PHI 800-12 Transformative Learning and Adult Education

Obed Alcime

Omega Graduate School

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Professor

Dr. Sara Reichard

Assignment #1 – Course Essential Elements

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.

b. Professor will check for quality of content and word-count requirements. Grade assigned will be Credit or No Credit (CR/NC).

 **Andragogy: Discussing a Core Essential Element**

The course core essential element that is most closely aligned with my professional area of interest is Andragogy; a concept developed by Malcolm Knowles, which is the theory and practice of adult education. It contrasts with pedagogy, which emphasizes instructor-led child learning, by focusing on the self-directed nature of adult learning. Andragogy emphasizes the value of prior experience and problem-solving, which are essential for developing professional learning skills (Knowles et al., 2020).

Knowles (2020) identifies key principles that guide adult education, each addressing how adults approach learning differently than children. These principles highlight the importance of autonomy and practical application in adult learning environments. This emphasis aligns andragogy with transformative learning theories, which focus on personal growth through critical self-reflection (Lewis, N., Bryan, V. 2021).

Brookfield (2019) states that rather than adopting instruction through directives, andragogical educators facilitate instruction through guidance. These guiding actions like team projects and reflective assignments are effective for creating success in professional settings, where adults need the ability to apply both content and collaboration to immediate challenges.

**Personal Contextualization** Andragogy challenges the long-standing practices of my years of collegiate-level teaching, during which I have relied heavily on pedagogical methods. My approach has always been to provide structured lectures, assignments, and assessments focused on content delivery and retention. However, exposure to these andragogical principles has prompted reflection on how including self-directed learning and experience-based strategies could improve student engagement in my classrooms. Andragogical applications may enhance and diversify even the most rigorous pedagogical teaching modules.

 Considering that graduate-level university students are often adults with significant prior experience, I am beginning to research ways to adopt more facilitative teaching methods, such as reflective journals and project-based assignments, for problem-solving and personal application within curriculums. I would like to begin looking into the possible integration of pedagogy and andragogy for maximum fulfillment of learning outcomes; a sort of “intergogy.” This personally coined integrative framework may align closely with this course’s goals of promoting lifelong learning, encouraging adults to take ownership of their personal and professional development.

 **Works Cited**

Brookfield, S. D. (2015). The skillful teacher (3rd ed.). John Wiley & Sons.

Knowles, M. S., Holton, E. F. III, Swanson, R. A., & Robinson, P. A. (2020). The adult learner: The definitive classic in adult education and human resource development (9th ed.). Routledge/Taylor & Francis Group. https://doi.org/10.4324/9780429299612

Lewis, N., & Bryan, V. (2021). Andragogy and teaching techniques to enhance adult learners’ experience. Journal of Nursing Education and Practice, 11(11), 31-34. https://doi.org/10.5430/jnep.v11n11p31