Transformative Learning and Adult Education

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Professor

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Assignment

Developmental Readings

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.

1. 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.

Transformative Learning and Adult Education Essential Elements

1. Elements Andragogy

2. **Transformative learning theory**

3. Educational taxonomies

4. Multiple Intelligences theory

Source One:

Comment 1:

**Quote/Paraphrase 1:**

In a review of thirty-nine early studies around transformative learning. “Taylor concludes that there is empirical support for the theory, but that it needs to have a broader definition of its learning outcomes and that its processes needed to be reconceptualized to include the influence of context, to broaden the possibilities for how the process is initiated, and to account more fully for other ways of knowing (beyond rational thinking) and relationships. ” (Taylor, 1997, p. 34-59).

Cite Article:

Taylor, Edward W. 1997. Building upon the theoretical debate: A critical review of the empirical studies of Mezirow’s transformative learning theory.” *Adult Education Quarterly* 48.1: 34–59.

Interpretive Methods in Social Research Essential Elements

1. Elements Andragogy

2. **Transformative learning theory**

3. Educational taxonomies

4. Multiple Intelligences theory

**Essential Element:** This comment is associated with the essential element Transformative learning theory. I selected this element, due to the fact that, I agree with the author when he said “there needs to be broader definition of the learning outcomes and how the process is initiated.”

**Additive Analysis:** This quote is additive to my understanding of transformative learning for adult learners, because adults must think beyond the relationship and levels of rationality.  For instance, like under resourced adults are able to think and learn from  circumstance that occurs.

**Contextualization:** [use word I is ok or application of the quote into a situation I experienced] The authors research concludes that adult learner can think more fully and beyond what the immediate circumstance and especially when influencing the learner’s understanding is broadened and the adult learns beyond rational thinking. I would not challenge the research conclusion. Transformative Learning Adult Education should not abandon but encouraged and taught in post high school settings, or college or university settings and in employment performance professional levels; With useful assumption, the adult needs to learn more, especially to ensure the adult is welcoming of others and not quick to halt new information presented I enjoy gardening. I don’t just enjoy gardening I enjoy an acer or more seed planting and harvest levels from the gardening effort. I enjoy reading the Bible through the eyes and interpretation of gardening. I see and have experienced many things as an adult learner and had I not been exposed to the various themes from being around my parents and relatives, when the event or challenge presented it self I may have not been wiser. God is the Master Gardener and He alone is present to guide me as an adult learner who is being transformed by His Word.

Source Two:

Comment 2:

**Quote/Paraphrase 2:**  “ … adult learners as they are instructing youth must be provided with an equitable learning environment so all may be live out and for accomplishment on a high level. Lucas, the author, is a principal of the social emotional learning at her campus for over seventeen years. The vicissitudes of historical leadership and shifting foci for faculty staffing models … she shares that historical leadership directly impacts student supports and universal equitable practices. (Lucas, 2022, p. 8-10).

Cite Article:

Lucas, M. J. (2022). *Academic Resource and Social Emotional Advisory Period: Promoting Communities of Care and an Equitable Learning Environment* (Doctoral dissertation, University of South Florida).

**Essential Element:** This comment is associated with the educational taxonomy.

**Additive Analysis:** This quote is additive to my understanding of educational taxonomy, due to the fact that seminal author Bloom set out to organize educational goals into hierarchy in 1956 with the adult learner in mind. As noted by Bloom from the writings of David Krathwohl was one of the needs for what I would say is the reason why we are so focused now on mental health, wellbeing, and academic wellness with what I am desired to study, and that is more of the environment and coalition community cohesion partnership sustainability.

**Contextualization:** Within a foundation of faith the transformative learning adult, as Lucas shares has had many decades of progress. Today if an adult learner is to be transformed and live as an innovative leader, I believe this individual will have to have gained mutual support, mentorship and on their own as I am experiencing capable of applying emotional learning, this would support making more transformative thinking knowledge learner thinkers, in our neighborhoods and communities.

Source Two:

Comment 3:

**Quote/Paraphrase 3:**  “ … The vicissitudes of historical leadership and shifting foci for faculty staffing models … she shares that historical leadership directly impacts student supports and universal equitable practices. (Lucas, 2022, p. 8-10).

