

2 TRANSFORMATIONAL LEARNING



Synopsis - Founding theorist: Transformational Learning Theory (Mezirow, 1991) refers to a constructivist way of learning by reframing one's ways of knowing, believing, perceiving, and interacting with others due to immersion in reflexive, dialogical, and experiential learning experiences that challenge and transform existent mental schemas which encompass how individuals assign meaning to life experiences and express valuation of self, others, and the world at large.

Mezirow, J. (1991a). Transformative dimensions of adult learning. Jossey-Bass Publishers.

Mezirow, J. (2003b). Transformative learning as discourse. *Journal of Transformative Education*, 1(1), 58–63.

Brock (2012) Tools for Change An Examination of TL

Synopsis - Brock et al., (2012) investigated the relationship between ten precursors of transformational learning theory and global competency development among business and other disciplinary majors. Two American postsecondary institutions participated in the study. Instrumentation comprised quantitative online surveys administered to a total of 1,220 participants across three cohort years (2005, 2008, and 2010). Gains in undergraduates' ability to reframe new meanings about self, others, and the world proved universal across three different cohorts. Most self-reports about changed mindsets, behaviors, and courses of action occurred among older students. Inclusion of TLT facilitated development of desired knowledge, skills, attributes, attitudes, and values among young and adult learners by developing educational and instructional practices that (1) caused a disorienting dilemma, (2) prompted a critical assessment of assumptions, (3) fostered one's discontent with existent mental schemas about self, others, and the world; (4) embraced exploration of options for new roles, relationships, and actions to engage others and the world at large, (5) promoted self-examination about feelings of guilt or shame about existent mental schemas toward prosocial dispositions, (6) led to embracement of new roles at school, at work, and in communities, (7) led to discussion and involvement about planning of a course of action to address social issues, (8) led to acquisition of new knowledge and skills for implementing one's plans, (9) strengthened one's competence and self-confidence in new roles and relationships, and (10) led to long-standing changes in personal perspectives about self, others, and the world that changed behaviors and values in prosocial ways (p. 1).

Brock, S., Florescu, I., & Teran, L. (2012). Tools for change: An examination of transformative learning and its precursor steps in undergraduate students, *International Scholarly Research Network*, 1–5, doi:10.5402/2012/234125

O'Sullivan, E. (1999). *Transformative learning: Educational vision for the 21st century*. Zed Books.

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Seeing what is possible in educational and instructional leadership depends upon programmatic and institutional commitments to develop curriculums and CLOs that produce preservice teachers who are relational, socially conscious, and globally competent (Tisdell, 2000b; Warren-Grice, 2021; Walton & Rusznyak, 2017; Yang & Li, 2019).

Tisdell (2006b) **Spirituality and Emancipatory Adult Education**

Tisdell, E.J. (2000b). Spirituality and emancipatory adult education in women adult educators for social change, *Adult Education Quarterly*, 50(4), 308–335.

Warren Grice (2021) **Black Teacher Project**

Warren-Grice, A. (2021). A space to be whole: A landscape analysis of education-based racial affinity groups in the U.S. *Black Teacher Project*. <https://www.Blackteacherproject.org/research>

Walton & Rusznyak (2017) **Choices in the design of inclusive education for preservice teachers**

Walton, E. & Rusznyak, L. (2017). Choices in the design of inclusive education courses for pre-service teachers: The case of a South African university. *International Journal of Disability, Development and Education*, 64(3), 231–248.

Yang & Li (2019) **Changing Culture, Changing Curriculum**

Yang, & Li, H. (2019). Changing culture, changing curriculum: a case study of early childhood curriculum innovations in two Chinese kindergartens. *Curriculum Journal (London, England)*, 30(3), 279–297.