PHI 800-12 Transformative Learning and Adult Education

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**Introduction**

The course on Transformative Learning and Adult Education aims to deepen understanding of how adults learn and the transformative processes that drive profound changes in their perspectives and actions. Positioned within the broader graduate program, this course is essential in equipping students with the theoretical and practical knowledge needed to facilitate meaningful learning experiences. It emphasizes the relevance of these concepts in fields such as immigration and healthcare, where understanding and addressing diverse learning needs and experiences are crucial. The course fits seamlessly into the curricular sequence by building on foundational theories of adult education and paving the way for advanced applications and research (Bierema, 2013).

**Personal Growth**

This course has significantly contributed to my personal growth, challenging my preconceived notions about adult learning and pushing me to explore new educational paradigms. Engaging with the course material, especially transformative learning theories, I found myself re-evaluating my approach to facilitating learning experiences. The readings on Mezirow’s transformative learning theory and Freire’s pedagogy of the oppressed were particularly enlightening, offering new insights into the power of critical reflection and dialogue (Tare, Cacicio, & Shell, 2020). Through weekly discussions and assignments, I honed my skills in creating learner-centered environments that foster engagement and critical thinking. One key skill I developed was designing learning activities that not only impart knowledge but also encourage learners to question and transform their assumptions. This skill is invaluable in my professional field, where addressing the unique challenges faced by immigrants and healthcare patients requires a deep understanding of their experiences and perspectives.

**Reflective Entry**

The application of new learnings from this course to my professional field has been both illuminating and transformative. In immigration and healthcare, understanding the diverse backgrounds and experiences of individuals is paramount. The course emphasized the importance of context in learning, prompting me to incorporate cultural competence into my practice. For instance, by using case studies that reflect the real-world scenarios of immigrants and healthcare patients, I have been able to create more relevant and impactful learning experiences (Bitzenbauer, 2021; Holincheck, Koller, & Tullis, 2022). The concept of critical reflection has been particularly valuable. It has allowed me to guide learners in examining their beliefs and assumptions, leading to more profound and lasting changes in their understanding and behavior. This approach has raised questions about how to best support learners in navigating the complexities of immigration policies and healthcare systems. Addressing these questions has become a central focus of my ongoing professional development (Merzel, Peters, & White, 2021).

**Conclusion**

The course on Transformative Learning and Adult Education has been highly effective in meeting my professional, religious, and educational goals. It has provided me with the tools and knowledge necessary to create transformative learning experiences that are both inclusive and impactful. The emphasis on critical reflection and cultural competence aligns with my commitment to ethical practice and social justice in immigration and healthcare (Frontiers in Quantum Science and Technology, 2020; SpringerLink, 2022). Overall, this course has not only enhanced my theoretical understanding of adult learning but also equipped me with practical strategies to implement in my professional practice. The insights gained have been instrumental in shaping my approach to education, ensuring that I can support diverse learners in achieving their full potential (Tare, Cacicio, & Shell, 2020).

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