



OMEGA
GRADUATE SCHOOL

AMERICAN CENTRE FOR
RELIGION/SOCIETY STUDIES (ACRSS)

Changing the World Through Social Research

PHI 800-12: Transformative Learning and Adult Education

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Why OGS is Different

- **We are adult-focused.** We understand you have a busy life and life gets complicated!
- **We want you to integrate** your professional life, academic life, and faith life through your studies.
- **We are both flexible and predictable.** You read in your own area of interest within the boundaries of the essential elements.

Essential Elements

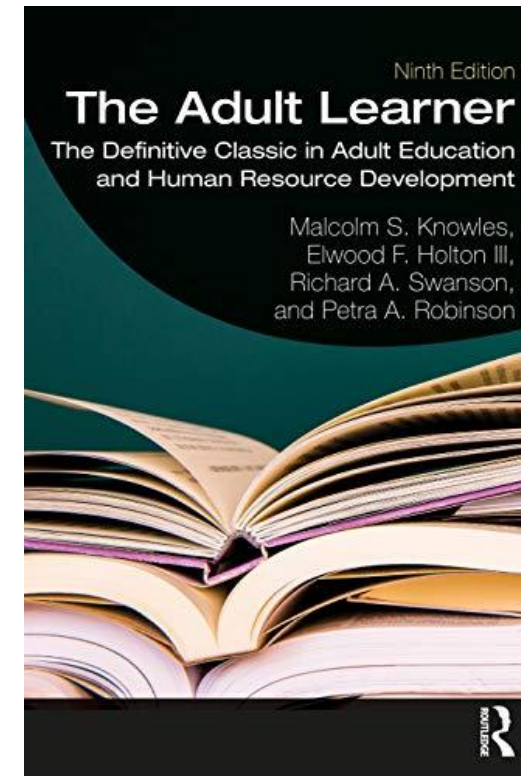
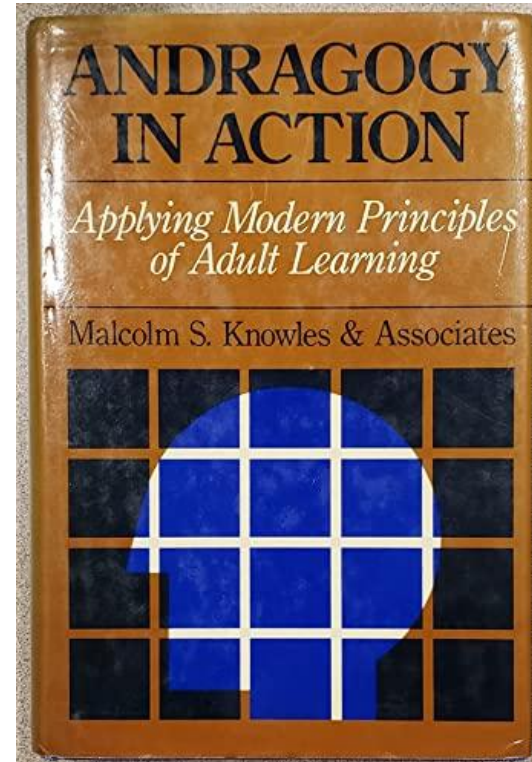
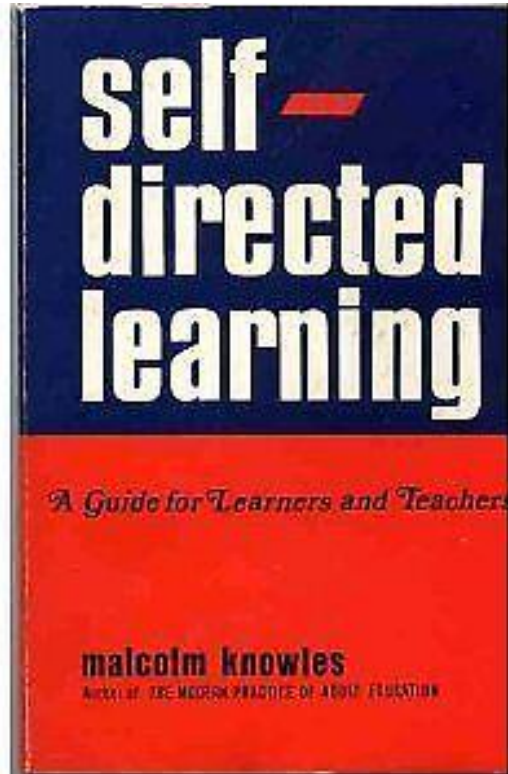
- Andragogy
- Transformative Learning Theory
- Educational Taxonomies
- Multiple Intelligences Theory

Andragogy

- **Andragogy**, as opposed to pedagogy (teaching children) is focused on the needs and goals of adult learners. Coined by Malcolm Knowles in 1984.
- **You chose OGS** because you wanted enhance your career, earn an advanced degree, and solve a problem in society or in your profession.
- You are not learning content, you are learning **how to learn**.



At OGS, We Understand You!



Characteristics of Adult Learners

Motivation

- **Adults are driven by internal motives.** They will learn if they want to learn. For instance, a compelling answer to the “what’s-in-it-for-me” question is a powerful internal motivation.

