PHI 800-12: Transformative Learning and Adult Education

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Professor

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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.

In my opinion, the intent of this course is to offer valuable insight into various methods of adult learning with introspective outlooks inside and outside of traditional learning skills whereas I have gained quality information and directives regarding additional learning techniques to assure my success within Omega Graduate School.

For example, when I research a specific topic in each assignment within my current Omega Graduate School doctoral program curriculum, I have valuable guidelines, insight, direction, and knowledge of what options I must assure optimistic learning outcomes throughout the duration of said curriculum.

Personally, I have tremendously grown throughout the duration of this course by overcoming numerous personal tragedies while still being able to focus on the course tasks because the topics within all assignments within this course have mirrored many of the personal obstacles, I have been able to overcome throughout said course.

I have learned how to organize, focus, and apply structure with references both in-text and in works cited in all assignments which is an asset in my future courses. All ideals therein ascertain my roadmap to success in all future courses whereas I will not lose points on assignments for missing citations, structure, format, or any additional potential errors that could affect my course grade, grade point average, or status within the program.

The focus of dialogue education is epistemology: What is to know? This is politically motivated, because as dialogue educators we are bound to be inclusive. Such inclusion involves listening to wildly diverse perspectives and considering incomprehensible purposes. Vella, J. (2007).

The contextualization I have gained throughout this course is indicative of the Doctor of Philosophy entails the variety of diverse adult learning perspectives along with reflective methodologies to learn valuable elements of adaptation to various ways to learn, theorize, and develop reflective philosophies as well.

The only concern I have is time management during unforeseen circumstances such as the personal family emergency I was able to overcome, and going forward, I will implement additional time management skills by preparing future assignments prior to their due date whereas I will be able to complete said assignments in a timely manner should similar circumstances arise in the future.

Professionally, the effectiveness of this adult learning course has been a phenomenal experience whereas I have gained valuable insight into structured learning with reflective templates to assure my professional goals are successful in all future professional aspirations and goals.

Religiously, I have looked within my spirit to self-evaluate and locate the inspiration essential to maintain optimistic progression and outcomes with prayer, faith, and all positive attributes God provides us all. I have a renewed unwavering faith in God, and I understand why I had various obstacles because God wanted me to see that with Him, I can do all things through Christ who strengthens me.

Educationally, I can now see the actual format, structure, templates, guidelines, and additional curriculum criteria whereas I am better equipped to be highly successful throughout the completion of my Omega Graduate School Doctor of Philosophy PhD/DPhil degree program.

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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