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## **Course Learning Journal**

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PHI 800 Transformative Learning and Adult Education

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### **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 as a result 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.

## **Learning Journal Entry**

### **Introduction**

It is with a heart full of gratitude and faith that I pen down my reflections on this transformative journey through PHI 800-12: Transformative Learning and Adult Education, and SR 953-12: Research for 21st Century Scholarship at OGS. These courses are pivotal in the graduate program, fostering not only academic growth but also deep personal introspection. Positioned sequentially, they seamlessly integrate the theory and practice of transformative learning and rigorous research methodologies, essential for cultivating a holistic understanding of adult education.

### **Personal Growth**

My venture into PHI 800-12 was akin to embarking on a spiritual pilgrimage. The course challenged me to transcend traditional pedagogies and embrace a paradigm where learning is an act of metamorphosis. Through engaging readings and enlightening discussions, I was invited to reflect on my preconceived notions and biases, thus enriching my educational practice. One profound moment was the exploration of Mezirow's Transformative Learning Theory, which illuminated the power of critical reflection in fostering deep, meaningful learning experiences.

SR 953-12, on the other hand, honed my research acumen. The rigorous demands of the course were initially daunting, but through perseverance and faith, I emerged with a newfound respect for scholarly inquiry. The structured approach to developing research questions, coupled with the meticulous process of data collection and analysis, fortified my ability to contribute to the academic community. The insights gained have been instrumental in advancing my

professional competence, aligning with my calling to serve both my students and colleagues with excellence and integrity.

### **Reflective Entry**

The integration of transformative learning into my professional field has been nothing short of revolutionary. I have begun to apply these principles in my classroom, fostering an environment where students feel empowered to question, reflect, and grow. This approach has not only enriched their learning experiences but has also rekindled my passion for teaching. The questions that have surfaced through this journey are both challenging and inspiring: How can I further integrate transformative practices in a system often resistant to change? How can I inspire my colleagues to embrace this shift for the betterment of our educational community?

Similarly, the research skills acquired in SR 953-12 have profoundly influenced my professional trajectory. I find myself more equipped to engage in evidence-based practices, ensuring that my teaching methods are not only innovative but also grounded in solid research. This alignment with 21st-century scholarship has been pivotal in my quest to remain relevant and effective in an ever-evolving educational landscape.

### **Conclusion**

In conclusion, these courses have been a beacon of light, guiding me towards fulfilling my professional, religious, and educational goals. They have affirmed my belief in the transformative power of education, underpinned by a robust framework of research and reflection. As a teacher and a follower of Christ, I am reminded daily of the profound impact we can have on the lives of others through our words and actions. This journey has deepened my

12/05/2024

4

commitment to my students, colleagues, and faith, inspiring me to continue striving for excellence in all that I do.