**Instructor Assigned Essay or Project**

**Loretta Evans**

**April 19, 2024**

**PHI -800**

*Title: Exploring Jack Mezirow's Transformative Learning Theory and the OGS Approach: Fostering Critical Reflection for Transcendence*

**Introduction:**

Transformational learning theory, led by Jack Mezirow, examines how people change their viewpoint, attitudes, and behavior. This study will examine Mezirow's theory's basic principles and methodologies (Yacek, 2020). Additionally, it uses the OGS approach to apply Mezirow's views. Transformational learning in the OGS approach encourages self-reflection, which helps overcome obstacles and advance one's career and organization. This research examines Mezirow's theory and the OGS technique to show how transformational learning encourages critical reflection and significant improvement. This research aims to show how critical reflection may help firms grow and succeed.

**Critical Examination of Jack Mezirow's Transformative Learning Theory:**

Jack Mezirow's transformational learning notion is essential to understanding how people's conceptual frameworks and worldviews change. According to Mezirow, transformational learning involves critically assessing one's long-held assumptions, ideas, and perspectives. This introspection radically reevaluates the individual's self-perception and worldview (Briese et al., 2020). Mezirow's teaching centers on transformational learning's 10 steps. Individuals navigate challenging situations, reflect on themselves, and reintegrate into society throughout their transformation. Perplexing topics force people to address differences between their old views and new facts. Chaos allows people to examine their values, beliefs, and knowledge.   
Mezirow's style emphasizes critical reflection, which involves actively changing one's perspective and challenging long-held beliefs. This method helps students examine and reflect on their worldviews and be receptive to new ideas (Kolb, 2020). We may transform ourselves and our worldview by facing cognitive dissonance and discomfort. Reintegration, which adds fresh ideas and views to one's worldview, helps one grow and evolve, according to Mezirow. Transformational learning is iterative, as people examine, act on, and reevaluate. Transformational learning by Mezirow may change your perspective and outlook on life. Mezirow describes how critical reflection challenges preconceptions and shifts views to explain how people handle difficult learning circumstances and evolve themselves.

**The OGS Approach to Transformative Learning:**

The Organizational Growth and Sustainability (OGS) method innovates Jack Mezirow's transformational learning in organizations. The OGS method emphasizes critical reflection as a driver of personal and organizational growth using Mezirow's theory (Kolb, 2020). Critical reflection is crucial to challenge conventional knowledge and generating transformational change in the OGS process. Immersing pupils in real-life situations and challenges helps them think critically and overcome prejudices. People are encouraged to challenge their ideas and accept that organizational settings change via reflection and debate.   
The OGS method emphasizes providing a secure learning environment where students may talk freely and feel encouraged. People may express their thoughts, share their experiences, and have productive talks without fear of repercussions. This environment may foster a culture of continual development and learning where individuals feel secure exploring difficult ideas and challenging their own assumptions (Ndlela et al., 2021). Organisational and personal growth are recognised in OGS. OGS encourages employee critical reflection to strengthen and adapt organizational culture. Businesses may evolve, adapt, and improve efficiency and lifespan via collective introspection and discussion.   
OGS offers a one-stop shop for transformative learning in enterprises. OGS encourages people to challenge the status quo, accept change, and help their organizations succeed by employing Mezirow's theory and providing a supportive learning environment (Whalen, 2020).  
OGS uses many methods to help people transcend themselves and think critically. The OGS method encourages transformative development via experiential learning, interaction, discourse, reflection, and a supportive learning environment. The OGS method emphasizes experiential learning, which challenges students' beliefs beyond the classroom. OGS engages students in real-world events and issues, encouraging introspection. These conversations make individuals more critical, question their preconceptions, and change their minds after learning new facts. This method deepens learning and prepares pupils for life by applying information.   
Discourse and conversation are key to OGS-based transformative learning (Fleming, 2021). Structured dialogues and open discussion enable people to communicate about themselves, hear others' viewpoints, and examine each other's beliefs. This fascinating conversation tests participants' beliefs, prejudices, and preconceptions, encouraging critical thinking. Different viewpoints help individuals understand complicated situations and develop their own opinions via conversation and debate. The OGS method emphasizes introspection to foster transcendence and critical thinking (Wolff, 2022). These reflective activities allow people to examine their ideas, feelings, and behaviors through guided introspection, group reflections, or writing. Structured introspection helps people comprehend their objectives, values, and beliefs and mature.   
The OGS technique works best in a welcoming classroom where children feel safe, trusted, and valued. Ask questions, express perspectives, and have engaging debates without fear of repercussions. In this supportive environment, people are encouraged to be vulnerable and take risks, which stimulates open communication and collaboration and might lead to revolutionary change (Leaver et al., 2021). OGS uses a comprehensive approach to promote transcendence and critical thinking. OGS may help people handle complexity, accept change, and grow personally and organizationally. It does this by giving students a secure place to ask questions, share experiences, and reflect on their learning.

