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TRANSFORMATIVE LEARNING



Hoggan (2016) Transformative Learning as a Metatheory

Synopsis - Hoggan (2016) explored the evolutionary nature of Mezirow's transformative learning theory as an educational pedagogy. Hogan then advanced a new conceptualization of this theory as an analytic metatheory. Hogan argued this conceptualization unifies existent schools of thought to positively apply and evaluate the theory in relation to instructional practices and learning processes.

Hoggan, C. (2016). Transformative learning as a metatheory, *Adult Education Quarterly*, 66(1), 57-75. doi:10.1177/0741713615611216

Abstract - The relationship between inter- and transdisciplinary research and potentially transformative science is poorly understood. We use a case study of a long-term transdisciplinary research effort on hantaviruses combined with findings from studies of team science to generate a hypothesized model that links cross-disciplinary collaboration with transformative scientific outcomes. We show that potentially transformative research depends on the existence of an interesting and worthwhile problem to which participants can contribute in salient ways, human and material foundations within disciplines, collaborative mutualism across disciplines, and a transformative learning process that enables knowledge integration across diverse perspectives. Transformative learning theory suggests that new, integrated conceptual understanding is initiated by disorienting dilemmas. We argue that engagement in cross-disciplinary collaboration produces disorienting dilemmas that initiate transformative learning. Our hypothesized model provides a generalized framework for understanding how transformative learning occurs in cross-disciplinary collaboration and how that can lead to transformative science.

Pennington, Simpson, G. L., McConnell, M. S., Fair, J. M., & Baker, R. J. (2013). Transdisciplinary Research, Transformative Learning, and Transformative Science. *Bioscience*, 63(7), 564-573. <https://doi.org/10.1525/bio.2013.63.7.9>

Quennerstedt (2019) Physical Education and the Art of Teaching: Transformative Learning and Teaching.

Synopsis - Quennerstedt (2019) argued against standardized expectations about human development in relation to the needs, interests, and motivations of children. Transformative learning and teaching strives to build connections between disciplinary knowledge and differences among children with critical yet affirmative dispositions about self, others, and the world. Quennerstedt argued the role of PE and other disciplines is to impart disciplinary knowledge and promote personalized and socially-mediated learning. Educational and social practices must honor the uniqueness of children and the practical integration of disciplinary knowledge across varied contexts in schools and beyond. Overall, the expert advocated for integration of disciplinary knowledge and experiential learning (i.e., movement and play) as key to impacting values and behavior of learners.

Quennerstedt, M. (2019). Physical education and the art of teaching: transformative learning and teaching in physical education and sports pedagogy. *Sport, Education & Society*, 24(6), 611-623

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Dal Margo et al., (2020) Enriching the intersection of service and transformative learning with Freirean idea

Abstract - In this article, we examine the value of combining transformative and service learning pedagogical practices in management education programmes to encourage management students to be more critical and reflexive regarding serious contemporary issues like social inequality and sustainability. We draw on a long-term management education experience conducted in the northeastern region of Brazil, where international students learn how to develop a real-time community-based project with local inhabitants. We argue that while service learning approaches promote pragmatic action-based principles, transformative learning acts at the epistemic level, contributing to change in values. In addition, Paulo Freire's ideas are integrated to reinforce critical and reflexive dimensions of the learning experience. Our results offer a process-based model showing how a critical experiential learning pedagogy might lead to the development of communitybased competences, which, in turn, might lead to changes in the deeply held values of the participants. Freire's emancipatory ideas are applied not only regarding the relationship between teachers and students, but also to the distinction between Western and non-Western societies, going beyond questioning of the destructive consequences of financial capitalism to question the hegemony of one worldview over all other possible ones.

Dal Magro, Pozzebon, M., & Schutel, S. (2020). Enriching the intersection of service and transformative learning with Freirean ideas: The case of a critical experiential learning programme in Brazil. *Management Learning*, 51(5), 579–597. <https://doi.org/10.1177/1350507620908607>

Murdoch (2020) Feeling heard Inclusive Education

Abstract - Developments in international inclusive education policy, including in prominent UN documents, often refer to the aim of a quality education for all. Yet, it remains unclear: What exactly is meant by quality education? And, under what conditions are quality educational experiences possible for all learners? In this essay, Diana Murdoch, Andrea English, Allison Hintz, and Kersti Tyson bring together research on inclusive education with philosophy of transformative learning, in particular John Dewey and phenomenology, to further the discussion on these two questions. The authors argue that teacher-learner relationships, of a particular kind, are necessary for fostering environments wherein all learners have access to quality educational experiences associated with productive struggle as an indispensable aspect of transformative learning processes. They define such relationships as "educational relationships that support students to feel heard." In developing their argument, the authors first analyze the concept of productive struggle, an aspect of learning increasingly recognized in research and policy as an indicator of quality education. Second, they discuss three necessary, though not sufficient, conditions for the teacher to cultivate educational relationships that support students to feel heard. Third, they draw out connections between environments that support feeling heard and those that support productive struggle, and they discuss teachers' challenges and risk-taking in creating such environments. The authors close with a discussion of implications for international policy, practice, and research.

Murdoch, English, A. R., Hintz, A., & Tyson, K. (2020). Feeling heard: Inclusive education, transformative learning, and productive struggle. *Educational Theory*, 70(5), 653–679. <https://doi.org/10.1111/edth.12449>

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Kim (2020) **Becoming Skillful Leaders**

Abstract - In this study, I explore how school principals experience transformative learning in relation to leadership development and how these experiences influence their leadership practices and perceptions. Transformative learning is critical for school leaders because it can lead to meaningful learning that qualitatively changes their leadership practices. Assuming that personally significant incidents are important for transformative learning, I analyzed qualitative data collected from 12 school principals in the United States. Analysis revealed that with these transformative learning experiences, school principals established strong foundations of leadership assumptions and strategies by changing and expanding their views of themselves and others. My findings suggest that education for principal leadership development should provide opportunities to explore multiple dimensions of learning, how relationships and school contexts influence leadership decision making, and how principals perceive themselves as leaders. This study contributes to a more dynamic understanding of how school leaders make actual change in their leadership practices.

Kim. (2020). Becoming skillful leaders: American school principals' transformative learning. *Educational Management, Administration & Leadership*, 48(2), 353–378. <https://doi.org/10.1177/1741143218802596>

Wiley et al., (2021) **A New Depth-Based QUAN Approach to Assessing Transformative Learning**

Abstract - Transformative learning (TL) goals are becoming commonplace in higher education, continuing education, and other adult learning contexts; however, valid and reliable assessments of TL are not so common. This imbalance begs the development of assessment methods that allow for a deeper understanding of how, when, and why deep reshaping of self takes place. We believe the Beliefs, Events, and Values Inventory (BEVI) to be an effective quantitative measure of TL based on the alignment of its scales with constructs identified by Hoggan's meta-analysis of TL research. In this article, we summarize the theoretical crosswalk between Hoggan and the BEVI, offer statistical evidence of construct validity for the BEVI as a measure of TL, and provide guidance for interpreting TL scores. We discuss implications of this methodology for higher education as well as other adult learning contexts such as mental health and wellness.