PHI 800-12: Transformative Learning and Adult Education

Brent Dixon

Omega Graduate School

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Professor

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Assignment

**Instructor Assigned Essay or Project**

1. Write a 5-page paper based on one (1) of the three (3) items below:

● List and discuss the fundamental principles of adult education theory. Identify

elements of the OGS degree program that correspond to each principle.

● Explain Jack Meirow's transformative learning theory. How does the OGS

approach to transformative learning promote critical reflection for transcending

barriers to personal growth and social impact?

● Assess Jane Vella's 12 Twelve Principles for Effective Adult Learning and the

application of quantum thinking. Discuss how OGS promotes quantum thinking

(holistic, integrated, spiritual, and energetic).

2. Paper Outline

a. Begin with an introductory paragraph that has a succinct thesis statement.

b. Address the topic of the paper with critical thought.

c. End with a conclusion that reaffirms your thesis.

d. Use a minimum of seven scholarly research sources (two books and the

remaining scholarly peer-reviewed journal articles).

Jane Vella conveyed 12 Twelve Principles for Effective Adult Learning along with the application of quantum thinking, and Omega Graduate School promotes quantum thinking which entails holistic, integrated, spiritual, and energetic ideals reflective of said principles within effective adult learning.

Like Jane Vellas’ principles for effective adult learning, Omega Graduate School offers anew way of thinking about life regarding spiritual, holistic, integrated, mental, and additional ideals within quantum thinking.“Others have said it is a new way of thinking about life.” Vella, J. (2002). A new way of teaching is interpretated by global adult educators’ skills and ideas are taught within this scholarly book. Vella, J. (2002). Zohar, Danah(1997) *Rewiring the Corporate Brain* includes new innovative ways of thinking and behaving within quantum physics. Vella, J. (2002).

Adult learning principles

Since Eduard C. Lindeman's pioneer paper in 1926, *The Meaning of Adult Education* awakened interest in and set the basis for systematic research about how adults learn, educators and psychologists have contributed to the development of many varied theories and hypothesis about the learning characteristics of adults. Taylor and Hamdy summarized the learning theories and classified them in the following categories:

* Instrumental learning theories - these focus on the learner's individual experience
	+ Behavioral learning theories - Stimuli in the environment can produce changes in behavior
	+ Cognitive learning theories - Learning is focused on mental and psychological processes, perception and processing of information not in behavior
	+ Experiential learning - Learning is focused on the development of competencies and skills in a specific context
* Humanistic theories - Centered on the learner, these theories focus on an individual's potential for self-actualization, self-direction and internal motivation
	+ Andragogy - The explanation of adults’ motivation and disposition to learning.
	+ Self-directed learning - The suggestion that students can plan, conduct and assess their own learning.
* Transformative learning theory - Explores how critical reflection can be used to challenge a learner's beliefs and assumptions
* Social theories of learning - These require the “two crucial” elements of context and community. They include cognitive-situated theories that consider learning and thinking as social activities taking place in a community and influenced by context3
* Motivational models - These emphasize the value of internal motivation and reflection as necessary for learning
* Reflective models - These hold that reflection lends to change. Reflective learning and deliberate practice theories are examples of these models.

As shown by this classification, the theories are numerous. Elements from all of them may be applied to explain how adults learn; although none of them is complete on their own (all of them have limitations). Brown, G., & Manogue, M. (2001)

The realization of the connection between *Learning to Listen* and *Learning to Teach* is interpreted as quantum thinking. Quantum is the measurement of energy, and quantum physics entails twentieth century discoveries regarding the universe as energy. Vella, J. (2002).

Quantum thinking involves specified social sciences views of quantum data therein. Vella, J. (2002). “We are at a critical moment in history when sheer numbers and violent events are driving us to rethink current educational paradigms and practices in professional training, industrial training, and community education in universities, schools, and colleges.” Vella, J. (2002). Current concerns about the quality of education around the world urge us to examine the state of the art and the competence of science and to search for ways to improve the adult education process. Vella, J. (2002).

The diction entailed within Jane’s book is utilized by global community educators, Habitat for Humanity and Freedom from Hunger, two development agencies with a global mission and vision to teach and learn on a global scale. Vella, J. (2002). Teaching and learning are prominent, and the bridge amongst the two topics therein is like a liquid glue that does not solidify in overall conceptual agreement until the glue solidifies throughout the negotiation process of whomever is speaking and whomever is listening per topic. Vella, J. (2002).

The reflective Jane Vella conveys how to put principles and practices of dialogue education into action and uses illustrative stories and examples from her extensive travel. Vella, J. (2007), and her conveyance therein are relative to the mission and vision of Omega Graduate School whereas this approach welcomes introspective certainties and welcomes questions. Vella, J. (2007).

Conclusively, Omega Graduate School offers a safe, reliable, educational, spiritual, holistic, and additional ideals like Jane Vella’s principles, and all therein form pillars of the new sciences of cognition, which developed from the information processing approach to psychology and from artificial intelligence, as an attempt to develop computer programs that mimic a human’s capacity to use knowledge in an intelligent way. Vella, J. (2007).

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