## PHI 800-12: Transformative Learning and Adult Education

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Assignment

### *Developmental Readings*

1. Create Developmental Readings from seminal sources and scholarly peer-reviewed journal articles. Review instructions for Assignment #3, the course essential elements, and course readings to identify selections of books and journals to create entries.

a. Refer to the "Student Guide to Developmental Readings" in the General

Helps folder for updated information on sample comments, the grading rubric,

and key definitions related to developmental readings.

**Source One:** Hill, J. (2022). *A phenomenological study of Black women in leadership: Exploring the lived experiences of women in the healthcare field* [Doctoral dissertation, Liberty University].

**Comment 1:**

**Quote/Paraphrase:**  "The professional lives of Black women leaders in healthcare reflect a continuous interplay of resilience, systemic challenge navigation, and a commitment to paving pathways for future leaders within the field" (Hill, 2022, p. 101).

**Essential Element:** Experiential and Relevance-Oriented Learning

**Variant Analysis:** Hill’s research highlights the ways Black women leaders draw on their experiences to develop resilience and expertise, which are critical to experiential learning. The relevance of this learning is amplified as they apply strategies to real-world challenges, aligning with principles of adult education that emphasize learning as a process of navigating relevant and practical challenges in their professional environments.

**Contextualization:** In an Organizational and Global Studies (OGS) program, students, particularly those in leadership or healthcare roles, may find value in courses that emphasize experiential learning opportunities. These might include case studies focused on systemic challenges in healthcare, helping students build resilience and apply theory to meaningful, real-world situations that they are likely to encounter in their careers.

**Comment 2:**

**Quote/Paraphrase:**  "Black women leaders demonstrate goal commitment through their dedication to breaking barriers in healthcare, often prioritizing both personal aspirations and a broader vision of equity and inclusion for future generations" (Hill, 2022, p. 112).

**Essential Element:** Goal-Oriented Learning

**Variant Analysis:** Hill’s findings connect with adult education theory by showing how goal commitment drives adult learners to persevere in the face of adversity. For Black women in healthcare, achieving leadership roles often requires a strong focus on long-term goals, aligning with goal-oriented learning principles that underscore the importance of setting clear, purposeful objectives.

**Contextualization:** Within the OGS program, goal-oriented learning can be reinforced through assignments or mentorship programs that encourage students to set and reflect on their professional aspirations. Students might engage in strategic planning projects that align with their career goals, equipping them with tools to overcome challenges while fostering long-term resilience and leadership growth.

**Comment 3:**

**Quote/Paraphrase:**  "Black women in healthcare leadership frequently navigate their paths with a high degree of self-direction, seeking out resources, mentorship, and skill-building opportunities to sustain their growth in often challenging environments" (Hill, 2022, p. 118).

**Essential Element:** Self-Directed Learning

**Variant Analysis:** Hill’s research aligns with adult education theory by illustrating how Black women leaders adopt self-directed learning strategies, particularly when external support is lacking. This approach reflects the autonomy and resourcefulness critical to self-directed learning, where adult learners take initiative to meet their personal and professional needs.

**Contextualization:** The OGS program can support self-directed learning by encouraging students to pursue independent research projects or engage in leadership simulations. By allowing learners to tailor their educational experiences toward their specific professional goals, the program can reinforce self-directed learning practices that mirror those described by Hill.

**Source Two:** Neroni, J., Meijs, C., Kirschner, P. A., Xu, K. M., & de Groot, R. H. (2022). *Academic self-efficacy, self-esteem, and grit in higher online education: Consistency of interests predicts academic success.* Social Psychology of Education*, 25*(4), 951-975.

**Comment 1:**

**Quote/Paraphrase:** "In online education settings, high levels of self-efficacy and grit can serve as powerful predictors of academic success, particularly when students maintain consistency in their interests" (Neroni et al., 2022, p. 958).

**Essential Element:** Self-Directed Learning

**Variant Analysis:** The study highlights how self-efficacy and grit impact the self-direction required in adult online learning, particularly through consistency in student interests and goals. Adult learners with high self-efficacy are more likely to manage and direct their own learning, even in less structured environments.

**Contextualization:** In the OGS program, students demonstrate self-directed learning through choosing topics or problems in their research projects or case studies that align with their interests, fostering motivation and academic success.

**Comment 2:**

**Quote/Paraphrase:** "Consistency in academic goals correlates strongly with readiness to engage in higher education, particularly in self-paced environments" (Neroni et al., 2022, p. 964).

**Essential Element:** Readiness to Learn

**Variant Analysis:** This research emphasizes the role of goal consistency in readiness to learn, especially in flexible educational settings. Adult learners who are ready to engage are those who recognize the value in achieving their goals.

