Assignment #4 – Course Learning Journal

PHI 800-12 - Transformative Learning and Adult Education (Fall 2024, Subterm B)

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Professor

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Assignment #4

### *Course Learning Journal*

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.

**Reflection and Applications from Transformative Learning and Adult Education**

**Introduction**

The course, PHI 800-12 - Transformative Learning and Adult Education, was very interesting and introduced us to several important philosophical ideas and approaches to adult education. The course, Transformative Learning and Adult Education, explored the role of adult development in learning, differences between andragogy and pedagogy, the importance of self-directedness in adult learning, and transformative learning theory, which is consistent with the mission of Omega Graduate School.

The course fits perfectly into Omega Graduate School’s curriculum which is geared toward mature adults who are pursuing their higher education dreams (master’s and doctorate). One aspect of the course that speaks highly to the needs of adults is the “Course Essential Elements” which encompasses four major themes that highlight the major concepts and theories in the course. For this course, the four Course Essential Elements presented were Andragogy, Transformative Learning Theory, Educational Taxonomies, and Multiple Intelligences Theory. These are all important in defining adult learning approach and standards, as well as orienting adults toward self-responsibility for learning. For example, the Multiple Intelligences Theory by Gardner (1983) inspires adult learners to understand their areas of strength for learning while also appreciating the idea that others have areas of strength that may differ from theirs.

PHI 800 Transformative Learning and Adult Education fits well into the graduate curriculum and program at Omega Graduate School because it apprises students of the challenges and principles of adult learning, as well as inform them on how to be active and responsible learners. Understanding the expectations for adult learners allows students to do self-reflection and engage consciously in the process of shaping their learning through expert guidance from OGS faculty.

**Personal Growth**

This course was very important in introducing me to new ideas and theories that guide my understanding of how I engage learning as an adult student. With prior knowledge about the Multiple Intelligences Theory, this course gave me an opportunity to look into the different types of intelligences more extensively. In doing so, this student recognizes that he possesses all of these intelligences to some degree, but some are more evident and dominant than others. There were nine (9) types of intelligences explored: verbal-linguistic intelligence, logical-mathematical intelligence, spatial-visual intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence, and existential intelligence (Aguayo, Ruano & Vallejo, 2021; Moran, 2021; Gardner, 1983). This student considered that his dominant intelligences are verbal-linguistic intelligence, existentialist intelligence, and interpersonal intelligence. His least intelligences are logical-mathematical intelligence and musical intelligence. The course provided the opportunity to recognize my skills and identify areas for personal growth and development.

One of the most important learning event in this course which transformed my understanding and appreciation of the challenges of adult learning is being introduced to Jack Mezirow’s Transformative Learning Theory. This was such an important learning experience for me as it took a personal approach as we learned that Mezirow developed his theory by studying the learning experience of his wife as an adult learner, along with other adult learners (Mezirow, 1978). The most important insight is the idea of transformation that must take place with adult learners as “Awareness of one’s own history and reliving it] leads to a process of perspective transformation involving a structural change in the way we see ourselves and our relationships” (p. 100). This personal transformation is taking place as Omega Graduate School builds my skills and allows me to integrate new skills and align previously acquired skills with a more developed and in some case, a transformed purpose. The elements of adult learning are evident in my experience of this learning process at OGS: experience, awareness, transformation of individual perspective, inclusiveness, integrative experience, contractual relationships with institutions, and behavior change (Mezirow, 1997; Mezirow, 1996; Mezirow, 1978).

**Reflective Entry**

This learner’s professional field is that of research and education. The course, PHI 800 Transformative Learning and Adult Education, is a very important course in OGS’ curriculum as it informs students how adults learn and the challenges that adult learners must overcome, including being motivated as they develop contractual relationships with OGS and its leaders and faculty in reaching their educational goals through inclusiveness and integrative experience. This course has added new ideas and knowledge to this learner, especially when it comes to the differences between andragogy and pedagogy, and understanding of Mezirow’s Transformative Learning Theory.

Taking this course has made this student more aware of the need for continuing learning and reassures me that I am making the right decision and traveling in the right direction with Omega Graduate School for my education. The accommodation and understanding of OGS’ faculty reflects the level of understanding that adult learners who are workers, parents, and very busy individuals need in order to succeed. PHI 800 Transformative Learning and Adult Education is in a way, learning by doing, and doing in order to learn. It enhances research, writing, and overall academic skills and knowledge.

**What questions or concerns have surfaced about your professional field as a result of your study?**

As a result of taking this course, PHI 800 Transformative Learning and Adult Education, concerns about current professional field of research and education have been raised. Being someone who works in higher education and teaching, this student now has concerns about true personal and professional development and now wonders: (1) Am I really advancing personally in my current role and position? (2) What can this student do to develop higher levels of professionalism through learning and achievements? (3) What will be the future of adult learning given the changes we are seeing in today’s society – will my learning and skills still be relevant 10 years from now? and (4) how do I balance resources, time, and the need for continuous learning as an adult? These are some important questions that Andragogy and Mezirow’s Transformative Learning have influenced me to consider. This makes the course one that really lives up to the name “PHI 800 Transformative Learning and Adult Education” as such questions are reflective of transformation and learning taking place in this student.

**Conclusion**

This course, PHI 800 Transformative Learning and Adult Education, is very effective in meeting my professional and educational goals. As one who focuses on adult education, it is important to understand and appreciate the theories and ideas about adult learning. The elements of adult learning introduced by Mezirow (1997, 1995, 1978) are useful in understanding how our learning is shaped by integrative experience, inclusiveness, and relationships that we establish with institutions and professors or higher education teachers. This course has increased my knowledge and academic skills. For example, I have developed better understanding and appreciation of the challenges and process of adult learning. Moreover, my APA, writing, and research skills were enhanced through the developmental reading and other assignments.

**References**

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Mezirow, J. (1997). Transformative Learning: Theory to Practice (pp. 5-10), *New Directions for Adult and Continuing Education*, No. 74, Summer 1997. Access: <https://www.ecolas.eu/eng/wp-content/uploads/2015/10/Mezirow-Transformative-Learning.pdf>.

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