Readiness

- **Readiness to learn derives from the relevance of the knowledge.** They want to know how learning will help them better their lives, and they learn best when they know that the knowledge has immediate value for them.

Experience

- **Adults have a wealth of experience** that forms the foundation of their learning. They analyze, rationalize, synthesize, and develop new ideas or tweak old ones through the filter of their experiences.

Self-Direction

- **Adults are self-directed individuals** who want to take charge of the learning journey. They are independent beings who want to feel in control.

Orientation

- **Adults learn best when they “do.”** They find relevance in task-oriented learning, which they can align with their workplace realities.

Synergogy

- OGS is a community of scholars.
- **Synergogy** is how we learn together and from and with one another.
- You will learn as much from your classmates at OGS as you will from your professors and your developmental readings!



Carl Rogers

- Rogers argued that to truly learn, an individual must engage in **whole-person learning**.
- Traditionally, learning has only focused on the cognitive dimension of learning, or left-brain learning.
- Thus, Rogers believed to really learn, a person must utilize the right-brain as well.
- We must **feel** as well as **think**.
- **Experience** is as important as reading and writing.



Transformative Learning

- **Transformative learning** focuses on the idea that we adjust our thinking based on new information.
- four phases are:
 - **having** experiences
 - **making** assumptions
 - **challenging** perspectives
 - **experiencing** transformative learning

A Safe Place to Think

- One of OGS's core values is providing a **safe place to think** where people with diverse perspectives can share and explore ideas together while being challenged but not judged.
- **Transformative learning** occurs when you let your assumptions get challenged, read outside of your comfort zone, and learn from others who are different from you!
- That's why we require both **additive** and **variant** sources in your developmental reading assignments!

Bloom's Taxonomy



Dissertation / Doctoral Project

Assignment #4 – Reflection Journal

Assignment #3 - Essay

Assignment #2 - Developmental Readings

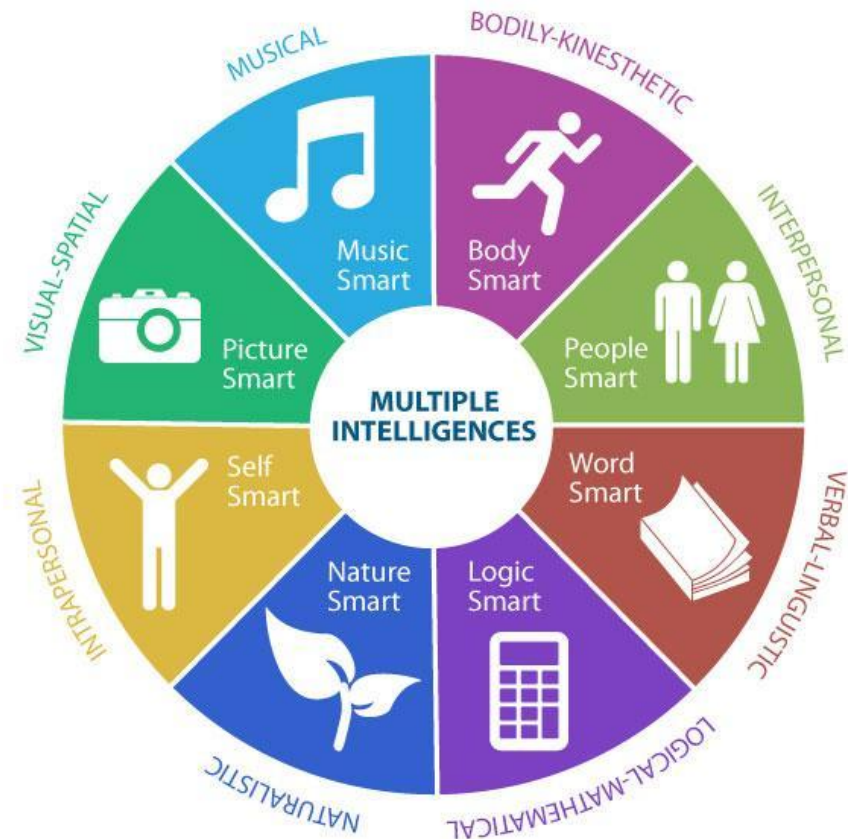
Assignment #1 - Discussions

Primary/Secondary/Undergraduate Education

Multiple Intelligences Theory

Howard Gardner argued that people have different kinds of intelligence and learn differently.

Gardner's theory is contested, but the general idea is helpful.



Transactional Distance

Perceived psychological distance between the student, course, peers, and instructor.

Moore (1993) refers to TD in establishing that the theory focuses on “the universe of the teacher-learner relationships that exist when learners and instructor are separated by space and time” (p.22).

Student to Student/ Student to Faculty/ Student to Content

Assignment #1 – Discussion Questions

1. What experiences do you bring to the table as an adult learner?
2. Why do the four assignments in most OGS courses give you both **structure** and **flexibility**?
3. What goals do you have for your own learn beyond earning a degree?
What kinds of transformation do you want to experience personally, intellectually, and experientially?
4. What strategies can help you reduce feelings of transactional distance?
5. How can OGS best support you in your learning journey?