Sabbatical Summary Report
from
Gwen Williams
July 1, 2008-June 30, 2009

My sabbatical intentions were twofold. Primarily, I have focused my energies on a project that I refer to as a, "professional development workshop on a disc". I have created a CD PowerPoint presentation to introduce interested faculty to the field of Transformative Learning (TL) and Education. My PhD course work has been in the field of adult learning, transformation, and change (Transformative Studies). When determining a sabbatical project that I could pursue, and which could have a meaningful impact on either, faculty, staff, learners, or the LCC campus, I chose to focus on a project that could potentially benefit my colleagues and our learners. I will discuss this project in detail below.

A secondary focus during my sabbatical has been to work on the completion of my dissertation and move closer to matriculating. Unfortunately, due to family health issues that unexpectedly arose during my stay in California, and the need to step in as a caretaker restricted my time. I no longer had as much time as I had planned to complete the dissertation and also create the workshop on a disc. I will most likely return to Hawaii with still quite a lot of work to be done on the dissertation before I am able to complete it.

In this summary report, I will include the details of my research and work to create the "Transformative Learning and Education" CD workshop for faculty. I will
follow that by listing the content areas addressed in the “workshop”. Ultimately, one cannot know the project intimately unless the CD is viewed live. For now, I will attach a pdf. file of the 111 slides with this summary. That will allow viewing the contents, minus the animations and access to the web information through the hyperlinks. I plan to also make a copy of the CD for the Social Science Division and send it along with Power Point handouts of the slides.

When I originally submitted my sabbatical proposal, I suggested that the Media Dept. could make copies for the entire faculty. I think that my passion about this field made me a bit too presumptuous, though I still believe that there is much information on the disc that could benefit all instructors in very concrete ways. Seeking an alternative, I began communication with Cindy Martin about having her office house the disc and advertise its existence and availability for interested faculty who may wish to engage in some professional development. Embedded in the presentation is a special phrase that the viewer may provide to the office that will verify that s/he has in fact has viewed the presentation, versus merely checking it out.

It is apparent to all instructors that at times it is difficult to hold learner interest in our course material and in the classroom. We also are confronted with chronic low retention and matriculation rates of our learners. We need to find ways to create exciting environments that truly engage our learners, and stimulate them to want to learn. For some of us, we may also need to find within ourselves ways to renew a sense of passion for learning and teaching. My PhD studies in the field of Transformative Studies and adult education has inspired me. My intention in creating
this CD workshop for faculty was to introduce them to a rather recent paradigm that is more suitable for adult learners and adult learners in the making. In creating this presentation, I hope to encourage within my colleagues, a spirit of exploration and experimentation. I also hope to nudge them closer to adopting the role of a Transformative Learning Facilitator.

Mentioned below is an outline of the process I engaged while creating this Power Point presentation:

1) I did an extensive review of four years of course notes, papers written, and handouts received. I culled out the areas that I thought were useful and relevant for an Introduction to Transformative Learning and Education.

2) I reread and took copious notes on our TL “bible” used during our course of study, Learning as Transformation: Critical Perspectives on a Theory in Progress by Mezirow and Associates, 2000, as well as other readings.

3) I outlined areas that I wished to include on the CD-theory, methods, and activities. I began to collect references for online resources.

4) I began making the connection between our campus commitment to become a Learning-centered campus made in the 1990’s, with the principles and practices of Transformational Learning.

5) I began to create a PowerPoint presentation and designed the theme for the slides.
6) I added the collected material by sections on to the slides

7) I designed the visual aspects of the slides that would make it more appealing

8) I collected public domain images to use on the slides

9) I added even more educational material to the slides

10) I scoured Internet sites for information, definitions, and descriptions for all of the topics covered in the workshop

11) I edited, edited, edited the material

12) I created hyperlinks to the Internet sites and placed them on the slides

13) I edited, edited, edited

14) I created animations on certain slides

15) I created the book, journal, and Internet references/sites

16) I rechecked all of the Internet links for functionality

Below, are content sections addressed in the presentation:

- TL Theory
- TL Definitions
- TL Process
- Affective, Symbolic Dimension of TL
• TL Goals
• Meaning Structure Definitions
• Conditions of Effective Discourse
• Types of Assumptions, Reflections and Reframing
• Adult Learning Characteristics (Andragogy)
• Comparison of the Assumptions of Pedagogy and Andragogy following Knowle’s work
• The Philosophy of TL
• Developmental Maps
• Constructive Developmental Theory
• Women’s Ways of Knowing
• Befriending the “Other”
• Encouraging Service
• TL Facilitator Responsibilities
• Perspective Transformational Activities
• Connecting Learner-centered Principles with TL Theory and Processes
• Activities linked to “Creating substantial change” processes and theories
• Learning-centered Principles
• Roles of Learning-centered Facilitators
• Learning-centered and TL Facilitator Qualities
• Collaborative Learning Activities
• Learning Documented for Learners
• Integral Models for Identifying Learner Evolution of Consciousness and Worldviews

• Five Integral Models: Wilbur, Wade, Beck, Kegan, and Torbert

• An Abbreviated Review of TL Processes

• References for Books, Journals and Internet References and Resources

Finally, on one of the last nights of the semester I am submitting this project and the accompanying summary. It turned out to be a much bigger project than I had originally envisioned. There was a great deal of relevant material to sift through, and much had to be left out. Perhaps there is a second “advanced TL Education workshop” to be made in the future. I sometimes could not stop myself from adding “just one more thing”. Alas, this project ballooned due to my enthusiastic desire to share with colleagues that which I have been exposed and which I feel such enthusiasm. I hope that my efforts will be of benefit to all those who wish to feel again a passion for learning, and the great joy of facilitating another’s transformation.
Welcome to an introduction to the terrain known as Transformative Learning and Education

Please be aware that viewing this slide show will take advantage of internet descriptions and links.

by Gwen Williams, Professor, CCAH, Human Services, State University

Substitute Project

Course material from PhD course in Transformative Learning and Education.

