**The Social Impact of Transformational Learning**

**Theories, Principles, and Concepts**

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**Developmental Reading**

**Assignment No 2**

1. Create Developmental Readings from seminal sources and scholarly peer-reviewed journal articles. Review the instructions for Assignment #3, the course essential elements, and course readings to identify selections of books and journals to create entries.

a. Refer to the "Student Guide to Developmental Readings" in the General Helps folder for updated information on sample comments, the grading rubric, and key definitions related to developmental readings.

**Introduction**

The Transformational Learning Theory explains how adults receive, process, and use new information to view the world around them. It is an extension of constructivism, a framework that states every learner constructs their meaning based on the interaction of new knowledge with previous knowledge. Adult learning styles and formats radically shifted during the pandemic to more virtual learning embraced by academic institutions with an increasing number of adults of different age groups for convenience. Western Governors’ University indicates that “Jack Mezirow began the theory of transformational learning -to theorize that adults - get a new understanding of things as they change. Mezirow - found that critical reflection and critical review could lead to a transformation of their understanding” (WGU.edu., 2020). The additives in the WGU statement here are critical reflection, critical reviews, and transformation of their understanding, which are crucial. However, Dr. Wendy Barber attempts to describe transformational learning theories through the lens of critical concepts in transformative learning, reformation, and the psychology of adult learning (2014). This study will assess the impact of andragogical and pedagogical concepts, models and principles at the intersection of transformational learning theories.

**Source One:** Barber, W. (2014, June 6). Transformational learning theory. https://drive.

google.com/drive/folders/1XCzvjoSvKdGzB1YV\_g-aAy9O55nsJaJx.

**Comment 1:** Transformational Learning theory is characterized by reformational and transformational change.

**Quote/Paraphrase:** Transformation is a process of effecting change in a frame of reference. It is a dramatic and fundamental change in how we see the world. It develops autonomous thinking. It helps us learn and understand the meaning of our experiences. (Barber, 2014).

**Essential Elements:** Transformation, frame of reference, dramatic and fundamental change, autonomous thinking.

 **Additive/Variant Analysis:** The additive or centerpiece is the “process of effecting change.” Dr. Barber presents the core meaning of transformation, which is a change in the adult’s perspective or experience, “fundamental” ( primary or central) and “dramatic” (a remarkable study experience).

**Contextualization:** Transformational adult learning offers “autonomous thinking,” which is self-directing in adult or employee learning. In a training or learning session, the individual finds it attractive as a direct or indirect participant. This enables the individual to understand and derive meaningful experiences.

**Comment 2:** Reformational learning is a process that should be consistent to effect a change in skill development and understanding.

**Quote/Paraphrase: T**oday’s challenges require deep reforms and a willingness to reimagine—in other words, to ‘transform’ existing learning systems (Masters, 2023).

**Essential Elements:** Today’s challenges, willingness to reimagine, and transform learning systems.

**Additive/Variant Analysis:** Masters emphasize “deep reforms” and a willingness to reimagine.” That is to picture, understand, and be able to transform or change the learning systems. However, Dr. Barber argues that reformation learning is a process leading to change. Reformation learning is to change one thing or pattern with a risk of returning to a previous state of knowledge (2014).

**Contextualization:** It does imply that the end product of reformational learning is transformational change. Reform is a process of restructuring, reorganizing, and restoring to make a change. During employee training, they form groups to brainstorm ideas for proposed service reforms to derive suitable and sustainable strategies for change.

**Source Two:** Usher, R. (2018). Experience, pedagogy, and social practices. In Contemporary theories of learning (pp. 189-203). Routledge.

**Comment 3:** Learning experiences should be well informed with skills for effective outcomes or results.

**Quote/Paraphrase:** Today, lifestyle practices have significant implications for a reconfiguring of the theory and practice of adult education. In vocational courses, the relationship between experience, knowledge, and pedagogy is articulated so that experience provides personal motivation and a feet-on-the-ground pragmatism (Usher, 2018).

**Essential Elements:** Lifestyle practices, reconfiguring, theory and practice of adult education, vocational courses, relationship, experience, knowledge, pedagogy, articulated, personal motivation, a feet-on-the-ground pragmatism.

**Additive/Variant Analysis:** Usher’s argument and additive are “experience provides personal motivation and a feet-on-the-ground pragmatism.” Knowledgeable experiences motivate the rational and practical application of what has been learned. The feet on the ground indicate confident learning experiences and the attributes for transformational change.

**Contextualization:**  The takeaway is that a learning experience should be well-rounded and grounded with acquired and sustainable skills. This is synonymous with mentoring and coaching plans, which have a process of development or reform that leads to a change in employee redirection learning, either guided and directional or instructional but partly self-directed.

