Transformative Learning and Adult Education

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Professor

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**Assignment**

**Assignment #1 – Course Essential Elements**

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

**a.** 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.** The professor will check for quality of content and word-count requirements. The grade assigned will be Credit or No Credit (CR/NC).

**Andragogy**

The essential element chosen is andragogy. According to the class presentation, Malcolm Knowles (1984) defines *andragogy* as teaching focused on the learner's needs and goals. The components of andragogy are motivation, readiness, experience, self-direction, and orientation. Pedagogical teaching concepts focus on what to learn, while their counterpart's concepts focus on how to learn. The advantages of self-directed learning are that it is curriculum flexible, the faculty facilitates the mentoring component, and the learner has more control over what and how they learn. The andragogical teaching model aims to provide adult learners with the optimum engagement by facilitators and the eagerness to learn by students. The model allows the learner to balance work-school-family responsibilities, offering the opportunity to develop time management skills and afford self-paced learning. This balance is crucial in supporting adult learners and ensuring their success.

The empowerment that self-directed learning brings to adult learners is a key aspect, making them feel more in control and responsible for their educational journey. Older adult learners (50+) must adapt to the nuances of technology amongst digital natives. It is an underestimated challenge, but it also faces learning barriers due to the impact of culture on communication in academic and workplace settings. While self-directed and independent learning's flexibility is a benefit, living an online academic life presents a challenge for older adult learners. In-person engagement is with Zoom sessions, texting, and email, of which the latter two can pose potential issues; the tenor and tone of the sender are undeterminable. However, self-directed learning empowers individuals to take the initiative and responsibility for their academic life, making them feel in control and responsible for their educational journey.

When teachers are involved, they should be facilitators of learning, not transmitters, playing a crucial role in guiding and supporting the learners. Self-directed learning partially depends on the opportunity and the ability to make learning decisions (Loeng, 2020, p.2). The main caveat of the pedagogical method is the learner's full engagement and involvement throughout their matriculation process and control as it relates to academic goals and outcomes. However, the development of andragogy was for face-to-face instruction, so there is an urgent need to revisit it for online learning to develop digital andragogy that responds to the learning needs of today's adult learners who choose online learning in the 21st century (Sánchez-Domenech & Cabeza-Rodríguez, 2024, p.3). As adults age, things begin to change, such as viewpoints or perspectives. There are sensory and cognitive changes, even in how information is learned, understood, and interpreted.

Regarding the andragogical approach to adult education, there are two theories:  learning and design theories. This learning theory is based upon adult and their desire to become and/or to express themselves as capable human beings and has six components: (a) Adults need to know a reason that makes sense to them for whatever they need to learn; (b) They have a deep need to be self-directing and take responsibility for their learning and themselves; (c) Adults enter a learning activity with a quality and volume of experience that is a resource for their own and others’ learning; (d) They are ready to learn when they experience a need to know or be able to do, something to perform more effectively in some aspect of their life; (e) Adults orientation to learning is around life situations that are task, issue or problem-centered, for which they seek solutions; (f) Adults are motivated to learn much more internally than externally (Henschke & Charungkaittikul, 2024, p. 6).

**Works Cited**

Henschke, J., & Charungkaittikul, S. (2024). Lifelong Learning: An andragogical approach to

education for the aging population.*International Journal of Technology-Enhanced*

*Education, 3*(1), 1-13. <https://doi.org/10.4018/IJTEE.349130>.

Loeng, S. (2020). Self-Directed Learning: A core concept in adult education.*Education*

*Research International, 2020.* https://doi.org/10.1155/2020/3816132.

Sánchez-Domenech, I., & Cabeza-Rodríguez, M. Á. (2024). Digital andragogy: the need to know

and the role of experience in an online master’s degree. *RIED-Revista Iberoamericana de Educación a Distancia*, *27*(2).