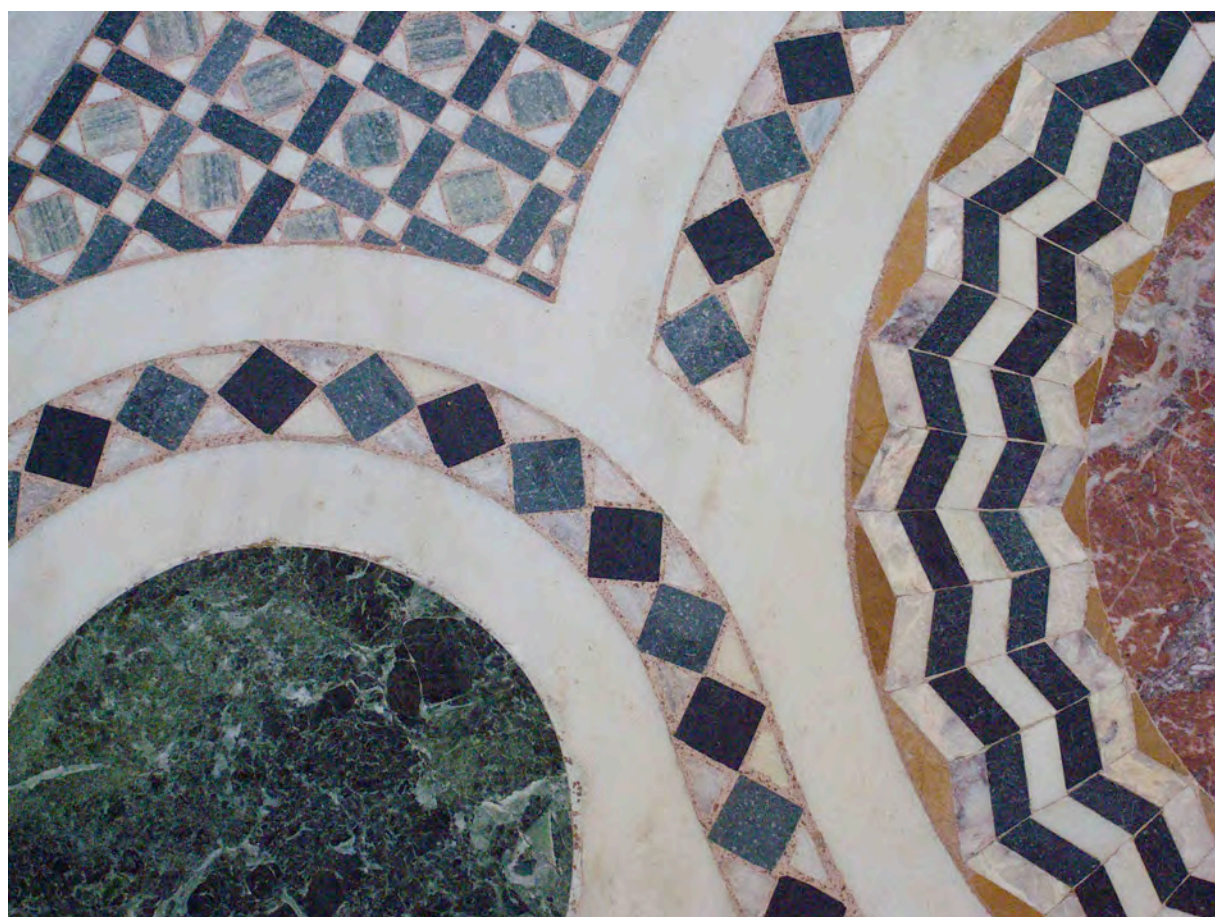


The International Transformative Learning Conference in Europe
9th International Conference on Transformative Learning

Transformative Learning in Time of Crisis: Individual and Collective Challenges

May 28th – 29th 2011
Pre-conference May 27th 2011
Post-conference May 30th 2011

Athens, Greece
Hotel Classical Athens Imperial



Book of Abstracts

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Front page:

Floor detail, Church of the Holy Apostles (ca. A.D. 1000), Athens, Greece.

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**TRANSFORMATIVE LEARNING IN TIME OF CRISIS:
INDIVIDUAL AND COLLECTIVE CHALLENGES**

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WELCOME

We would like to extend a warm welcome to all participants of the First International Transformative Learning Conference in Europe, hosted in Athens by the Hellenic Adult Education Association. The First National Conference on Transformative Learning “Changing Adult Frames of Reference” was held in April 1998 at Teachers College, Columbia University. Thirteen years later, this 9th International Conference on Transformative Learning welcomes over 350 participants coming from 27 countries all over the world.

Since Jack Mezirow introduced in 1975 the notions of “perspective transformation” and “transformative learning” into the North American adult education literature, and especially in the last twenty years, research and writing in this area has proliferated. Transformative learning is the process by which we call into question our taken for granted frames of reference to make them more inclusive, discriminating, open, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action. Transformative learning is “[...] *an approach to teaching based on promoting change, where educators challenge learners to critically question and assess the integrity of their deeply held assumptions about how they relate to the world around them.*” (Mezirow & Taylor, 2010, p.xi). The study of transformative learning itself is grounded in systems of thoughts characterized by ‘deeply held’ epistemic assumptions. It takes its roots in heterogeneous educational practices, theories and environments, shaped by social, political, economical, cultural, epistemological and linguistic singularities. Since it is the first time that a Transformative Learning Conference will be held outside the American continent, it is the hope of the organizers that this encounter will provide us with a privileged opportunity to identify some of the specificities of this field of study, and to reflect on the influence of the geographic, cultural and linguistic backgrounds, which inform our assumptions about the way human beings learn and transform themselves throughout their lives. We sincerely hope that you will be able to take advantage of this encounter to enrich your understanding of transformative learning, through the constructive confrontation with alternative and innovative research and practices.

The theme of this Conference is “Transformative Learning in Time of Crisis: Individual and Collective Challenges”. During the last twenty years, the use of the word “crisis” seems to have increased around the world. Referring to sudden and intense political, economic, social, psychological, cultural or environmental changes, this term emerges now more frequently in everyday vocabulary. According to transformative learning theory, the emergence of a crisis represents a potential opportunity for personal and/ or collective transformation, grounded in the capacity of individuals and groups to revisit the perspectives through which they interpret their own experience. The aim of this Conference is to introduce and confront some current reflections around transformative learning in order to provide an opportunity for students, practitioners and researchers in the field of education to discuss some of the implications in regard to the contemporary experiences of crisis. Considering recent history, how does the emergence of social, economic, political, cultural, intellectual or environmental crisis manifest an opportunity, or an expression, of transformative learning? How does the experience of individual or collective crisis affect the way one learns to critically interpret one's own experiences? What are the learning resources required in order to overcome the experience of individual or collective crisis? What kinds of learning opportunities facilitate the management of personal and collective transformations triggered by a crisis? Recursively, what are the effects of contemporary crisis on the way one thinks about the nature of

transformative learning, from a theoretical and practical point of view? What are the emerging issues that they translate? How do they affect research on transformative learning?

Since the very first encounter, the Transformative Learning Conference was conceived as a space and time, which aims to provide researchers and practitioners with an opportunity to share and reflect collectively on how they interpret the way change, transformation and learning occur in the adult life. Since the beginning, the organizers of Transformative Learning Conferences have privileged a model favoring collaborative inquiry and the formation of a community of transformative educators. In order to perpetuate this tradition and at the same time accommodate the increased number of participants, the organizers of this conference have chosen to nurture the diversity of formats of encounters in order to provide participants with multiple opportunities to share their research, their practice, and their professional and personal experiences. Formal time will be organized around six formats: panels, papers presentations, symposia, experiential sessions, roundtables and synthesis time.

Two panels will be organized: the first will provide participants with an opportunity to grasp the evolution of transformative learning theory in North America and more specifically in the United States; the second will be dedicated to European perspectives. Paper presentations are based either on research, theory or specific practice. Paper presentations have been “paired” based on their themes. 45 minutes will be allocated to each paper presentation and most paper sessions will last 90 minutes. Experiential sessions demonstrate new and innovative practices in transformative learning through creative, interactive formats. These sessions are expected to demonstrate an integration of the theoretical, practical and experiential. Innovative experiential sessions will be allocated a time slot of 90 minutes and require pre-registration due to the limited amount of space available for each group. Symposia groups will have at least three to five authors discussing contradictory, antagonistic or complementary points of view related to a shared topic. They usually privilege international collaborations. Symposia will be allocated a time slot of 90 minutes. Finally, roundtables will be organized to enable new researchers, including postgraduate students, and those who wish to discuss aspects of work in progress, to do so in a more informal and relaxed context. Roundtable presentations will be allocated a time slot of 45 minutes. For each of these formats, instructions have been given to the authors and facilitators to make sure that enough time is dedicated to questions and discussion with the audience. Finally, synthesis sessions will be organized at the end of the day in order for participants to share and reflect on their learning based on their experience during the day. These syntheses will be articulated around the feedback and comments produced by a group of observers. In addition to these formal times, we also strongly encourage you to take advantage of the informal moments punctuating this conference in order to arrange meetings with other participants.

Language is one of the key challenges of this Conference. Although English is the official language of the conference, there will be translation in Greek and French during the plenary sessions. In addition, the facilitators who will chair the sessions have been selected based on their capacity to play an active role in the process of cultural and linguistic mediation. We strongly believe that bridging the linguistic gap that may separate some of us is part of what will make this Conference a strong opportunity for learning. We thank you for the active role you will play in this adventure!

Michel Alhadeff-Jones, Teachers College, Columbia University
Alexis Kokkos, Hellenic Open University and
Chairman of the Hellenic Adult Education Association

INTERNATIONAL TRANSFORMATIVE LEARNING CONFERENCE IN EUROPE COMMITTEES

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Maria Vasiliadou (Cyprus Education Council, Cyprus)
Dimitris Vergidis (University of Patras, Greece)
Ilene Wasserman (USA)
Linden West (Canterbury Christ Church University, United Kingdom)

Conference Organization Facilitators

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Louloudi Chalatsi
Marilena Fraggadaki
Georgia Karela
Chelsea-Anastasia Lazaridou
Christina Mountricha
Georgia Papadopoulou
Dimitra Paraskevopoulou

A SHORT HISTORY OF THE TRANSFORMATIVE LEARNING CONFERENCE

Elizabeth Kasl

The first Transformative Learning Conference convened in 1998, at Teachers College, Columbia University, New York City. Teachers College had awarded a small grant to Jack Mezirow, a retiring professor of adult education whose work in formulating a theory about the transformative dimensions of adult learning had precipitated a lively discourse among adult educators across North America and beyond. Mezirow used the grant to develop a conference. His idea was to invite people who were interested in theory and research about transformative learning to what the conference planners called “a small working conference”. They expected about 40 people. News of the conference spread by word-of-mouth and nearly 200 people attended in April 1998.

The conference planners invited several people to give papers in which they summarized an area of research related to transformative learning. The second and third day included a mix of learning activities and structured conversations. Participants identified several emerging discussions about different approaches to transformative learning and explored current critiques. Without a formal structure, the conference evolved in North America, with a number of different institutions volunteering to play host (Teachers College, New York; Transformative Learning Collaborative, San Francisco; Ontario Institute for Studies in Education, Toronto; Michigan State University, East Lansing; University of New Mexico, Albuquerque; Bermuda College, Bermuda). Eventually, a biennial norm emerged.

The conference’s program structure evolves and expands. In addition to research paper presentations, many scholar/practitioners conduct experiential sessions. All conference activities are invited based on juried blind review of proposals. Written proceedings for many of the conferences are available on the Transformative Learning website (www.transformativelearning.org). As new voices join the conversation, the conference’s content has also evolved and expanded to embrace multiple perspectives on the nature of transformative learning in individuals, small groups, and larger institutions or communities. Each conference has contributed to Mezirow’s initiating vision — to add to our understanding of transformation in human systems.

Previous International Transformative Learning Conferences:

1. Teachers College, Columbia University, New York City, USA (1998)
2. San Francisco Bay Area, California, USA (1999)
3. Teachers College, Columbia University, New York City, USA (2000)
4. Ontario Institute for Studies in Education, Toronto, Canada (2001)
5. Teachers College, Columbia University, New York City, USA (2003)
6. Michigan State University, East Lansing, Michigan, USA (2005)
7. University of New Mexico, Albuquerque, New Mexico, USA (2007)
8. Teachers College and College of Bermuda, Bermuda (2009)

SUMMARY PROGRAM

<i>Time</i>	<i>Content</i>	<i>Location / Room</i>
Friday May 27th (Pre-conference)		
18h30	Departure from the hotel to DEREΕ - The American College of Greece	Hotel
19h30	Arrival at DEREΕ where the event will take place in an open-air theatre	Deree College
19h30 – 20h00	Welcome speeches: Alexis Kokkos, Hellenic Open University, Hellenic Adult Education Assoc. Todd G. Fritch, Vice President of Academic Affairs and Dean of Graduate and Professional Studies of DEREΕ	Deree College
20h00 – 20h45	Cultural event including Greek music and dances	Deree College
20h30 – 21h15	Presentation of Ancient and Modern Greece: a. Transformative Learning - Ancient to Modern Greece, Elizabeth Langridge-Noti, DEREΕ b. Symbolisms about crisis, Maria Terlikidou, Hellenic Adult Education Association	Deree College
21h15 – 22h30	Dinner	Deree College
22h30	Return to the hotel	Deree College
<i>The whole event is sponsored by Deree □ The American College of Greece</i>		
Saturday May 28th		
08h30 – 09h15	Registration	
09h15 – 09h30	Introduction to the Conference: Michel Alhadeff-Jones, Columbia University	“New York”
09h30 – 10h00	Keynote lecture: Peter Jarvis, University of Surrey	“New York”
10h00 – 11h00	Panel: North American Perspectives on TL Theory	“New York”
11h00 – 11h30	Break	
11h30 – 13h00	Session 1	Conference Rooms*
13h00 – 14h00	Lunch break	
14h00 – 14h45	Session 2	Conference Rooms*
14h45 – 15h00	Break	
15h00 – 16h30	Session 3	Conference Rooms*
16h30 – 16h45	Break	
16h45 – 17h30	First day synthesis	Conference Rooms*
20h00	Dinner & cultural event	
Sunday May 29th		
09h00 – 10h30	Panel: European Perspectives on TL Theory	“New York”
10h30 – 10h45	Break	
10h45 – 12h15	Session 4	Conference Rooms*
12h15 – 12h30	Break	
12h30 – 14h00	Session 5	Conference Rooms*
14h00 – 15h00	Lunch break	
15h00 – 15h45	Group work: Reflection on what has been learned	“New York”
15h45 – 16h45	Synthesis: Feedback from the observers	“New York”
16h45 – 17h30	Closing session	“New York”
Monday May 30th (Post-conference)		
09h00 – 16h00	Trip to Aegina / Delphi	

* See detailed program for locations.

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ABSTRACTS

Papers

Company Culture and Communication Networks - Empirical Patterns and Transformative Potentiality

Tomas Backström

School of Innovation, Design and Engineering, Mälardalen University, Sweden

Tom Hagström

Department of Education, Stockholm University, Sweden

Susanna Göransson

School of Innovation, Design and Engineering, Mälardalen University, Sweden

A competitive bank has been studied that has tried to combine a strong company culture with decentralization. The aim is to discern conditions for learning and changing frames of reference among employees in a decentralized and culture guided work setting and its transformative learning potentiality, illustrated by communication network patterns among work groups varying in their company culture integration. The theoretical approach combines lines of reasoning from action theory, transformative learning theory, adult developmental theory and “complexity theory”. A case study design has been applied and several methods have been used in three research steps. Results so far clearly indicate a positive attitude towards the company culture among the personnel, although critical attitudes also were found in work groups (totally 109 employees) that were selected from clusters of groups in the organization with varied attitudes to the culture. The overall communication patterns (density) in these groups were highest among groups most positive to the company culture, rather high among groups critical to the culture but rather scattered among “in middle positive”. No patterns indicate interaction processes characterized by exchanging culture contrasting attitude, values etc. Results are discussed in terms of transformative learning potentiality in relation to the organization studied.