**Comment 4:** Andragogy at the intersection of transformational learning is resourceful and development-oriented in learning abilities.

**Quote/Paraphrase:** Andragogy is an adult learning theory that informs teaching methodology developed to focus more on learner-based practices that grow from the content of lessons. It has effectively engaged the characteristics of community college learners (Knowles, 1980b) in developing skill sets vital to various disciplines (Livingston et al., 2018).

**Essential Elements:** Andragogy, adult learning theory, teaching methodology, learner-based practices, the content of lessons, skill sets, and various disciplines.

**Additive/Variant Analysis:** The additive “focus more on learner-based practices” offers a clear insight into the concept of andragogic adult learning theory. The learner-based practice is a mix of directional and non-directional instructions. The adult learner is independent in the learning process.

**Contextualization:** Andragogy offers a humanistic conception of self-directed and autonomous learning. It is mainly directed towards self-actualization, gaining experience, and problem-solving.

**Source Three:** Nwachukwu, E. L., Wei, C. R., & Imu, F. O. (2023). Transformational Learning

through Inclusive Pedagogy in Higher Education.

**Comment 5:** Pedagogy learning attaches importance to the informed learner as the focal, central player, along with cultural diversity and inclusivity.

**Quote/Paraphrase:** Transformational learning in higher education is achieved through inclusive pedagogy, with an authentic goal to liberate the mind to transform the individual and society.- based on the understanding that differences in culture, background, gender, sexual orientation, race, and ability should not be barriers to learning. Instead, it is celebrated and integrated into the teaching and learning process, where the student is the focus. (Nwachukwu et al. 2023, p. 22, para. 1 and 2).

 **Essential Elements:** Transformational learning, higher education, inclusive pedagogy, authentic goal, differences in culture, background, gender, sexual orientation, race, and barriers to learning.

**Additive/Variant Analysis:** The additive, “the student is the focus,” informs of the central role the learner plays. Furthermore, attention is given to the learner’s success and learning experiences. Moreover, the goal and outcome of the learner is socio-educational change. This is made possible by cultural inclusivity that cuts across demographic differences in the learner’s background.

**Contextualization:** Focusing on the students’ informed capacity and experiences is crucial. There is room for individual freedom and access to learn independently.

**Comment 6:** The success of andragogy and pedagogy mainly depends on the sustained capacity of learned skills and the change in experiences of the learner.

**Quote/Paraphrase:** Sustainability context provides an empirical grounding that highlights the fact that social learning, the role of experience, and the development of sustainability competencies are inherently part of transformative learning (Rodríguez Aboytes et al., 1999-2019).

**Essential Element:** Sustainability, context, empirical grounding, social learning, development of sustainability competencies, transformative learning

**Additive/Variant Analysis:** The additive “Sustainability context provides an empirical” suggests the essence of sustaining practical experiences from learning. Comprehensively developed competencies are critical in the sustainability of learning competencies. This includes social learning and the experience involving transformative learning.

**Contextualization:** Freedom and independence in adult learning also come with responsibilities. The responsibility for steady learning until the target skills and skills can be implemented. That is the practical social change that comes with the learned experiences.

**Source Four:** Mehmet, Ş. A. H. I. N. (2018). Critical thinking and transformative learning.

Journal of Innovation in Psychology, Education and Didactics, 22(1), 103-114.

**Comment 7:** Critical thinking is significant in transformational learning principles**.**

**Quote/Paraphrase:** The traditional theories of behaviorism, cognitivism, constructivism, and connectivism are essential learning theories. However, transformational learning theory works with critical thinking in adult learning. Critical thinking, like transformative learning, requires continuous use or internalization rather than rote learning and retention of information (Mehmet, 2018).

**Essential Elements:** The traditional theories, behaviorism, cognitivism, constructivism, connectivism, essential learning, transformational learning theory, critical thinking, adult learning, internalization, rote learning, retention, and information.

**Additive/Variant Analysis:** The variant is “critical thinking, like transformational learning, requires internalization rather than rote learning and retention of information.” Rote and retention learning are necessary capacity-building factors, and they should be accommodated along with internalization.

**Contextualization:** Internalization implies integrating, mixing, and combining. Memorizing salient facts and principles refers to committing them to memory. It is not counter-productive, as some may believe. Unknown to many, continual practice commits to memory the principles of the learning process and change.

**Comment 8:** The seeming complexity in the Threshold concept is in the argument and process and not necessarily in its transformative interpretation or learning memorization.

**Quote/Paraphrase:** It is argued that transformation theory can be enhanced by threshold concepts theory when it is shown that the transformative potential of formal knowledge can be viewed as consistent with humanist and emancipatory principles (Brown et al., 2022 ). Derias et al. reveal that for a concept to be defined as a threshold, it must meet at least three out of five characteristics: transformative, irreversible, integrative, bounded, and troublesome (2020).

