**Transformative Learning Theory**

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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).

**Transformative Learning Theory**

Transformative Learning Theory stands fundamental to adult education, which Jack Mezirow (1991) created as a framework to understand how critical reflection leads people to modify their viewpoints (Kokkos, 2022). The process differs from standard learning that leads to information acquisition because transformative learning leads to fundamental worldview changes for individual learners. According to this theory, adult learners can restructure their fundamental beliefs when they interact with scenarios that contradict their established worldview.

The learning transformation follows what Mezirow named the "disorienting dilemma" when individuals encounter situations they cannot explain using their existing insights. The emergence of disorienting dilemmas sets off a sequence of steps, starting with self-analysis followed by assumption evaluation and fostering understanding about shared transformative experiences before leading to role or action exploration. The reflective experience enables learners to create new understanding, which becomes part of their everyday lives (Chirico et al., 2022).

Educational institutions need faculty members to develop spaces where students can engage in open debates and question traditional beliefs to study different viewpoints without fear. Multicultural education encourages students to critically assess their biases, resulting in increased acceptance between different groups. Through reflective learning, adults develop more profound empathy and superior decision-making skills while becoming more involved citizens (Naz et al., 2023).

Transformative Learning Theory continues to have certain restrictions despite showing many positive points. Some experts claim that some students resist deep-thinking activities.

Described in the Transformative Learning Theory since they lack willingness or preparedness (Saliba, 2024). Additionally, they note the objective measurement limitations of transformation progress. Transformative Learning Theory has retained its important position as a respected framework within adult education. The theory has been found to have practical use across multiple fields, including healthcare, for leadership development, social justice teaching, and counseling programs.

In summary, Transformative Learning Theory presents an effective method for understanding adult development, including intellectual and emotional personal growth. Through self-reflection and openness to change, adults are empowered to grow intellectually and emotionally, personally and professionally.

**References**

Chirico, A., Pizzolante, M., Kitson, A., Gianotti, E., Riecke, B. E., & Gaggioli, A. (2022). Defining transformative experiences: A conceptual analysis. *Frontiers in Psychology*, *13*. <https://doi.org/10.3389/fpsyg.2022.790300>

Kokkos, A. (2022). Transformation theory as a framework for understanding transformative learning. *Adult Education Critical Issues*, *2*(2), 20–33. <https://doi.org/10.12681/haea.32541>

Naz, F. L., Afzal, A., & Khan, M. H. (2023). Challenges and benefits of multicultural education for promoting equality in diverse classrooms. *Journal of Social Sciences Review*, *3*(2), 511–522. <https://doi.org/10.54183/jssr.v3i2.291>

Saliba, R. (2024). Transformation in transformative learning: A reversed experience of faculty members teaching in Transnational Higher Education Institutions in Qatar. *Social Sciences &amp; Humanities Open*, *9*, 100823. <https://doi.org/10.1016/j.ssaho.2024.100823>