**Content Questions**

Dr. Darrell D. Cummings

PHI 800-12: Transformative Learning and Adult Education

Omega Graduate School

October 20, 2024

Professor

Dr. Sara Reichard

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.

Core Essential Element: Transformative Learning Theory

Mezirow's Transformative Learning Theory (TLT) is a theory of adult learning that explains how humans

can change their worldviews and make personal changes through learning.

Definition TLT is the process of making meaning of experiences by probing assumptions, evaluating past ideas, and implementing new perspectives.

This core essential element was absolutely intriguing to me, its focus on adult learning (andragogy) spoke volumes. As an adult learner I saw through this process I am able to use my life experiences both past and present to engage in learning that is meaningful and substantive and how reflection can add to the overall excellence of my educational experience. Transformative learning theory some would say has gone as far as replacing the Andragogy.

Transformative Learning as the "New Andragogy"
“A way to appreciate how transformative learning has impacted the field of adult education and adult learning more specifically is to think about it in relationship to andragogy (Taylor, 2008). It has accomplished what the study of andragogy had hoped to and much more. For example, andragogy is more a framework for teaching adults than a lens for explaining learning. Also, its related research is encumbered with host of challenges (for example, noncomparability of studies, the wide variation in definition and implementation, learner control and volun-tarism) (Rachal, 2002). Transformative learning, on the other hand, although sharing some similar challenges, has persisted due to significant research and theoretical critique offering a framework for both understanding adult learning and guiding the teaching of adults (Taylor, 1998, 2007). As a result, it has overshadowed andragogy, moving from the margins to the center of the study of adult learning in both adult education and a variety of other disciplines (for example, archeology, medical education, distance education, religious studies).
As previously discussed, a range of concilions of transformative learning has emerged. In many ways transformative learning theory has brought a new and exciting identity to the field of adult education, one that builds on the previous work of andragogy.” (Taylor, E. W.) (pp. 16)

WORKS CITED

Taylor, E. W. & Patricia, C. (2019). The handbook of transformative learning
(pp. 16)

Taylor, E. W. (2009). Fostering transformative learning. In J. Mezirow, E. W. Taylor, & Associates (Eds.). Transformative learning in practice (pp. 3-17). San Francisco:
Jossey-Bass.
Taylor, B. W., & Jarecke, J. (2009). Looking forward by looking back: Reflections on the practice of transformative led! ing. In 1. Mezirow, E. W. Taylor, & Associates (Eds.), Transformative learning in practice (pp. 275-290). San Francisco:
Jossey-Bass.