What Can We Learn from Innovators and Creators about Transformative Learning?

Hélène Bezille

Université Paris-Est Créteil, France

This contribution explores the training potentials in situations of crisis that an individual undergoes in two exceptional situations: when the training integrates survival techniques (material, physical or both), and when it involves creative activity. Exploring the dynamics at work within both these exceptional situations enables us to rekindle our perceptions on what learning in the most ordinary circumstances means, on our representations of the learner and of his mobilization capability while learning. The approach proposed takes on a critical perspective. It highlights the limits of a highly standardised approach to training and brings

into light the unintentional and un-programmable models (the playing around with activity - “DIY”, improvisation, experimentation, intuition, etc.) On this occasion, the notion of “perspective transformation” which is central to the transformative learning theory as developed by Jack Mezirow is associated to other approaches. For example, we integrate the structuring role of informal learning, the psychosocial approach of representations and their transformation, the contribution of self-training.

Situated Conditions for Transformative Learning: Developing Critical Thinking Within Family and Workplace

Francesca Bracci & Maria Luisa De Natale
Catholic University of Milano, Italy
Loretta Fabbri, Claudio Melacarne & Bruno Rossi
University of Siena, Italy

This paper aims at understanding the transformative trajectories which facilitate reflective processes, through educators’ and families’ narrative interviews, participant observation and Action-Research. The paper is focused on the social and organisational conditions which foster the development of more inclusive, discriminating, open and reflective frames. The basic hypothesis that drove our work was to consider the learning process not only as an individual reflective process, but also as a situated phenomenon affected by the particular activity system in which people operate. The research design was mixed-sequential and transformative. It consists of two phases:

- 1st phase qualitative-explorative (the survey instruments used in this phase were the narrative interview and the participant observation);
- 2nd phase action-research (the action learning conversation was used during the various sessions of the reflective laboratories. This methodology was adopted in a non-chronological sequence, that is in a logical and recursive sequence).

The involvement of the two groups (educators and parents) made it possible to compare the data obtained and to formalize a number of conditions that may both facilitate the development of critical thinking and model the overall response of educational systems, both institutional and informal, to the different needs and demands they face.

Transformational and Transformative Leadership in High-Poverty and Urban School Contexts: A Review of the Literature

Sandra D. Bridwell
Cambridge College, USA

Accountability pressures take a disproportionate toll on educators and students in high poverty and urban school contexts. Given the importance of context in relation to effective leadership, there is relatively little research on successful leadership practices in challenging schools. This study offers a review of the literature and synthesizes the findings of three dominant theories of educational leadership over the last decade. The reviewed studies reveal leadership practices that reflect transactional, transformational and transformative leadership

theories. There is convergence in practices associated with each theory and dimensions of trust, efficacy and family are identified trends associated with the enabling principle of caring school leaders working in challenging environments to build and transfer capacity to the adults under their leadership.

Tools for Change: A Quantitative Examination of Transformative Learning and Its Precursor Steps among Undergraduate Students

Sabra Brock
Touro College New York, USA
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The purpose of this study was to enlarge on the quantitative foundation for transformative learning among college students. A validated questionnaire was distributed through an Internet software site and anonymous answers collected. In 2005, 2008, and 2010 undergraduate students indicated rates of transformative learning of 55.4%, 46.9% and 38.5% respectively. The more students experienced the ten hypothesized precursor steps to transformative learning, the significantly more likely they also indicated transformative learning. Also, checking none of the steps predicted not reporting transformative learning. Logistic regression modeling showed good predictive fit between these precursor steps and transformative learning. The results also provide indication of which precursor steps are most important to transformative learning and therefore valuable objectives of curriculum design. The precursor step of *reflection* was the most consistent predictor, positive where it was reported to change assumptions, negative if this reflection did not change assumptions. The implication is that forcing more reflection in the classroom may accelerate transformative learning. Curricular recommendations are made for increasing its likelihood and thus helping students prepare for the turbulent changes of the 21st century workplace.

The Experience of Illness as a Source of Transformative Learning Examples Using Obesity and HIV/AIDS

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The objective of this paper is to discuss the experience of illness from a point of view emphasising transformative learning using an analysis of transformations of “meaning perspectives,” as defined by Mezirow (1990). This project requires an examination of changes in direction applied to certain aspects of the lives of individuals affected by illness, the development of new competencies, and perhaps even personality changes. The proposed analysis is being conducted within the context of comprehensive research that is currently being pursued in the educational sciences and is shaped by the following line of questioning: “What do individuals learn about themselves, about others, and about life in general through illness? How is illness defined by the affected individuals? Is it seen as a departure from their normal life path or as part of a continuum? Is it perceived as something to be fought or as an event that could possibly provide meaning? Does the patient feel that he or she is suffering

from his or her illness, or does he or she feel that he or she possesses the resources to face it. If so, what are these resources?" This project entails an examination of how illness is experienced, as well as its consequences and any resulting self-transformations. Our approach to research is comprehensive. It consists of perceiving the human being as a key player and of focusing the relevant analysis on the individual/collective dialectic. Our methodology relies on interviews. We have combined two types of interviews: the biographical narrative and the semi-directive interview.

Fourth World People's University: Collective Transformative Learning in Action

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International Fourth World Movement

This paper describes Action Research about the international Fourth World People's University (FWPU), a locus for collective expression and emancipation through transformative learning and constructed knowing. The FWPU is built on the experience-based knowledge of persons who live in extreme poverty, following the theoretical framework of "transformative learning" utilized by J. Mezirow. The FWPU is implemented in poor and deteriorated areas, reaching out to those who no longer have social relationships. After the first one-to-one connection is made, people are engaged to meet with peers and to think self-critically about their life experiences. They are then offered to participate in regional meetings on a precise theme that all participants have already thought about. FWPU members from all walks of life, poor and not poor, implement transformative learning based on three strategies: 1) creating collective transformative environments based on relationships and the overall project of emancipation; 2) exploring how self-reflection on experience can produce individual and collective identity and thus knowledge; and 3) analyzing the resulting transformations that lead to emancipation, e.g., getting rid of shame, gaining pride, achieving the ability to speak out. FWPU is successful as a learning organization because the relation to knowledge has been reversed. Three kinds of knowledge are developed: 1) instrumental knowledge through capacity building; 2) communicational knowledge through the recognition and acknowledgement that the group provides to the individual; and 3) emancipatory knowledge through self reflection on new values and information, and the possibility of action leading to consciousness, raising awareness, and emancipation.

Romancing Tales From the Dark Side: Crisis, Emotion, and the Construction of Meaning in Transformative Learning

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This paper utilizes a psychodynamic perspective to focus on self-formative processes associated with education and training for adults and the role of powerful emotions in these processes. Contexts in higher and adult education are often characterized by emotion-laden experiences among teachers and students, such as anger, frustration, shame, or anxiety. Usually regarded as negative and unwanted, these experiences can dislocate our sense of

well-being, jumble our ability to adapt to the ongoing demands of our outer reality, and create unwanted emotional pain and uncertainty within our lives. From a Jungian psychodynamic perspective, however, some of these emotional-laden experiences may represent symbolic expressions of our inner worlds that are evoked by our interactions with the outer world. The purpose of this paper is to explore how we can more fully integrate negative emotion-laden experiences into meaning-making processes that characterize self-formative processes in such contexts. Using the metaphor of tales from the darkside, this paper describes a framework through which we as teachers and learners in higher and adult education may learn to become better acquainted with the shadow figures that populate our inner worlds. I will argue that, by learning to romance and dance with our dark sides, we foster a reconstruction of the meanings we hold of our selves and our being in the world. Such work is central to the process of self-formation and transformative learning.

Learning as Transformation or Adaptation? Thinking With and Against Mezirow and Bourdieu

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Drawing on the findings of a recent qualitative research project on working class students' experience in Higher Education in Ireland the paper will argue that Mezirow's work offers important conceptual tools for understanding the central role of meaning and critical reflection in the students' experience. In this context it will also examine how Bourdieu's reflexive sociology, and in particular his concepts of habitus and field can be used to problematise and contribute to Transformative Learning Theory. The paper will describe the commonalities and differences between Mezirow's and Bourdieu's conceptual frameworks and make an argument for extending the sociological dimensions of Transformative Learning Theory.

Reflective Practices in Organizational Team Interventions

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Teams are an increasingly important part of the way work is accomplished in organizational settings. There are many factors influencing team performance including context, staffing, leadership, clarity of roles and responsibilities and the increasing complexity of the workplace. The demographics of organizations are also changing with more cultural diversity than ever before. Interpersonal and personality conflict are some of the key predictors of effectiveness in teams and the more conflict, the less productive teams function and the lower the quality of life in the workplace. This impeded productivity can potentially lead the organization into crisis. Managers spend almost 20 percent of their time managing these personality conflicts, which take them away from their own substantial work and distracts the team members from theirs. Improved communication through structured practice and guided reflection were suggested and can be used to develop the mindset and skills in team members

to transform their perspectives and the way they interact and function to shift from being a task-driven to a learning-oriented team performing more effectively. The conceptual framework integrating transformative learning theory, intercultural communication and Coordinated Management of Meaning (CMM) was used to interpret, understand and resolve some of these workplace conflicts to support teams to be more effective.

Recognition in the Work of Axel Honneth: Implications for Transformative Learning Theory

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Transformative learning is sometimes critiqued as either espousing an individualistic view of learning or as requiring a highly developed capacity to engage in critical reflection and in rational discourse. To some extent this is due to the close association between transformative learning and the critical theory and communicative action of Jürgen Habermas. But as the so called third generation of critical theorists come to the fore it is opportune to commence a teasing out of the implications of the recent developments in critical theory for transformative learning theory. This paper looks at the work of Axel Honneth to this end. His ideas on the struggle for recognition and the ways in which this struggle illuminates both the pursuit of identity development and a better society are rich sources of insights. The pursuit of self-confidence, self-respect and self-esteem are proposed as: a way of addressing the high demands of critical rational discourse by emphasizing the intersubjectivity and mutuality (in contrast to the individualism) of these activities; sensitizing concepts for understanding the experiences of mature adults who return to university; and a potential antidote to the dominant market and economic understanding of lifelong learning. Finally, the current crises in North Africa and across the European Union (though both of different genesis) are in some way the struggle for recognition by a previously disrespected civil society.

Metaphors, Stories and the Making of a Satisfying Theory: Transformational Learning for Professionals in Education

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This paper develops a frame for participatory research with adult learners in which metaphors and stories are seen as legitimate forms of knowledge, as well as a necessary basis for human learning. Gregory Bateson defined *abduction* as an expression of the mind. When humans inter-act they build a collective mind, develop common views, share stories, meanings and values. Most of this happens unconsciously: transformation in human systems is driven by complex processes that we cannot control, but may at best accompany in a way that opens possibilities. If learning is the development of understanding in communication, there is an epistemological error in the prevailing view of it as individual and self-managed. Participatory research focuses both the individual and the collective side of transformation as a composition: a common, provisional, and satisfying theory emerges from the aesthetic representation of experience. This is a way – the “golden way” – to make personal and

experiential knowledge available for reflection and transformation. A 4-movements spiral connects experience, representation, understanding and action. An example is shown, of a workshop involving professionals in family education, who were invited to use images and writing to story their experience and build a shared theory. Their view of themselves and the families was challenged, to bring forth a different epistemology.

Facilitating Transformative Development Leadership: A Case Study Reflecting on Learning for Social Action

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The presenters of this paper work in an adult education institution with a long history of community development education in an international context. The Coady International Institute's existence is directly linked to the Antigonish Movement, a grassroots movement working for social and economic justice in Eastern Canada during the 1920s-40s. Mobilized through the Extension Department of St. Francis Xavier University, the movement brought together two development models gaining momentum at the time, adult education and economic co-operation. Since 1959, each year, the institute conducts a number of educational programs, including a diploma program in development leadership for community leaders and social activists primarily from the Global South who are offered scholarships to come to our small campus in rural Nova Scotia, Canada. Drawing from Preskill and Brookfield's (2009) model of learning leadership that is attentive to the reality of collaboration and engagement necessary for effective leadership in the cause of community action and social change, this paper is a brief reflection on our practice in this context. Through our education, we strive to foster a unique transformative learning community in terms of course content, program structure and principles and processes. We endeavour to build genuine and reciprocal learning relationships with students while encouraging reflective practice and developing the courage to act based on a transformed vision. Here, we also consider our own interests and struggles on the very concept of leadership for community-based action, how our practice supports the transformative leadership learning we envision, as well as how we reflect on the effectiveness of our practice.

Crisis as an Instigator of Growth in Breast Cancer Survivors

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This qualitative multiple case study explored the process of posttraumatic growth (PTG) from breast cancer by examining the experiences of 18 female breast cancer survivors through the lens of transformative learning theory. A key finding was that the process of growth included three qualitatively different types of experiences that were classified as Crisis, Coping and Engagement. Crisis refers to ways participants were forced to endure situations that were acutely difficult. Coping refers to the ways they struggled to adjust to the challenges caused by cancer. Engagement refers to ways the participants mentally grappled with problematic

issues. The emphasis in the transformative learning literature is often on aspects of the learning process that this study described as Engagement. However, for significant, deep learning experiences, people may often be dealing with aspects of the learning experience that can be better described as Crisis and Coping. Engagement techniques are not necessarily helpful when a learner is enmeshed in Crisis and/or Coping aspects of the learning process. When ready for Engagement, the participants in this study demonstrated that deep introspection combined with an outward orientation, such as towards serving some higher purpose, can be an effective way of engaging with one's challenges and concerns.

The Sensible Body: Towards Renewed Affect in Times of Crisis

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For adults in today's societies, crisis in all its forms seems to present a new paradox. In recent years it seems to represent a form of continuity that incorporates moments of discontinuity. Within the context of the life of the individual, the change that is being imposed by the rupture that characterizes this moment of crisis has varying impacts on the different planes of time, space and organization. The paradox of continuity within discontinuity elicits dynamic resonance processes and implications of very different types. Emotional and other affective stimuli and how they are perceived, understood and absorbed are inseparable from the person's life experiences. We could posit, as Lesourd does, that the person is moving towards being an 'expert' at knowing-how-to-be (*savoir-être*) in relation to the changes and transitions of life (Lesourd, 2009). Human beings as social beings encounter the necessity of attuning themselves to turning points in their lives that dissolve the traditional frame of reference that regulates their existence. For some thinkers, the individual body is the place where social crises and the ruptures they trigger are imprinted.

Within the bodily reality of the subject we may witness during the crisis a decline, sometimes even a cessation of intra- and inter-personal communication, both intra- and inter-subjective. Yet the crisis could also contribute to the awakening of the person's relationship to self and to the other. The crisis introduces new forms of relationships to the world. Considering those two conditions, how can it be possible to support the individual without encouraging them to be curious about their own body and to support it? Is it relevant to consider the suitability of a support practice that accompanies the individual by placing the body at the center of its action, as the body is the means by which we express our emotions, our desires and our exchanges with the world? Is the body not an experiential field rife with hope and despair, conflict and revelation, all connected with representations and realities which the crisis often reveals or destroys? In the face of crisis, how can the body become the preferred accomplice in the process of becoming?

It is strongly tempting to invoke the contribution of one of Spinoza's propositions that concerns the change of physical states in connection with the health and growth of the subject. The individual is put to the 'test' as Honoré (2007) sees it in the field of affect and emotions, to extract intelligible meaning from a shaken and fragmented plural identity (Josso, 2008) (family, profession, community, self or spiritual identity, etc.). In that inevitable encounter with oneself, the emergence of negative emotions often joins the party. Self-

depreciation and loss of self-esteem, loss of the feeling of existence and of vital force, anger or sadness, depressive mood or the appearance of physical and psychological disorders ... And what about positive emotions?

