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Developmental Readings on Transformative Learning

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PHI 800 Transformative Learning and Adult Education

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Assignment #2 – Course Essential Elements

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.

Source One: Hossain, A., Kong, Y., & Malik, A. (2023). Remote learning during COVID-19 and transformative learning theory: tendency towards Quadruple Helix model for future post-secondary education in Indigenous contexts. *Journal of Innovation and Entrepreneurship*, 12(1). <https://doi.org/10.1186/s13731-023-00341-9>

Comment 1:

Quote/Paraphrase: The study examines the remote learning experiences of students at the University College of the North (UCN) during the COVID-19 pandemic. It uses Jack Mezirow's Transformative Learning Theory alongside the Quadruple Helix model to explore socio-demographic contexts, social activities, stress and well-being, academic performance, and student support services. The study finds that challenges such as internet connectivity and lack of private study space impacted student well-being and performance. However, transformative learning facilitated perspective shifts that helped students adapt and succeed.

Essential Element: Transformative Learning Theory & Andragogy

Additive Analysis: This study fits the "Additive" classification as it builds on Mezirow's Transformative Learning Theory by integrating the Quadruple Helix model, then providing a comprehensive approach to understanding remote learning in Indigenous contexts. The findings emphasize the importance of culturally responsive teaching methods and community collaboration, which enriches the existing body of knowledge and offers practical solutions for educators.

Contextualization: In my professional practice as an educator, understanding the impact of remote learning and transformative experiences is crucial. This study

highlights the need for creating inclusive and adaptable learning environments, which aligns with my commitment to fostering critical thinking and resilience in students. The insights can be applied to develop strategies that support students' well-being and academic success, particularly in challenging situations like the pandemic.

Source Two: Boonphadung, S., & Seubsang, P. (2021). Development Of Learning And Classroom Management Competencies Of Student Teachers Using The Transformative Learning Concept. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(12).

Comment 2:

Quote/Paraphrase: This research investigates the development of learning and classroom management competencies in student teachers using transformative learning concepts. Conducted at Suan Sunandha Rajabhat University, it assesses students' competency levels against an 86% criterion and evaluates their levels of transformative learning. Despite high competency levels, students did not meet the target, highlighting the need for further enhancement. The findings suggest that transformative learning methods are effective in fostering critical reflection and self-directed learning.

Essential Element: This reading connects with Transformative Learning Theory by examining the development of student teachers' competencies through transformative learning.

Variant Analysis: This study challenges traditional methods of teacher education by emphasizing transformative learning as a means to develop essential

competencies. The research suggests that competency should not be evaluated solely on predefined criteria but should also consider the reflective and adaptive capabilities nurtured through transformative experiences, thus providing a distinct perspective from conventional approaches.

Contextualization: This study resonates with my commitment to continuous improvement in educational practices. By integrating transformative learning concepts into my teaching methods, I can better prepare student teachers to navigate the complexities of modern education. The emphasis on critical reflection and self-directed learning aligns with my goal of fostering independent, lifelong learners.

Source Three: Backfish, E. H. P. (2021). Transformative Learning Theory as a Hermeneutic for Understanding Tensions within Scripture. *Christian Scholar's Review Article*.

Comment 3:

Quote/Paraphrase: This article proposes that Transformative Learning Theory (TLT), particularly in light of recent advances in cognitive linguistics, is a fruitful means of teaching and interpreting tensions within Scripture. It emphasizes that deep learning involves a crucial change in the learner, often induced by a crisis or a "disorienting dilemma," forcing the subject to reconsider their perspective, thus resulting in deeper learning.

Essential Element: This reading connects with Transformative Learning Theory as it explores the application of this theory to understand and interpret tensions within Scripture, emphasizing critical reflection and perspective shifts.

Additive Analysis: Integrating transformative learning theory with cognitive linguistics, this article offers a novel approach to scriptural interpretation. By framing tensions within Scripture as disorienting dilemmas, it enriches theological education, encouraging deeper reflection and understanding among learners. This blend of disciplines provides a unique lens that enhances traditional hermeneutic methods.

Contextualization: Applying transformative learning theory to scriptural interpretation allows me to facilitate deeper theological discussions and critical reflections among students. This approach not only enriches their understanding but also encourages them to question and refine their beliefs, leading to more profound personal and spiritual growth.

Source Four: Eschenbacher, S., & Fleming, T. (2022). Towards a Pedagogy of Trauma: Experiences of Paramedics and Firefighters in a COVID-19 Era and Opportunities for Transformative Learning. *Education Sciences*, 12(10).

<https://doi.org/10.3390/educsci12100655>

Comment 4:

Quote/Paraphrase: This article explores the experiences of paramedics and firefighters during the COVID-19 pandemic, highlighting the trauma they faced. It theorizes these experiences within an educational paradigm, emphasizing the potential for transformative learning through reflective writing and critical analysis. The study draws on the works of Carol Gilligan, Axel Honneth, Oskar Negt, and Jack Mezirow to reconnect professional and personal dimensions of trauma work.

Essential Element: This reading connects with Transformative Learning Theory by examining the experiences of paramedics and firefighters during the COVID-19 pandemic, highlighting the potential for transformative learning through trauma-informed pedagogy.