**Contextualization:** The OGS program might enhance readiness by aligning course objectives with career-focused competencies, helping students who are prepared to apply these skills immediately in their professions.

**Comment 3:**

**Quote/Paraphrase:** "Students who exhibit high academic self-efficacy demonstrate increased perseverance and a greater likelihood of academic success, as they tend to approach challenges with a problem-solving mindset" (Neroni et al., 2022, p. 961). Neroni et al. (2022) examines the role of academic self-efficacy in predicting student success in online higher education. The study emphasizes that students with higher self-efficacy confidence in their academic abilities are more likely to persist and perform well. This insight underscores the importance of fostering self-efficacy in adult education to support students’ motivation and resilience in their studies.

**Essential Element:** Academic Self-Efficacy

**Variant Analysis:** Academic self-efficacy is a critical component in adult learning, especially in online formats where students must often be self-reliant. Neroni et al.’s findings show that confidence in one’s abilities can lead to higher levels of engagement and success, suggesting that adult education programs should integrate strategies to bolster self-efficacy among students.

**Contextualization:** The OGS program could incorporate exercises that allow students to set achievable academic goals and receive constructive feedback to build confidence. By promoting self-efficacy, the program can help students strengthen their resilience and problem-solving skills, both of which are essential for success in online learning environments.

**Comment 4:**

**Quote/Paraphrase:**  "Students with a hefty dose of grit are the academic rock stars, sticking to their educational dreams even when online learning throws them some curveballs" (Neroni et al., 2022, p. 970).

**Essential Element:** Grit serves as a fundamental element in the educational journey, especially for adult learners who are often balancing multiple responsibilities. In the context of online education, where distractions and feelings of isolation can be prevalent, having grit can make a significant difference in a student's ability to stay motivated and focused on their academic aspirations.

**Variant Analysis:** Grit is like the secret sauce for adult learners, especially in the world of online education, where feeling like a lone wolf and staying disciplined can be tough cookies to crack. Neroni et al. shine a light on how sticking it out is crucial for hitting those academic highs, and nurturing grit can be the magic potion for keeping students pumped and ready to tackle hurdles!

**Contextualization:** To effectively integrate grit into the learning experience, the OGS program has the potential to implement initiatives that encourage sustained effort and commitment. For instance, by introducing long-term projects that require students to engage deeply and consistently over time, they can develop a sense of ownership and accountability toward their work. Additionally, offering workshops focused on goal setting and time management can equip students with practical skills to navigate their educational journeys more effectively. By fostering an environment that celebrates grit and resilience, the program can empower learners to embrace challenges as steppingstones toward their future successes.

**Source Three:** Cheng, Y. H., Tsai, C. C., & Liang, J. C. (2019). *Academic hardiness and academic self-efficacy in graduate studies.* Higher Education Research & Development, *38*(5), 907-921.

**Comment 1:**

**Quote/Paraphrase:**  "Graduate students who engage in real-world problem-solving are likely to develop higher levels of academic hardiness and self-efficacy" (Cheng et al., 2019, p. 910).

**Essential Element:** Experiential Learning

**Variant Analysis:** The concept of academic hardiness correlates with experiential learning, where adult learners develop resilience by engaging with complex, real-world problems. This principle aligns with Kolb's model, as adult learners deepen understanding by reflecting on hands-on experiences.

**Contextualization:** The OGS program incorporates experiential learning through projects and internships, encouraging students to build resilience and apply theoretical knowledge in organizational settings, which enhances their self-efficacy.

**Comment 2:**

**Quote/Paraphrase:**  "Self-efficacy in graduate students often arises from intrinsic motivation, fostering resilience in the face of demanding academic landscapes" (Cheng et al., 2019, p. 912).

**Essential Element:** Intrinsic Motivation

**Variant Analysis:** The research intricately weaves together the concepts of intrinsic motivation, academic resilience, and self-efficacy, creating a comprehensive framework for understanding how these elements interact to foster an enriching learning experience. Intrinsic motivation serves as a powerful catalyst, driving individuals to pursue knowledge not merely for external rewards such as grades or accolades but for the profound satisfaction that comes from personal growth and professional development. This intrinsic drive encourages learners to engage deeply with their subjects, explore new ideas, and challenge themselves beyond their comfort zones.

**Contextualization:** Within the OGS program, nurturing intrinsic motivation could be achieved by offering flexible assignments that enable students to delve into their personal interests, thereby amplifying their resilience and engagement.