Cite Article:

Lucas, M. J. (2022). *Academic Resource and Social Emotional Advisory Period: Promoting Communities of Care and an Equitable Learning Environment* (Doctoral dissertation, University of South Florida).

**Essential Element:** This comment is associated with the educational taxonomy.

**Additive Analysis:** This quote is additive to my understanding of educational taxonomy, due to the fact that seminal author Bloom set out to organize educational goals into hierarchy in 1956 with the adult learner in mind. As noted by Bloom from the writings of David Krathwohl was one of the need for what I would say is the reason why we are so focused now on mental health, wellbeing, and academic wellness with what I am desired to study more environment and coalition community cohesion .

**Contextualization:** Within a foundation of faith the transformative learning adult, as Lucas shares has had many decades of progress. Although history has an impact on the adult learner, I believe the mind, influenced by the holy spirit and desired of the fruit of spirit will thrive and transcend the vilest historical narrative.

Source Three:

Comment 3:

**Quote/Paraphrase 3:**  Although not current scholarly year writing, the author Allen & Wergin et al shared “ … Leadership and adult development theories: **Overviews and overlaps.** Kravis Leadership Institute, Leadership Review 9, 3(4)-19. What seems like such an obvious truism has not always been so obvious, however. Until relatively recently most developmental psychologists assumed that **“development” ends with adolescence, and that, like the physical self, one’s cognitive self then begins a long and steady decline**. **Only in the past 30 years or so has the term “adult development” been taken seriously,** and the insights gained from this Burgeoning research have huge implications for the **development of leaders. Architects of leadership development opportunities are asking leaders to expand their world views, become aware of their biases and prejudices, and develop a wiser** and more nuanced perspective of the problems they face. (Allen, 2009, p. 3-4).

Cite Article:

Allen, S.J., Wergin, L.F. (2008). Leadership and adult development theories: Overviews and overlaps, Liberal Education 9, 3-19, 2008

**Essential Element:** I think this comment is associated with the elements andragogy and educational taxonomy.

**Variant Analysis:** This quote is varriant to my understanding of educational taxonomy, due to the fact that I disagree that leadership and adult learning over lap, instantly. I propose that it must be considered that the leader is exploring to improve his team initially and is storming , norming and forming toward, work output and occupational integrity and very possibly the general bottom-line. The adult learner depending on the start of learning, foundation of learning and resilience may not overlap instantly due to the experiences or out comes during the adult learner times of their own questions and critique.

**Contextualization:** Within a foundation of faith the transformative learning adult, as Lucas shares has had many decades of progress. Today if an adult learner is to be transformed and live as an innovative leader, I believe this individual will have to have gained mutual support, genuine mentorship and on their own applying emotional learning, this would support making more transformative thinking knowledge learners. I have experienced that adults who are in leadership positions are willing to falsify the performance of the employee to satisfy work output and not inform the worker of unsatisfactory work product. When people in leadership positions choose to accomplish these levels of takeaway from the success of the work pool a deeper assessment is required, I believe and these adults are not adequate for the learning experience. Being a leader and not thriving in self-accountability innovative agency is harmful to ones self and community in the long run.

Source Three:

Comment 4:

**Quote/Paraphrase 4:**  Although not current scholarly year, the author Allen & Wergin et al shared “ … Leadership and adult development theories: Overviews and overlaps.Kravis Leadership Institute, Leadership Review 9, 3(4)-19. What seems like such an obvious truism has not always been so obvious, however. Until relatively recently most developmental psychologists assumed that **“development” ends with adolescence**, and that, like the physical self, one’s cognitive self then begins a long and steady decline. Only in the past 30 years or so has the term “adult development” been taken seriously**,** and the insights. (Allen, 2009, p. 3-4).