In Asia, for example, people tend to perceive and interpret a crisis quite literally as the opportunity for change and self-realization. In Europe this same obstacle is not overcome in such a meaningful way. We tend to seek meaning outside of ourselves rather than inside. In the situation that we have been examining, what exactly happens to people who consciously and willingly turn themselves towards their inner resources? Are there ways that go beyond the bounds of their usual mental and psychological behaviour? Are there any means available to us with which to access these 'internal meta-resources'? Is it possible to educate people to the existence of these resources, using pragmatical tools? In what ways is the relationship to the Sensible Body (Bois, 2005) a support to face, accommodate and experience a crisis differently?

My contribution to the Conference – Transformative learning in Time of Crisis: Individual and Collective Challenges - addresses the issue of the place that the subject's relationship to their own body takes in the face of radical change, either short-lived or long-lasting. The objective of my presentation is to bear witness to the existence of a unique human predisposition to being transformed as crucial events unfold. Using real situations, I would like to show how action can be underpinned, and even initiated, by a subjectivity that is anchored in the body. I would like to offer an innovative detailed perspective based on the recent contributions of Perceptual psychoeducation (Bois, 2006) to Social Sciences and Sciences of Education, and in particular on Sensible human, concerning the management of emotions and feelings that is inevitably elicited in a period of crisis.

We would also like to present the formative contribution of the paradigm of the *Sensible* (Bois, Berger, 2007 ; Bois, Austry, 2007) on the question of transformative learning versus renewed affective and emotional fields.

By contrast, the sensorial praxis that constitutes Somatic-psychoeducation examines the meaning and experiencing that is linked to the inherent ability of human body tissue to adapt to change. The education in question here develops human skills to be able to perceive oneself and receive oneself as self-appreciating, self-loving and loving. 'Being moved' is about a pre-language or semiotic communication behaviour (Pagès, 1994) that is different from what we are outside of this source of ontological influence. It manifests as finely tuned affective and emotional self-regulation, subtle but powerful in resolving the concerns and problems encountered and in fostering the emergence of a restorative meaning that creates a positive becoming (*advenir*). Our experiential pedagogy answers a concern voiced by René Barbier: "*We should now study the sensitive nature of the body. This direction will probably bring us to put limits on our theory around the five senses.*" (Barbier, 1994).

I wish to share the impact of body-focused mediation and of its touching and moving qualities for the individual in a dialogue with a crisis. When meaning emerges from a silent and embodied dimension that affects our values and the world of reciprocity between thought and feeling, reason and emotion, known and unknown, singular and collective, does it not provide material to enrich transformative learning in a time of crisis?

The tools used by Somatic-psychoeducation foster a reciprocity between influences, lived experience and the individual that is innovative as my presentation will show. By introducing a non-narrative dimension to lived time, the experience of 'Being moved' reveals a context for affective and emotional self-learning, which invites the subject to enter into a relationship

with an innovative *désir d'être* (desire to be) that touches both behaviour and meaning, and mood and affect. This may give us ground to see the subject facing a crisis as capable of experiencing a behaviour that is the doing of none other, at the heart of the subject, than the subject himself (Misrahi, 2010) and of his flesh.

On the Development of Perceptual Skills as a Way Into Transformative Learning

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University of Québec in Rimouski, Canada

Diane Léger

University of Québec in Rimouski, Canada

Didier Austray

Fernando Pessoa University, Portugal

This paper presents perceptual psycho-education (PPE) as resting on the development of the potentiality of human perception and on transformation of the individual's relationship to their own experience, and particularly to their body. PPE is about engaging in the perception of the livingness within. Phenomenological analysis of this intimate dynamic process has been carried out and respondents describe an "inner movement", a gentle force conveying a strong feeling of identity. Learners face here a true first-time experience associated with an invitation for renewal. The concept of Sensible is introduced as referring to the quality of this specific embodied experience and to the quality of receptiveness of the perceptual contents by the individual. Accessing this moving newness turns possible through out-of-the-ordinary experience frames, characteristic of PPE. These exploring situations trigger unsuspected attentional skills and a breakthrough beyond perceptual codes assimilated so far. In PPE, meaning arising, from new perception to emerging knowledge, might create surprise and even discomfort, though it unfolds from within. Research helped identify gradual development of a renewed sense of self as one of the pathways to better articulate with this transformative process. Differentiating knowing by contrast and critical reflection, the authors discuss PPE as related or not to transformative learning.

Does Transformative Learning Have a Parallel in Organizations?

Charity Johansson & Mary Knight-McKenna
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Concurrent with the development of transformative learning (TL) and its focus on personal transformation, a body of literature has emerged describing organizational transformation. This presentation explores the degree to which tenets of individual TL might be effectively applied to organizational behavior. In this qualitative study, the authors describe how an effort to promote student TL at an institution of higher learning led to insights regarding the possibility of TL within the organization itself. While our work is still exploratory, we have found the questioning of TL's appropriateness at the organizational level to be enlightening and empowering. In a time of global economic unrest, many organizations large and small

find themselves in transition. Informed by decades of TL research, perhaps these disruptive experiences can lead not just to organizational change but to organizational transformative learning. Our hope is that this presentation, with its participant discussion, will stimulate future exploration of this topic, clarifying similarities and differences between individual and organizational TL.

Crisis? Whose crisis? Transformative Learning and the Development of Ecological Literacy in Social Work Education

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This paper explores the teaching of ecological literacy to social work students at James Cook University using an explicitly transformative approach. Social work is a profession primarily concerned with issues of social justice and human rights. While the profession expresses a deep interest in context and environment, these are usually understood in their social rather than ecological dimensions. In other words, the role of the non-human world in contributing and safeguarding human wellbeing is often excluded from traditional social work theory and practice. For individual students, the internalisation of this limited frame of reference acts to restrict their ability to explore a role for social work in addressing the current ecological crisis. This paper discusses a social work course that focuses on the concept of eco-social justice, encouraging students to broaden their perspectives to include the non-human world. Through introducing disorienting experiences, students are encouraged to reflect on their existing frames of reference and move towards a more holistic and inclusive understanding of the human-nature relationship. In doing so they not only transform their own ways of seeing the world but also create the potential for social work as a profession to make a meaningful contribution to addressing the ecological crisis.

Divergence and Convergence in Transformative Learning: Insights From the “Old Continent” and the “New World”

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This presentation is based on literature review. Its aim is to explore which views carry prevailing ideas in the advancement of transformative learning in North America and compare them to the ideas of European writers in the field. The production of theoretical and empirical papers related to transformative learning in North America is much larger compared to the relevant production in Europe. The most cited works of North American writers are clearly framed within transformative learning theory and include issues that refer to ideas, methods and strategies that promote perspective transformation, enhance the theory of transformative learning with innovative views and reinforce its practical application. On the other hand, the majority of the few European writers that deal with transformative learning do not situate their approaches in the core of its theoretical framework. They are rather based on other theoretical backgrounds that have been developed in Europe. They use

transformative learning theory as an additional resource for a more integrated investigation of issues on which they work. Consequently, they combine their approaches to transformative learning theory with the exploration of the work of a wide range of important European scholars. However, if each side enriched its approaches by including ideas from the other, transformative learning theory would broaden its base and would obtain additional potential.

Across the Challenges Faced by Social and Socio-Medical Institutions' Leaders in Times of Crisis: Which Kind of Transformative Learning?

Isabelle Kolly Ottiger

Haute Ecole de Travail Social de Genève (HETS-GE), Switzerland

What means do institutions' leaders have to strengthen their competencies, to resist stress, to prepare themselves to face challenges and to last in their profession? It is expected from postgraduate trainings that they provide a good basic knowledge to manage an institution and develop a wider vision of the drivers that influence current evolutions. The setups for practical analysis open spaces allowing to make the implicit explicit, to question practices in order to better understand them, to reflect from a specific individual situation while building a wider collective vision of the major current issues. The introduction and training for a critical self-reflection leads to an awareness of professional action, to exit a solitary position, to become aware that inner conflicts are also caused by events that are part of the system the actor belongs to. It intends to build a critical thinking, to defend an ethical standpoint that is consistent with systems of belief, to build innovating strategies for change management. Of course, obstacles and resistance to transformations are many; change is not always spectacular and is not always immediately visible. Creating awareness is a long process with multiple sources of influence. The training group and, more specifically, the practice analysis group open resource areas that are essential to participate in the everlasting quest for live thinking.

Biographical Disjunctures: Identifying Disorienting Experiences in the Educational Biography of Adult Educators

George A. Koulaouzides

Hellenic Open University / University of Macedonia, Greece

According to the theory of transformative learning, the start of a learning process which may lead to the transformation of the frame of reference starts with a disorienting experience. A disorienting experience may be experienced during a crisis or during an important transition in the life of a person. A personal experience which usually leads to transformation is related with the confrontation of an atypical situation (the nature of which may oscillate between shallow distress to trauma) or with a personal testimony which is challenging to our individual or social meaning schemes. In any case, such an experience is triggering a process which leads to the reformation and the reconstruction of our personal beliefs and practices towards a new schema of perception and existence. The aim of this paper is to present the outcomes from an empirical qualitative research which explored the relationship between disorienting experiences in the lives of adult educators and their present understanding about

the role of the adult educator. For the scope of our research a purposeful sample of fifteen adult educators was selected. The principal method of collection was through a biographical interview. For the specific group of adult educators who participated in our research we argue that the existence of specific disorienting experiences influenced their perception about their role as adult educators towards the adoption of a facilitative understanding about it.

Lifelong Learning in Terms of Interculturalism and Transformative Learning: A Research in the Field of Sociology of Law

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This paper aims to present preliminary findings of interview data analysis, concerning a target population of Roma and Pontic Greek Repatriate adult learners in Greece. Interview data, which complete the socio-legal perspective of an extensive research venture, are interpreted primarily in the light of Jack Mezirow's Transformative Learning theory. The principal purpose of this presentation is to describe whether, in certain adult learning settings targeted to vulnerable social groups, transformative learning outcomes actually occurred, as they were mentioned by the adult learners themselves, even though not pursued by the programme curriculum, by creating significant life changes in participants or by helping them to achieve particular goals, directly related to outcomes of transformative learning reported in the literature and recent empirical research, such as an empowered sense of self and an increase in self-confidence and self-esteem, fundamental changes in the way learners see themselves, revised spiritual fulfilment and more active social action. Responses focusing on certain personal changes, subsumed under the category of personal fulfillment and its subcategories of personal empowerment and learning culture, as well as under the category of active citizenship and its subcategory of societal involvement, are presented. In this respect, policy makers, particularly in current turbulent social and economic circumstances, may wish to implement TL oriented adult education programmes in an attempt to improve the lives of disadvantaged social groups.

Learning Routes in Adult Learning Centers: Is there any space for Transformative Learning?

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The paper is based on the initial outcomes of the research project which was granted a financial support from National Ministry of Science and Higher Education (NN106135237). In Poland the ALC is the part of the formal educational system for adults at the lower and upper secondary and vocational secondary level. In Poland also juveniles (with learning, social and behavioral problems) have access to education in schools for adults. These processes influenced very much the adults' learning routes in ALC.

There are three kinds of questions standing behind the project: (1) Cognitive/ research concerns: to recognise learning routes embedded in socio-biographical contexts and in

relation to the socio-cultural adult learning theories. The question of differentiation of learning routes based on age of learners, on educational experiences in ALC and gender and also on social and economic situation. (2) Social concerns for young and adult learners (young learners dropping out from youth school system and put in an adult system and for adult learners 'losing their learning space' who became a minority in ALC) and the equal access to education in every age and people's right to fulfill their different educational needs. (3) Practical concerns questioning the adequacy both of teaching methods and curriculum contents in ALC in relation to real learners' needs and improving quality of teaching and fostering learning potential by creating a supportive learning environment.

Transformative Learning of Female Immigrant Entrepreneurs in Germany: Adult Education in the Migration Society

Anna Laros
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The following paper shows my work in progress of developing a grounded theory on learning processes of female immigrant entrepreneurs in Germany. It shows the initial findings, in three categories: 1. self-responsibility, 2. experience of rejection and 3. back-bridging as a coping strategy. In the discussion section, I will connect the categories with Mezirow's terminology of transformative learning. Category one will be related to a frame of reference, category two will be recognized as a disorienting dilemma and category three, the coping strategy, will be connected with several steps of Mezirow's ideal typical learning process. Afterwards, looking at the disorienting dilemma, I outline where my findings correspond with what we know about transformative learning and looking at the reaffirmation of the frame of reference, I present where my findings shed a new light on transformative learning.

From Conflict to Creativity: Building Better Lawyers through Critical Self-Reflection

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The iDeal World

Simply put the legal profession is in crisis. Over the last decade a confluence of disruptive factors has begun to reshape the economic, social and regulatory foundations of the practice of law and the lawyer's personal experience of it. The entire system of legal advocacy that has existed – in some cases, for over a century – is in the midst of dramatic lasting change. Moreover, scholars and observers have renewed calls for legal education reform, which both widens and intensifies the implications of crisis challenges. This paper argues that the prevailing pedagogy in law schools within common law countries today prioritizes critical analysis over critical self-reflection, and that both skills must be integrated into legal pedagogy to equip future lawyers with the tools necessary to see, address, and resolve crisis challenges. It proposes a framework of “viewing” — a certain quality of observation — as both mechanism of action and developmental process to engage mindful awareness, shift perspective and cultivate emancipatory learning. This paper aspires to evoke a curiosity

among educators to reflect further upon how transformative learning models can be specifically adapted to train lawyers to think beyond conflict toward creativity and enhanced well-being for themselves as individuals and for the legal profession as a whole.

How do Social Workers Learn in Action? Transformative Learning from the Situated Point of View of Activity

Sylvie Mezzena

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Mezirow's transformative learning theory attributes an important role to reflection in the construction of new significations and more generally in the process of making meaning of one's own experience. Taylor's critical literature review (1998) highlights the fact that some authors have challenged this rational dimension of learning by minimizing the role of critical reflection and by stressing the importance of other ways of knowing. Following a similar position, our proposal discusses the reflective definition of professionalism. It focuses on how professionals learn in action without involving only, or necessarily, a cognitive process. It underlines in particular the role played by activity in ways of knowing that cannot be reduced to rationality, ways of knowing which involve a situated knowledge of practical and social nature. Considering professional activity in its context and privileging situated analysis, we examine how learning can be questioned from the activity.

Autobiography and Transformative Learning in Adult and Higher Education

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I address in this paper auto/biographical methodology used in adult and higher education for working on autobiography. This use of community, family and personal life stories is grounded in a critical and emancipatory model of lifelong learning and in an epistemological model based on the co-construction of knowledge from the analysis of personal and social experience oriented by a complex and systemic perspective (Mezirow, 1991, 2009; Freire, 1970; Gelpi, 2005; Formenti, 2000). Critical and experiential learning is a powerful heuristic concept for confronting adult learning. The paper explores the use of autobiographies by adults in formal educational contexts, pointing out its sociological, anthropological and pedagogical implications (for an overview, see González Monteagudo, 2008). Concepts such as collective memory, social change, cultural transmission, cohort generation, family communication, self and identity are explored in relation to personal growth and lifelong learning. Also, I outline some features of a pedagogical model based on an experiential and emotional framework. A central issue of the paper is to deal with transformations lived by university students in relation to generational changes, personal itineraries and educational transitions experienced through the life-span course.

Creativity in Transformative Education: An Exploration in Doctoral Education

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The online doctoral program in *Transformative Studies* at the California Institute of Integral Studies, an independent private university in California, was designed explicitly to address and elicit creativity in students and faculty. The program attracts individuals who want to research a topic they are passionate about, in an innovative way, without being confined by traditional disciplinary boundaries. This paper discusses the underlying premises for the program, the philosophical underpinnings, and the way creativity has been highlighted.