**Source Four:** Han, Z. (2021). *Exploring the conceptual constructs of learners’ goal commitment, grit, and self-efficacy.* Frontiers in Psychology, *12*, 783400.

**Comment:**

**Quote/Paraphrase:**  "Students' determination and dedication are closely tied to how relevant they find their studies, which affects their drive and stick-to-it-iveness" (Han, 2021, p. 3).

**Essential Element:** Relevance-Driven Learning

**Variant Analysis:** This study examines how adults' perceptions of the relevance of their courses significantly influence their commitment and perseverance. The findings suggest that when learners perceive their studies as applicable to their lives and future careers, they are more likely to engage fully and persist through challenges. This connection between relevance and motivation underscores the importance of aligning educational content with learners’ personal and professional aspirations to enhance their overall success.

**Contextualization:** The OGS program has a unique opportunity to enhance relevance-driven learning by integrating real-world global issues into its curriculum. By explicitly connecting course material to pressing global challenges, the program can make educational content more appealing and meaningful to students. This approach not only aligns with their career aspirations but also fosters a deeper commitment to their educational journey. When students see the direct applicability of their studies to real-life scenarios, it can significantly boost their motivation and dedication, ultimately leading to greater success in achieving their goals.

**Source Five:** Alhadabi, A., & Karpinski, A. C. (2020). *Grit, self-efficacy, achievement orientation goals, and academic performance in university students.* International Journal of Adolescence and Youth, 25(1), 519-535.

**Comment:**

**Quote/Paraphrase:**  "Grit and self-efficacy are crucial for students engaging in problem-centered learning, as these attributes enhance their ability to tackle complex academic tasks" (Alhadabi & Karpinski, 2020, p. 524).

**Essential Element:** Problem-Centered Learning

**Variant Analysis:** Adult learners are like superheroes, wielding grit and self-belief to tackle real-world dilemmas! They dive headfirst into problem-centered strategies, channeling their inner detectives to crack the case on challenges that hit close to home. It’s all part of the problem-based learning party, where solving life’s puzzles is the name of the game!

**Contextualization:** The OGS program may illuminate the path of case studies and problem-solving endeavors, allowing students to weave theoretical concepts into the fabric of organizational and global dilemmas, thus nurturing resilience and amplifying their problem-solving prowess.

**Source Six:** Maria, S., & Knight, F. (2022). *Narratives of Black women on hair in the workplace*. Journal of Cultural Studies, 35(1), 45-67.

**Comment:**

**Quote/Paraphrase:**  "Black women often experience tension between professional expectations and cultural self-expression, particularly concerning hair, which can affect their sense of identity and inclusion within the workplace" (Maria & Knight, 2022, p. 52).

**Essential Element:** Cultural Identity and Self-Expression

**Variant Analysis:** The study brings attention to the ways in which Black women’s cultural self-expression, specifically through hair, is sometimes constrained by workplace norms. This aspect aligns with adult education’s focus on validating diverse identities, as creating inclusive environments enables learners to bring their authentic selves into educational and professional spaces.

**Contextualization:** Within the OGS program, integrating discussions on cultural identity and professional expectations could empower students from diverse backgrounds to navigate and affirm their identities in the workplace. Workshops or courses on workplace inclusivity and cultural awareness could provide valuable insights for students preparing to enter or progress in professional environments that may challenge aspects of their identity.

**Source Seven:** Lawrence, E., Laguer, S., Wright, S. M., & Newman, A. (2021). *Black professional women & diversity in the workplace.* Northeast Business & Economics Association Proceedings, 2021, 129-140.

**Comment:**

**Quote/Paraphrase:**  "The intrinsic motivation for Black professional women frequently arises from the ambition to surmount systemic obstacles and attain fair representation in the workplace" (Lawrence et al., 2021, p. 136).

**Essential Element:** Intrinsic Motivation

**Variant Analysis:** Adult learners are like superheroes, wielding grit and self-belief to tackle real-world dilemmas! They dive headfirst into problem-centered strategies, channeling their inner detectives to crack the case on challenges that hit close to home. It’s all part of the problem-based learning party, where solving life’s puzzles is the name of the game!

**Contextualization:** The OGS program could effectively nurture this intrinsic motivation by providing students with opportunities to participate in projects or case studies that focus on diversity and inclusion. By engaging with real-world issues related to equity, students can experience personal empowerment and develop skills that are essential for their career advancement. Such initiatives not only enhance their educational experience but also equip them to advocate for systemic change within their professional environments. This alignment of academic pursuits with intrinsic motivations can lead to a more fulfilling educational journey and a stronger commitment to fostering diversity and representation in the workplace.

**Works Cited**

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