Transformative Learning and Adult Education

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Professor

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Assignment

### *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 One:** Onwuatuegwu, I. N. (2023). An Investigation into the Philosophical Differences between Pedagogical and Andragogical Approaches to Education. *Journal of Education Review Provision*, *3*(1), 26-31. <https://doi.org/10.55885/jerp.v3i1.181>

**Comment 1:**

**Quote/Paraphrase:** These assumptions encompass the

inclination towards self directed learning, the significance of incorporating life and work experience into the learning process, a concentration on goal orientation, a propensity to learn when the subject matter is pertinent to their personal or professional life, a predilection for problem centered learning, and the conviction that adults persist in developing and learning at their own pace throughout their lifespan.

**Essential Element:** This comment is associated with andragogy.

**Additive/Variant Analysis:** This is an additive to the conversation on andragogy. It gives context to the reasons why adults engage in learning. It focuses on the difference between adult and child learning. Adults thrive learning at their own pace and for perceived gains such as goal reaching, and personal convictions.

**Contextualization:** When I was a contractual educator I was able to teach Spanish because Baltimore County Public Schools had such a shortage of world language teachers. However, my check was a constant reminder that I was not a certified teacher. This motivated me to constantly research new methodology, and new pedagogy practices. This quest put me in a position to constantly lead/ host professional developments. I was paid for the creation and facilitation of these pd’s. When our school got the grant for an equity program I applied to be a part of that team as well. I was able to secure that spot and through that position I found my calling and developed dear black man breathe which led to the continuation of my education here at OGS.

**Comment 2:**

**Quote/Paraphrase** While pedagogical systems may continue to be important in some situations such as early childhood education or introductory courses, where students may not yet be prepared for the self directed approach of Andragogy, the pedagogical approach may become less relevant as technology evolves and information becomes more readily available.

**Essential Element:** This comment is associated with andragogy.

**Additive/Variant Analysis:** This is a variant to the topic of andragogy. This comment aims to dismiss the need for pedagogical practices in an adult education setting. It further claims to attribute technology for rendering pedagogy useless.

**Contextualization:**I taught virtually during the pandemic. In addition to teaching completely virtual prior to that there was a push to incorporate technology into our daily lessons. I opted to have power points for each of my lessons and a game on a device as a brain break. Aside from that I tried to not use technology in the classroom setting. My generation- millennials are the last generation to have experienced life without easily accessible technology and therefore our perspective on the use and need for technology varies greatly than generations after us. Adolescents are completely dependent on technology and it stunts the ability to be innovative and develop critical thinking skills. Traditional pedagogy practices provide opportunities for that which is why one, it’s still needed, and two, should still be used when appropriate for adult learners.

**Source Two:**Transformative learning: Theory to practice . (n.d.). https://www.ecolas.eu/eng/wp-content/uploads/2015/10/Mezirow-Transformative-Learning.pdf

**Comment 3:**

**Quote/Paraphrase:** But in contemporary societies we must learn to make our own interpretations rather than act on the purposes, beliefs, judgments, and feelings of others. Facilitating such understanding is the cardinal goal of adult education. Transformative learning develops autonomous thinking

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

**Additive/Variant Analysis:** This is a variant to the transformative learning theory. While transformative learning cultivates autonomous thinking, part of that process is realizing and researching other people who share similar convictions.

**Contextualization:** To become certified in Diversity, Equity, and Inclusion; I attended the Summer Institute on Education, Equity, and Justice at American University. Bettina Love was the keynote speaker. It was her ability to take very difficult topics such as white fragility and implicit biases and disarm them that challenged my own beliefs. Prior to that conference I hated being multi-racial. I hated that I was considered a “safe choice” and a go between various races at my job. The conference challenged and shifted my perspective on what those titles menat and how they could be used in a positive light. While I do believe that we must make our own interpretations I think it goes back to the bible and gleaning lessons from that. The bible provides the blueprint for understanding purpose, and standing on the belief of God despite feelings and circumstances. It is counter-intuitive and against Christianity to completely disregard the attributes mentioned.

**Comment 4:**

**Quote/Paraphrase:** Adult learners themselves view learning to think as autonomous, responsible persons as an important educational objective. For example, the U.S. National Institute for Literacy (Stein, 1995) found that those who participate in literacy programs do so to (1) gain access to information so they can orient themselves in the world; (2) give voice to their ideas, with the confidence they will be heard; (3) make decisions and act independently; and (4) build a bridge to the future by learning how to learn. Their goal is to become autonomous.

**Essential Element:** This comment is associated with thetransformational learning theory.

**Additive/Variant Analysis:** This is an additive to the transformational learning theory. This study highlights the outcomes of literary programs specifically geared toward adult learners. The four outcomes further solidify Mezirow’s learning theory.