Crisis as a Learning Resource - Understanding Non-Traditional Students' Experiences in RANLHE Research Project

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This paper will present the findings of international research project RANLHE (Access and Retention: Experiences of an Non- Traditional Learners), which is a research initiative funded by EU Lifelong Learning Programme (Transversal). In recent years policy concern at national and European levels has focused largely on access. However, widening access policies for non-traditional groups to higher education are not going to succeed unless the learning culture will change in order to respond better to more diverse student types and their experiences. HE institutions need to change to meet the needs of such groups to avoid failure and non-completion, otherwise issues of equity will not be addressed. Our project was aimed at understanding structural, cultural and personal dialectics of learning and agency by biographical methods. Despite rapid changes across Europe, some systems of HE were and still are not trying to keep up with the needs of this new group of learners – Poland is just one example. Polish non- traditional students are coming from low-income families, rural areas, and often are the first generation in their families entering HE. Biographical interviews revealed how often life crisis and personal struggle was a trigger to make a decision about enrollment for those learners. Crisis was both an 'ignition mechanism' that initialised changes and a vast reservoir which provides rich, vital resources for communicative and transformative learning. A theoretical framework of transformative learning theory and concept of recognition by A. Honneth will be used in order to shed light on dialectic of crisis as a resource and input for learning.

Investigating Transformative Learning in Kazakhstan After a Century of Crisis

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The national crises that have characterized the past century of Kazakhstan's history provide examples of disorienting dilemmas considered to be a hallmark of Transformative Learning. Considering that today's graduate students will be tomorrow's leaders, two instruments on leadership and career management were administered to graduate students at Kazakhstan's University of International Business. Results from these studies will be reported and analyzed in light of the transformative learning that is occurring.

Troubling Boundaries and Boundary Troubles' in Generating Transformative Learning

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This paper uses the insights gained from recent biographical research into the lived experience of learning, during the socio-political upheavals of contemporary Greek history. In so doing it brings to the fore a kind of learning that is transformative in its nature, situated in the wider framework of incidental learning that can occur in spaces where people struggle to bring about some change. In this sense, it is/can be educational. Further, it addresses issues of power related to women's informal learning and it is concerned with the influences that social situations and political contexts have on such learning. By seeking understanding of adult learning as a transformative force on both individual and social levels, it aims to open up spaces where 'women's voices can be listened to in transformatory ways'. In this respect, certain women's stories indicate that when they participate in public political life they push the boundaries between the private/public divide, thus introducing the possibility of resistance to 'essentialised perceptions of gender, when designed to sustain dominations'. This approach provides the opportunity for extending the debate to include an analysis of the role of power and of relations of power as was elaborated by feminist epistemology that would offer an alternative reading to Jack Mezirow's transformative learning theory.

Crisis and Transformative Learning: Analysing the Role of Social Representations in the Construction of Professional Identities

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A growing body of researchers argues that the social representations that an individual holds influence not only the construction, but the evolution of his social and professional identity as well. These representations are thought to be intricately linked to social, historical and

cultural backgrounds, and have therefore a central role in identity construction and engagement. The present study explores how these social representations affect professional development and engagement. This research integrates a qualitative approach and brings into light the existence of conflicting identities that come into being when an individual's socially constructed representation of the ideal profession is in conflict with the actual profession. These conflicting identities also result when the individual's positive representation is challenged by strong negative representations from "outsiders". Our findings confirm the powerful influence that social representations have on the complex process of identity construction. They also bring into light the serious limits of training programs which do not focus on transformative learning. Indeed, it appears that these programs are unable to deconstruct negative representations that would lead to the development of positive identities. In this paper, we discuss the social and professional representations of student teachers and the implications of the same on the construction of professional identities. With this contribution, we hope to share why we consider transformative learning to be a viable solution, necessary if these negative social representations are to be re-evaluated and deconstructed.

Construction In Crisis? Uncovering Relationships Between Transformative Learning, Environmental Responsibility and an Industry Ready for Change?

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Climate change is viewed by some as the biggest single crisis facing humanity. We have witnessed recent global events that have left neighbourhoods, cities and whole countries devastated. The construction industry has been identified globally for its significant role in energy consumption, resource use and waste generation; the construction industry in the UK is no exception. This paper comments on ongoing PhD research being conducted with professionals working within the UK construction industry. The aim of the research is to identify where and when learning takes place and how this learning may influence future practice through focusing on relationships between individual learning and the pursuit of environmental responsibility. The research is based on a series of interviews with individuals working on a building project with a clear environmental agenda and aspiration beyond policy. The potential value of this work lies in the narratives of the individuals. One of the key emergent issues is the importance participants place on reflecting on their role, the values that were challenged and the perceptions changed during the project. In the current economic climate environmental concerns may be down-graded as the environmental impact of human activity is all too prevalent. This may lead us to further question how we interact with our built environment in a more holistic way.

Teaching English as a Foreign Language (EFL) in a Transformative Learning Setting

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This paper investigates the perspective of teaching English as a Foreign Language-EFL while building a Transformative Learning environment with the help of Art. To explore this possibility, a series of experimental EFL classes were conducted by the writer of the article in an adult evening senior high school. The pedagogical aim of these classes was to create a Transformative Learning context, within which the students' self-confidence to continue their studies and fight for the realization of their dreams would be empowered. Art, in particular the art of the cinema, was employed to serve this purpose, because it creates feelings which generate Critical Reflection. With respect to the students' biographies, mainly those of women, the film 'Educating Rita' was selected as the educational content. A biography which shared many commonalities with theirs was expected to affect them sentimentally and raise fruitful discussions, which would help them to review critically the dysfunctional assumptions which hinder their academic growth. The multimodality of the film served the linguistic purposes equally well, as it constitutes a very flexible material in the hands of the educator, who can adjust it to fit the different learning needs, intelligences and learning styles of the learners. Besides, the four skills of speaking, listening, writing and reading can be cultivated in a multisensory teaching approach, as watching a film and working on it all senses are engaged in a creative and productive way. The lessons had a very positive response to the learners while the whole experience was very encouraging for the educator to disseminate it and encourage other colleagues to proceed in equivalent teachings.

Transforming Learning: Transforming Leadership

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Coleen Jackson

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Education is seen by many as a key component in developing and maintaining the well-being of humans. Inclusive education is increasingly perceived not just as a desirable but rather as a necessary condition of twentieth century education. It is generally recognised that leadership is significant in shaping and making effective education. This article builds on these important assertions and focuses on the development of effective leaders for inclusive education. It examines a range of leadership development programmes that seek to transform actual and aspiring leaders in England, Europe, and the Far East over a number of two years through an adapted analytical framework. The framework is critiqued and further refined so as to make it of value in the planning, facilitation and evaluation of other leadership development programmes in education and across public services.

Exploring the Potential of Transformative Learning in Higher Education: The Development of Students' Critical Thinking through Aesthetic Experience

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This present report consists of an attempt to design and apply an educational approach on students, based on the “Transformative Learning through an Aesthetical Experience” method. It is a method that uses art as a means of enhancing critical thinking. An educational program was designed based on this method and was applied on students of the University of Patras. University students form a unique educational group when it comes to issues concerning Adult Education for two reasons: first, because of the learning framework. The students are accustomed to traditional educational methods, and are not familiar with non-formal types of education. The second reason is the maturational level of the students. This position advocates the fact that although the students are considered adults at age, they are still going through the period of early adulthood, which means there is a great chance that they bear many characteristics of adolescence. For this specific application there is a third reason to be added: the fact that students of the Department of Education are involved, that is future teachers who will soon be teaching instead of being taught. The aim of this project was to monitor and critically examine the students' assumptions concerning the educational process. The application of the method so far indicates the achievement of our educational goals at a significant grade.

Transition to Parenthood: A Qualitative Study Using the Theory of Transformative Learning

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Transformational learning is often associated with significant life crisis or major life event transition. The purpose of the paper was to find out how is learning in the transition to parenthood associated with transformational learning. By using biographical method we researched 12 couples expecting the first child, twice during the third trimester of pregnancy and at the end of first year of child's life. We found out that transformational learning as making meaning of the experience in couple relationship happens in the following spheres of learning when partners become parents: identifying, understanding and expressing emotions; relationships with family of origin; housework; identity; dealing with conflicts; sexuality and marital satisfaction. In our research we noticed in all the interviewees that transformational learning occurs on the sphere of identity and relationships with family of origin. We confirmed that communicative learning is the dominant learning process in couple relationship and couples who are satisfied with their relationship can critically reflect their taken-for-granted frames of reference and they can participate in rational discourse. Among limitation of the study, it showed that the birth of the first child can represents trigger event for transformational learning.

Learning in a Time of Crisis: Rural Grassroots Movements in Slovenia and Mexico

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This conference paper discusses transformative learning in relation to environmental crisis in two rural communities: one in Guanajuato (Mexico) and one in Prekmurje (Slovenia). In both cases environmental pollution and resource depletion seem to have triggered reflection and perspective transformation across the community. Locals who before accepted and used intensive and aggressive agricultural practices seem to have developed a critical position on this and commenced a search for alternative and more suitable practices. In this, our cases suggest that contextual elements (educators, local activists) allowed for a course of action where the rural inhabitants could organize into a grassroots movement and take action. In turn this allowed them to acquire a degree of power and negotiate an alternative future for their region: agri-ecological agriculture in Guanajuato (Mexico) and a protected area in Prekmurje (Slovenia).

Education, Teachers Training and Research Within the Modern School Movement: From International Confrontation to Co-operative Self-training

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Oppositions to “traditional” forms of teaching and to authority generate an educational crisis. Starting from PISA inquiries, the educational systems try to be more equitable and more effective. The top-down regulations are generally ineffective to change the practices and “mentalities”. The evolution of a system supposes actors involvement in this project in order to transform their meaning schemes. Co-operative confrontation, within the frame of the international Modern School movement, can disclose and transform them. The values of a democratic humanism, applied in the field of education and training, would seem to offer prospects: the common aspects of Transformative Learning, Co-operative action-research and Freinet pedagogy (“*tâtonnement expérimental*” and cooperation) can articulate education, training and research, in order to transform teaching/learning. The participating observation in five European countries, using self-confrontation (Clot, 2000), created intercultural co-operative confrontation through meetings and ICT, and wove an action-research international co-operative network about teachers training and education. A matrix conceptualizes an articulation between theory and practice, education, training and research, based on a co-operative self-training. The heterogeneity of intercultural co-operative groups brings an understanding of the Humanity, a personal and professional development, favoring transfers in different contexts. This didactic and teaching engineering could evolve the actors of educational systems to humanistic, democratic, more equitable and more effective practices.

Group Work and Dialogue in Transformative Learning: A Framework

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In this paper we present a framework for bringing together the literatures on group work and dialogue in transformative learning in order to think more clearly about the various kinds of groups that provide a context for such learning, and the forms of dialogue that take place within them. We identify three main kinds of transformative group work, categorized in terms of the developmental outcomes that they are designed to provoke: (1) personal growth and awareness; (2) relational empathy across differences; (3) critical systemic consciousness. These forms of group work can sometimes be combined. We characterize and discuss these three types of transformative learning groups in regard to five factors; (1) the basis for group membership and relationship; (2) the experience that group members reflect upon and make meaning about: experience that is in the past and/or outside of the group, or experience in the here and now of the group itself; (3) the locus of change in the habits of mind and habits of being on which the transformative learning is focused – intra-personal, inter-personal, intra-group, inter-group, organizational, and societal; (4) the form that reflection takes in each group; and (5) the dialogic processes that are most often associated with each type of group, ranging from: individual sharing, listening, and feedback; to communicating differences; to collaborative inquiry in search of shared meaning and analysis.

Self-Development in Times of Crisis: A Transformative Model for Life Narratives in Adulthood

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I will present a model of self-development in crisis based on the transformation theory. Change in a frame of reference during a crisis contributes to self-development. Transformative learning is the process of effecting change in a frame of reference. Frames of reference are the structures of assumptions with which we understand our experiences in adulthood. This model will contribute to produce a fundamental method for transforming life narratives in times of crisis.

Leaning into Complexity: Supporting Leaders through Transformative Learning

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IBM's 2010 study of 1500 CEOs of organizations worldwide revealed that the greatest challenge facing leaders today is working in an increasingly volatile and uncertain world. The complexity that surrounds them is changing the nature of their organizations and their roles as leaders and most stated they felt ill equipped to meet the challenge. This paper and the supporting research explores ways in which transformative learning can assist leaders in learning how to lean into complexity, much like an encounter with the other, as they seek to develop new ways of working that include engagement of others through shared leadership. A qualitative hermeneutic study engaged 14 leaders in business, government, healthcare, and non-profit organizations in conversations to expand their horizons of understanding in regard to their experiences of complexity and how those experiences are changing their understanding of themselves as leaders, their role in the organization and their relationships with those with whom they work. Findings showed a need for leaders to reach out and seek the support of others and recognize how critical their support is to helping others develop relationships. Shifts in their meaning schemes included creating safe spaces for open and honest communication, encouraging diverse voices, and helping others challenge beliefs and assumptions. The importance of organizational cultures that enable challenge and transformative learning was critical to these leaders' ability to work with complexity.

Embodying a Covenant of Caring: Transforming Practices and Paradigms in Adult Leadership Education

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The authors propose an innovative pedagogical practice of leadership education embodied in a "covenant of caring" which fosters learning environments where consciousness is expanded, leadership paradigms evolve and way-of-being is transformed in both students and teachers. (See also "Epistemology of Self: Transforming Leadership Education" in these proceedings).

Transformative Learning Theory: Review of Research 2006-2011

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This paper reviews the current research literature on transformative learning from 2006-2011 involving over 40 studies. Criteria for selection included: research that used TL as its primary theoretical framework (e.g., Freire, Kegan, Mezirow, O'Sullivan, Tisdell, Cranton, Boyd); included a methodology section; and had findings that were seen as significant to the study of TL. In addition, this paper explored positive and negative implications of literature reviews concerning TL and ways to address some of the concerns through highlighting formative studies. The findings of the review include a discussion of methodologies and general trends and a thematic analysis of the empirical literature discussing the implications of multiple theoretical frameworks, cross-cultural perspectives of TL, the growing significance of the role of relationships and new insights about fostering of transformative learning. The paper concludes with a discussion that explores several insights that emerged from the thematic analysis such as social recognition and social accountability and their relationship to transformative learning, the reasoning behind the use of multiple theoretical frameworks, the evolving eclectic approach to fostering TL, and the need to strengthen the integrity of quantitative research involving transformative learning. In conclusion, as the research on transformative learning theory continues to become more ubiquitous in adult education, it is imperative that scholars take a more critical stance about its quality and significance. Without a critical approach, the theory becomes diluted and stagnant and potentially loses its viability at broadening the understanding of the process and pedagogy of transformative learning.

Project "Locality in Action": A Learning Community in Crete Facilitates Adult Education through Practice and Transformation

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Project 'Locality in Action', Greece

Two years later (2011) the project 'Locality in Action' has completed its first cycle of what we realize is its dual function: (a) It is a Learning Organization/Community and (b) it is a Self-Learning Group. The project helps us in having a constant outline drawn of the ever enhancing experience of our learning community. It is evident that the novel type of knowledge 'requires flexible feedback actions and complex self determined controls and permanent qualitative management'. Considering the above framework the training/teaching-learning is a sort of osmosis of knowledge compared to the mere learning or adaptation of knowledge, skills, principles and attitudes. Its goal is the constant feedback between the individual production of knowledge and its organized management. The project 'Locality in Action' is continuously charted by the members of our learning community through the

recording of their research biography. Each participant realizes gradually one's strength and indulges in setting one's own routes and being in control of one's own ventures into professionalism. It is thought to be a deep transformational learning and cultural process experienced in the frame of relational knowledge through Art or one's own senses in prime or secondary levels which is following – even unconsciously sometimes – the well-known course of transformations.