When I was considering what I would like to contribute to my colleagues and campus as a substitute project, I did not have to think long. I decided to share some of the material that I have felt lucky enough to be exposed to during the four years of doctoral coursework in the field of Transformative Learning and Integral Studies. The course work which I engaged with primarily focused on how adults change and transform, what stands in the way of that, and what may facilitate it. I am well aware that many of you who have chosen to view this CD may already be familiar with some of what I include in this "workshop on a disc", and may in fact be applying various aspects of transformation learning in your classroom without the use of such labels. For you, I hope to offer some additional ideas and a good number of potentially useful references and resources that may help to build upon your current repertoire of transformative learning approaches and techniques. In this CD I include some of the gems to which I have been exposed, some of which I currently apply, and others which I plan to experiment with in the future. As I continue to integrate what I have learned, I attempt to reflect upon its effectiveness and how it has enhanced the educational experience of my adult learners as well as what may need to be altered.

I wish to offer you, my colleague, access to a little of what I have been exposed to during my studies. My main intention in pursuing this project is ultimately for the welfare of our learners. My wish is that they be transformed by the learning experience that we offer them. I hope to stimulate you, my colleagues, to consider if you haven't already, to apply some principles, processes, and practices of transformative learning and education in your own classrooms. I hope that you and your learners find many benefits with the implementation of materials offered on this disc or from the internet site links that offer additional information, resources, and references.

Please make sure that you have the most current PowerPoint Viewer. You may download the viewer for free. In order to get the most out of this presentation, be online so you can access the highlighted white internet links as you view each slide. All of the numerous internet links seem to be available as of December 22, 2009. Though, three would not allow for linking when copied to a CD. You may copy those links manually by running your mouse over the link and pasting into your browser. I apologize in advance if some links become unavailable over time.

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Transformative Learning Theory

Transformative Learning Theory (TL) has been established by Jack Mezirow (1978), the originator of the theory. It arose out of his qualitative study of women returning to college life after years away from academia and the subsequent investigation of their change in perspective or frame of reference. Transformative Learning and Education is a fairly recent movement that gained a great deal of steam in the 1990s as research and application of its theories were tested in Academia, and the world beyond, by a number of its forerunners (Belenky et al., 1986, Bond, 1991, Brookfield, 1996, Cranston, 1997, 1998, Daloz, 1999, Delia, 1999, Elass, 1997, ...).

Some Definitions

Transformative Learning Definitions

Perspective transformation occurs when adult learners experience a shift in meaning structures which have formed over the course of their lives. These meaning structures may be thought of as a complex of assumptions or "frames of reference" that come to be developed through the interplay of their biographical, and socio-cultural experiences that influence their views of the world and how they behave (Taylor, 1996).

It has been suggested by Mezirow (1995) that perspective transformation primarily occurs through the confrontation with a "disorienting dilemma," which typically occurs during a major life crisis or transition, and occasionally due to the effect of meaning schema transformations that occur over time. Disorienting dilemmas can be artificially introduced for classroom activities to potentially encourage perspective transformation.
Transformative Learning and Education

Transformative Learning Process

Transformation is a process that is equated with transformative learning. It is the process of becoming competent in the new role, and integrating the new perspective into their life (1995).

In transformative learning, education is considered to be an accumulation of experiences that can be identified and examined. Mezirow (1995) noted that this occurs in stages, and most typically when one is confronted with a disorienting dilemma. He delineated the stages of transformation include: 1) Self-reflection, 2) Evaluation of assumptions, 3) Awareness of others who have similarly transformed, 4) Implementation of new approaches and available roles, 5) Creation of a plan of action, 6) Implementation of new knowledge, 7) Integrate new perspectives into their life (1995).

Affective and Symbolic Dimensions of Transformative Learning

The original transformative learning theory (as defined by Mezirow, 1978) in primarily "rational, analytical, and cognitive" with an "inherent logic" (Greeley, 1997, pp. 99-111). Robert Frey (Boyd and Myers, 1998) has become one of the primary voices that arose in response to Mezirow's strong logical/cognitive emphasis in transformative learning. Boyd offered another perspective as to what is entailed in transformative learning processes. He identified the importance of understanding the process of dissonance. His theory is based on analytical (depth) psychology developed by Freud and expanded on by Jung.

The process of dissonance engages three necessary processes within the learner. The first is Recognition, the second is Recognition, and the third is Gaining. Initially, the learner needs to be receptive to allow for novel expressions of meaning to arise within them, and secondly, to be willing to recognize that the insight/intention is authentic (Boyd and Myers, 1998).
Affective and Symbolic Dimensions of Transformative Learning (cont.)

The last stage, grieving, is thought to be the most important stage of the document process. Grieving refers to the deathlike annihilation of the previously held, hollowed-out, empty framework, and the realization that the old way of thinking and behaving no longer fits. The learner tries on new ways of being, that then become integrated into his/her personality in an active manner.

Transformational learning activities encourage the application of both the rational-logical aspects of perceiving through images, critical reflection, and inquiry, as well as the intuitive ways of knowing, as depicted through symbols, images, and affect (Boyatzis & Meyers, 1988). Whereas, Mezirow focuses primarily on the ego as the active participant in the TL process, Boyatzis also emphasizes models of knowledge and incorporates ego. More recently, transformative processes that are deemed critical to bringing about lasting perspective transformation (1998).

Transformative Learning Goals

Transformative education primarily involves facilitating transformation of our largely unconscious frameworks of reference (habits of mind, points of view, meaning, and beliefs). Faculty who adopt a TL orientation do so with the intention to help bring about an expansion of mind or consciousness in the learner so that s/he may become more flexible, discriminating, reflective, and inclusive, in his/her thinking.

Meaning Structures Definitions

Mezirow (2000) refers to a frame of reference as a "meaning perspective" that encompasses our assumptions and expectations through which we filter our sensory awareness and experiences. Our frames of reference may be conscious or unconscious. Mezirow identifies a frame of reference as having two dimensions: a habitual mind that eventually becomes a point of view, which is made up of many meaning schemes.