**Conclusion:**

Jack Mezirow's transformational learning and the Organizational progress and Sustainability (OGS) approach can reveal individual and collective progress. Mezirow's guiding principles encourage self-reflection and viewpoint changing, which may help those seeking personal and professional progress. OGS and Mezirow's theories provide systematic, transformational learning. Learning by doing, debating, and reflecting on one's experiences challenges people to question their preconceptions, tackle challenging topics, and accept change (Whalen, 2020). This holistic approach enables ongoing learning and progress, encouraging people to question existing beliefs.   
The OGS technique relies on practical learning to help students handle real-world difficulties. Hands-on activities and new experiences force people to question their views (Hoggan & Kloubert, 2020). This type of learning encourages individual and group growth by giving participants direct experience and the flexibility to handle new situations. OGS emphasizes debate and interaction, which encourages people to speak up. Group discussions and informal discourse let people hear other perspectives and question their own. This intriguing discourse encourages critical thinking and rethinking long-held beliefs, leading to insight and understanding.   
Critical thinking and transformational learning can be improved via contemplation. Journaling, guided introspection, and group reflections allow people to reflect on their life and their influences. Systematic contemplation can help people clarify their beliefs, goals, and objectives, leading to self-actualization.   
The OGS method encourages critical thinking and transformational learning, which helps people handle complexity, accept change, and improve society. OGS combines theory and practice to help individuals and organizations evolve beyond their current constraints, preparing them for success in a changing world.

**References**

Briese, P., Evanson, T., & Hanson, D. (2020). Application of Mezirow’s transformative learning theory to simulation in healthcare education. *Clinical Simulation in Nursing*, *48*, 64-67.

Fleming, T. (2021). Models of Lifelong Learning 3. *The Oxford handbook of lifelong learning*, *2*, 35.

Fleming, T. (2021). Models of Lifelong Learning 3. *The Oxford handbook of lifelong learning*, *2*, 35.

Hoggan, C., & Kloubert, T. (2020). Transformative learning in theory and practice. *Adult Education Quarterly*, *70*(3), 295-307.

Kolb, C. M. (2020). Transformative Learning and the Power of Experience Contextualized in Tertiary-Level Study Abroad.

Leaver, B. L., Davidson, D. E., & Campbell, C. (Eds.). (2021). *Transformative language learning and teaching*. Cambridge University Press.

Ndlela, M. N., Hole, Å. S., Slettli, V. K., Haave, H., Mei, X. Y., Lundesgaard, D., ... & Namdar, K. (2019). Facilitation of learning in Transformative Learning Circles: Enabling entrepreneurial mindsets through co-creation of knowledge. In *Creating Entrepreneurial Space: Talking Through Multi-Voices, Reflections on Emerging Debates* (Vol. 9, pp. 73-93). Emerald Publishing Limited.

Whalen, G. C. (2020). *Giving voice to the transformative learning of mothers who lost a child to suicide* (Doctoral dissertation, The Pennsylvania State University).

Wolff, L. A. (2022). Transformative learning. In *Encyclopedia of sustainable management* (pp. 1-10). Cham: Springer International Publishing.

Yacek, D. W. (2020). Should education be transformative?. *Journal of Moral Education*, *49*(2), 257-274.