Crisis in American Public Schools: A First Look at Transformative Practices Used by Coaches in Low-Achieving Schools

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There is an opportunity for scholarly discourse on how transformative learning can inform the practice of an unaffiliated group of coaches assigned to lead American school improvement efforts. New federal programs provide the structure in each state to transform the lowest of low-achieving schools into schools that are improving annually. For those leading this change effort, the crisis in the schools ranges from what is taught to what is expected for all students. Transformative learning theory has not been considered a methodology for coaching school leaders in crisis, yet it offers a way of designing perspective changing conversations that could break through old patterns of beliefs and behaviors. With little or no training, school improvement coaches are placed in these schools to guide principals and teachers. Interviews with ten educators who are coaching in these crisis situations or have recently coached schools that increased achievement reveal attempts to use some of the facilitation strategies associated with transformative learning. The educators' discussions of initial coaching challenges experienced in these schools suggest specific training needs that could be addressed through a methodology designed around transformative learning. The strong alignment between coaching and transformative learning strategies suggests that school improvement providers can look to transformative learning as a body of work that can educate coaches. Further research may determine how the uniqueness of this context is susceptible to external influences.

Interdisciplinary Perspectives on Transformative Learning: From Crisis to Opportunity and Innovative Practice

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This paper discusses some of the discourses of transformative learning (TL) within the field of adult education, and then explores some of those discourses currently beyond the field to consider the development of a more interdisciplinary approach to TL theory and its implications for practice. The paper is divided into three parts. It begins by considering those discourses of transformative learning that are common in the field of adult education, namely, those informed by: Mezirow and his followers who have taken a more cognitive

approach to transformative learning; by O'Sullivan and his followers who are grounded in more of an ecological approach to transformative education; and by those drawing on the social justice discourses in the field drawing on critical, feminist, and race or cultural centered theoretical frames that deal with structural factors of race, gender and class. The second section deals more specifically with discourses of transformation that are more outside the field of adult education that are informed by: consciousness studies and complexity; neuroscience; and their connection to the disciplines of science, religion, spirituality, and anthropology, and what it suggests for interdisciplinary theorizing of transformative learning. The final section offers suggestions for attuning and attending to the lived experience of transformative learning in practice and offers some brief conclusions.

Necessary Crisis in the Classroom's Psyche: A Team Teaching Process That Aims at Facilitating the Emergence of a Collective Intelligence

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In undergraduate and graduate programs in the field of psychosociology that focus on human relations and the art of accompanying human change, the research team has undertaken the task of studying the dynamic of team teaching and its coherence with the curricula offered. The practices of two teams of different experience are examined as well as the transformational impacts they carry. The researchers wanted to identify the elements in the midst of the team teaching responsible for the personal and professional transformation of the team itself and the impacts on the students. Within a comprehensive interpretative paradigm, they use a qualitative approach inspired by two choreographers coupled with a reflective approach. The results highlight the requirements of this dialogical approach. It sheds light also on concepts such as reciprocity, becoming, collective consciousness that form the sketch of a model in development with an hypothesis: The most powerful and dynamic locus in the classroom is defined by the reciprocity encountered between the self and the Self; between the self and the Other(s), between the self and Life; finally, between the self and its own becoming. In this respect, 'team teaching' is a critical space that can best facilitate the emergence of this acting locus of transformation.

From Bourdieu to Mezirow: A Personal Journey towards Transformative Learning

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The aim of the paper is to examine how, in the course of time, successive individual crises lead me – as a practitioner and as a university teacher in the field of adult education – from Bourdieu's theory to the theory of transformative learning. I was familiar with Bourdieu's work since the 1970s, when I was studying in Paris. At the time, I considered the focus he put on structures, not on agency and the transformation of action. In my personal journey, my interest in transformation theory did not stem from Bourdieu's theory. I became interested in transformative learning through Freire's work on liberatory pedagogy. Mezirow clarifies that

emancipatory action has to be understood as a transformative process which occurs in both domains: instrumental learning and communicative learning. Consequently, political and professional action can be viewed as a transformative process. That led me to critical self-reflection on my assumptions. We could assume that the concept of 'habitus' is very close to the concept of 'assumption'. Bourdieu's concepts of 'capital' and 'social field' represent additional contributions that enable us to analyze the class and social position of actors. Mezirow's concepts of 'disorienting dilemma', 'critical reflection' and 'critical self-reflection of assumptions' leading to transformative learning represent also additional contributions.

Transformative Learning Amidst Crisis: An Inquiry into Presencing-based Leadership Coaching

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This paper explores how Scharmer's process of 'presencing' can be used to engage forms of transformative learning in coaching conversations with organizational leaders during periods of crisis to create immediate and ongoing generative responsiveness in leaders' ways of knowing and being. To date, the crucial forms of learning and leadership development that are most effective during periods of organizational crisis have not been widely researched. It is argued that to effectively work with drastic change and crisis, organizational leaders need to learn how to develop the capacity for engaging in transformative learning practices that can facilitate creative ways of knowing and generative ways of being. Presencing is situated within transformative learning theory as a post-rational way of knowing and transformative ontological orientation. Leadership coaching is presented as a significant leadership development learning intervention, particularly in times of crisis, which offers optimal learning conditions for the methodology of presencing. The authors contextualize transformative learning within organizational crisis and explore the implications of presencing-based leadership coaching, both from a theoretical and a practice-based perspective.

Crises, Ambivalence and Ambiguity in Transformative Learning: Challenging Perspectives from Autobiographical Narrative Research

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In this paper, I draw on what is termed autobiographical research to interrogate notions of transformative learning. There is continuing debate in the literature about the meaning and parameters of the idea, as there is, more widely, about processes of adult learning of any significant kind. The place given to the emotional, relational and psychosocial dimensions of learning, as against the cognitive, remains a matter of continuing dispute. This includes the extent to which change and transformative processes should be conceptualised as about much more than cognitive shifts, however profound: there are dimensions that are deeply

embodied, emotional, relational and psychic in nature. At the heart of the paper lie two, in-depth, case studies, of learners experiencing profound change and difficulty and their stories of the meanings and parameters of learning in such contexts. These narratives can challenge the idea that critical reappraisal of a world view is in some sense foundational when theorising transformative learning: rather we are encouraged to seek more holistic and deeper awareness of the complexity, ambivalence, resilience and vulnerability, as well as unconscious processes, at the heart of any significant change.

Prerequisites for Transformative Learning at Workplaces – A Research Intervention Aiming at Integrated Autonomy

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The aim of the paper is to show why a research intervention may or may not lead to transformative learning; it is the prerequisites for transformative learning in working life that is at the fore. The research intervention included a series of workshops where first line managers were participating; the aim was to strengthen their competence to support integrated autonomy among their employees. The theoretical foundation is the transformative learning theory, as it has been developed by Jack Mezirow and as it can be interpreted from a constructivist approach to adult learning. Core concepts used when analysing the data were: disorienting dilemma; cognitive conflict; motivation; and supportive context. With a qualitative approach data consisted of: ten manager interviews, field notes taken during the workshops; reflection notes written by the participating managers. Tentative findings reveal that a research intervention may lead to transformative learning when the manager and employees have to deal with severe difficulties, and they manage to do so sharing responsibilities and having the strength to engage themselves in the development process at the workplace. External forces towards change or internal inter-relational difficulties, or high motivation to make a change, were engines for transformative learning to occur at the workplaces.

The Dialogue Competence Model - a Pathway to Transformative Learning

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The aim of the paper is to describe a model of dialogue competence (DCM) and illustrate how it can become an analytic tool for understanding the path to transformative learning in small group communication in an adult education setting. A case study involving PhD students is used as an illustration. This case consists of consciousness raising workshops which were deliberately designed to create disorienting dilemmas and the small group work was planned in such a way that the students had the opportunity to develop dialogue competence. The theory of transformative learning is used as a means of analysing learning processes in rational discourse. The DCM is empirically grounded in discourse analysis on

small group conversation in dialogue meetings and maintains that interaction quality is dependent on the dialogue competence of the participants. An analysis of the data indicates that it is an effective consciousness raising exercise. It also demonstrates key aspects of the DCM; those who got the most out of the exercise demonstrated most of the DCM abilities. Individual learners could recognize invalid assumptions and gain the confidence to reject them, try out new courses of action and new roles. Dialogue competent participants helped create a learning context for themselves and their peers that resembles Mezirow's rational discourse model.

Transformative Crises and Radicalization: What Learning Theory can tell Us about Political Violence and Terrorism?

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Underpinning terrorism and political violence is the radicalization process, in which individuals come to accept and adopt extremist ideologies and worldviews that legitimize violence. Radicalization is a personal, emotional, and cognitive process of change. From International Relations (IR) theory and political science, a burgeoning literature investigates the environmental conditions and social, economic, and political precursors involved in radicalization, but very few studies explore how individuals come to accept and participate in violence. This paper uses transformative learning theory to shed light on the psycho-cognitive processes associated with the radicalization process. We suggest that transformative learning theory offers a unique and inherently interdisciplinary starting point for investigating the personal changes that take place during radicalization. Our theoretical model - transformative radicalization - posits that in radicalization, the transformation of an individual's meaning-perspective and associated changes in behavior parallel certain aspects outlined in transformative learning theory. Individuals who radicalize and contemplate killing others in campaigns of political violence do so because they come to believe that murder for a cause is feasible and just. Elementally, radicalization is a process of slow and incremental change to an individual's personal belief system and involves internalizing a particular set of ideas. Crisis events and dilemmas lead to critical reflection and a reassessment of one's current life, future ambitions, and personal relationships that can restructure an individual's meaning perspective. It is within these evolving contexts of living that the reception of information by impressionable minds can instigate a process of identity deconstruction and reconstruction inherent to radicalization and changes in behaviour.

Symposia

Questioning the Temporalities of Transformative Learning in a Time of Crisis

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Francis Lesourd
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Jean-Louis Le Grand
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The perspectives developed in this symposium argue the necessity to challenge the ways time is apprehended in education in order to not only respect but also explicitly promote the heterogeneity of meanings associated with this notion, especially as it may contribute to the understanding of crisis located at the core of transformative learning experiences. The communication of Michel Alhadeff-Jones claims that the relationships between transformative learning and time can be conceived at least from three perspectives: (a) the temporal environments in which individuals and collectivities evolve and transform themselves; (b) the temporal dynamics of transformative learning itself; and (c) the conflicts inherent to the experience of time as an opportunity for individual or collective transformative learning. Stressing the multiplicity and heterogeneity of social times interacting with each other, the contribution of Pascal Roquet claims that these lived temporalities are embodied and meaningful only through a reflective process focusing on individual biographies. Being experienced in a context of biographical continuity or through biographical rupture as well, the study of lived temporalities provides elements of understanding regarding transformative learning dynamics. Inspired by Ricoeur's contribution on time and narrative, the communication of Francis Lesourd privileges a clinical perspective on transformative learning which questions the difficulty emerging among some learners when they appear unable to transform their meaning perspectives, due to the absence or the deficiency of biographical reflexivity. Doing so, it contributes to produce innovative interpretations susceptible to enrich existing research studying the obstacles preventing the emergence of transformative learning.

Forming and Transforming Students' Identities in Higher Education

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Our symposium examines the possibility of combining transformative learning theory (TLT) with the theory of floating (TF) in analysing the forming and transforming of learning identities among young and mature students in higher education. We focus on 1) what theoretical/epistemological grounds the two are theories based on, 2) how we can use them in analysing and comparing biographical data from younger and mature students' forming and

transforming identities in higher education and 3) how and in what ways we can combine them for understanding the differences between student groups? We argue that both theories help us understand the struggles that students, both younger and mature, go through in life as well as in higher education. We also see that they focus on different learning processes and aspects that illuminate students' life. In comparing the two theoretical perspectives we found similarities concerning the focus on adult learners and their life experiences as a point of departure. The differences between them could be related to normative versus descriptive, cognitive versus an interrelation between emotional, intellectual and social activity. Our suggestion is that biographical work in itself could be a way of integrating the perspectives in both further understanding and supporting the transforming of learning identities.

The Part of the Event in Transformative Learning

Martine Lani-Bayle, Marie-Anne Mallet & Estelle Cheon-Pavageau
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This research investigates the experience of people belonging to three generations regarding the differential impact of events experienced/undergone by the person, perceived as personal or global, in her/his transformation and her/his learning. Would there be a “generation-effect”, a “site-effect”, a “globalization-effect”, modulating their transformative effect? The methodology is based on questionnaires (complete sentences) and interviews (narratives process and “life history” method) implemented in 14 countries, on the five continents. This research is positioned in the context of an attempted articulation of knowledge and life, mixing science, relationships and affectivity. It starts with an observation: We only see what we learn and we only see what we know. Therefore, the interpretation of the life events will always be limited by the “meaning perspectives” developed by the person throughout her/his life (Mezirow 1991/2001). Echoing the “blind knowledge” analyzed by Edgar Morin (2000), a kind of “knowledge blindness” appears to be related to these inherent limitations. This symposia will present a small part of our research, highlighting experiences collected in South Korea, Morocco, Australia, USA and France. It will question the nature of invariants emerging from the data collected. Taking into account both the specificities in the implementation of training course design and also the valence (positive or negative terms, extreme or more banal) of topics studied, it shows the necessity to develop a perspective on learning that aims to be transformative.

Transformative Learning for Adults Resuming the University Studies: Crisis and Reconstruction

Souâd Zaouani-Denoux & Pierre Hébrard
Université Paul Valéry Montpellier - CRF CNAM, Paris, France

Relying on the theoretical foundations of transformative learning, this panel intends to discuss the work of researchers belonging to different laboratories (GIRSEF, University of Louvain la Neuve, Belgique; CRF - CNAM, Paris; LIRDEF University of Montpellier 2; CERFEE University of Montpellier 3; University of Ottawa) who deal with the experience of adult students resuming their studies at the university in diverse higher education curricula

(Education, Adult trainer training, Training engineering). Trying to check the shared tendencies, this panel aims to illustrate and discuss the place and the meaning taken by this transition in one's own single trajectory. The target is also, based on different orientations, to understand the person's point of view and how this process appears as a very important life stage participating in one's own reorganization/transformation and identity dynamics. The four communications of the panel show the way the involvement in the training enables to give sense to the situations and events of one's own life and to rethink one's experience inside a socio-historical frame. Their topic is about the trajectories of people resuming the university studies, about the transformations in which they are involved and about the training apparatus they participate in. Inside this large view, variations in the taken stances are observed. Distinct intelligibility and analytical grids are used by the panelists: the importance of the decision-taking as a personal process specific to situations mixing contextual and biographical factors (Zaouani-Denoux), the professionalization/deprofessionalization process (Hébrard), the identity crisis (Deltand) and the loss of meaning at work (Duchesne). Four processes will be described: (a) The internalization of new social roles and the modification of the way of knowing, highlighted through the analysis of the career of future French adult trainers (Zaouani-Denoux); (b) the impact (to be questioned) of the skill model inside the training of human interactions professionals in France (Hébrard); (c) the transformative inquiry studied through the life stories of future Belgian primary school teachers (Deltand); and (d) the professional transition as a transformative experience affecting the motivations, interests and potentials, analyzed among Canadian students aspiring to become teachers (Duchesne).

