PHI 800-12: Transformative Learning and Adult Education

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Developmental Reading

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.

**Fleming, T. (2018). Mezirow and the Theory of Transformative Learning. In V. Wang, *Critical Theory and Transformative Learning* (pp. 120-136). IGI Global. doi:10.4018/978-1-5225-6086-9**

**Comment 1:**

**Quote/Paraphrase:** "Mezirow's idea of transformational learning has always depended on the work of Jürgen Habermas to provide a solid theoretical foundation. This chapter describes Mezirow's theory of transformational learning, emphasizing its dependence on critical theory, which offers essential notions such as domains of learning, emancipatory learning, critical reflection, and the discourse of communicative action." (Fleming, 2018).

**Essential Element Identification:** The article stresses the integration of critical theory into Mezirow's theory of transformational learning, which aligns with the important component of transformative learning theory.

**Additive/Variant Analysis:** The article offers an additive analysis, stressing the incorporation of critical theory into Mezirow's theory of transformational learning. It explains how elements from critical theory, such as domains of learning and communicative action, improve Mezirow's framework, increasing its rigor and usefulness.

**Contextualization:** The article's look into Mezirow's argument, informed by critical theory, has important consequences for many aspects of life, including the military profession and personal growth. In the military, transformational learning influenced by critical theory may improve knowledge of sociopolitical situations, leading to better decision-making and leadership effectiveness. Military leaders may question assumptions, adjust plans, and encourage diversity among their teams by encouraging critical thinking and communicative action. On the other hand, accepting Mezirow's thesis resonates with the quest of continuous development and adaptation. As a scholar, including critical theory into my learning process allows me to interact with a wide range of viewpoints, biases, and social intricacies. I may better navigate both the professional and personal realms by critically questioning assumptions and fostering open dialogue.
Continuing issues from this research include: How may transformational learning, informed by critical theory, be systematically applied inside organizational structures such as military institutions? Furthermore, how do power relations inside hierarchical systems influence the effectiveness of transformational learning initiatives? Exploring these topics may expand our knowledge of transformational learning's capacity for social change.

**Friedman, J. (2022). How a New Learning Theory Can Benefit Transformative Learning Research: Empirical Hypotheses. *Journal of higher education*. doi:10.3389/feduc.2022.857091**

**Comment 2**

**Quote/Paraphrase**: Friedman suggests reorganizing transformational learning theory by combining Vygotskian cultural-historical activity theory with a recently synthesized meta-theory of learning and development. This strategy seeks to resolve long-standing issues in transformational learning research about its definition, prerequisites, and consequences. Friedman highlights the need for empirically tested ideas to enhance transformational learning research, noting the limits of present qualitative approaches and the field's lack of theoretical coherence (Friedman, 2022).

**Essential Element**: this article aligns with the essential element of transformative learning theory.

**Variant Analysis**: Friedman's concept differs from standard approaches to transformational learning theory by providing a complete framework that incorporates several theoretical viewpoints. Friedman hopes to give a more coherent explanation of transformational learning processes by relying on Vygotskyan theory and synthesizing a meta-theory of learning and development. Furthermore, the focus on experimentally tested ideas fills a significant vacuum in the literature, allowing for more rigorous research methodologies and strengthening the theoretical underpinning of transformational learning. Overall, this work makes an important addition to the continuing discussion about transformational learning theory and its practical applications. (Friedman 2022)

**Contextualization**: As a learner interested in transformational learning theory, Friedman's method is consistent with my own desire for theoretical clarity and empirical rigor in research. The combination of Vygotskian cultural-historical activity theory with a meta-theory of learning and development provides a viable framework for comprehending the intricacies of transformational learning experiences. Furthermore, the focus on experimentally tested theories is consistent with my commitment to evidence-based practice in education. This paper motivates me to investigate new routes for study and practice in transformational learning, with the objective of facilitating deeper knowledge and meaningful change in educational situations.

**Kitchenham, A. (2008). The Evolution of John Mezirow's Transformative Learning Theory. *Journal of Transformative Education, 6*(2), 104-123. doi:10.1177/1541344608322678**

**Comment 3**

 **Quote/Paraphrase:** " This article provides an overview of Mezirow's transformational learning, from its birth to the most recent definition. The review expands on Taylor's previous presentations, however unlike Taylor's review, this history of transformational learning is mostly based on Mezirow's publications to verify the debate with support from the existing literature." (Kitchenham, 2008)

**Essential Element Identification:** This article contributes to the understanding of transformative learning theory, aligning with the essential element of transformative learning theory.