**Essential Elements:** Mainstream transformation theory, illuminates learning, alternative theory of “threshold concepts, transformative potential of formal knowledge, humanist, emancipatory principles.

**Additive/Variant Analysis:** The variant of “Threshold concepts theory” is problematic. Several studies critique the threshold concept. It is seen as marginalizing at the expense of freedom and capacity building.

**Contextualization:** However, the threshold concept is transformative and integrative. Science and medical terminologies are complex, but they require to be mastered. There are some acronyms and unique or complex framed words that require memorizing, even in arts and social sciences.

**Source Five:** Cranton, P. (2016). Understanding and promoting transformative learning: A guide to theory and practice. Routledge.

**Comment 9:** Critical self-reflection is required for effective transformational Learning.

**Quote/Paraphrase:** The educator who has created an environment conducive to learner empowerment has set the stage for working toward transformative learning, but this does not ensure that learners will engage in critical self-reflection or revise their habits of mind. There is no way that an educator (or anyone else) can ensure that transformative learning takes place.

**Essential Element:** The educator, environment conducive, empowerment, transformative learning, critical self-reflection.

**Additive/Variant Analysis:** The additive is“Critical self-reflection.” It involves questioning assumptions, presuppositions, and meaning perspectives (Mezirow, 2006). It is like using the mirror to access oneself. However, the variant is that there is no way an educator can ensure transformation has taken place.” A learning process may be integrated with post-learning survey metrics or rubrics (voluntary evaluation). To determine the change inside out.

**Contextualization:**  A voluntary evaluation is not evasive. It is meant to determine the levels of change of the learning individual. It is best to incorporate evaluation rubrics in the pre-process and post-learning. This will be an added advantage to the learner.

**Comment 10:** The role of Relationship is inextricably tied to transformational learning experiences and outcomes.

**Quote/Paraphrase:** An in-house- social work research placement showed that the student–supervisor relationship had far more impact on transformative learning than the assigned placement tasks. A model for co-creating an environment of transformative learning is described, putting student learning and growth at the center. Attributes contributing to a transformative learning environment included being Trustworthy, Respectful, Engaging, Caring, and Humble. Calderwood & Rizzo, 2023).

**Essential Elements:** In**-**house-social work research placement, student–supervisor relationship, assigned placement tasks, a model for co-creating, an environment of transformative learning, student learning, growth at the center, attributes trustworthy, respectful, engaging, caring, humble.

**Additive/Variant Analysis:** The additive is “student–supervisor relationship had far more impact on transformative learning.” Such a relationship comes with responsibilities from the teaching supervisor and the learner. The attributes (learned responsibilities) are personal character traits like trustworthiness, respect, engagement, caring, humility, and perhaps empathy.

**Contextualization:** Some may argue that character traits are inherent and not responsibilities, but not in all cases. Effective relationship roles demand that character traits are emulated and learned during vocation, employee training, or academic learning. Some employees or students may not be bred up with these traits, even as grown-ups.

**Source Six:** Bryant, J., Ayers, J., & Missimer, M. (2023). What transforms?–Transformative learning in a sustainability leadership master’s program. International Journal of Sustainability in Higher Education, 24(9), 231-251.

**Comment 11:** Social action and societal change can be facilitated through individual or group gains from transformational learning experiences.

**Quote/Paraphrase:** Transformational learning, TL has achieved considerable prominence in recent times as a basis for democratic change and societal transformative development. On the one hand, individual transformative growth can lead to societal transformation. For instance, the transformations due to the collapse of the Socialist bloc in Eastern and Central Europe demanded a deep personal change from every citizen in those countries (Bryant et al., 2023).

**Essential Elements:** Transformational learning, democratic change, societal transformative development, individual transformative growth, societal transformation, Socialist bloc.

**Additive/Variant Analysis:** The additive “individual transformative growth can lead to societal transformation” is crucial. It further elevates the prospects for individual or group transformative learning. However, societal action also requires legal and human rights advocacy and even protesting or war to make a change.

**Contextualization:** War (like the ongoing war in the Middle East) is always the last resort, but it is not absolute. Social action for peace is strongly advised. During training, employees are advised to channel their grievances through the right channels, training sessions (open group discourses). Through confidential discussions with line or immediate supervisors or managers, unit heads, and management for conflict resolution. As minuscule as the suggestion box may seem, the secret confidential suggestions can unfold and remedy some urgent situations.

**Comment 12:**  Proactive rationality and affection can be instrumental to a skilled, functional social action designed for social change.