Habits of mind qualify as predispositions that have become generalized and through which we interpret and make meaning of our experiences. Mezirow (2000, p. 17) defined some habits of mind, as noted below:

- Sociocultural (cultural canon, ideologies, social norms, customs, language games, secondingsocialization)
- Moral ethical (conscience, moral norms)

- Epistemic (learning styles, sensing preferences, focus on wholes or parts, from the concrete to abstract)
- Ethical (rational, moral, rationally, socially, morally)
- Historical (cultural, historical, eras, periods, etc.)
- Relational (family, peer, sibling, child, parent, etc.)
- Operational (systems, rules, processes, etc.)
- Ontological (existence, reality, existence, being, etc.)
- Psychological (self-concept, personality traits, habits, etc.)
- Sociological (groups, social structure, organizations, etc.)
- Sociopolitical (political, economic, social, cultural, etc.)
- Anthropological (human, culture, society, etc.)
- Theoretical (ideologies, perspectives, paradigms, etc.)
- Philosophical (religion, philosophy, transcendent, existential, etc.)
- Aesthetic (beauty, taste, attitudes, standards, etc.)
- Symbolic (language, signs, symbols, etc.)
- Informational (data, facts, information, knowledge, etc.)
- Functional (concepts, functions, etc.)
- Critical (self, other, world, societal, etc.)
- Meta-cognitive (cognition, metacognition, etc.)
- Political (power, influence, etc.)
- Cultural (customs, traditions, traditions, etc.)
- Psychological (mind, brain, etc.)

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Meaning Structures Definitions (cont.)

The preceding habits of mind become points of view which are made up of groups of meaning schemes that develop out of our current beliefs, emotions, expectations, judgments, and attitudes, which then lead to how we objectify, judge, and attribute causality. These meaning schemes are primarily functioning out of our awareness and therefore not critically reflected upon and often acted upon unconsciously. The sense of who we are and our values are portrayed in our frames of reference. We are often very protected and defended when it comes to our frames of reference which are often fraught with high emotion.

Transformative learning seeks to expand the traditional paradigm. The traditional trajectory of much of our education involves adding onto and elaborating, rather than challenging, our frames of reference.

Transformative learning facilitates the development of frames of reference that are open to varied points of view, differentiated, inclusive, flexible, critically reflected upon, and exponentially integrated.

How to get there?

Conditions for Effective Discourse

Effective TL occurs through discourse with self and others. With the application of discourse in the classroom one may develop greater emotional intelligence; an emotional maturation which involves an increase in empathy, interpersonal (inner reflection) and interpersonal (social) skills. Other aspects that are honed involve the ability to self regulate, and greater development and higher levels of trustworthiness (integrity and honesty), etc. Goleman's (1995) research noted that employees consistently identify emotional intelligence as being 85 to 90% responsible for one's success in the workplace. In the last 10 years, apparently youth have decreased in their level of emotional intelligence, all the more reason that we need to include transformative learning processes with inclusion of the affective dimension (1995).
Transformative Learning and Education

Conditions for Effective Discourse (cont.)

Deborah Tannen (1998) defines the LS as an "argument culture" in which we are focused on winning or losing. Our self-esteem is often caught up in the competition between opposing sides. This tendency intensifies the other, more "recessive," or receptive ways of interacting, that may be encouraged through collaborative and cooperative encounters and processes. Research and application that evolve out of such studies can, for example, encourage learners to move from self-serving argumentation to constructive discourse and empathetic listening. Disagreement is not based on winning, arguments that centrally involve finding agreement, welcoming difference, trying on "other points of view, identifying the common in the contradictory, searching for synthesis, and reframing" (p. 14).

Conditions for Effective Discourse (cont.)

Meeuwse & Assoc. (2002, p. 3) offered a list of ideal conditions for optimal participation in discourse and for learners to aspire to:

- Accurate and complete information about the issue of focus
- Freedom from coercion and distortion of deception
- Opening to alternative points of view - empathy and concern about how others think and feel
- The ability to weigh and assess arguments objectively
- Greater awareness of the context of ideas and more critical reflection on assumptions, including one's own
- An equal opportunity to participate in the various roles of discourse

Types of Assumptions, Reflections and Reframing

Brookfield (as cited in Meeuwse & Assoc., 2002) identified three common assumptions to address during critical reflection (p. 19):

1) paradigmatic assumptions that structure the world into fundamental categories (the most difficult to identify in oneself)

Types of Assumptions, Reflections and Reframing (cont.)

2) prescriptive assumptions about what we think ought to be happening in a specific situation

3) causal assumptions about how the world works and how it may change (the easiest to identify)

Transformative Learning involves solving problems through redefinition and the reframing of problems. Reflection of one's assumptions may occur around content, process, or process, at the instrumental (which involves solution-focused problem solving to meet external objectives, and for performance improvement), or the communicative level (which involves...
Types of Assumptions, Reflections and Reframing (cont.)

- the meaning of others' communication, often requiring assessment of feelings, values, intentions, and more and involves the use of reason, and/or intuition.

Transformational learning may occur in an epiphanic manner that is intense and immediate, or incremental and progressive over time. Transformational learning may involve either subjective or objective reframing: objective involving reflections about others’ assumptions, and subjective assuming others self-reflect upon his/her own assumptions (Mezirow & Associates, 2000).

Adult Learner Characteristics (Andragogy)

Malcolm Knowles, one of the early forerunners of researchers into how adults learn differently from children, defined six characteristics of adult learners and established the term Andragogy to emphasize that we need to engage adults uniquely and otherwise than we do when employing typical Pedagogical tactics (Knowles, as cited in Fleming, T., Fischer, C., Griffin, J., & Gainer, T. B., 2007, p. 5-6)

1. Adults have a deep need to know why they need to know something.
2. Adults are task-oriented in their learning.
3. Adults bring to the learning situation a wide range of background experiences.
4. Adults have a deep psychological need for self-directed learners.
5. Adults learn best when the learning directly applies to their life situation.
6. Adults are motivated by internal pressures, such as self-esteem or quality of life.