Cite Article:

Allen, S.J., Wergin, L.F. (2008). Leadership and adult development theories: Overviews and overlaps, Liberal Education 9, 3-19, 2008

**Essential Element:** This comment is associated with the multiple intelligences and educational taxonomy.

**Additive/Variant Analysis:** This quote is additive and variant to my understanding of educational taxonomy, I don’t believe development ends with adolescence. Reading what seminal author Bloom set out to organize was educational goals into hierarchy in 1956 with the adult learner in mind. As noted by Bloom from the writings of David Krathwohl was one of the needs for what I would say is the reason why we are so focused now on mental health, wellbeing, and academic wellness, especially now after shelter in place and the rise of virtual learning management systems for all. The great desire I have is the focus to study more on environment and coalition community cohesion.

**Contextualization:** Within a foundation of faith the transformative learning adult, as Lucas shares has had many decades of progress. Today, if an adult learner is to be transformed in all aspects of function or doing, to live as an innovative leader, I believe this individual will have to have gained mutual support, mentorship and on their own applying emotional learning, yielding to the power of the Holy Spirit, every lesson learned. This will include but not exhaustive of his own research and depending on which stage in life the growing was balanced and complete. Transformative learning for a genuine leader is urgently required. I believe, this would support making more transformative thinking knowledge learners.

Source Three:

Comment 5:

**Quote/Paraphrase 5:**  Although not current scholarly year, the author Allen & Wergin et al shared “ …**.** Kravis Leadership Institute, Leadership Review 9, 3(4)-19. …… **Only in the past 30 years or so has the term “adult development” been taken seriously,** and the insights. (Allen, 2009, p. 3-4).

Cite Article:

Allen, S.J., Wergin, L.F. (2008). Leadership and adult development theories: Overviews and overlaps, Liberal Education 9, 3-19, 2008

**Essential Element:** This comment is associated with the transformative learning and educational taxonomy.

**Additive Analysis:** This quote is additive to my understanding of educational taxonomy, due to the fact that I agree that the development of the adult development, is now seemingly very serious and not being taken for granted as a given.

**Contextualization:** Within a foundation of faith the transformative learning adult, as Lucas shares has had many decades of progress. Today if an adult learner is to be transformed and live as an innovative leader, I believe this individual will have to have gained mutual support, mentorship and on their own applying emotional learning, this would support making more transformative thinking knowledge learners. In many of my professional positions, I have been a co-worker with lots of individuals who were my supervisors but lacked adult understanding, thinking or balanced capability. I am very glad to be a mental health first aider certified counselor and in my interactions with many adults over age 50 or 70, I find that they are persistently out of order adults and unsuccessful. This appears to affect how they matriculate and relate to other adults. These individuals I am reflecting upon lack occupational integrity and in my mind I classify them as high risk and not leaders.

Source Three:

Comment 6:

**Quote/Paraphrase 6:**  Although not current scholarly year, the author Allen & Wergin et al shared “ … Leadership and adult development theories:**….development of leaders. Architects of leadership development opportunities are asking leaders to expand their world views, become aware of their biases and prejudices, and develop a wiser** and more nuanced perspective of the problems they face. (Allen, 2009, p. 3-4).

Cite Article:

Allen, S.J., Wergin, L.F. (2008). Leadership and adult development theories: Overviews and overlaps, Liberal Education 9, 3-19, 2008

**Essential Element:** This comment is associated with the educational taxonomy.

**Additive Analysis:** This quote is additive to my understanding of educational taxonomy, due to the fact the primary architects of leadership development is patterned for one trend or agency. The much needed targeted sub-groups also adequate are often isolated and due to ingrain biases and historical prejudices.

**Contextualization:** Within a foundation of faith the transformative learning adult, as Lucas shares has had many decades of progress. Today if an adult learner is to be transformed and live as an innovative leader, I believe this individual will have to have gained mutual support, mentorship and on their own applying emotional learning, this would support making more transformative thinking knowledge learners.