**Additive/Variant Analysis:** The article adds value by providing a thorough examination of Mezirow's transformational learning theory. While drawing on Mezirow's writings and combining support from existing literature, the article deepens knowledge of the theory's development, influences, critiques, and evolution.

**Contextualization:** Andrew Kitchenham's study of John Mezirow's transformational learning theory provides useful insights for a variety of contexts, including the military profession and personal development. Understanding the growth of transformational learning theory may help improve military training and education programs by embracing pedagogical techniques that encourage critical reflection and personal change. As a leader in the U.S Army, I've learned to personalize learning experiences to promote adaptive leadership and resilience among soldiers by identifying the phases of transformational learning and the elements that shape the theory. Personally, connecting with Kitchenham's evaluation causes me to think about my own learning path and its transforming possibilities.

As a learner, adopting Mezirow's theory may help guide my approach to ongoing professional growth, motivating me to question assumptions, challenge current paradigms, and adapt to changing situations. Understanding the flaws and growth of transformational learning theory enables me to improve my learning practices and make a significant contribution to social change. Continuing issues from this investigation include: How can transformational learning theory be successfully incorporated into military training programs to improve leadership effectiveness and decision-making abilities? Exploring this topic adds to our knowledge of transformational learning's influence on individual and organizational growth.

**Kostara, E., Gavrielatos, A., & Loads, D. (2022). *Transformative learning theory: New perspective and possibilities .* Routledge .**

**Comment 4**

**Quote/Paraphrase**: Kostara et al. (2022) investigate the complex nature of transformational learning theory and transformation theory, shedding light on its benefits, limitations, and prospective applications. The book contains worldwide case studies and theoretical perspectives from a variety of areas, including higher education, arts, classics, new technologies, and academic progress. By bridging the gap between theory and practice, the authors want to help educators incorporate transformational strategies into their teaching practices. In addition, Kostara et al. (2022) propose a framework for assessing and documenting transformational effects in qualitative studies, while also providing new pathways for future study and growth in the subject of transformative learning.

**Essential Element**: This comment is associated with course essential element of transformational learning theory.

**Additive Analysis**: Kostara et al.'s (2022) investigation of transformational learning theory and practice adds greatly to our knowledge and implementation of transformative learning in educational contexts. By covering a variety of case stories and theoretical views, the book provides a thorough overview of the theory's potential across disciplines. The focus on connecting theory and practice helps educators gain practical insights and techniques for incorporating transformational ideas into their teaching. Furthermore, the book's emphasis on evaluating transformational results and suggesting new research possibilities enriches the academic discussion of transformative learning. Overall, this work is a useful resource for scholars, students, and policymakers interested in developing transformational education (Kostara et al., 2022).

**Contextualization**: As a student with a strong interest in transformational teaching, Kostara et al.'s book matches my desire to explore novel training techniques. The inclusion of worldwide case studies and multiple disciplinary viewpoints provides useful insights into the implementation of transformational learning theory in a variety of educational situations. Furthermore, the focus on practical solutions for incorporating transformational approaches into the military curriculum is consistent with my objective of fostering reflective and transformative learning experiences. This work will be a useful resource for influencing my military training methods and encouraging future research attempts in the subject of transformational military programs.

**Lundgren, H., & Poell, R. F. (2016). On critical reflection: A review of Mezirows Theory and its operationalization. *Human Resource Development Review, 15*(1), 5-12. doi:10.1177/1534484315622735**

**Comment 5**

**Quote/Paraphrase:** " In this article, we examine empirical studies that investigate critical reflection using Mezirow's concept. Adult education and human resource development (HRD) scholars have worked to put Mezirow's high-level transformational learning theory and its components into practice. The notions of content, process, and premise reflection have often been mentioned." (Lundgren & Poell, 2016)

**Essential Element Identification:** The article adds to the knowledge and implementation of critical reflection within the context of transformational learning theory, coinciding with the important part of transformative learning theory.

**Additive/Variant Analysis:** The article gives an additive analysis by reviewing empirical research on critical reflection, with an emphasis on Mezirow's conceptualization within transformational learning theory. Through analyzing and assessing diverse research findings, the article improves the knowledge of critical reflection and how it can be applied in adult education and human resource development.