* A Comparison of the Assumptions of Pedagogy and Andragogy following Knowles’ (Jarvis, 1989, para. 22)

<table>
<thead>
<tr>
<th>The Learner</th>
<th>Pedagogy</th>
<th>Andragogy</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Dependent: Teacher directs what, when, how a subject is learned and tests that it has been learned</td>
<td>Moves towards independence: Self-directing, Teacher encourages and nurtures this movement</td>
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A Comparison of the Assumptions of Pedagogy and Andragogy following Knowles (1980, para. 22) cont.

The Learner's Experience

**Pedagogy**
- Outside worth; hence teaching methods are didactic.

**Andragogy**
- A rich resource for learning; hence teaching methods include discussion, problem-solving, etc.

Readiness to learn

**Pedagogy**
- People learn what society expects them to. So that the curriculum is standardized.

**Andragogy**
- People learn what they need to know, so that learning programmes should be organized around life application.

Adult Learning Principles (Andragogy)

In working with adults, we need to emphasize certain aspects of interaction that are in line with what were considered by Malcolm Knowles (1984) as Andragogical principles. We need to stress the learners' self-organization for their education, honor and encourage their self-organization, and ensure that their learning is linked to practical, real-world experiences (Brueggeman, E. & Rosenthal, M. L., 2001).

Orientation to learning

**Pedagogy**
- Acquisition of subject matter; curriculum organized by subjects.

**Andragogy**
- Learning experiences should be based around experiences since people are performance-centered in their learning.

Adult Learning Principles/Andragogy

Knowles and Associates (1984) (as cited in Brueggeman & Rosenthal, 2001, p. 56) noted that there are seven interventions that Adult Educators should consider applying to help bring about a successful learning experience for adults:

1. Establish a physical and psychological climate conducive to learning.
2. Involve learners in initial planning of methods and curricular directions.
3. Involve participants in diagnosing their own learning needs.
4. Encourage learners to formulate their own learning objectives.
5. Encourage learners to identify resources and to devise strategies for using such resources to accomplish their objectives.
6. Help learners to carry out their learning plans.
7. Involve learners in evaluating their learning.
The Philosophy

Philosophy of Transformative Learning with Adults

Robert Kegan (as cited in Melinow, & Assoc., 2000, p. 23).
Transforming our epistemologies, liberating ourselves from
that which we are embedded, making what was a subject into
an object, so that we can see it rather than to be blind by
it: this is the most powerful way I know to conceptualize
the growth of the mind.

As a TL educator one attempts to create participatory learning
conditions in the classroom for adult learners so that they may become more
autonomous, reflective, more empowered and self-determining. It has been
noted that learners who are more empowered within Academia tend to develop a
greater spirit of inclusiveness, a desire to be of service to others, a caring attitude
toward the disenfranchised, and more interest in ongoing inner self reflection
(Melinow, & Assoc., 2000).

Philosophy of Transformational Learning with Adults (cont.)
Increasing autonomous thinking is the end goal of TL and also the
process utilized to get there. We hope that adult learners come to realize
their potential for more freedom in their thinking and become dialectic
thinkers.

The TL educator does not remain neutral in the classroom but
acts as a “cultural activist” and encourages individual participation,
reflective discourse, and the development of an increased sense of agency
for learners. The TL facilitator is not an indoctrinator, who is a facilitator
of all different points of view, an evoker of questions. The TL educator
transfers their authority back to the learners whenever possible and at times
become themselves learners in the classroom. The classroom needs to serve
as a protective container in which the TL facilitator avoids engaging in
power relations that have traditionally existed between student and
teacher.

Some Developmental Maps
Constructive Developmental Theory

Robert Kegan, PhD, a well-known developmental psychologist, describes the differences between informational learning and transformative learning. He noted that informational learning or "information" is about adding new and useful content to our already existing frame of reference. It focuses on "what we know." He went on to say that informational learning involves "leading in" or "filling in" the form (Kegan, as cited in Mezirow & Associates, 2000, p. 49).

Constructive Developmental Theory (cont.)

Transformative learning or "transformational learning" places the "form" as central and encourages our orientation to the "new" of learning. In opposition to informational learning, TL involves a "leading-out" of the original form (which is the original typological meaning of 'to educate') (Kegan, as cited in Mezirow & Associates, 2000).

A frame of reference has an affective tone to it, a point of view, a "habit of mind," a particular way of knowing. Learning, therefore, involves attending to our way of knowing.

Kegan (as cited in Mezirow & Associates, 2000, p. 52) noted that there are two processes that are important to investigate:

1) "meaning-making" involves how we come to believe something based upon the inner and outer experiences we have had.

Constructive Developmental Theory (cont.)

2) the meta-process identifies how we construct meaning or "frame our meaning-making".

Inquiring into these two areas can potentially assist one to change the form of their meaning-making. The psychological map referred to as Constructive Developmental Theory (Kegan, 1982, 1994; Piaget, 1954; Kohlberg, 1984; Beakley, et al., 1994) may assist in the identification of learners' evolution through various levels of construction of meaning. We are "into" Subjective Knowing which includes our beliefs and feelings. It owns us. Conversely, with Objective Knowing, we can observe and hold a mirror up to it. Identification of subjective and objective knowing is a crucial component of the TL process.

Constructive Developmental Theory (cont.)

Kegan (as cited in Mezirow & Associates, 2000) reminds us of the importance of identifying the baseline (where our learners are when they begin with us), their movement along the way, and the need to develop an appreciation for how far they have come and the anxiousness they have had to confront in moving forward in their evolution. This developmental terrain is also a fertile area for assessment and for demonstration of learner transformation.
Constructive Developmental Theory (cont.)

Kegan (as cited in Mezirow & Associates, 2000) suggests that an adult TL education must be aimed at facilitating personal development based on personal cultural, political, or religious values. In this process, learners are no longer consciously subjected to them. This process not only involves an epistemological change in mind but also involves an evolutionary step up along the developmental continuum, from the "sociocentric stage" to that of the "self-authenticative stage."  

