Transformative Learning and Adult Education

Course Learning Journal

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**Assignment #4 – Course Learning Journal**

The journal is a written reflection of your learning journey while working on 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 the insights gained from the course with your professor.

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 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 have 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.

**Introduction –**

My academic journey at Omega Graduate School (OGS) has been a transformative experience, setting it apart from other programs. I chose to enroll at OGS because of its unique features. The program is designed to meet the diverse needs of the adult learning community, ensuring a rich educational experience. The excellent professor-to-student ratio at OGS enables personalized attention, which enhances the learning process. One of OGS's standout characteristics is its deep appreciation for each student's unique experiences and perspectives, which fosters a respectful and inclusive academic community where everyone feels valued and included. Additionally, the program has a commendable timeline for completion, reassuring students, and their families about the efficient use of their time and effort. OGS offers many advantages, including highly engaged instructors, virtual support services from faculty and staff, the flexibility of asynchronous class formats, and a formal introduction to the intricacies of andragogy and its associated teaching methods.

 As an older adult learner, I have realized that direct intentions and purposes are the necessary tools and knowledge to become a skilled self-directed learner. This process is like how a child learns to ride a bike. Instead of merely showing the child how to ride, a parent supports the child by holding them steady. While the parent provides this support, the child is allowed to pedal and steer the bike. At an agreed-upon moment, the child gains the confidence to ride independently, saying, "I got it, Mom. You can let go." Throughout this course, the instructor's commitment to respecting and valuing each learner's unique learning style is evident, allowing them to progress at their own pace. This individualized approach is not just practical; it is genuinely transformative. It helps learners understand why they are learning and how to learn effectively, making them feel valued and respected. This experience underscores the significant desire to learn and carries a profound, retrospective value. Most significant was the confidence accumulated throughout the course due to the liberation that andragogy provides, fostering autonomy of thought, which paves the way for critical self-reflection.

**Personal Growth –**

*Because of the profound nature of those revelations and to prevent any sense of superiority, I was given the gift of a handicap to keep me in constant touch with my limitations. Satan's angel did his best to bring me down; what he did was bring me to my knees. No danger then of walking around with a false sense of pride! Initially, I did not perceive it as a gift and pleaded with God to remove it. Three times I did that, and then he told me, "My grace is enough; it's all you need. My strength comes into its own in your weakness." Once I heard that, I was glad to let it happen. I stopped fixating on the handicap and began to appreciate the gift. It was a case of Christ's strength being perfected in my weakness. Now, I accept my limitations with grace and a joyful spirit; these limitations humble me: abuse, accidents, opposition, and misfortunes. I let Christ take over! Thus, the weaker I become, the stronger I find strength in my weakness.*

II Corinthians 12:7-10, The Message Bible-Remix

If I were to encapsulate my current experience, it would align closely with a pertinent scripture passage. Embarking on doctoral studies while grappling with a debilitating and unpredictable illness has profoundly tested my resilience and determination. The academic journey is inherently challenging, with demands for extensive research, reading, and writing. However, external obstacles often complicate my progress. I find myself needing tenacity in the face of fatigue, perseverance amid a regimen of prescription medications, resilience when confronted with setbacks, and courage when the prospect of surgery looms over my success.

Yet, the most significant test of my resolve lies in the patience required to endure uncertain prognoses. Despite these challenges, I remain steadfast in my commitment to persevere until the end. Through scholarly research and inquiry, the PHI 800-12 course Transformative Learning and Adult Education is improving specific taxonomies. However, the challenges of remembering information due to medication have been a personal struggle, often necessitating writing down pertinent information. Despite these challenges, my comprehension and analysis are improving. The OGS andragogical learning environment and the adult learning community have played a crucial role in facilitating cognitive shifts and reshaping perspectives, placing my worldview under construction.

**Reflective Entry –**

As I delve deeper into andragogy and immerse myself in its research, I find myself considering incorporating its essential elements in areas beyond academia. The fascinating intricacies of andragogy have captured my attention, leading me to focus less on these other critical components; however, I am confident they will receive the attention they deserve. Although I am not currently in a ministry or a position that aligns with the degree I am pursuing, there will be opportunities to apply the tools I gain from transformative learning**.**

**Conclusion –**

 I contend that OGS has not been disappointing thus far! There are noticeable areas of growth, and I feel more academically liberated than I ever have in my entire postgraduate career. Each course is a building block for the next, which reinforces self-concept and efficacy. I am becoming more confident in my written and oral communication. Further, I am motivated by the learning model process, where the facilitator considers the steps and activities needed so that learners can acquire knowledge and skills. In pedagogy, the instructor says, "Let me tell you what you need to know." However, in andragogical environments, the instructor says, "Let me know what you know." I am holistically motivated and encouraged with confidence and foresight that I see myself becoming an alum and potential professor at Omega Graduate School.