Additive Analysis: This study builds on transformative learning theory by integrating trauma-informed pedagogy, offering a nuanced understanding of the educational needs of first responders. It emphasizes the role of reflective practices in processing traumatic experiences, adding depth to the application of transformative learning in high-stress professions and contributing to the broader discourse on trauma and education.

Contextualization: The exploration of trauma-informed pedagogy in this study is crucial for my work with students who have experienced significant stress or trauma. By incorporating reflective writing and critical analysis, I can create a supportive learning environment that helps students process their experiences and fosters resilience.

Source Five: Weinberg, A. E., Trott, C. D., Wakefield, W., Merritt, E. G., & Leanna, A. (2020).

Looking inward, outward, and forward: Exploring the process of transformative learning in teacher education for a sustainable future. *Sustainability Science*, 15(6), 1767-1787.

<https://doi.org/10.1007/s11625-020-00831-9>

Comment 5:

Quote/Paraphrase: This study explores the process of transformative learning among 67 preservice elementary teachers (PSTs) enrolled in a sustainability science course. Using a combined deductive-inductive coding procedure guided

by transformative learning theory, the study documents how PSTs looked inward (e.g., thinking, feeling), outward (e.g., making connections, relating to others), and forward (e.g., taking action) toward building a sustainable future. The findings highlight the importance of disorienting dilemmas in fostering transformative learning and the need for more exposure to sustainability-oriented curricula and practices.

Essential Element: This reading connects with Transformative Learning Theory as it explores the transformative learning process in teacher education for sustainability, focusing on critical reflection and perspective shifts.

Additive Analysis: By exploring the process of transformative learning in the context of sustainability education, this study adds a critical dimension to our understanding of how future teachers can be prepared to address global challenges. It integrates ecological literacy with transformative pedagogical practices, providing a holistic approach that enriches both educational theory and practice.

Contextualization: This study's focus on sustainability in education aligns with my goal of preparing students to address global challenges. By fostering transformative learning, we can equip future teachers with the skills and perspectives needed to promote sustainability and inspire change within our communities.

Source Six: Mezirow, J. (1991). *Transformative Dimensions of Adult Learning*. Jossey-Bass.

Comment 6:

Quote/Paraphrase: In *Transformative Dimensions of Adult Learning*, Jack Mezirow explores the dynamics of how adults learn and how their perceptions are transformed by learning. The book provides an in-depth analysis of the ways in which adults make meaning of their learning experiences and how these experiences can transform their lives.

Essential Element: This reading connects with Transformative Learning Theory by providing a comprehensive framework for understanding adult learning and perspective transformation.

Additive Analysis: Mezirow's seminal work provides foundational insights into the mechanisms of transformative learning, offering a detailed framework that has profoundly influenced adult education. This book serves as an essential resource, enriching the field with comprehensive theories and practical applications that continue to shape how educators facilitate transformative experiences.

Contextualization: Mezirow's comprehensive framework on transformative learning provides invaluable guidance for my teaching philosophy. Emphasizing perspective transformation helps me create learning experiences that not only impart knowledge but also challenge students to rethink their assumptions and develop a deeper understanding of the world.

Source Seven: Knowles, M. S. (1975). *Self-Directed Learning: A Guide for Learners and Teachers*. Association Press.

Comment 7:

Quote/Paraphrase: In *Self-Directed Learning: A Guide for Learners and Teachers*, Malcolm Knowles explores the principles and practices of self-directed learning,

emphasizing the importance of learner autonomy and the role of educators in facilitating self-directed learning experiences.

Essential Element: This reading connects with Andragogy as it explores the principles and practices of self-directed learning, emphasizing learner autonomy and the role of educators in facilitating these experiences.

Additive Analysis: Knowles' exploration of self-directed learning provides a crucial expansion of andragogy, emphasizing the importance of learner autonomy in the educational process. This work underscores the shift from instructor-led to learner-centered education, adding significant depth to the principles of adult learning and informing modern educational practices.

Contextualization: Knowles' principles of self-directed learning are essential for promoting autonomy and lifelong learning in my students. By encouraging them to take charge of their own educational journeys, I can foster a sense of ownership and intrinsic motivation that enhances their overall learning experience.

Source Eight: Cranton, P. (2016). *Understanding and Promoting Transformative Learning: a guide to theory and practice*. Stylus Publishing.

Comment 8:

Quote/Paraphrase: In *Understanding and Promoting Transformative Learning*, Patricia Cranton provides a comprehensive guide to transformative learning theory and practice. The book helps educators understand what transformative learning is, distinguish it from other forms of learning, and foster it in their practice. It examines

transformative learning from the learner's perspective and discusses individual differences in how learners go through the process.

Essential Element: This reading connects with Transformative Learning Theory by providing practical strategies for promoting transformative learning in various adult and higher education contexts.

Additive Analysis: Cranton's comprehensive guide enhances the practical application of transformative learning theory by offering educators actionable strategies to foster transformative experiences. Her work bridges theoretical concepts with classroom practice, enriching the discourse on adult education and providing valuable tools for facilitating deep, meaningful learning.

Contextualization: Cranton's practical strategies for fostering transformative learning are directly applicable to my educational practice. By implementing these methods, we can create a more engaging and reflective learning environment that supports students' personal and academic growth.

Work Cited

Backfish, E. H. P. (2021). Transformative Learning Theory as a Hermeneutic for Understanding Tensions within Scripture. *Christian Scholar's Review Article*.

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