Emancipatory learning assumes a much broader forum, content, and skill development that challenges traditional learning styles, and can encourage the classroom enhance learner self-confidence. Emancipatory learning also requires that the learner evaluate how s/he understands her/his self and her world.

Women's Ways of Knowing (cont.)

Mary Field Belenky and Ann V. Steinberg (as cited in Mezirow & Associates, 2000) research of women identified five different ways of knowing that the women in their study engaged.  

1. Silence/daughters are women who believe that they can learn through their experiences but don't know how to apply language to express their knowledge. They may feel incapable of learning through hearing or speaking. They have not developed tools for discovering. 

2. Knowledge/Knowers need others to explain concepts to them. They think in a highly dichotomized fashion, not yet understanding that they too can develop new ideas on their own. These knowers often are uncomfortable questioning authorities. 

3. Subjective Knowers are aware of their capacity to fertilize ideas from others. They listen to an inner voice and confront their dependencies on authorities. They acknowledge that there are multiple "truths." They believe that words often don't capture their knowing. These learners may have difficulty seeing from another's viewpoint. 

The Procedural Knowers mentioned below have the necessary tools for discourse and reflection. They know that ideas can be analyzed and explored through certain procedures. Belenky and Steinberg (as cited in Mezirow & Associates, 2000) identified two different types of procedural knowers.  

4. Separate Procedural Knowers: These knowers approach knowledge, with judgment and skepticism. They objectively look for flaws in reasoning of the authority or in the knowledge shared. They often assume the devil's advocate role. This is an important stance and central to the TL experience.

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Women's Ways of Knowing (cont.)

5) **Connected Procedure/Knowers** - These learners assume an opposite stance to those who are Separate Procedure/Knowers. They share the strengths of one's arguments and the weakness of another. They are able to see from another's point of view quite easily through empathy and integration. They hold a holistic and analytical stance.

6) **Constructivist Knowers** - These knowers are aware that knowledge is constructed and not procedural. They develop out of their stance as "meta-thinkers." They embrace all approaches and learners. They can pull apart integral parts of arguments and see a greater whole behind an argument. They are often synthesizers. They deconstruct the traditional power dichotomies.

Women's Ways of Knowing (cont.)

Even though the research was focused on women, it is suggestive that there may be similar differences in men and also explanations of cultural influences that impact learners’ ways of knowing. The various ways of knowing point to a developmental evolution from where we come to know.

Learning environments that encourage adoption of a connected-constructivist way of knowing versus competitive ways of knowing may come to use a great deal of creative brainstorming and collaboration in their classroom. Personal experiences, stories, and feelings are honored along with abstraction in classrooms where this form of knowing is encouraged. In an atmosphere that facilitates a connected-constructivist knowing environment all types of knowers are embraced and considered equal. A sense of trust and safety is typical of such classrooms (Belensky and Stannard, as cited in Mezirow & Associates, 2000).

Women's Ways of Knowing (cont.)

As previously mentioned, adult educators should consider learning how to assess and affirm various developmental levels a learner is in and move out of, and attempt to facilitate their movement to a more inclusive stance. Educators could teach their learners about each approach to knowing (as described in the previous slides) and have discussion formats that just use one way of knowing and processing so that they may have the opportunity to try on each stance. They could potentially assess and map their current ways of knowing and track their movement over time (Belenksy and Stannard, as cited in Mezirow & Associates, 2000).

Belenksy and Stannard (as cited in Mezirow & Associates, 2000) described adult TL educators as "achievers" that "rise up" not "rule" over their learners. They draw out potential and whenever possible stand in the background (p. 97).

Some more Developmental Maps

It is useful for TL facilitators to be familiar with various developmental maps in order to assess our learners baseline when they begin with us, and to follow their growth, or lack thereof, over the course of their time in our courses and throughout college. Not only are various developmental maps advantageous for the TL facilitator but for the learner as well. Learners should be encouraged to track their own growth through self-monitoring activities. We can offer our learners access to a variety of potential assessment tools. Belensky's L-ecocentric Intellectual and Intellectual Development continuum, which identifies levels of cognition, Perry's Ethical and Intellectual Development continuum (scroll down for ready assessment tools), Belensky and Stannard's Women's Ways of Knowing (WWK), Bock's staging of intercultural maturity, referred to as, "Adaptations to Others," Kegan's The Five Orders of Increasing Mental Complexity, and a number of Integral Worldview models which will be identified in future slides. These are but a few of the many developmental maps that may be used for assessment of growth overtime.
"The Cultural Other* and "Commitment to the Common Good"

Lawrence Parks [Date] (as cited in Mezirow & Assoc., 2000) identified four important conditions that can herald transformation in our experience of the cultural other and development of learners' commitment to the common good:

1) Presence of the Other: Without experiences of diversity or encounters, confrontation with "otherness" is required to move from an "us" and "them" to a "we". Challenging learners to confront differences is one of the necessary conditions to bring about transformation.

2) Reflective Discourse: Rothman (as cited in Mezirow, 1996) noted that the work of Bronislaw Foger that is referred to as transformative mediation, nicely compliments Mezirow's "reflective discourse." A critical piece of their work involves "mutual perspective taking." The term is not so much an offering an "objective", or "agreed upon truth" but the important process of assimilating and acknowledging the "other's" beliefs, emotions and motivations. Rothman (as cited in Mezirow, 1996) refers to this process as establishing an "inter-subjective encounter."

3) A Mentoring Community: In much of the TL research, relationship with others has been a consistently important variable that stimulates transformation. We develop our self-concept in relationship to others. Parks (1994) noted that the period between the 20s and 40s during a person's life is a particularly critical time for mentoring and supporting learners. It is during this time that educators can be most helpful in assisting them to develop their capabilities to think critically, and challenge them to embrace adulthood, and a commitment to service and community.