Innovative Experiential Sessions

Crisis as a Vehicle for Transformative Learning Creative Writing and Acousmatic Hermeneutics as Means for Transformative Learning

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Danielle Nolin
Université de Moncton, Canada
Gabrielle Dubé
Université de Sherbrooke, Canada

The desire to learn requires modifications of one's reference framework and to surpass one's personal boundaries. There is necessarily resistance when the instructor becomes the stage director of change. How must one accompany the adult learner through the stages of change, while allowing her/him to encounter her/himself and surpass the boundaries upon which her/his own identity has been forged? The question of meaning and resistance to change is inevitable. In a crisis context, the question becomes more acute, considering that the loss of reference can be characteristic of that state. But one might question: is it a problem related to loss or rather one of maintaining reference? In a transformative learning perspective, the problem pertains to the difficulty to let go of obsolete references or to adjust to an evaluative situation, hence the importance of a critical reflection (Mezirow, cited in Taylor, 2008). Crisis, in that perspective, is merely one's reaction to perceived change, by clinging to known past references, at a time when one must foremost question one's own boundaries. Our proposal consists of three complementary time frames asking for the participant's involvement. The first is a creative writing or fiction workshop that enables the participant to create and distance her/himself from her/his experience. The second consists of hermeneutic acousmatics: the use of the subjects' own writing in order to encounter oneself. The third happens through co-development and intersubjectivity to embrace the collective.

Mezirow Meets Freire - A Challenging Relation: From Theory to Practice

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Therapy Center for Dependent Individuals (KETHEA), Greece
Chelsea Lazaridou
Hellenic Adult Education Association, Greece
Ira Papageorgiou
Institute of Labour & Hellenic Open University, Greece

In a time of crisis, adult education is affected along with most aspects of society. The field seems to lack its previous support of inspiring philosophical references. While many educationalists seek for their ideological identity within the theories of socially committed scholars, such as Freire and Mezirow, questions arise concerning the adaptability of critical adult education theories:

- Are modern western societies a fertile ground for the development of critical adult education practice?
- Does Freire's or Mezirow's methodology have any place in today's context?
- How do these theories influence practice?

To explore these issues, we developed an experiential workshop for adult educationalists, based on real-life case studies concerning the education of socially vulnerable groups – migrants and older adults. The participants' responses in these workshops indicated that educators face difficulties in applying one specific adult education theory, but rather resort to the wider humanistic tradition. They combine diverse theories in forming their unique philosophy and practice. The study also revealed the need for educators to break free from specific theories in order to overcome the limits such a choice might put to their practice. This would empower them to have a truly creative role as educators, beyond the contemporary policy-driven setting of adult education, with theories functioning as the concrete basis for developing their own philosophy and practice.

Complexity as an Opportunity for Transformative Learning

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Optimize Central, USA
Bernice Moore
ICO-Consulting, USA

Change remains a constant as complexity rises to the forefront and accounts for the most pressing challenges of today's organizational leaders according to a comprehensive IBM study involving over 1500 executives worldwide. Findings reported that leaders who fostered creativity and innovation were better equipped to operate in this environment. With escalating complexity, individuals are shutting down as they operate under stress, uncertainty, frustration, anger, and fear. Leaders and employees are becoming overloaded, and their ability to work creatively in rapidly changing conditions is diminishing. World systems are operating in fundamentally different ways than they have in the past, and this requires new kinds of leadership. Conditions of complexity are causing disorienting dilemmas for organizational members. This paper explores practical applications for leaning into complexity through the application of neuroscience findings, mindfulness practices, and transformational learning. Breakthrough research in brain science involving neuroplasticity, mirror neurons, and the social brain creates opportunities to explore mindfulness practices as a way to reduce stress, fear, and induce creativity and innovation. Mindfulness programs are globally renowned in the treatment of disease, chronic pain, and stress. Neuroscience legitimizes mindfulness practices and validates how focused awareness changes the brain. We are entering a portal that invites adult learners to engage simple practices that increase creativity and well-being. Findings of neuroscience expand transformative learning and provide practical applications for enabling leaders to lean into complexity.

The Crisis in School Environment: Transforming Emotions

Sophia Kalogridi
Hellenic Open University, Greece
Maria Kagiavi
Second Chance School, Greece

This innovative experiential session investigates how educators experience the crisis in school. What are their views of acceptance relating to the crisis? But mostly what are their feelings? The theoretical background of this workshop is mainly based on the theory of Transformative Learning of Jack Mezirow as the specific theory supports the development of critical thinking applied through a free and equal status of all the participants in the dialogue by pushing educators to investigate a topic from all possible viewpoints, and they express their feelings. The main question is: Can the theories of Transformative Learning provide teachers with methods to critically approach, analyze, interpret and transform their negative emotions? Furthermore, we would like to examine whether the method of “Transformative Learning through aesthetic experience” as expressed initially by Perkins contributes to the evolution of the practice of Transformative Learning and allows us to develop a better approach of our issue. In this context, we are going to present to the Conference an innovative experiential session using paintings and literature texts that lasts 90 minutes and can be attended by a group of 20 individuals.

A Drama in Adult Education Approach for Meaning Making and Transformation

Athina Karavoltso
Non-Profit Organization for Social and Emotional Learning and Drama, Greece

This paper discusses the role of drama in adult education and specifically in fostering transformative learning and describes the participants' involvement in an experiential session, which was a part of an action research project in a School of Second Chance for adults in Athens, Greece, where the use of a Drama in Education approach was explored in an environmental education module. Drama emphasises the forging of meaning within the collective fictional contexts encountered while participants are 'in role' and do 'as if'. There is a lived hybridity in the process of artistic acting, which may serve the intentions of a transformational pedagogy. In its essential ephemerality and in the collision of realities-fictionalities between the stage and the social space, drama can create a sense of instability between what has been, what is and what might be. Drama is in accord with transformative learning theory's metacognitive process of reassessing reasons supporting our problematic meaning perspectives. Through dialogue and the presentation of issues as problems, learners acquire the ability to intervene in, rather than accept, reality, an intervention, which results from their critical consciousness of the situation. The investigation of students' own meaningful themes establishes a climate of creativity for risking experimentation, in which learners critically analyse reality and intervene as subjects in the historical process, understanding themselves not as spectators but as co-authors of action to transform the world.

The Role of Emotions in Transformative Learning: Challenges and Boundaries for Adult Educators

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Anna Tsimboukli
Therapy Center for Dependent Individuals (KETHEA), Greece

The expression and exploration of emotions that emerge from the unaware is an important dimension of transformative learning. Nevertheless, the correlation between the affective dimension of transformative learning and the psychotherapeutic techniques has not yet been clarified in the literature. In addition, Mezirow, Cranton, Kegan and others have argued that the use of psychoanalytic discourse and techniques by adult educators who do not possess adequate qualities has risks for the learners and the educators themselves. The experiential workshop aims to explore issues concerning the boundaries between emotional-advancing oriented adult education and psychotherapy, the risks and “rewards” of dealing with the inner world of the participants, and also the education and skills needed in order for the adult educator to be able to undertake this task. The workshop also aims to offer participants an experience – through their exposure to a scene from a film by Bergman, which deconstructs couple relationships – of how in the context of transformative learning we can actively engage participants in a dialogue between the rational and the affective, while avoiding dealing with personal psychological issues, since the qualifications of adult educators and the learning contract do not allow this to happen.

How an Action Learning Group Experience Can Contribute to Transformative Learning

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This innovative, experiential session will introduce and begin to explore a transformative learning experience in the context of an action learning group. The focus is on offering not only an action learning group process but also highlighting the elements that contribute to a transformative learning experience. Mezirow (1991) speaks of planning a course of action as an important part of the transformative learning experience. In his later work, Mezirow (2000) suggested that this change is not simply a change in thinking but a change in acting (p. 24). The facilitator will examine the applicability of action learning as an effective approach for adult learning (Marquardt, 2004; Waddill & Marquardt, 2003) and how it contributes to transformative learning theory and outcomes. In Kueht (2009), it is suggested that action learning is a catalyst for transformative learning outcomes. The fundamentals of action learning will be introduced and groups of four to six participants will be formed. The groups, or sets, will serve as a forum to present a personal problem or challenge while engaging in discourse and reflection, and receiving support for actions. Marquardt's (2004) six components will serve as the basis for the action learning group along with a prepared guide for teaching the elements and coaching the participants. A follow-up discussion utilizing transformative learning theory (Mezirow 1991, 2000) will explore how and why action learning can lead to transformative learning.

**A Collaborative Inquiry of Diverse Women Doctoral Candidates:
Exploring Intersectionality, Cross-Cultural Consciousness and
Holistic Learning-Within-Relationship**

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Connie Watson & Rosie Williams
Teachers College, Columbia University, USA

In a collaborative inquiry incorporating Heron's ways of knowing and spirituality, six diverse women doctoral candidates examined the intersections of their identities in order to engage in holistic learning-within-relationship, expanding individual and group cross-cultural consciousnesses and growing both inwardly and outwardly in a transformative learning journey. Over eight in-person and Skype sessions incorporating experiential, presentational, propositional and practical ways of knowing in cycles of action and reflection, group members were able to develop a deeper whole-person understanding of self, others, the natural world and spiritual realm. The journey from "me" to "we" culminated in a spiral of personal and mutual transformative learning and growth. The implications of this study for research and practice in adult education and beyond are far-reaching in the context of an increasingly globalized, inter-cultural and complex society where the ability and capacity to connect across borders within the paradox of diversity are critical to thrive in family, education and the workplace.

Response-Ability: Choosing A Joy-Full Life

Heidi Mack
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There are many moments in a day that are "triggers" or events that create a dissonance and disease in our emotional and psychological bodies. These triggering events are less impactful than their more salient activating events referred to in transformative learning theory. Different than incremental transformation I propose that these ordinary daily events are self-similar to their larger more dramatic counterparts and as such, contain the same capacity and facets that inspire transformational learning. More precisely, this paper will discuss how these ordinary daily events, or mini disorienting dilemmas, manifest the opportunity to either expand (respond) or constrict (react) in the process of choosing a joy-full life. Expansion is a stance of openness, of possibility, of joy, and wide-awakeness. Constriction is the familiar posture of victimhood so pervasive in our culture; a posture that has been educated from birth through an egoic need to separate from other egoic beings through blame, righteousness, and revenge. In order for us to be able to expand and change a previously unquestioned habit of the mind, we must be able to slow down and become aware of our constricting and contracting behaviors and thoughts. Contemplative practices such as mindfulness and meditation may generate the slowness necessary to create the space to critically interpret experience, and generate an experience of slowness and consciousness, integrity and joy; a stance that interprets mini daily dilemmas as teachers rather than as problems.

The Crisis in Family - Family in Crisis: Opportunity for Transformation

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Tamara Nikolic Maksic

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The paper represents the authors' struggle to comprehend the process of transformative learning. It is written in a form of dialog between three authors who express their ideas, experiences, personal narratives and doubts. This way of writing is in accordance with the main assumption that transformation in its core is relational. Therefore, our ideas and stories were provoked, challenged, and co-created. In the first part of the paper, we express our understanding of transformative learning and discuss the main aspects of the process. In the second part, we discuss the importance of acknowledging the role of the body in the process of transformation and we emphasize a holistic approach to learning. The last part is about family. It introduces our personal observations and understanding of family crisis, and our stories related to the topic that emerged in conversations.

Epistemology of Self: Transforming Leadership Education

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Daemen College, USA

Donna R. Stoneham

Positive Impact, LLC

Holy Names University, USA

In this session participants explore “ways-of-doing” and “ways-of-being” that are holistic and integral. Inspired by their doctoral research in holistic and integral research, both presenters began to see leadership education through new lenses. Most important were the lenses they turned inward. Because epistemology of self – knowing oneself – is often down-played in leadership education with preferences for propositional knowledge, in the session the presenters will describe and demonstrate how they use presentational knowing – stories, drawings, archetypes – to promote learning and knowing. Such knowing helps students access feelings, which leads to recognition of an internal disquiet that ultimately promotes learning in a more holistic way. The authors believe that when students of leadership understand themselves in a holistic context incorporating mind-body-soul alongside their personal values, ways-of-being-and-doing merge to make more effective and sustainable leadership possible. How to integrate ways-of-doing with ways-of-being is encouraged in order to transcend theories, styles, and skills of leadership. The work they inspire is transformative and important; it is also challenging and fulfilling. Presenters also share practices students report effective for learning. An annotated bibliography is provided. (See also “Embodying a Covenant of Caring: Transforming Practices and Paradigms in Adult Leadership Education” in these proceedings).

**Inquiry in Action for Leadership in Crisis:
Exploring the Connections Between Transformative Learning and Adaptive Leadership**

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David C. McCallum
Le Moyne College, USA

We live in turbulent times: complex, volatile, and uncertain. Forces of globalization, the rapid evolution of information technologies, and the interconnectedness of a network society shift the very foundation of how we know what we know, and how we shape individual and collective action. We need not look beyond today's newspaper headlines to understand that the way we have been responding to global and local challenges is inadequate, often leading to repetitive cycles of dysfunction and crisis; however, truly transformational leadership, or adaptive leadership, demands a quality of learning, creativity, and constructive change that largely lies beyond our current capacity. We propose a methodology that builds that capacity for transformative learning needed for leadership today. In this paper, we will further describe the characteristics of the kind of adaptive leadership necessary to meet these challenges and explain how Developmental Action Inquiry provides individuals with both the capacity and competence to meet the demands of our times.

**Group Process that Fosters Transformative Learning at Multiple Levels:
Personal, Group and Systems**

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Fielding Graduate University, USA
Ilene Wasserman
ICW Consulting Group, USA
Placida Gallegos
Fielding Graduate University, USA

In this experiential session, we will present and have participants engage with a framework for bringing together the literatures on group work and dialogue in transformative learning that will enable them to explore the various kinds of groups that provide a context for such learning, and the forms of dialogue that take place within them. That framework will be presented at another session at this conference and in the proceedings, under the title "Group Work and Dialogue in Transformative Learning: A Framework". In that paper, we identify three main kinds of transformative group work, categorized in terms of the developmental outcomes that they are designed to provoke: (1) personal growth and awareness; (2) relational empathy across differences; (3) critical systemic consciousness. We characterize and discuss these three types of transformative learning groups in regard to five factors; (1) the basis for group membership and relationship; (2) the experience that group members reflect upon and make meaning about; (3) the locus of change in the habits of mind and habits of being on which the transformative learning is focused (4) the form that reflection takes in each group; and (5) the dialogic processes that are most often associated with each type of group.

Story Shifting: Transforming Personal, Relationship and Systemic Narratives as a Consequence of an Unanticipated Diagnosis

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Victoria J. Marsick
Teachers College, Columbia University, USA

This paper presents preliminary findings from a pilot study of how an unanticipated serious health diagnosis holds the potential for transforming our personal, relational and systemic narratives. Through the lens of transformative learning theory we explore the generative possibilities of engaging what might otherwise be a traumatic event as turn in the way one knows and lives one's story. Our experiential session will explore participant's narratives with an invitation to reflect and construct in the process.

Transformative Learning meets with Aristotelian Phronesis and Educational Drama

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Could the emergence of today's crisis represent both an opportunity and a challenge for individuals and society in general? Can adult education meet contemporary adults' needs to face multiple challenges and hitherto unknown, difficult to predict, multiple transformations during their lives? How can one cope with these and at the same time retain one's autonomy, integrity and conscience? Aristotelian Phronesis can provide an answer to all these questions. Transformative Learning meets with Aristotelian Phronesis and Educational Drama in an experiential session of one-and-a-half hours, where the adult participants will practice phronesis in order to solve an actual dilemma they could face or have already faced in their everyday lives. Educational drama techniques will be implemented in order to help the participants identify with the main characters, practice empathy, sentimental self-awareness, taking a step back, and reflecting. The ultimate goal of the workshop is the acquisition of a positive attitude towards the transformative potential of Aristotelian phronesis, the realization of its value in one's life, as well as the adoption and practical implementation of the procedure in Transformative Learning practices and in the everyday lives of the participants.