Source Four:

Comment 7:

**Quote/Paraphrase 7:**  Although not current scholarly year, the author Erikson’s theory of identity development (e.g., 1959) was the **first to suggest that adults can, in fact, “develop” – that is, change in ways that lead to greater complexity or quality of life**. Erikson asserts that for adults to achieve an Leadership Review, Kravis Leadership Institute, Claremont McKenna College, Vol. 9, Winter 2009 5 optimum quality of life they must face these three dilemmas, in order: (1) intimacy vs. isolation, (2) generativity vs. self-absorption and stagnation, and (3) ego integrity vs. despair. Intimacy vs. isolation is the dilemma typically encountered in late adolescence: it focuses on the individual’s ability to establish deep and meaningful relationships with other human beings. The second stage of adulthood is generativity vs. self-absorption and stagnation. Generativity is the “interest in establishing and guiding the next generation” (Erikson, 1959, p. 103).

Cite Article:

Erikson (1959).  *Theory of Identity Development. Leadership Review, Kravis Leadership Institute, Claremont McKenna College, Vol 9, Winter 2009 5.*

**Essential Element:** This comment is associated with the transformative learning theory and educational taxonomy.

**Additive Analysis:** This quote is additive to my understanding of I agreed that adults are capable to develop and change in new ways of complexity that lead to longer life and contribution to another’s optimal lifespan.

**Contextualization:** Within a foundation of faith the transformative learning adult, as the author sites the understanding of the adult and the perspective of the educator or mentor and educators the adult learn adheres to that influences the student learning to know that each experience the adult learner is to make meaning of the experiences in various ways which eventually, I believe influence the value system. This is how Mezirow’s theory is put into practice in my life and I would think other adults. My understandings of things as youth and although I stood steadfast did not develop as I believed not for the reason I was informed by parents, mentors, or media. I did the right thing, however, the influences that others had impacted upon me and due to my innocence’s participation with them, at different places and stages of they adult understanding has produced an outcome unexpected and I have also learned that I am not to house outcomes as benefits nor transactional.

Source Five:

Comment 8:

**Quote/Paraphrase 8:**  “**Community-engaged learning**, often practiced through service-learning pedagogy, has been shown to have numerous benefits for both students and communities in communication sciences and disorders undergraduate and graduate programs. While service-learning typically involves students applying their knowledge and learned skills to help satisfy an expressed community need, the recent shift to online learning combined with shuttered community partner organizations may make some practitioners **hesitant to pursue the pedagogy.**” (Veyvoda and Cleave, 1959, p. 103).

Cite Article:

Veyvoda and Cleave (2020).  *Re-Imaging Community-Engaged Learning: Service Learning in Communication Sciences and Disorders Courses During and After COVID-19, ASHAWIRE,* Iona College, 2020*.*

**Essential Element:** This comment is associated with the multiple Intelligences Theory.

**Additive Analysis:** This quote is additive to my understanding, I believe in continued community-engaged learning is a must be it virtual, hybrid, or in-person practices and this more accessible style of learning can help students especially adult learners. The ability to cross-cultural learn and gain and understanding of social understandings does build a positive relationship in the community.

**Contextualization:** Within a foundation of faith the transformative learning adult, as the author sites I agree that order and values and virtues are maintained and taught, skills are sharpened, and developed and civic engagement is allowed. The mentor or instructor and the student mindfulness must be cared for even while innovation, creativity, and high-impact pedagogical strategies are operating. The coalition building for partnership engagement I am establishing through service learning for adult and youth I believe will keep to deepen the relationship building when every imbalanced is eroded.

Source Six:

Comment 9:

**Quote/Paraphrase 9:**  “first, *transformative learning* as an approach to experiential pedagogy with focus on **education and learning based in local communities and the surrounding places**; second, *experiencing place* through sense-making to help **people relate closely to their values and meanings of place**; third, ***regenerative action* to reverse and recuperate from the negative impact of humans on the environment** and promote place stewardship**.**” (Mehmood et al, 2020, p. 455-466).

Cite Article:

Mehmood, A., Marsden, T., Taherzadeh, A., Axinte, L.F., and Rebelo, C. Transformative roles of people and places: learning, experiencing, and regenerative action through social innovation (2020). Published: 16 November 2019, Volume 15, pages 455-466, (2020)

**Essential Element:** This comment is associated with the transformative learning theory and multiple Intelligences Theory.

**Additive Analysis:** This quote is additive to my understanding based on my research thus far I would support that these together would form a new strategy and creative agency.