4) Opportunities for "Commitment Action:" Service learning and internship opportunities around one's developing awareness of the "Collective" in action and as a critical component for connecting abstract thinking with real-world action.

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Encouraging Service

*The Cultural Other* and *Commitment to the Common Good* (cont.)

- Work to bring students and faculty together across differences - ethnic, economic, class, physical differences, age.

- While recognizing differences, place equal emphasis on seeking areas of common ground, shared experience, and deep human connection.

- Encourage reflective discussion of the effects of social conditioning on our own understandings of the way things are, while fostering an openness to change, and a commitment to create healthier arrangements.

- Help students recognize their own supportive communities and to seek out communities that share their emerging values and commitments in ways that combine both confirmation and challenge.

What Can We Do?
Transformation Learning and Education

Transformative Learning Facilitator Responsibilities

Adult TL facilitators are responsible for supporting and encouraging our learners to continually explore into their beliefs of mind, thus allowing them to separate from the influence of the collective mind. In order to assist our learners in the analysis and reconstruction of their frames of reference, etc., we need to create container experiences where learners of differing predispositions engage with each other and have many opportunities to interact with people of different temperaments and workspaces.

As Adult educators, we primarily see incremental change in learners that occurs over time when they take part in reflective discourse, critical inquiry of various points of view, examine something through various perspectives, or when exploring new alternatives to the "try and true".

Transformative Learning Facilitator Responsibilities and Perspective Transformation Activities

Learners who engage in the process of change, whether incremental or a epochal (transformative) are able to do when they realize their perspective is one of many. In order to bring about this shift, educators can encourage examination of these differences between learners in their classrooms. Below are some examples of activities that may assist in bringing about the process of perspective transformation (Cronin, as cited in Mezirow & Associates, 2000).

- Games and Icebreakers: Place statements of preference around the room (e.g., "I learn best by reading a book," "I learn best in solitude," "I learn best through visualizing the content," "I learn best in a lecture format," etc.). Learners then are asked to move to the

Perspective Transformation Activities

- Statements, grouping themselves according to preferences and differences. As the course progresses, the statements can become expressions of ideas and points of view, etc., which they also can self-select for purposes of discussion and debate.

- Point out differences between perceptions as they arise during discussions (commenting on process versus content).

- The use of "Dialogic learning" involves learners pairing up to share their reflections that include their thoughts, feelings, and insights in relation to class activities. They may also comment on the differences in impressions and perspectives noted by their partner when compared to their own.

Perspective Transformation Activities (cont.)

As previously mentioned, one of our responsibilities is to assist our learners to disconnect themselves from the collective view and establish an individualized perspective. How does one encourage this individuation? Cronin (as cited in Mezirow & Associates, 2000) suggests activities that promote such emancipation:

- Learners are challenged to assume contrary opinions, especially to their own, and defend them, or go up against social norms and "groupthink".

- Learners critically analyze a culturally accepted perspective or theory and work in small groups or dyads to identify differences between individuals.

- Brookfield (1995) supports the use of critical incidents, autobiographies, and collaborative problem solving activities.

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Connecting Learner-Centered Principles with Transformative Learning Processes

The Learning Centered College and Transformative Learning

Terry O’Banion in a monograph entitled Learning Centered Education discussed the ‘learning revolution’ that took place in the last decade of the twentieth century, where colleges redefined mission and value statements on the learning process and transformed the institutional structures into learning centered enterprises. Learning became the focus of the educational process and the emphasis was on the learner and what the learner needed to achieve and had achieved. It put the learner in the center and acted to redesign all other college support systems - teaching, research, and support services - around the goal of helping learners achieve their learning outcomes.

O’Banion named this revolutionized college the “Learning College” and developed four guiding principles. Our UCC experiment was introduced to these principles in the ’90s and we were encouraged to integrate them into our interaction with our learners. It is important to revisit our commitment to these principles and see how TL can offer precepts to ensure that this vision may be further actualized.

The Learning College: Principles

1) Create substantive change in individual learners
2) Engage learners in the learning process as full partners who must assume primary responsibility for their own choices
3) Create and offer as many options for learning as possible
4) Assist learners to form and participate in collaborative learning activities
5) Define the roles of learning facilitators in response to the needs of the learners
6) Learning facilitators accepted only when improved and expanded learning can be documented for learners.

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**Principle #3** The role of learning facilitators (faculty) is to be responsive to the needs of the learner (cont.).

Fostering a learning environment in which transformation may occur often requires that the learning facilitator adopt certain attitudes and behaviors. These are at first glance may seem simple but are often more difficult to put into practice with our learners.

The learning facilitator's role is to create an environment that fosters trust. This may be accomplished by extending warmth, an unconditional positive regard, and holding the belief in the innate equality between one's self and other adult learners. This is the foundation upon which the development of learning partnerships may occur and the ground upon which transformative learning may flourish (Taylor, 1998). Or, Loughlin (1993) echoes that it is likewise the responsibility of the learning facilitator to create a "community of learners," individuals who are "united in a shared experience of trying to make meaning of their life experience" (pp. 520-521).

The learning facilitator, as a member of that "community of learners", also catalyzes transformation by being a role model. (s/he displays a commitment to his/her own learning and change by continuously growing and deepening his/her knowledge of various perspectives and about his/her own subject matter and seeking new avenues for facilitating learning (Cranton, 1994).

As facilitators engage in the TL mentoring process, we need to have our self-awareness of our disposition and temperament and the effects it has on our learners desire to learn. Positive modeling is crucial in furnishing the proper environment that can bring about transformation. The next slide displays the qualities of an effective TL facilitator.

In the next slide, please press "Enter" a second time prior to reading for animation of each quality.

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**Principle #3** The role of learning facilitators (faculty) is to be responsive to the needs of the learner.

- **Qualities of a Transformative Learning Facilitator**
  - Sy/she is regulative, democratic, and non-authoritarian.
  - Sy/she ensures learners are equal subjects and accountable forr sharing his/her power.
  - Sy/she is open to change.
  - Sy/she is continually willing to reflect and analyze his/her own thoughts, feelings, behaviors and values.
  - Sy/she is committed to identifying his/her own "assumptions", beliefs, and assumptions.