**Contextualization:** When I created Dear Black Man Breathe, I was battling with sepsis. Only 1 in 9 people survive sepsis, for a while it looked as though I was losing said battle. During that time my best friend called me, that conversation prompted me to create dear black man breathe. I started writing it immediately while I was in the hospital. I could not fathom the events that would ensue after. I believe coming close to death caused me to have conversations with God about my purpose and if I had fulfilled it. Furthermore, should I survive sepsis, how should my life look? When the opportunity to attend OGS was presented I was hesitant because being a student was not my strong suit, but my calling trumped the hesitation. The entire goal of OGS *is* to teach me how to gain access to information and to find my voice in the world.

**Source Three:** Kurnia, R. P. (2021). A Case for Mezirow’s Transformative Learning. *Diligentia:*

*Journal of Theology and Christian Education*, *3*(1), 73–82.

**‌**<https://ojs.uph.edu/index.php/DIL/article/view/2945/1290>

**Comment 5:**

**Quote/Paraphrase:** We must understand the forms, autonomous thinking in transformation theory, and the two domains of learning—instrumental and communicative—as well as their definition, comparison, and application in adult learning. Our frames of reference are transformed through critical reflection on the assumptions where our interpretations, beliefs, and points of view are based.

**Essential Element:** This comment relates to the transformative learning theory.

**Additive/Variant Analysis:** This is an additive to my understanding of the transformative learning theory. This is helping me to understand the various parts of transformative learning. By defining the two domains of learning and how they tie into adult learning gives greater context to how learning should be structured for adults.

**Contextualization:** When I first started at OGS I did not understand how the classes were formatted. OGS gives the adult learner the unique opportunity to learn about various facets such as imago dei. In addition to learning about these facets through the developmental readings I am given an opportunity to marry critical reflection and my calling. If at the end of my tenure as a student I am to carry out social change then the transformation must occur while I am student. Examining new information then pairing that against my views, interpretations, and beliefs is what leads to transformation.

**Comment 6:**

**Quote/Paraphrase:** The form of inquiry involved in communicative learning is designative, as opposed to the prescriptive form found in instrumental learning. The focus of communicative learning is increasing insight and attaining common ground through symbolic interaction. Action in this learning domain is communicative rather than instrumental. The problem-solving process in communicative learning involves the identification and validation of explanatory constructs.

**Essential Element:** This comment is related to andragogy.

**Additive/Variant Analysis:** This is an additive to andragogy. This comment seeks to define the difference between communicative and instrumental learning. It furthers my understanding of andragogy by expounding on the communicative learning process.

**Contextualization:** I truly believe it is my calling to expose the cracks within the education system, primarily high school and institutes of higher learning, for black men. These systemic issues negatively impact the mental health of this particular demographic which leads to numerous negative outcomes. Exploring the benefits and systems of communicative learning will aid my ability to validate these opportunities to fill those cracks. I think in my experience with DEI facilitation, my success stemmed from being multi-racial as well as Christian. I think Christianity governs and leads every aspect of my life. Christ was/ is restorative. Adopting that same restorative mindset helped me foster a problem-solves atmosphere where communicative learning could organically occur. It is my aim that I as navigate the courses at OGS that skillset is honed.

**Source Four:** Scott, S. M. (1992, May). Transformative Learning in the Context of Social Action. In *Proceedings of the Annual Conference, Canadian Association for the Study of Adult Education, llth Annual Conference. Saskatoon, Saskatchewan* (pp. 273-78).

**Comment 7:**

**Quote/Paraphrase:** "Reification refers to the apprehension of human phenomena as if they were beyond human agency, like laws of nature" (Mezirow, 1981, p. 10). It involves myths that we hold to be true like the proper role of women, the proper role of government, or even one's identity if that is totally involved in his/her social roles. The aim of transformative learning is to liberate individuals from these forces. The process used is communicative and emancipatory action.

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

**Additive/Variant Analysis:** This comment is an additive to my understanding of the transformative learning theory. It furthers my understanding by expounding on the transformative learning process. It challenges the preconceived notions about identity in terms of social roles.

**Contextualization:** American society is constructed in a manner that deems the ailing a by-part of society. We are not regarded beyond meager government resources. There is an unconscious bias that disabled people are unable to contribute to society in any meaningful aspect. Admittedly, I suffered from biased expectations as a result. Surviving sepsis was the initial turning point for me. Only 1 in 9 people survive sepsis. Surviving sepsis and then beginning the five year recovery journey debunked the myths I had associated with my capabilities. When OGS presented me with such a unique and special opportunity, to receive a Bachelor’s equivalent, and then entered into a masters program, further challenged my previous beliefs. Learning about imago dei shifted my entire perspective on life and myself.

**Comment 8:**

**Quote/Paraphrase:** A theory of society involved several guiding principles. 1) People have a right to govern themselves and express their needs and desires in an organized fashion. It is the democratic way. 2) It takes power to get anything done. There are three kinds of power: organized money, organized information and organized people.

