Transformative Learning and Adult Education

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**Assignment #1 – Course Essential Elements**

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

a. Weekend Residency: 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).

**Course Essential Elements**

1. Andragogy

2. **Transformative Learning Theory**

3. Educational Taxonomies

4. Multiple Intelligences Theory

**Transformative Learning Theory**

In 1978, the U.S. The Department of Education did a comprehensive national study in 1978 to explain the unprecedented expansion in the number of women returning to higher education in the United States based on Merzirow’s transformative learning (Mezirow, 2009; Jarvis, 2014). Transformative learning has evolved from this, but the student did five ten phrases of the transformative learning process, which are “1) A disorienting dilemma; 2) Self-examination; 3) A critical assessment of assumption; 4) Recognition of a connection between one’s discontent and the process of transformation; 5) Exploration of options for new roles, relationships, and action; 6) Planning a course of action; 7) Acquiring knowledge and skills for implement one’s plan; 8) Provisional trying of new roles; 9) Building competence and self-confidence in new roles and relationships; 10) A reintegration into one’s life on the basis of conditions dictated by one’s new perspective” (Mezirow, J., 2009).

In Jarvis’ video, the ten processes were summed up by examining three meaning perspectives to gain a broader understanding of how transformative learning can change the world. The first is personal or psychological belief that learners have about themselves, such as belief they can or cannot do certain things. The next belief is social linguistic meaning perspective, which holds one's view on how they view the world or society based on their lived experiences, race, socioeconomic status, and religion. Lastly, the epistemic meaning perspective is what knowledge is and how it is built upon. Jarvis points out that transformative learning can be painful. It chips at our core in bringing change to our thinking and even core beliefs (Jarvis, 2014).

Knowledge about transformation theory of adult learning can also be identified by four distinct forms which are learning through existing meaning schemes, learning new meaning schemes, learning through the transformation of meaning schemes, and learning through the transformation of meaning perspectives. The meaning perspectives gives the adult learners the ability to think autonomously as an adult. Transformative learning helps adults to become critical of their assumptions and the assumptions of others and allows the imagination to redefine problems from a unique perspective, and to participate effectively in discourse (Kurnia, R. P., 2021).

**Works Cited**

Mezirow, J. (2009). Transformative learning theory. *Transformative learning in practice: Insights from community, workplace, and higher education*, 18-31.

Jarvis, C. (2014, June 20). Introducing transformative learning theory [Video file]. YouTube. https://www.youtube.com/watch?v=liU1zsi3X8w [Time 3:48]

Kurnia, R. P. (2021). A case for Mezirow’s transformative learning. *Diligentia: Journal of Theology and Christian Education*, *3*(1), 73-82.