- **Sy/she is flexible and adaptable.**
  - Sy/she appreciates diversity, and can be comfortable with ambiguity.
  - Sy/she honors all learners' input, but is also willing to challenge and confront insensitivity and injustice.
  - Sy/she is approachable, and creates a safe, open and trusting classroom environment.

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Integral Models

Integral Models and Identification of Learners’ Evolving Consciousness and Workspaces

There are a diverse number of models and theories that help to locate our perceptions and worldviews along an evolutionary continuum. One of the most meaningful theoretical introductions that I had while studying as C.I.T.S involved being exposed to various integral models for analyzing and understanding the development of differing perspectives and worldviews.

I have introduced learners to an integral model or two so as to assist them in furthering their understanding about differences in consciousness, to elucidate them about divergent worldviews, and to use for their own personal assessment. I will briefly mention some of the integral models that I have found most useful, relevant, and transdisciplinary. I encourage further investigation of the integral models for increasing learner awareness of self/other worldviews.

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Integral Models (cont.)

Wilber's five stages begin with the pre- and post-natal level, and move through to the individual, interpersonal, and collective level, and is worthy of our attention. His integral model, probably the most utilized of the group, may assist one in navigating various worldviews and negotiating with the people who "live" within them.

Integral Models (cont.)

Don Beck and Chris Cowan's book that describes their theory, *Spiral Dynamics: Evolutionary Theory of Culture and Cognition*, originated from the work of psychologist Clare Cowan, and has eight to nine levels, or spirals, that end at Wilber's Post-Formal or Transcendent level, three levels below the highest, Non-dual developmental level. Beck has recently partnered with Wilber to create *Spiral Dynamics: Integral* (when accessing this site, scroll down to the Levels of Development section to find Beck's audio and written narrative of this theory). I find the color-coded spirals that describe. The headings or worldviews be very useful as a way to introduce and make memorable for learners the various perceptual frameworks.

Integral Models (cont.)

 Jerry Wade's eight stage model is the model of development, and her book titled *A Holistic Theory of the Evolution of Consciousness* begins with the pre- and post-natal stage and ends with the Unity Consciousness stage which equates to Wilber's Non-dual state. One of the major differences between Wade's and Wilber's models is that Wade addresses gender differences.

Integral Models (cont.)

Evolutionary and Fourth Order Consciousness: Robert Kegan (from an interview in *Emergence* magazine) describes the nine stage developmental model with five stages which takes us through levels known as the "Sociocultural Mind" (Traditional), "The Self: Authoritative Mind" (Modernist), and "The Self-Transforming Mind" (Post-Modernist), and ends at Wilber's Post-Formal (Super-Integral) level.

Shifting gears a bit, we move into the work of William J. Torbert. In his integral model the stages delineate among using a Developmental Action-Inquiry Model. His approach includes seven stages of development: Manager, Opponent, Diplomat, Technician, Achiever, Strategist, Magician, and the Initiator. He offers a great model of leadership, and suggests that there are three areas that are important to address: the first person dynamics (one's own awareness), the second person interaction (the immediate group), and the third person research (the larger institution). (Starr & Torbert, 2005)
An Abbreviated Review

How do TL facilitators seed the ground for learner transformation?

- Adopt a transformative learning orientation, which is a distinct Adult Learning Theory (Andragogy vs. Pedagogy).
- Assist learners to identify their individual strengths and challenges, and their best learning strategies.
- Challenge learners' belief constructs (meaning, schemas, and perspectives) by helping them make conscious/unconscious assumptions. Introduce disorienting dilemmas to catalyze transformation.
- Address bias/psychosocial/cultural issues of abuse, power, and injustice across all fields of study.

How do TL facilitators seed the ground for learner transformation? (cont.)

- Allow space for acknowledging feelings through reflective activities.
- Provide activities that tap into learners' imagination and creativity.
- Make assignments meaningful by providing practical, action-oriented ways to integrate new learning.
- Offer dialogue, discourse, collaboration activities and establish classroom communities to create and support a sense of "communities", fellowship and bonding in the classroom.

Throughout the following slides, are journal and book references as well as online resources to further support your educational and Transformative Learning needs. I have attempted to group the internet sites by areas of interest.
References


The topics covered in The Physics Zone and The Chemistry Zone are designed for high school or introductory college level students in either Chemistry or Physics. They may be suitable for other grades, but were not intentionally designed for them.

http://www.scienceprogressiv.com/legionsol.htm

VisuLearn is a new educational resource for faculty and students. Funded by the National Science Foundation, VisuLearn provides high-quality science learning modules that have been shown to be more effective than traditional textbooks in teaching Science. VisuLearn is an innovative educational resource designed for students, teachers, and intermediate learners. Our website features a free library of succinct, award-winning learning modules that integrate text, multimedia, and other resources to make learning exciting. http://www.visulearn.com

MIT The Physics 8.02 Website is divided into seven sections: Vector Fields, Electrostatics, Magnetostatics, Faraday’s Law, Light, Course Notes, and Resources. Each of the first five sections contains visualizations appropriate to the section topic, with brief text explanations for each. The course Notes section contains the course notes used in the Physics 8.02 (Electrostatics and Magnetostatics) course at MIT, organized by topic, and with links to associated visualizations (click on the image marked as "Animations" to open the visualization). The Resources section contains some papers and background information on the concepts and mathematics used in creating these visualizations, as well as papers describing some of the assessment we have done on teaching in the TEAL format.


