Ladson—Billings, G. 1995. *But That’s Just Good Teaching !: The Case For Culturally Relevant Peadagogy.* Columbous, Ohio: Ohio State University.

Mezirow, J. (2021). ‘Perspective Transformation’*, American Journal Adult Education Quarterly, Contemporary theories of learning*, 1114-128, 2018. InterVarsity Press.

Scheurick, J.J. 2004. Equity traps: A useful construt for preparing principals to lead schools that are successful with racially diverse students. *Educational Administration Quarterly,* 40(5), 601-632.

Vos, M., 1957. *Strangers and Scapegoats: Extending God’s Welcome to Those on the Margins*, p.15.

Watson, V., 2012. *Learning to liberate: Community based solutions to the crisis in urban education, N.Y. & London:* Routledge, eJournal of Education Policy