**Contextualization:** Within a foundation of faith the transformative learning adult, as the author sites as adults who are ever seeking to improve our principled characters, when we pause and see nature of Christ and imbue Christ, then our interactive with nature to re-learn, re-experience, and re-generate process to reshape places and built-environment in a transformative way will occur and be maintained. When adult learners know value, relate to their values and take action to reverse and recuperate from negative impacts created on their own or from an mentor guiding them to potential. The environment for the adult learner needs rigorous opportunities which are equitable and adult that will not just survive but thrive.

Source Seven:

Comment 10:

**Quote/Paraphrase 9:**  “…**From knowledge integration to user engagement, co-deliberation and co-creation transformative sustainability research has strived to bridge the path** from knowledge to action, research to policy, and policy to practice. This has helped with addressing the translational issues between radical thinking and imagining and materialising equitable common futures (Lang et al. [2012](https://link.springer.com/article/10.1007/s11625-019-00740-6#ref-CR30); Wittmayer and Schäpke [2014](https://link.springer.com/article/10.1007/s11625-019-00740-6#ref-CR56); Temper et al. [2018](https://link.springer.com/article/10.1007/s11625-019-00740-6#ref-CR64)). Arguments in this respect have referred to the need for “reconnecting people to nature” as among key ‘sustainability interventions’ (Abson et al. [2017](https://link.springer.com/article/10.1007/s11625-019-00740-6#ref-CR1): p. 30).”

Cite Article:

Mehmood, A., Marsden, T., Taherzadeh, A., Axinte, L. F., & Rebelo, C. (2020). Transformative roles of people and places: learning, experiencing, and regenerative action through social innovation. *Sustainability Science*, *15*(2), 455-466

**Essential Element:** This comment is associated with the transformative learning theory and multiple Intelligences Theory.

**Additive Analysis:** This quote is additive to my understanding based on my research thus far I would posit that this closing of the gap in learning , experience and regenerative action always incorporating from the historical achievements and this will drive greater partnership and capacity development. The adult must bridge the gap and close the gap for the adult knowledge learner. When the neighborhood and citizen get involved then I see people care and the social relations improve and the individual agendas end and the local flourishing starts to build more and sustainable cohesion with sphere’s, I agree with the author.

**Contextualization:** Within a foundation of faith the transformative learning adult, as the author sites as the social actors will end and the derelict space will stop growing. The author continues to emphasize people – place relationships as transformative to the learning and building of ideas. Learning in place abased on pedagogy, refers to experiential acquisition of knowledge, transformation of perspectives, and building of skills through interaction of local places and based knowledge, a broad range of activities, learning and observation. This is why I believe by Gods grace I have remained to naturally inform faith and communities on how to coalition build and through event engagement’s with success. This is the problem I am being called about and the problem I solve willingly and enjoy to do although not paid an amount.

Source Eight:

Comment 11:

**Quote/Paraphrase 11:**  “…A further case related to transformative learning is that of the Latvian Permaculture Network. Coordinated by Felcis ([2019](https://link.springer.com/article/10.1007/s11625-019-00740-6#ref-CR18)), the network emphasizes continuous processes of knowledge-building and sharing in the wider permaculture movement and the weaving of place-based traditional knowledge with **novel approaches between local and global levels of civil society actors.** Here, learning remains a key aspect of regenerative practices with the theoretical framework of permaculture promoting conscious interplay between traditional place-based and new knowledge and encouraging a reflection on the origins and broader political and social contexts of land-based practices (Abson et al. [2017](https://link.springer.com/article/10.1007/s11625-019-00740-6#ref-CR1): p. 30).”

Cite Article:

Felcis E (2019) Sustainability transformations through permaculture (June). https://www.youtube.com/watch?v=ypjsMc6Cdx4. Accessed 27 July 2019

**Essential Element:** This comment is associated with the transformative learning theory and multiple Intelligences Theory.

