Transformative Learning and Adult Education

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Andragogy, the art and science of adult learning, has developed my approach to integrating interdisciplinary knowledge and addressing technological inequities in low-income school areas. Unlike traditional pedagogy, which centers on teaching younger students, andragogy emphasizes the unique needs of adult learners—autonomy, practical application, and self-directed learning. Knowles’ principles, which have been expanded upon in recent years, underscore the importance of experience-based learning, readiness, and relevance to learners’ lives (Merriam & Baumgartner, 2020). These elements align with my approach to applying interdisciplinary knowledge and my commitment to social impact through technology.

In low-income school districts, technology gaps significantly impact students’ educational experiences and future opportunities. I recognize andragogy as a practical framework for creating initiatives that combine social science, technology, and education. Andragogy encourages me to approach adult educators, parents, and community members as partners in creating solutions. By focusing on their life experiences and knowledge, I can empower these stakeholders to help bridge technology divides in meaningful and sustainable ways (El-Amin, 2020). This partnership approach reflects the interdisciplinary blending of technology with social sciences—addressing the human element within technological gaps and recognizing the cultural and socioeconomic factors at play.

The integration of religion, particularly within the context of social sciences, adds another layer of understanding to my approach. Many individuals in low-income areas turn to their faith communities for guidance, support, and resources. Studies show that religious institutions often function as critical support structures in low-income areas, enhancing engagement and building trust within their communities (Duff & Buckingham, 2015). For instance, churches and religious institutions are often trusted centers in these neighborhoods, making them strategic partners for technology access programs. Working with these institutions enables the introduction of technology resources within familiar and supportive environments, increasing the likelihood of engagement and long-term impact. My Christian values, which emphasize service, compassion, and empowerment, motivate me to approach technology initiatives with a heart for service, encouraging personal growth alongside community advancement.

Ultimately, andragogy enables me to design programs that empower adults and communities not only to use technology but also to understand its potential to uplift their children and schools. By integrating religious and social science perspectives, I can create technology solutions that respect and resonate with community values, fostering trust and commitment (Merriam & Baumgartner, 2020). Andragogy’s emphasis on self-directed learning is instrumental here; it enables community members to develop the skills and confidence to support and sustain technology-driven educational initiatives. Through this approach, I aspire to help bridge the technology gap in low-income areas, empowering communities with tools, knowledge, and the collaborative spirit needed to transform their futures.

Works Cited

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