**Contextualization:** The author's analysis of critical reflection based on Mezirow's theory has important consequences for both the military profession and personal development. In the military, good critical reflection is vital for improving decision-making, adaptation, and leadership growth. Understanding various ways to apply critical reflection may help military leaders build training programs that promote greater self-awareness and problem-solving abilities among people, hence improving mission readiness and effectiveness. In terms of personal growth, interacting with Lundgren's review promotes introspection and the investigation of reflective methods. As a scholar-practitioner, adopting Mezirow's paradigm into my learning journey may help me critically assess events, question assumptions, and promote personal development. Incorporating proposed changes, such as incorporating multiple reflection traditions and paying attention to emotions, may enhance reflective practice and contribute significantly to professional growth.
What role does emotional intelligence play in fostering meaningful reflection and transformational learning in military contexts? Exploring this subject further may lead to improved tactics for supporting transformational learning inside the military and beyond.

**Nohl, A.-M. (2014). Typical phases of transformative learning: A practical-based model. *Adult Education Quarterly, 65*(1), 35-49. doi:10.1177/0741713614558582**

**Comment 6**

**Quote/Paraphrase:** "Empirical models of transformational learning provide valuable insights into the fundamental aspects of this notion. Whereas prior assessments were restricted to certain social groups or thematic terrains, this study empirically exemplifies the stages of transformational learning via a comparative investigation of numerous social groups and topical terrains." (Nohl, 2014)

**Essential Element Identification:** This article adds to the comprehension of transformational learning theory by experimentally reflecting its stages, which match with the core aspect of transformative learning theory.

**Additive/Variant Analysis:** The article adds to the body of knowledge by proposing an empirical taxonomy of transformational learning stages based on comparative investigation across various social groups and issue areas. This method improves comprehension of transformational learning by emphasizing the accidental character of its inception and reframing the relevance of crises, dilemmas, and reflection within the process.

**Contextualization:** Arnd-Michael Noh's empirical understanding of transformational learning stages has important consequences for both military careers and personal development. Understanding the stages of transformational learning may help to shape military training and leadership development programs. Recognizing the accidental nature of transformational learning and rethinking the role of crises and reflection may assist military people in navigating difficult circumstances, adapting to change, and developing resilience. Personally, reading the essay encourages me to think on my own transforming learning experience. The empirical typology of transformational learning stages may help me better understand my own personal growth and development. Recognizing the many meanings attributed to crises, difficulties, and reflection within the process allows me to approach obstacles with a more nuanced viewpoint and embrace possibilities for development and change.

**Toka, K., & Gioti, L. (2023). Transformation & Critical Reflection: Comparing Brookfield with Mezirow. *Education for Social*, 2-9.**

**Comment 7**

 **Quote/Paraphrase:** " In this inquiry, we compare Brookfield and Mezirow, two researchers who have done considerable research on certain topics. Brookfield sees power analysis, hegemony revealing, and ideological criticism as necessary components of critical reflection and transformational learning. He contends that all interactions in adult education are framed by power, and that ideology influences not just our opinions about economic, social, and political institutions, but also interpersonal connections and how we see and make sense of the world." (Toka & Gioti, 2023)

**Essential Element Identification:** This article adds to comprehension of transformational learning theory by contrasting Brookfield and Mezirow's viewpoints on critical reflection, which aligns with the important feature of transformative learning theory.

**Additive/Variant Analysis:** The article compares Brookfield and Mezirow's viewpoints on critical reflection in transformational learning. Through comparing their ideas on power analysis, ideological criticism, and the role of individual vs communal action, the essay improves awareness of the complexities within transformational learning theory.

**Contextualization:** The author compares Brookfield and Mezirow's ideas on critical reflection, which has ramifications for both the military profession and personal growth. Understanding the differences between individual-focused and collective-focused methods to critical reflection may help military leaders grow and make better decisions. Recognizing the critical function of power analysis and ideological criticism in transformational learning may help military leaders navigate complicated sociopolitical contexts more successfully.

On a personal level, interacting with Toka and Gioti's (2023) contrast inspires me to consider my own approach to critical reflection and transformational learning. Recognizing the distinctions between implicit and systemic critical reflection, as defined by Mezirow, and the focus on purposeful and collaborative critical reflection, as advocated by Brookfield, may help me on my personal development path. By combining components from both viewpoints, I may get a more comprehensive knowledge of transformational learning and its implications for society change.

# **References**

Fleming, T. (2018). Mezirow and the Theory of Transformative Learning. In V. Wang, *Critical Theory and Transformative Learning* (pp. 120-136). IGI Global. doi:10.4018/978-1-5225-6086-9

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