PHI 800-12: Transformative Learning and Adult Education

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**Source One:**

**Comment 1:** Knowles’ (1988) concept of andragogy centers on the learner’s autonomy and intrinsic motivation.

**Quote/Paraphrase: “**Adults need to know why they need to learn something before undertaking to learn it” (Knowles, 1988, p. 43).

**Essential Element:** Andragogy

**Additive/Variant Analysis:** This principle underscores OGS’s approach to tailored learning paths, ensuring that students understand the relevance of their research.

**Contextualization:**  At OGS, students are encouraged to align their research with professional and societal challenges, directly applying the principle of self-directed learning.

**Comment 2:** Merriam and Bierema (2014) emphasize the importance of collaborative learning in adult education.

**Quote/Paraphrase:** “Collaborative learning fosters shared knowledge construction” (Merriam & Bierema, 2014, p. 76).

**Essential Element:** Educational Taxonomies

**Additive/Variant Analysis:** Collaboration reflects Bloom’s taxonomy in action, fostering higher-order thinking through analysis and synthesis.

**Contextualization:** This aligns with OGS’s group research initiatives, which blend individual expertise into collective academic inquiry.

**Source Two:**

**Comment 3:** Mezirow’s transformative learning theory stresses the importance of critical reflection.

**Quote/Paraphrase:** “Reflection on presuppositions is the essence of transformative learning” (Mezirow, 1991, p. 14).

**Essential Element:** Transformative Learning Theory

**Additive/Variant Analysis:** Reflection at OGS helps address personal and professional barriers, aligning with Mezirow’s focus on life-changing insights.

**Contextualization:** Students integrate critical reflection into their dissertations’, ensuring research is personally transformative and socially impactful.

**Comment 4:** Vella’s (2008) principle of dialogue advocates for participatory learning.

**Quote/Paraphrase:** “Dialogue is at the heart of adult learning” (Vella, 2008, p. 33).

**Essential Element:** Multiple Intelligences Theory

**Additive/Variant Analysis:** This principle complements Gardner’s theory by addressing varied learning styles through interactive teaching.

**Contextualization:** OGS’s use of seminars and roundtable discussions fosters an inclusive, dialogical learning process.

**Works Cited**

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Mezirow, J. (1991). Transformative dimensions of adult learning. Jossey-Bass.

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Vella, J. (2008). Learning to Listen, Learning to Teach. John Wiley & Sons.