PHI 800-12 Transformative Learning and Adult Education

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Omega Graduate School

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Professor

Dr. Reichard

Assignment #4 – Course Learning Journal

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

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 as a whole, 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 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.

 **Transformative Learning and Adult Education: Course Learning Journal**

 The Transformative Learning and Adult Education (PHI 800) of Omega Graduate School (OGS) course offers a foundational exploration into how adult learners engage with educational content. This course is about the power of transformative learning, a theory pioneered by Jack Mezirow, which calls for learners to question their assumptions and engage with new and fresh perspectives that lead to meaningful changes in behavior and thought (Smith & Taylor, 2021).
 As part of the OGS curriculum, this course exalts adult education as essential for personal and social transformation, emphasizing self-directed learning and the integration of faith-based reasoning in education. It is an essential part of the Doctor of Social Leadership (DSL) program, equipping learners with the literature and tools necessary to steer adults towards lifelong transformative learning. This course fits into the greater OGS mission by providing a structured approach to understanding adult education theories and applying them to real-world settings, including faith-based contexts, which aligns with my broader career goals.

**Personal Growth**

Throughout the course, I have encountered two specific ideas that stretched my thinking and expanded my understanding of adult education. The first idea was engaging deeply with Mezirow’s transformative learning theory, as it required me to not only grasp its principles but to see how these ideas apply to my own life and professional practice. Altogether, critical reflection, dialogue, and action are reframing and refining my approach to education and professional development (Smith & Taylor, 2021).

The most significant was a more refined understanding of andragogy, Malcolm Knowles’ theory of adult learning (Knowles, 1980). Having been a college educator for nearly a decade, the notion that adults are motivated by internal factors, like self-direction and immediate application of knowledge, challenged my own teaching experiences. I began to see how even learners who are more familiar with traditional pedagogical learning can benefit from a learning environment that encourages autonomy while still offering structured guidance (Knowles, 1980). This insight is becoming essential in my work with adults in diverse settings, as I will now proactively design educational programs that are catered to their self-motivation and life experiences.

**Reflective Entry**

Reflecting on this course has given me a deeper appreciation for the very practical aspects of transformative learning. I deeply appreciate OGS’s strong focus on implementing learning outcomes that move its students from research theory to practicum. An area where I see immediate applicability is in my role as an educator and counselor. I have already developed thought-provoking questions relevant to different subjects that I will use to create learning environments that require critical reflection, where learners are encouraged to examine and reassess their deeply held beliefs. The course has also emphasized the importance of dialogue, which I now see as crucial in encouraging and engaging diverse perspectives. This perfectly aligns with my continued desire to work with diverse adult populations.
 Furthermore, the action component of transformative learning has highlighted the importance of applying learned concepts in real-world contexts (Lee and Johnson, 2023). This is particularly relevant in my professional life, where I often guide others to translate theoretical learning into actionable outcomes. Now I can better integrate these principles into my professional practice, particularly in the counseling and educational settings I engage in. However, some reflective questions in my mind have arisen about how to effectively balance the need for self-directed learning with the external pressures adults face in their personal and professional lives. Also, how can I provide adequate structure to support those who struggle with the autonomy aspect of andragogy? This remains a welcomed challenge as I continue to adapt my approach to meet the needs of all learners, especially those new to self-directed learning or those who face external constraints such as time and resources.

**Conclusion**

This course has been instrumental in helping me refine my personal educational philosophy and develop a clearer approach to adult learning. As an interdisciplinary practitioner, PHI 800 has helped to advance my professional, religious, and educational goals by providing me with both theoretical frameworks and practical tools for creating transformative learning experiences in my daily living. The integration of faith-based principles within the course content has deepened my understanding of how education can be a tool for not only personal and professional growth but also societal transformation.
 As I continue to develop as an educator and counselor, I am confident that the principles explored in this course will continue to shape my approach to teaching and leadership, ensuring that I facilitate environments where adult learners are empowered to engage deeply, reflect critically, and act towards both personal, professional, and societal transformation. In summary, this course has met and exceeded my professional and educational expectations, and I look forward to applying these principles not only in the future, but now and immediately.

 **References**

Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Cambridge Adult Education.

Lee, A. M., & Johnson, P. K. (2023). The impact of self-directed learning on adult learners’ outcomes: An analysis of andragogical practices. *International Journal of Lifelong Education, 42*(2), 89–105. <https://doi.org/10.1080/02601370.2023.2021092>

Smith, D., & Taylor, J. (2021). Integrating transformative learning in leadership development: Promoting adaptability and empathy. *Journal of Adult Education, 52*(1), 29–45. <https://doi.org/10.1177/2158244021997562>