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PHI 800-12: Transformative Learning and Adult Education

Brent Dixon

Omega Graduate School

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Professor

Dr. Sara Reichard, EdD

Brent Dixon, PHI 800-12, Transformative Learning and Adult Education, Assignment #1 – Core Essential Elements – Andragogy, 11/2/2024 2 **Assignment #1 – Core Essential Elements – Andragogy**

**1. Select One (1) Core Essential Element from the Syllabus Outline:**

**a.** 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).
c. Make sure that your paper is double-spaced, Calibri font, size 11. Make sure to include References at the end with bibliographical resources in proper alphabetical APA 7 formatting.

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***Andragogy***

***The Impact of Flipped Classroom Theory in Andragogy***

Akçayır, G., & Akçayır, M. (2018).

Google. (n.d.). *Google books Ngram Viewer*. Google Books.



 Andragogy is known as the practice and methodology of teaching adult education to adult learners, and the chart above conveys how the analysis of all therein has been described over the last fifty years.

 The challenges and advantages for instructors and students are examined within andragogy in large-scale systematic literature reviews of the flipped classroom, and research entailed therein is utilized as somewhat of a template for flipped model’s out and in class activities.

 In my opinion, andragogy primarily focuses on the past and future of adult education and the teaching options therein while modernizing current learning trends as well.

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***Medical Undergraduates Decision &/Or Choice Making Skills within Re-Enforcement of Physiological Learning Skills Theory***

Applebee, A. N., Langer, J. A., Nystrand, M., & Gamoran, A. (2003).

 Literacy performance and approaches to wit entail discussions based upon the understanding of future development of sixty-four middle and high school English language speaking United States Citizens in classrooms that primarily encompass past, future, and currently modernized educational aspirations, hopes, goals, and projections of all therein. The study included in the reflective reference includes all therein.

 It appears spring and fall performance have different outcomes whereas the hierarchical linear models indicate a series of performance control, background variables, and spring performance indicative of various situations within low-achieving and high-achieving students.

 Nevertheless, I believe the performance difference is based upon numerous indicators to entail environment, community, public, private, military, academy, or alternative education, and placement of the young adult thereafter reaching adulthood into any form of adult education thereafter their own personalized human experience.

 Conclusively, I believe it is essential to ensure the scholarly researched facts match the actual client, consumer, resident, and/or patient whereas they actually receive the recovery they deserve within their health care treatment plan while also receiving adult education in regards to sustainability thereafter to contribute their own individual contribution to their respective community in society.

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