**Variant Analysis:** This quote is variant to my understanding. The Latvian Permaculture Network, incorporating the processes of knowledge-building and sharing in the wider permaculture movement and the weaving of place-based traditional knowledge with novel approaches between local food and habits and global levels of civil society actors. I do not support the weaving of place and local and global levels. I believe this may distort the foundational perspectives and harm the long-range focus of the ‘why’ for adult transformational learning altogether. Especially when the educational landscape of one part of the globe has entirely different margins for social and emotional need or adjustments based on the historical culture. One culture may grow and harvest for nutrition and another for honor and worship to diety. The communication with food and habits may be completely opposite and the transformative learning theory is not applied best.

**Contextualization:** Within a foundation of faith the transformative learning adult, as the author sites exploring the learning process is primary. Especially depending on the mindset of the adult learner at the time of knowledge learning. For Example , my first initial time to attend OGS, I was not as knowledgeable about life, liars and liberation of understandings that impact the life we are to keep living for Christ and to bring glory to His name. I am grateful to be returned and grateful for the deep exposure and knowledge sourcing gained from the research on my area of coalition community cohesion and response refusal skills for workforce and occupational integrity for human flourishing or optimal healthy lifestyle. While living life authentically and for Gods glory, I have learned as an adult that I have held and defined somewhat I now call not valid, ‘universal principles,’ and I have had to change my understandings or basis that were a bottom-line for many things and I know I am the better for that.

Source Nine:

Comment 12:

**Quote/Paraphrase 12:**  “…A further case and previous research state that there **is a lack of stakeholder involvement and participation in city transformation** ([Bernhard et al., 2020](https://www.emerald.com/insight/content/doi/10.1108/JCHMSD-10-2020-0148/full/html#ref011); [Cina et al., 2019](https://www.emerald.com/insight/content/doi/10.1108/JCHMSD-10-2020-0148/full/html%22%20%5Cl%20%22ref014%22%20%5Co%20%22); [Dormaels, 2016](https://www.emerald.com/insight/content/doi/10.1108/JCHMSD-10-2020-0148/full/html%22%20%5Cl%20%22ref019%22%20%5Co%20%22); [Medway et al., 2000](https://www.emerald.com/insight/content/doi/10.1108/JCHMSD-10-2020-0148/full/html#ref040); [de Nisco et al., 2008](https://www.emerald.com/insight/content/doi/10.1108/JCHMSD-10-2020-0148/full/html#ref018)). Calls are made for further research to reach a deeper insight into the nature of partnerships and management of stakeholder collaboration within smart city transformation, especially with a focus on local citizens ([Axelsson and Granath, 2018](https://www.emerald.com/insight/content/doi/10.1108/JCHMSD-10-2020-0148/full/html%22%20%5Cl%20%22ref008%22%20%5Co%20%22); [Bernhard et al., 2020](https://www.emerald.com/insight/content/doi/10.1108/JCHMSD-10-2020-0148/full/html#ref011); [Le Feuvre et al., 2016](https://www.emerald.com/insight/content/doi/10.1108/JCHMSD-10-2020-0148/full/html#ref034); [Wee Lim Hew et al., 2014](https://www.emerald.com/insight/content/doi/10.1108/JCHMSD-10-2020-0148/full/html#ref053)).“

Cite Article:

Bernhard, I., Olsson, A.K. and Lundh Snis, U. (2020, “Inclusive place innovation as a means for local community regenerations”, in Bernhard, I., Grasjo, U. and Karlsson, C. (Eds), Diversity, Innovation and Clusters – Spatial Perspectives, Edward Elgar Publishing, Cheltenham and Northampton, MA, pp. 57-80.

**Essential Element:** This comment is associated with the transformative learning theory.

**Variant Analysis:** This quote is variant to my understanding. I disagree that stakeholders need to be examined in relation to cultural heritage.

**Contextualization:** Within a foundation of faith the transformative learning adult, as the author sites I believe the residential citizens are to be contacted and spoken with and afforded the dignity to share and direct the best reshape of cultural norms for the new-culture of health, partnership and coalition development in the built environment. Far too long the residents within neighborhoods have been overlooked and ignored all too long due in part to the locals remaining or fostering into position ‘stakeholders.’ The areas ranging from urban to technological wastewater, tree planting and fiber optic solutions deserve to be listed, discussed, and based on the indigenous wisdom a determination pursued, funded, and provided for. I have said this quote many times. “When we have seen one community, we have seen one community. “ So I am experiencing, that when the adult learner in transformation, does not understand this as an adult learner, we move away from uncritical, organic relationships toward contractual relationships with others, institutions and society” ([Mezirow 1978b](https://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0263.xml#obo-9780199756810-0263-bibItem-0007), p. 100). Typically this is why I see this quote as variant.