**Essential Element:** This comment is related to the transformative learning theory and andragogy.

**Additive/Variant Analysis:** This is an additive to the transformative learning theory. It expounds on the theory of society, which gives context to the societal myths/ roles that will be cause for reflection during the transformative learning process.

**Contextualization:**I think as I continue my studies and develop the dear black man breathe program it would benefit me greatly to dig deeper on the second point made. It takes power to get anything done. It is a very true and obvious statement, yet is a concept that I have not explored. I think my degree program will provide numerous opportunities for me to analyze and synthesize information. Once I have the information organized, organizing people, namely entities with money, will be a more accessible goal.

**Source Five:** Person, Tara, M., & Fenwick, T. (2020, July 31). *Understanding adult learners: 6 : Dimensions of adult learning: Tara*. Taylor & Francis. https://www.taylorfrancis.com/chapters/edit/10.4324/9781003115366-6/understanding-adult-learners-tara-fenwick-mark-tennant?context=ubx

**Comment 9:**

**Quote/Paraphrase:** This chapter argues that the way most people think about learning is wrong. It suggests that the old learning paradigm needs to be replaced by a new one that links learners to the environment in which learning takes place.

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

**Additive/Variant Analysis:** This is avariant to the transformative learning theory. This study claims that the way people, namely adults, think about learning is incorrect. Additionally it suggests that the old learning paradigm needs to be replaced completely.

**Contextualization:**It is counter-intuitive to suggest a replacement. Every environment is a place where one can learn. As adults we have the privilege of fusion. There are classes I have taken for ministry leadership that I was able to apply in my professional life. Likewise working in DEI equips me to lead and grasp concepts that are applicable to a multi-cultural church. I think a broader view should be implemented for sure but not a replacement. Learning about andragogy and the transformative learning theory added to my perspective of learning and consequently how I will teach moving forward.

**Comment 10:**

**Quote/Paraphrase:** A range of rich learning theories have appeared that move entirely away from a rational brain-centered view of learning to an embodied ecological view, exploring how cognition, identities and environment are co-emergent…An instrumental perspective sees adult learning as producing a competent and efficacious person, one who has mastered the knowledge and acquired the skills to act in the world with confidence.

**Essential Element:** This comment is associated with the transformational learning theory.

**Additive/Variant Analysis:** This is an additive to the conversation about transformational learning theory. This study is in favor of producing an effective adult that can be confident in their learnings.

**Contextualization:** This is the goal of OGS. I believe the idea of a contextualized degree is unique in the sense that it arms the learner with tools to build and cultivate their purpose. Adult learning is unique at OGS because the premise calls for a deeper understanding of one’s purpose and how to align all aspects of ones’ being with their calling. It arms them with the convictions and knowledge to carry out social change in their own ways.

**Source Six:** Loeng, S. (2020, August 28). *Self-directed learning: A Core concept in adult education*. Education Research International. https://www.hindawi.com/journals/edri/2020/3816132/

**Comment 11:**

**Quote/Paraphrase:** My experience tells me that self-directed learning has been a concept present in theory, discussions, and exchange of views, but seldom systematically put to practice in adult education.

**Essential Element:** This comment is associated with andragogy.

**Additive/Variant Analysis:** This is avariant to my belief of andragogy.

**Contextualization:** The very premise of OGS challenges the comment made by the author. From my experience OGS prides itself on self-directed learning. I think our assignment process is systemic implementation of self-directed learning. Prior to attending OGS in my role as an educator there were often opportunities for teachers to create and facilitate Professional Developments. I always submitted proposals for these opportunities as they were paid. More than the pay, I retain information better when I am able to sift through information for myself as opposed to listening to another person’s condensed version. Perhaps in other professions the opportunities aren’t there but I found them to be ever present in education.

**Source Seven:**Holford, J. (1995). Why Social Movements Matter: Adult Education Theory, Cognitive Praxis, and the Creation of Knowledge. Adult Education Quarterly, 45(2), 95-111. https://doi.org/10.1177/0741713695045002003

**Comment 12:**

**Quote/Paraphrase:** New paradigms are emerging which provide a basis for theorizing adult education in terms of cognitive processes in social movements. These have general implications for our understanding of adult education's role in society.

**Essential Element:** This comment is on the topic of andragogy.

**Additive/Variant Analysis:** This is anadditive to my understanding of andragogy.

**Contextualization:** The age of information has changed the previous trajectory of adult education in society. With the invention and streamlining of social media multiple facets exist now that previously were not feasible. Adults are most likely to engage in micro-learning. Most people commonly refer to youtube as “ youtubeveristy” because there are teaching videos on almost any topic. This in addition to the invention of smart phones makes information a google search box away. This puts higher value on adult learners and their areas of expertise. Whether is accessing credible information for the upcoming election or DEI or lack thereof impact on racial relations in the country.

**Works Cited**

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