Roundtables

Transformative Learning for Human Rights of ‘Justice Workers’ in Post-Conflict Gujarat

Nitika Agarwal

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This paper describes a phenomenological study into the lives of ten working class Hindus and Muslims who were affected by the Gujarat riots of 2002 and have since become ‘justice-workers’ (Nyayapathiks) in a local campaign for justice and reconciliation (Nyayagrah). Nyayagrah’s work aspires to shift individuals’ attitudes and behaviours, including those of its staff, towards reconciliation. Examples from Nyayagrah can thus inform Transformative Learning for Human Rights (TLHR), an emerging methodology to increase the effectiveness of Rights Based Development (RBD). To holistically understand the context of the Nyayapathiks’ transformation, the researcher spent 57 days over four months immersed in the work and lives of a variety of people involved in Nyayagrah, including 4-5 days interviewing individual Nyayapathiks. Interviews were mostly loosely-structured conversations in Hindi, Nyayapathiks’ native or second language, with the researcher shadowing them for the entire day and in many cases staying at their homes. The study found evidence of transformative learning in six individuals, entailing a change in their ‘life mission’ and previously held stereotypes; this was triggered mainly by the riots. Transformative factors were relationships with colleagues and victims, previous experiences of discrimination, and Nyayagrah’s Gandhian ethical framework. The study suggests that for individual transformation to generate societal change, TLHR practices must go beyond encouraging individuals to internalise human rights values but also prompt individuals to recognise themselves as leaders of change through setting an example.

Educational Implications of Transformative Learning: A Multicase Study in Portugal

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Portugal has made, since 2005, a significant investment in terms of education and training of youth and adults. In other countries, as France, we also find devices to revive the field of Education and Training for Adults and Lifelong Learning. Our qualitative research is based on a comparative Multicase Study between Portugal and France and focuses on the analysis of three of those educational modalities: the process of Recognition, Validation and Certification of Competencies (RVCC) and the Courses of Education and Training of Adults (EFA Courses), in Portugal and the process of *Validation des Acquis de l'Expérience* in France. This work involves direct observation, written narratives and semi-directive interviews. During our study, we found that the methodologies used on RVCC process and EFA Courses are, in theory, based on the principles of transformative learning, as presented by a number of authors, of which we highlight Mezirow. However, is this process linear? How are the practices of the Professionals linked to this field related with transformative learning? Is the practice coherent with the theory? These are some of the questions we intend

to discuss in this paper, from the analysis of the data collected by direct observation of the Professionals of a New Opportunities Centre (CNO), where the RVCC process occurs and of a Mediator of three EFA Courses, working in an Association for Local Development.

Knowledge Transformation Within the Welfare Services – New or Reduced Opportunities for Transformative Learning?

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The round table session will explore ways of creating space for learning with the scope of transforming practice and enabling the professionals to stand up against the crisis of the legitimacy of their knowledge. The round table session will explore the possibilities of facilitating and creating space for transformative learning as a process by which the professionals can develop their practices through investigating their taken for granted frames of reference, through which they normally interpret their experience and thus open their practice for reflection, and possible transformation. Three presentations provide insight into different levels and groups of actors of the social service field by addressing how lived experiences of users of the social system provides an important knowledge base for professionals in social work and how the collective reflection of everyday practices provides a potential knowledge base for possible transformations.

Responding to Crisis after Haiti's Earthquake: Transformative Learning and Reflective Practice at Toussaint L'Ouverture High School for Arts & Social Justice

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Union Institute & University, USA
Claudia T. Melear
The University of Tennessee, USA
Toussaint L'Ouverture High School for Arts & Social Justice

This paper discusses the Professional Development Education Action Research Project (PDEARP) we designed and led at Toussaint L'Ouverture High School for Arts & Social Justice (TLHS), an ESOL charter school. This paper discusses the Professional Development Education Action Research Project (PDEARP) we designed and led at Toussaint L'Ouverture High School for Arts & Social Justice (TLHS), an ESOL charter school in Palm Beach County, Florida. The project, entitled "Increasing Reflective Capacity on My Teaching by the use of Video and Peer Collaboration: Current State vs. Desired State" employed reflective practice to increase interactivity, dialogic understanding, and active listening among participating teachers and their students. Project results included increased interaction among teachers in a way that both authors believe is facilitative of continued reflection on the participant's teaching practice, with specific applicability to TLHS teachers' interaction with ESOL students. We concluded that the opportunity to see themselves teach and to talk about

their teaching in a respectful forum where they could also seek their peers' feedback increased the likelihood that a majority of PDEARP participants were more conscious of how they interacted with their students even though not all participants demonstrated movement from didactic methods to constructivist models.

Transformative Learning Through the Therapeutic Community Model of Treatment in Addiction Recovery

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Addiction treatment is a highly individualized process of change. Drug abuse is a symptom of an overall decline in the life of a drug addict resulting in chronic difficulties at the social, educational and economic levels. The Therapeutic Community Model (TCM) for treating addictions prioritises individual change based primarily on a transtheoretical approach, while also engaging other relevant treatment processes. TCM provides an overall guide for action during the transformational process. Transformational Learning Theory (TLT) emphasises change by addressing the individual's problematic frame of reference. Both models suggest that a thorough assessment of the person's habitual changes, social interaction and priorities requires time and effort. This paper identifies areas of convergence and dissimilarities between both models of transformational change (TCM and TLT), aiming to examine the extent to which therapeutic and transformative learning processes interrelate. Therapy processes within a therapeutic community may simultaneously be educational, while educational procedures may be deeply therapeutic. Considering the strong evidence-based connection between TCM-based treatment and transformative learning processes, this paper outlines how TLT blurs the lines between education, counseling and treatment in relation to addiction recovery within TCM. This suggests an alternative perspective in viewing change and transformation in the lives of former drug addicts. Professionals also have the opportunity to both benefit from this powerful tool for effective treatment and model how transformations in behaviours, attitudes and principles are a significant prerequisite for a successful intervention.

Writing and Reading with Art Transformative Learning and Adult Literacy

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This paper presents an on-going project on adult basic literacy, within a community of *crioulo*-speaking immigrants, in Lisbon, with a poor mastery of Portuguese language. We will demonstrate how the methodology used relates to transformative learning, enhancing learners' meaning making, leading to a deeper awareness of external and internal realities.

Assumptions and Attitudes for the Inclusion of the “Different Student” in Today’s School: The Fairy Tale and its Transformative Dynamics

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The use of art as aesthetic experience is a method which can assist in the development of critical thought and lead to objective attainment of transformative learning. Our suggestion has as a starting point the fairy tale “The Missing Part Meets The Big O”. In this fairy tale, the protagonist is the “Missing Part” where its agonizing effort and its (real as well as metaphorical) “journey” to self acceptance and self-actualization is presented, through sketches and dialogues. By adjusting the end of the above story to their models, adults trainees elongate the narrative time using as a standard their personal narrative time. Fantasy and intuition way of thinking can activate the critical reflection on one's own assumptions or an implied judgment which can lead one to a change of a thought or a behavior. Analyzing the sub aims of educational intervention, we could say that the trainees after its completion will be able to: (a) distinguish the various aspects of the problems that arise in the existing relationships between the educators and their students; (b) focus on the person of the child and not its role (student) and characteristics, on the educational procedure and not exclusively on the educational results; (c) know that an educator “teaches” through relational dynamics communication; and (d) adopt new attitudes that will promote the expression of spontaneous ideas and answers of their students.

Crisis Management Simulations – An Inquiry into the Creation of a Transformative Learning Environment for Business Students

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This paper reports on an ongoing research project centering on the use of Crisis Management Simulations (CMS) as a dynamic, inclusive and highly effective means of creating a transformative learning environment. Particular focus is given to larger groups, techniques for drawing out evidence of transformative learning, with deeper-level incidence rates in the region of 80%. Drawing on literature from transformative learning theory and practice, crisis situations, sense-making, simulations and leadership, this paper looks at a cycle of continuous improvement covering issues of ethics, sustainability and risk management in a dynamic student-centered way giving evidence of their enhanced ability to handle complex situations which they could face in real-world business. A series of emergent research themes are identified covering the effectiveness of pragmatic leadership skills within crisis situations, evidence of rapid mimesis (the imitation of actions of others) as an efficient response to uncertainty and a means of ensuring performance is ‘no worse’ than others, anxiety and leadership in crisis management simulations – exploring the dynamics from a transpersonal, transformative psychological standpoint informed by the work of Jung and Hillman, and ethical conduct within business crisis management simulations – student-centered approaches to generating codes of conduct and ethical standards, investigating levels of self-discipline and adherence to group-generated participatory codes compared to externally imposed regulation.

Training the Trainers at the University in Time of Crisis: Implications of Transformative Learning for Adult Learning, Educational Programs and Curriculum

Jerome Eneau, Eric Bertrand & Genevieve Lameul
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This contribution presents a Masters program preparing for careers in adult education, especially vocational and professional training, in Rennes (Brittany - France). While the economic crisis has stressed the injunction to address work difficulties with instrumental responses, the main pedagogical challenge rests on the answer that can offer this program, targeting skills that are not only based on instrumental knowledge but also on reflexive and transformative abilities. The example of two course units, offered during the same semester, illustrates how learners are led to examine, based on their experience, their own meaning schemes in order to change their perspectives. For this, we focus on both self-directed learning and co-constructed learning, according to a “dialogic perspective”.

Confluent Education and Transformative Learning: Some Remarks

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In this paper I describe the central characteristic of confluent education and explore a possible relationship between this trend and transformative learning. Confluent education appeared at the end of the sixties as an offshoot of gestalt therapy and was mainly associated with the Esalen Centre and with The University of California at Santa Barbara. The book “Human Teaching Human Learning” edited by George Brown is considered as the seminal work describing this approach. The importance of including feelings in a theory of transformative education has been pointed out using the results of research in the field of neurobiology. The transformative process is viewed not just as rational and depending on critical reflection, but relying significantly on the exploration and resolution of feelings. This aspect of transformative learning is important and provides a link with confluent education. Confluent education’s fundamental aspect is the idea of confluence. Confluence is defined as the flowing together of cognition and emotion during the learning process. This notion can be applied at many different educational levels, including adult education. In that way, transformative learning could utilise the idea of confluence for fostering transformation in adult education. This would imply research and the setting up of adequate techniques and should produce an engagement that is not necessarily present in the case of a mere intellectual examination of a given situation. In that sense, confluent education should be seen as potentially transformative.

Empty Habitable Frameworks for Transformative Learning: A Concept to Foster Soft Skill Development in Management and Management Education?

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“Empty habitable frameworks” (EHF) as a structured and structuring approach in education, training and management, is a concept for experiential learning in the classroom, but also in all sorts of work situations. As a sort of disruptive innovation in a world of detailed guidelines and permanent control it not only allows, but provokes, autonomy by opposing emptiness to the students' desire to be guided step by step. Our contribution presents three cases demonstrating transformative learning, first in a tacit form, then, thanks to the reflective analysis during the research interviews, explicit and conceptualized:

- a training course;
- the moment of conception of an action research project which is a form of EHF and as such a form of disruptive innovation in the training department of a big company exclusively used to teach contents and techniques;
- the co-production of a research protocol as a response to the manager's challenge to do it the co-creative way.

Emptiness (a space and time for change) might very well be a condition for transformative learning in general, in so far as TL is not only adaptive change but also a maturation process allowing one to become the author and inventor of one's projects and action, be it in learning or in a workplace setting.

Popular Education in Times of Societal Transformation - A Swedish Perspective

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This paper examines the Swedish popular education in a historical perspective with particular focus on how its ideology and practices contribute to a transformation of the individuals involved and society. Popular education is part and parcel of modern Sweden's identity. The story of popular education is actually the story of a poor and deeply conservative country, which developed to a modern, democratic and affluent society through education of the people by the people. The essence of popular education's pedagogy is communication, reflection, discourse and deliberation. The narrative of popular education's successful struggle for the enlightenment of unprivileged groups and the emancipation from arbitrary and oppressive power structures, such as the state apparatus and the state church, is predominant in the Swedish research literature. It cannot be excluded that the positive and partially self-fulfilling myth of modernity's blessings includes also popular education anthropology as an essentially transformative power. This transformation, as complex and contradictory as it might be, was mainly carried out by social movements and it was thoroughly accomplished within the tenets of social democratic consensus. We tentatively use a variety of concepts from the theoretical tradition of transformative learning to argue that popular education's contribution to Sweden's transformation into a well-functioning society can be attributed to high social capital and trust, which are but prerequisites of societal and institutional reflexivity. Reflexivity is characteristic of learning citizens and

collectives and an expression of a specific mentality. Mentalities are culturally shaped, and at the same time they shape culture. They appear in the communication, are refined in communication and manifested in both individual and collective habits of mind, points of view, experiences, reflections and action.

Crisis, Trauma, and Transformative Learning

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This paper attempts to convey the existential aspect of transformative learning. It draws on the author's experience as a psychotherapist to map the micro-processes involved. In order to successfully midwife this process one must first understand the resistance it provokes: the threat that it poses to the person's identity. "Will I even be the same self?", is the profound yet unanswerable question that is initially raised. One only embarks on such a journey if 'staying at home' has been revealed as no longer tenable. Basic premises that have been exposed as inadequate must be discarded if one is to construct new ones. This in-between state can best be understood as a liminal or transitional phenomenon. Here one's being seems to oscillate between two existential planes. There is a sense of urgency to commit to one or the other as the emotional intensity of being 'between' cannot be sustained. If one reasserts one's former premises then stagnation or regression will result. Alternatively, for transformation to occur, one enacts a new way of being. That way is tested for the results it produces. If it is able to surmount the challenges for which the old premises proved inadequate, transformative learning has occurred. This difficult process is made more manageable with the accompaniment of a guide experienced in the processes of transformational learning. Being supported in an empathic relationship reduces the need to cling to outmoded meanings.

Challenging the Roots of Discontent: A Girls Community Based Education Program in Southern Punjab (Pakistan)

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Pakistan has existed as a security state for over the past few decades, with an absence of democratic institutions and processes at the grass roots level and in its place a corrupt state apparatus with a pervasive hegemony over the masses. In the recent past, Pakistan has been engulfed by multiple crises of religious militancy, an ideological tug of war, economic downturn and a rise in repression of individual freedoms and liberties. Given this context, the theory of transformative learning may have great potential in Pakistan. Through SAHE's engagement with rural communities in Southern Punjab for a participatory girls' schooling program, we examine how people of such repressed societies with deeply entrenched frames of references react when given the space to critically reflect on their assumptions. The intent of the paper is to understand under what conditions such crises can be manipulated into an opportunity for transformative learning. Is it enough to provide people a temporary space to

reflect and engage in discourse, or is it essential also to address the deep seated structural inadequacies and power structures that inhibit mass consciousness; implying that transformative learning in the context of the third world should be geared towards social action not mere personal transformation.

Nine Theories of Transformative Learning and a General Conclusion

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Transformative Learning is not only the concept, understanding and practice generated by Jack Mezirow and widely and sometimes passionately discussed by many other scholars during the latest three decades. Transformative Learning can also be understood as a general term for any learning which goes further than the acquisition of knowledge and skills and includes some kind of important mental change or transformation. In this paper eight other conceptions of Transformative Learning are shortly presented, ranging from the 1890s to the 1990s and developed by important theorists in the field. These are Sigmund Freud's concept of Catharsis or purification, Lev Vygotsky's Proximal Zone of Development, Jean Piaget's concept of Accommodation, Carl Rogers' notion of Significant Learning, Erik H. Erikson's psychosocial theory of epigenetic stages and transitions, Gregory Bateson's cybernetic theory of learning types or levels, Yrjö Engeström's concept of Learning by Expanding, and Peter Alheit's understanding of Biographical Learning. Finally, on this background the definition and delimitation of a general concept of Transformative Learning are discussed in relation to a framework of a comprehensive theory of all kinds of learning proposed by the author of this paper in several international publications during the last ten years.