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WORKCITED

Abson DJ, Fischer J, Leventon J, Newig J, Schomerus T, Vilsmaier U, von Wehrden H, Abernethy P, Ives CD, Jager NW, Lang DJ (2017) Leverage points for sustainability transformation. Ambio 46(1):30–39

Erikson (1959).  *Theory of Identity Development. Leadership Review, Kravis Leadership Institute, Claremont McKenna College, Vol 9, Winter 2009 5.*

Felcis E (2019) Sustainability transformations through permaculture (June). https://www.youtube.com/watch?v=ypjsMc6Cdx4. Accessed 27 July 2019

García M, Eizaguirre S, Pradel M (2015) Social innovation and creativity in cities: a socially inclusive governance approach in two peripheral spaces of Barcelona. City Culture Soc 6(4):93–100

Taylor, Edward W. 1997. Building upon the theoretical debate: A critical review of the empirical studies of Mezirow’s transformative learning theory.” *Adult Education Quarterly* 48.1: 34–59.

Lucas, M. J. (2022). *Academic Resource and Social Emotional Advisory Period: Promoting Communities of Care and an Equitable Learning Environment* (Doctoral dissertation, University of South Florida).

Mehmood, A., Marsden, T., Taherzadeh, A., Axinte, L. F., & Rebelo, C. (2020). Transformative roles of people and places: learning, experiencing, and regenerative action through social innovation. *Sustainability Science*, *15*(2), 455-466.

**Mezirow, Jack. 1978b. Perspective transformation. Adult Education 28.2: 100–110.**

Mezirow’s original article, where he begins outlining his new concept of perspective transformation as theory of adult learning and development.

**Mezirow, Jack. 1991a. Transformative dimensions of adult learning. San Francisco, CA: Jossey-Bass.**

Mezirow’s most extensive elucidation of his comprehensive theory of adult learning.

Mehmood, A., Marsden, T., Taherzadeh, A., Axinte, L.F., and Rebelo, C. Transformative roles of people and places: learning, experiencing, and regenerative action through social innovation (2020). Published: 16 November 2019, Volume 15, pages 455-466, (2020)

Rodríguez Aboytes, J. G., & Barth, M. (2020). Transformative learning in the field of sustainability: a systematic literature review (1999-2019). *International Journal of Sustainability in Higher Education*, *21*(5), 993-1013.

[Snis, U.L.](https://www.emerald.com/insight/search?q=Ulrika%20Lundh%20Snis), [Olsson, A.K.](https://www.emerald.com/insight/search?q=Anna%20Karin%20Olsson) and [Bernhard, I.](https://www.emerald.com/insight/search?q=Ir%C3%A9ne%20Bernhard) (2021), "Becoming a smart old town – How to manage stakeholder collaboration and cultural heritage", [*Journal of Cultural Heritage Management and Sustainable Development*](https://www.emerald.com/insight/publication/issn/2044-1266), Vol. 11 No. 4, pp. 627-641.

Temper L, Walter M, Rodriguez I, Kothari A, Turhan E (2018) A perspective on radical transformations to sustainability: resistances, movements and alternatives. Sustain Sci 13(3):747–764

Veyvoda, M. A., & Van Cleave, T. J. (2020). Re-imagining community-engaged learning: service-learning in communication sciences and disorders courses during and after COVID-19. *Perspectives of the ASHA Special Interest Groups*, *5*(6), 1542-1551.

Avelino F, Wittmayer JM, Pel B, Weaver P, Dumitru A, Haxeltine A, Kemp R, Bauler T, Ruijsinkg S, O'Riordan T (2017) Transformative social innovation and (dis) empowerment. Technol Forecast Soc Chang.