**Quote/Paraphrase:** Social action, which includes failure to act and passive acquiescence, may be - motivated by revenge for a past attack, defense against present, or - against future aggression. - Purely affectual behavior also stands on the borderline of what can be considered “meaningfully” oriented, and often it, too, goes over the line (Weber, 2023).

**Essential Element:** Social action, passive acquiescence, motivation, revenge, aggression, purely affectual behavior, borderline, meaningfully oriented.

**Additive/Variant Analysis:** The variant is “purely affectual behavior also stands on the borderline.” Self-control is required to avoid negative affectivity. Affectivity refers to the emotions or feelings that we experience and display. Positive affectivity refers to positive emotions and expressions, including Cheerfulness, Pride, Enthusiasm, Energy, and Joy.

**Contextualization:** The best of affectivity includes proactive enthusiasm and energy (determination), coupled with transformational learning skills. These factors are required to affect a social action, resulting in a social change.

**Source Seven:**  Hariharan, K., & Anand, V. (2023). Transformational leadership and learning

flows. The Learning Organization, 30(3), 309-325.

**Comments 13:** The instructor should play or exercise a transformational leadership role to effectively manage both the feed-forward flow and the feedback learning flows.

**Quote/Paraphrase:** Transformational leadership behavior positively influences feed-forward learning flows in organizations and strengthens their learning stock. Learning stock held by the individuals emerged as a predictor of feed-forward learning flows in organizations and a partial mediator of the relationship between transformational leadership and feed-forward learning flows.

**Essential Elements:**  Transformational leadership behavior, feed-forward learning flows, learning stock, predictor of feed-forward, partial mediator, relationship.

**Additive/Variant Analysis:**  The additives are “the Feed-forward flows” that incorporate new learning in their loop, resulting in the exploration of new ideas. Organizations gather, distribute, and store information to augment their feed-forward learning flows (Gnawable et al., 1997). Gnyawali defines an organizational store of information as a stock of information (Organizational learning stocks), not financial stocks. While feedback focuses on a student's current performance, feed-forward looks ahead to subsequent assessments and offers constructive guidance on how to do better. A combination of both feedback and feedforward helps ensure that assessment has a developmental impact on learning (JISC, 2014).

**Contextualization:** The individual stock of information stores personal ideas derived from transformational learning experiences. Employees are advised to utilize every opportunity to learn a skill and policy, learn from services and operations, participate in brainstorming during training, and learn from clientele or customer experience. Every day of work has a working process they learn from with utmost humility (learn from others, ask questions with assured answers).

**Comment 14:** Transactional Leadership is required for effective learning outcomes.

**Quote/Paraphrase:** Transactional leadership can be considered as an action to effectively meet the expressed responsibilities - topics and actions that fall under

-resource management, student achievement of curriculum standards, and adherence to and accounting for professional standards of practice (Wood, 2023).

**Essential Element:** Transactional leadership, expressed responsibilities, resource management, student achievement, curriculum standards, adherence to and accounting, professional standards of practice.

**Additive/Variant Analysis:** The additives are the “expressed responsibilities” of transactional leadership involving curriculum and accounting standards of practice. Transformational leadership considers learning, growth, and the developing life of the individual (Bass & Riggio, 2006).

**Contextualization:** Transactional leadership adopts standards of management administrative control. Transformational leadership considers learning development, cultural and learning growth, and outcomes. There is no standalone system of leadership. Both transactional and transformational leadership are practiced simultaneously by school principals, instructors, and teachers, depending on their span of control.

**Conclusion**

Transformational Learning and “Education aimed at achieving social change should focus on not only subjecting learners to cognitive aspects but also getting them capacitated to become agents of social change and progress” (Onwuegbuchulam, 2021, Abstract). Liou argues that “the article adopts qualitative data, - to theorize the nexus between two frameworks: transformative learning and the Capability Approach frameworks” (2022). Onwugbuchulam and Lou emphasize the crucial connectivity between transformative learning (changing perspective) and the capability approach ( ability to apply the learned skills). This study shows that the adult learning environment (Calderwood & Rizzo, 2023) has room for relational roles, constructivist reflection, resourceful affectivity, and proactive tendencies. Moreover, the compelling outcomes should be inclusive of sustained learning skills and precepts (Nwachukwu, 2023) based on practicable knowledge and productivity. Furthermore, individual change, even inside and outside, around someone alone is insufficient. A social change must be mobilized with knowledge (Weber, 2023) and proactive advocacy (when and where required) to compel a societal change. Societal change is not about peace after war or a political change in a democratic system or the communist Eastern bloc alone. The social impact of transformational learning is multi-dimensional. Moreover, societal or social change can be religious or secular, educational, sociological, economic, or political, significantly promoting individual and group learning growth or for the common public good.

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