When and Where I Enter: Facilitating Transformative Learning Experiences Among Preservice Teachers to Prepare Them for Today's Culturally Diverse Class

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This roundtable discussion will explore the author's preliminary research of a multiple case study of disorienting dilemmas and the transformative learning opportunities they generated among graduate level preservice teachers during their participation in a course on diversity. The researchers examined the experiences of these preservice teachers to understand how they engaged with the course design of critical self-reflection to challenge their preconceived, and often conflicting notions of cultural diversity and how this might effect their teaching of culturally diverse children. The course objective was for preservice teachers to deconstruct and reinterpret their opinions and beliefs. The researchers will share their reflections on their pedagogical design, which sought to create transformative learning opportunities within the classroom.

Study Abroad Experiences and Transformative Learning: Examining and Challenging Western Perspectives (Specific Practice)

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As the need for a globally sophisticated citizenry and workforce grows, the demand for study abroad programs has emerged as one of the nine top trends in higher education. Study abroad programs are defined as all educational programs that take place outside of the geographical boundaries of the country of origin. Approximately 43% of the 250,000 students who participate in these programs choose to study in the United Kingdom, Italy, Spain, and France. Over one-half of Study Abroad participants are middle-class White women, with African Americans and Hispanics being the least represented ethnic minorities. Of the 20 most popular Study Abroad destinations, there is only one African country, South Africa, ranked 18th. The Study Abroad programs discussed in this roundtable are unique in that the participants are mostly African Americans and the settings include five African countries. Overall study abroad programs to Africa provide the conditions to enable a transformative learning experience for study abroad participants. These conditions include cultural, linguistic, and epistemological factors. However, what is necessary to optimize the chances for learners to experience transformational learning is to provide structured opportunities for reflection, engagement, and community – all of which – or any of which can trigger a shift in perspective about identity, racism, colonialism, privilege, work. This roundtable discussion will examine the practices of adult educators who have developed Study Abroad Programs to Southern Africa and Ghana since 1998 and presents specific practices on how to use transformative learning tenets as a theoretical framework in designing and implementing study abroad programs.

Innovative Entrepreneurship: A New Field that Urges for Transformative Learning?

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Entrepreneurship, as a phenomenon, has existed in the references of socio-economic studies of 19th century and has been related to innovation due to the seminal work of Schumpeter in the thirties. As entrepreneurship occurs in the social context, the contemporary movement toward a knowledge-based economy stimulates reconsideration of the entrepreneurial way of thinking either at the individual or at the organizational level. In parallel, the “new” entrepreneurship education is spreading throughout higher education and lifelong training. However, entrepreneurship is a field dominated by beliefs or assumptions, most of them promoted by mass-media, newspapers, consultants and role-models. Consequently, educators confront beliefs in class in order to foster an entrepreneurial mindset among populations of trainees expressing diverse entrepreneurial biases. The present work, in progress, aims to discuss issues related to transformative learning which may appear in entrepreneurship education and research under the appearance of disordering dilemmas. Entrepreneurial teaching is based on experiential learning with special attention to reflection processes. Based on an example, used for the roundtable purposes, the meaning making process and the

appearance of underlying points of view are examined. We then employ critical thinking and discuss critical questions in the societal context in order to identify possible occurrence of critical self-reflection. In this way we expect to pursue a shift from the experiential school of thought to the critical thinking one in action learning. The consistency of the method and further implications are also discussed.

Exploring the Habitus: A Phenomenological Study of Transformative Learning Processes

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In the turbulent environment of the 21st century, disorienting dilemmas seem to be increasingly common, whether precipitated by job loss, financial worries, marital difficulties or a multiplicity of other externally-induced crises. The common feature of such crises is that they require an adaptive response from individuals, an adaptation that may, in fact, be a catalyst for transformative learning. This roundtable presentation focuses on qualitative research currently underway to investigate how a holistic approach to learning may result in transformation of the habitus, a concept developed by Bourdieu (1990) that incorporates understanding how embedded patterns of behavior result from the complex, interrelated nature of the embodied aspects of the self. By examining how a learning environment that explicitly includes elements of mind-body-emotion-spirit impacts members of a holistic health center, the study elicits from the participants a phenomenological description of how such an integrated, holistic approach is experienced in support of transformative learning.

Dialogic Pedagogy: The Road of Challenge in Higher Education

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This ongoing project addresses the question: Where is the role of youth? It argues that their role should be as participants in an educational system through which critical and dialogic pedagogy are used to facilitate civic agency. Higher Education cannot remain neutral; it has the obligation to engage youth in a critical discourse that produces a critical use of language through the lens of transformative learning in times of crisis – that of a transformative pedagogy that goes beyond the individual and engages in the communal.

**Dina's Story:
Student Teachers' Intercultural Education as a Path of Transformative Learning**

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Many researchers have underlined that experiential educational activities in groups can contribute to transformative learning. Also, other researches have proved that an academic course could be the start of a process towards critical reflection, and consequently a path of transformative learning. This presentation aims to highlight the transformative learning process observed in the perceptions of student teachers participating in an experiential course titled "Otherness and Narrative" that is taught in the 4th year at the Department of Preschool Education in the University of Thessaly in Greece. The course aims at the development of reflection on handling ethnic and cultural otherness. The main methodological tool applied in the course is narrative and the reflection on narratives about otherness. As a case study that aims to explore the transformative process during the course "Otherness and Narrative", the presentation will narrate and analyze "Dina's story", the case of a female student who took part in the course. Through the content analysis of texts written by Dina during the course and of a semi-structured interview with her after the course, the presentation follows the transformation of her perceptions about the ethnic and cultural other. Dina's former frames of reference, the disorienting dilemma, the uncertainty period, and the development of critical self-reflection are the main steps she went through during her transformative learning path.

**Creating Effective 'Holding Environments' for Promoting Transformative Learning:
An Exploration of the Practice of Higher Education in Further Education Teachers in
the United Kingdom**

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Higher Education in Further Education Colleges (HE in FE) in the UK is an under-researched arena, but is a major site of expansion of HE. Colleges have a long history for offering degree and sub degree programmes, and currently Foundation Degrees are offering HE college-based opportunities, often to those who find it less easy to access University-based study. This study explores Business and Art and Design programmes where the teachers actively aim to bring about development of the students, and aim to create 'holding environments' with this in mind. It involves a researcher, seven participating HE teachers and their respective contexts in an exploration of motives, strategies and contexts. It uses a naturalistic, interpretive approach to generate research design and interpretation which actively involves collaboration between the participants. Use is made of Kegan's (1982; 1994) developmental model and also Engeström's (1999) proposal for the structure and interpretation of an activity system, to try to make sense of 'what is going on here'. The paper presents a tentative model which merges a holding environment model with one of an activity system, which is being used both to interpret research evidence and design future investigations.

Transformative Learning and Adult Literacy: An Autoethnographic Perspective

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This paper is an application of transformative learning (TL) theory to my experiences as an adult literacy scholar and West African immigrant in the United States. Tennant argues that TL is an effective instrument for self-development and change. I employ the insights of TL to the lived experiences in my journey, from taking my first overseas study trip as a college student, to transitioning to the US as a graduate student, to teaching adult students in an urban research university. My story is a case study in TL. It is about how self and society intertwine and how such interrelationships can play out in our lives and shape the ways in which we come to understand ourselves and others. I have employed autoethnography as the methodology as it documents autobiographical details that expose the self as central to the reflexive process which results in greater understanding of the human experience.

A General View of Transformative Learning Conditions in Adult Vocational Education Centers in Tirana and Durrës, Albania

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To learn in adulthood is a very wonderful challenge, first of all for adult learners and then for others. To facilitate this process it is needed to create several appropriate cognitive, emotional and psychological conditions. This is very important for a fruitful and successful learning, so that learning becomes transformative. This is a very big challenge for those who work and contribute in this field. The aim of this paper is to present a general view of the conditions of transformative learning in some adult vocational education centers in Durrës and Tirana, Albania. This article is based on the data from observation without intervention (in process). The approach of this article is empirical. The sampling strategy that is used is the stage sampling. Sample is composed by adult learners that participate in foreign language courses, and their trainers. When the results have been obtained, the statistical processing of the data has been carried out using SPSS. By analysing the data, I discuss that some activities that create a very good environment and conditions for transformative learning, are used not long enough by the trainer during the class lessons. As a conclusion, I want to point out that in all the cases that the trainer has used these activities, a good psychological climate is created in class where the adult learner can share their ideas and experiences, and they are involved and where they can develop their critical thinking.

The Role of the Educator in Transformative Learning: The Greek Experience

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The structural pattern of adult education varies significantly from one country to another, depending on the variety of prevailing socio-economic, political and cultural situations. Specifically, the Europeanization of Greece is evident in constant educational changes since its accession to the European Union. Given the fact that our age is characterized by a plethora of information and knowledge coming from the rapid changes in technology and the changes brought by globalization, the need of individuals to respond to these challenges is now greater than before. In addition, the recent economic crisis has placed a heavier pressure upon their shoulders. The aim of this paper is to present critically the contradiction between the rhetoric of the theoretical framework of adult education and its practical application in Greece as well as to explain the contribution of the Transformative Learning Theory in the re-formulation of the role of the modern adult educator. Finally, the paper ends with some concluding remarks about the contribution of the Transformative Learning Theory to adult learning. This theory renders the adult educator capable of remaining loyal to its foundational principles, to the extent that it encourages modern educators to adopt a facilitating, mediating role.

The Unfolding of Transformative Learning Theory Through the Lens of a Case-Study in a Postgraduate Seminar

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This paper includes a part of a whole research that was conducted a few years ago with the aim to explore the dynamic of Transformative Learning Theory, which was grounded in Jack Mezirow's contribution. The idea was to prove that beyond theory, an adult educator can apply elements of transformative learning whatever the content of the seminar is about. Therefore, this research was designed so as to demonstrate occasions, in which elements of transformative learning emerge accidentally in a structured learning environment. Case study was chosen as the research method and the unit of analysis was a semester seminar of a postgraduate program, with the theme "development and evaluation of school curriculum". The research material was the participants' original speech - mainly the dialogues, which were analysed based on discourse analysis methodology, and at another level, hermeneutical analysis on the terms of Transformative Learning Theory. This paper presents a research example and a specific moment in the seminar, in which critical thinking processes are revealed. Some basic points of the example's analysis are: contradictory meaning perspectives, self-reflection, critical and dialectical thinking, professional development, critical dialogue and role of educator. Independently of the Theory's complexity, it is worthwhile that the adult educator understands the value of critical thinking. Is it, anyway, possible to evaluate if a person proceeds to perspective transformation within the boundaries of a unique learning context?

Crisis and Hope in Public Education: Transformative Human Development and Educational Renewal

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The primary goal of this qualitative survey investigation was to advance transformative whole-person human development as an essential element of educational renewal. Inductive, constructive, and cross-classification analysis of narrative data gathered from 21 in-depth interviews and 57 free-response questionnaires yielded an understanding about whole-person human development in relation to educational purpose, pedagogical method, and student achievement as perceived by nine college professors, six state legislators, 23 public school superintendents, 24 principals, and 16 teachers. Insight about how whole-person human development relates to educational policy and practice also emerged from the data as did evidence that educators, educational leaders, and policymakers possess some understanding about the socio-cultural and human consciousness forces that influence whole-person human development in an educational setting. Educational renewal recommendations are discussed in terms of the socio-cultural organizational changes, pluralistic instructional changes, and purpose-driven leadership changes that are needed to move modern educational practice away from an eclectic focus on cognitive-academic development and technocratic method and toward a more balanced focus on cognitive-academic, moral-cultural, and social-emotional human development. The question now is what kind of educators and educational delivery systems are needed to make transformative whole-person human development possible?

Milano, Via Rubattino: An Italian Gagè Neighbourhood Integrating Romanian Roma Families

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The research is a diachronic case study about a group of around 250 Romanian Roma living in the slum of via Rubattino, in Milan, who have been persecuted by policies of forced eviction from 2007 to 2010. On the basis of Freire's pedagogy the paper analyzes the process of awareness among Roma and gagè community about themselves, the policy of evictions and the political manipulation of the "Roma issue" at a national and a local level. Through a period of participant observation of the daily life inside the slums, and through interviews realized with key witnesses, the research tried to understand the starting point of view of the different actors (Roma families, gagè community and Institution) on the slums. The research defines how the social intervention of NGO's educators and volunteers working with the Roma and with the local community has become an instrument of community development and of active participation of the local residents in integrating some Roma families and in taking part to the political claims after the interruption of the practices of forced eviction. It emerges that the ethnicization of social dangerousness is instrumental to create a climate of insecurity but educational work may become an instrument for unmasking the implicit process of oppression dynamics and experimenting participated process for the construction of an intercultural society.

From Farmer to Entrepreneur: Transformative Learning in the Making of a New Professional Identity in EU Agricultural Workers - A Case Study

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The case study described in this paper has been developed within the framework of the Leonardo da Vinci project Tas for Agriform, specifically dedicated to agricultural farmers over fifty, who need to become entrepreneurs; adult learners considered as a particularly difficult target because of their age, culture, personal and professional experience. This paper documents the process of construction, development, implementation and evaluation of a non-formal educational and training pathway. It is based on the use of narratives and images of professional practice and on the promotion of transformative learning processes within a community of farmers who have been involved in a process of transformation of their epistemological, personal and professional frames of reference in order to become entrepreneurs within a changing and challenging scenario.

Transforming Learning and Leading

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To respond effectively to the radical challenges to human life and planetary sustainability emerging in the twenty-first century requires a more complex consciousness, or epistemology, than that which created these predicaments. As adult educators we frame this as a developmental challenge; that is, a challenge to cultivate consciousness that can successfully address the increasing complexity of the problems. This paper, an invitation to a roundtable discussion, first examines theoretical frameworks that seem most relevant to that challenge: Mezirow's transformative learning theory and Kegan's orders of consciousness model. With this as foundation, we explore the contribution of Heifetz's discussion of adaptive leadership and posit that, taken together, these theories suggest we reframe our primary mission as adult educators—formerly toward fostering the self-authorizing way of knowing—toward the qualitatively more complex self-transforming epistemology. We intend to examine these assumptions in collegial discourse, both culling from our collective experience and, given that this is a level of consciousness few can claim to have achieved, creating through imagination. We trust that what emerges will point toward creative new ways to conceptualize approaches to practice that may prove transformative.

Transformative Learning and Leadership for Change: An Emerging Model

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The workplace is so complex—with a global workforce, a harsh economic climate, and more and more dispersed, temporary, and virtual employees. Crisis in organizations present opportunities for transformative learning and often demand such learning by leaders who make choices on behalf of the collective that influence outcomes as well as the conditions for such learning, individually and organizationally. Transformative learning of individuals, groups and organizations can enable the kind of learning in the face of complexity, ambiguity, and uncertainty needed for these times. The differences in orientation between learning at the individual and at the organizational level demonstrate the problem of better identifying the leader's role in transformative learning within the organization. Whether the focus is on the leader transforming others, or the organization itself transforming through leader stimulated initiatives, the nature of transformative learning shifts. In order to better understand this complexity, we offer a practical model for leaders and other facilitators of change that does not try to argue for one approach over another—but rather builds a framework for determining the appropriate path in a particular context. Four non-mutually exclusive routes for leading transformational change in the workplace are generated. The strategies discussed in this paper may allow a more open-ended, frank exploration of the disorienting reality of the current situation, the root causes of the problems we face, and creative alternative responses that may allow people and organizations to transform in ways that enable them to survive.

Fostering Transformative and Transformational Learning at the United States Military Academy

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The United States Military Academy develops future officers with the capacity for ethically and effectively leading a diverse Army, operating in different cultures, and performing a full spectrum of operations all in an ever increasingly volatile, uncertain, complex, and ambiguous environment. Complicated technical problems and complex adaptive challenges in the 21st century require both advanced informational and transformational learning. Educators at the academy are dedicated to continuously enhancing their understanding and practice of both types of learning. With respect to transformation, educators are exploring

methods for fostering both content and structural evolutions of consciousness. This roundtable will focus on the ongoing development and assessment of a critical reflection exercise informed by developmental action inquiry as a means of fostering transformational and transformative learning in freshman at the United States Military Academy.

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