This resource is part of the Technology Enabled Active Learning (TEAL) Project at Massachusetts Institute of Technology (MIT). J.D. John B., M. Brunette, M. Deager, A. McInee, & E. Holt. In the TEAL project, we use mathematical, concrete, and visual modes of representations. Our multimedia visualizations of electromagnetic phenomena are based on Java simulations, three-dimensional illustrations and animations, and Shockwave visualizations of Technology for Active Learning.
### Transdisciplinary Resources

Brainstorming process: [http://www.businessballs.com/brainstorming.htm](http://www.businessballs.com/brainstorming.htm)

Emotional Intelligence (EQ): [http://www.businessballs.com/eq.htm](http://www.businessballs.com/eq.htm)


A data library for college students with access to articles related to Science, Mathematics, Technology and Environmental Education, Arts, and Humanities. Languages, Social Sciences, English, and Health, etc.

[http://www.awesomelibrary.org/library.html](http://www.awesomelibrary.org/library.html)


[www.calearn.org/display/confpage.cfm?conf=10&pg=1001](http://www.calearn.org/display/confpage.cfm?conf=10&pg=1001)

### Learning Communities


Action Research and Evaluation: On line: [http://www.sc.edu/educ/com/3rp/ar/ep/surveys.html](http://www.sc.edu/educ/com/3rp/ar/ep/surveys.html)

Tang, Y. The Synergy Principle: Human, Action, and Evolution of Consciousness. (Synergy Inquiry)

[http://www.newcom.org/SSS/Papers/summary.html](http://www.newcom.org/SSS/Papers/summary.html)


Scenario Planning: [http://www.wired.com/wired/scenario/build.html](http://www.wired.com/wired/scenario/build.html)


[http://www.people.bath.ac.uk/enspr/Papers/ParticipatoryInquiryParadigm.pdf](http://www.people.bath.ac.uk/enspr/Papers/ParticipatoryInquiryParadigm.pdf)

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### Reflective Inquiry

This paper summarizes a PhD research project that has contributed towards the development of Moodle—a popular open-source course management system (moodle.org). In this project, we applied theoretical perspectives such as social constructionism and connectedness to the analysis of some online courses. The resulting analysis was used to guide the development of Moodle as a tool for improving processes within communities of reflective inquiry. ([http://dougmas.com/writing/elearn2005](http://dougmas.com/writing/elearn2005))


Appreciative Inquiry: [www.centerforappreciativeinquiry.net/articles.html](http://www.centerforappreciativeinquiry.net/articles.html)


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[http://cisd.missouri.edu/globallabor](http://cisd.missouri.edu/globallabor)

### Critical Thinking and Transformational Learning


Available at: [http://facultyscu.edu/turbolab/papers/critical.html](http://facultyscu.edu/turbolab/papers/critical.html)

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Critical Reflection and "transformational learning"

Available at: http://www.learningandteaching.info/learning/criticalf.htm


An excellent paper on designing Constructivist Learning classrooms available at: http://www.prenhall.com/id/14/dep.html


Available at: http://www.net.edu.org/ot/e/pdfs/IIJLE_23.pdf

Education and Assessment

Alternative Assessment Options. North Central Regional

A prodigious repository of Assessment Tests and Measurements from Integral Strategies Must be free to use.
http://www.integralstrategies.org/teatst.html

http://www.thomas.edu/54/94.html

A wonderful virtual map of all aspects of teaching and site resources.
http://www.learningandteaching.info/teaching/contents.htm

Asset Mapping

www.luc.edu/cttl/projects/psd/passport/unit10/operation1003.shtml

The goal of the Center on Teaching and Learning (Sacramento State College) is to assist them to choose the issues on which some effort will achieve the greatest results, to help them to expand their repertoire of teaching approaches and practices, and to add them to teaching and learning's higher-level of teaching competence. This includes addressing issues of student cultural and linguistic background, as well as diversity of prior preparation and differing learning styles. Another of the Center's goals is to promote a climate of collegiality which inspires, nurtures, and rewards self-directed faculty efforts toward professional development and which supports an expansion of the level, frequency, and available venues for campus conversation about teaching. http://www.cttl.ssu.edu/resources.htm

Articles on Teaching and Assessment, etc. The Higher Education Research [HER] Database is sponsored by the Department of Business Innovation and Skills and the Higher Education Funding Council for England. http://herd.open.ac.uk/information.html

Greater Expectations (GxE) is a multi-year initiative to articulate the aims of a 21st century liberal education and identify comprehensive, innovative models that improve learning for all undergraduate students.
http://www.greaterexpectations.org/

Learning Styles Info and Assessment Instruments
http://www.cttl.ssu.edu/learning_styles.htm


An example of a Learning Contract
http://www.uoguelph.ca/~pswil/learningcontracts.htm

Inquiry Mapping

Asset Mapping

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**Transformative Learning and Education**


A wonderful visual map of all aspects of teaching and site resources. http://www.learningandteaching.info/teaching/contents.htm


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**Multiple Intelligences**

This site, Multiple Intelligences for Adult Literacy and Education, applies Dr. Gardner’s theory to adult education. With this site we hope to inspire teachers and tutors to discover innovative ways to help their learners succeed, based on their learners' intelligences. http://literacyworks.org/en/intro/index.html

http://www.learningandteaching.info/learning/multiple.htm

**Experimental Learning**


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**Collaborative and Cooperative Learning**


Available at http://teaching.berkeley.edu/htg/collaborative.html

What is Collaborative Learning? An excellent resource for learning about all things collaborative. Available at: http://learningcommons.evergreen.edu/pdf/collab.pdf

Cooperative Inquiry. http://people.lboro.ac.uk/~mepnos/Papers/CooperativeInquiry.htm

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A Collaborative and Cooperative Learning resource. Since 1996 the Study Guides and Strategies web site has been researched, authored, maintained and supported by Joe Landsberger as an international, learner centric, educational public service. Permission is granted to freely copy, adapt, and distribute individual Study Guides in print format in non-commercial educational settings that benefit learners. Please be aware that the Guides welcome, and are under, continuous review and revision. For that reason, digitization and reproduction of all content on the Internet can only be with permission through a licensed agreement. Linking to the Guides is encouraged. http://www.studyskill.net/cooplearn.htm

May you enjoy becoming a Transformer and expanding upon the role of Reformer. Good-luck on the Journey. I hope to meet you on the road.

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Andragogy