PHI 800-12: Transformative Learning and Adult Education

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**Course Learning Journal Introduction**

The course *Transformative Learning and Adult Education* at Omega Graduate School (OGS) has been a thought-provoking journey into how adults learn and grow. It’s not just about acquiring new knowledge but about rethinking old assumptions and embracing transformative experiences. This course fits seamlessly into the graduate program, bridging the gap between theory and real-world application. Positioned at this stage in the curriculum, it feels like a turning point. It also feels like a chance to take what I’ve learned in earlier courses and apply it to fostering meaningful personal and social change.

**Personal Growth**

This challenged me in ways I hadn’t expected. At first, I didn’t realize how much my learning could be transformed by studying how adults change through critical reflection. Mezirow’s (1991) theory of transformative learning hit home for me. The idea that a disorienting dilemma; something that shakes up your worldview can lead to profound growth felt deeply personal. It made me think about times in my own life when challenges forced me to rethink everything and how those moments shaped who I am today.

One of the most eye-opening parts of the course was engaging with Kolb’s (1984) experiential learning model. His idea that we learn best by doing and then reflecting on those experiences resonated with me. For instance, during a group discussion about ethical decision-making, hearing different perspectives helped me see the value of stepping back to reflect before acting. It’s not always about finding the “right” answer but about understanding the process and the people involved.

The readings by Merriam and Bierema (2014) also gave me practical tools for connecting theory to practice. I’ve started thinking more critically about how to apply what I’ve learned, not just in academic settings but in my day-to-day work with adult learners. It’s been humbling to realize how much I still must learn, but also exciting to see how this course has equipped me to move forward.

**Reflective Entry**

The lessons from this course feel deeply relevant to my professional work. I work with adult learners in under-resourced communities, and seeing firsthand how transformative learning can empower people has been inspiring. For example, I’m already thinking about how to incorporate principles like critical reflection and dialogue into training programs. These ideas are not only theoretical, but they are tools that can help people see their potential and overcome systemic barriers.

One question that kept coming up for me during this course is how to balance the individual needs of learners with the broader goals of an organization. I often feel torn between wanting to support each person’s unique journey and meeting the demands of a program or curriculum. This course has encouraged me to think more creatively about how to bridge that gap. How can I design programs that honor individual growth while still achieving collective outcomes? It’s a challenge I’m eager to tackle.

I’ve also started to reflect on how I approach creating safe spaces for learning. Vella’s (2008) emphasis on dialogue and respect struck a chord with me. In my field, it’s so important to build environments where learners feel valued and heard. This course reminded me that fostering trust and openness is just as critical as the content itself.

**Conclusion**

This course has been more than just an academic requirement; it’s been a transformative experience for me personally and professionally. It has deepened my understanding of how adults learn and given me practical tools to make a difference in my field. From a faith perspective, the course’s emphasis on ethical and moral leadership aligns with my values, reinforcing my commitment to using education as a means for social change.

In the end, *Transformative Learning and Adult Education* has reminded me why I’m passionate about this work. It’s about helping people see the world in new ways and truly learning with a purpose. It’s about fostering growth, not just in knowledge but in confidence and capability. This course has equipped me to do that more effectively, and for that, I’m incredibly grateful.

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