INDEX

A
ABE, See Adult basic education (ABE)
Abram, D., 200
Action learning (AL), defined, 160–161
Action learning conversations (ALCs), 166–167; advancing phase, 163–165; applying as a heuristic, 166–169; and critical reflection, 161–162; defined, 160–161; disengaging, 165; first full day, 167–168; framing and engaging phase, 163; ORID framework, 168; peer questioning, 162–163; prework and gathering, 167; reflections, 169–171; role of reflection in the transformative potential of, 161–162; second full day, 168–169; structuring, 162–165; third and fourth days, 169; transformative potential of, 160–171
Adams, M. G., 164
Adult basic education (ABE):
contexts, 173–174; contextualized model of adult learning (CMAL), 179; facilitation and modeling, 177–178; formal formative evaluations, 178; learner centeredness, 174–176; reflections, 179–180; safety and trust, 176–178; transformative learning in, 172–181; workshops, pace of, 178
Affective knowing, and critical reflection, 10
Agro Eco Systems Analysis (AESA) exercise, 246
Alcántara, L., 191, 251, 252, 253, 279, 286
ALCs, See Action learning conversations (ALCs)
Alfred, M., 5

291
Alinsky, S., 236
Alvares, B., 47
American Board of Internal Medicine, 111
Amundson, N. E., 163
Anderson, L., 116
Ani, M., 263
Appeal (Walker), 96
Aprill, A., 254
Archer, W., 105
Argyris, C., 68, 150, 153, 165
Arts-based approaches to transformative learning, 35–44; commitment in time and energy required for, 44; power of, 44; Randee’s story, 39–42; Shauna’s story, 39–42; storytelling, 37, 43–44; theater, 35–37
Atkinson, L., 50, 52, 284
Authentic relationships, and transformation, 13
Awareness of context, and transformation, 11–13

B
Baldo, T. D., 114
Bandura, A., 140
Barndt, D., 197
Barrows, H. S., 58
Bateson, M. C., 86
Baumgartner, L. M., 9
Belenky, M. F., 48, 179, 223, 231
Believing game, 48–49
Benjamin, B. B., 167
Berger, J. G., 10, 12, 283
Berry, T., 201
Betts, J., 119
Boal, A., 36, 37, 38
Bohm, D., 203
Boje, D. M., 138, 140
Boler, M., 52
Bolivia, transformational learning in, 205–215; language obstacles, 209; Legal Promoter’s Course (OJM), 206–209; Legal Promoter’s Course (OJM), in Cochabamba, 209–212; Oficina Jurídica Para la Mujer (Women’s Legal Office; OJM), 206–209; popular education, 205–206; reflections, 213–215
Bolles, R., 218, 222
Bolman, L. G., 72
Bond, L., 48
Borgen, W. A., 163
Boud, D., 265
Boyd, R. D., 59
Boyer, N. R., 8
Brady, D. W., 117
Branch, W. T., 117
Brannick, T., 74
Braun, A., 242
Bray, J. N., 251, 254, 258, 262
Brim, O. G., 69
Briskin, L., 52
Briton, D., 194
Brockett, R. G., 205, 206, 207, 209
Broderick, M., 151, 155
Brookfield, S. D., 125, 126, 127, 150, 155, 221, 247, 284, 285, 286, 287
Brown, K., 10
Brown, L., 193
Bruffee, K. A., 60
Burbules, N., 40, 100
Burke, A., 9
Butterfield, L. D., 163
Butterwick, S., 35, 37, 39–42, 278, 279, 280, 282, 286, 287
C
Campbell, G., 176
Campbell, K., 12
Candy, P. C., 105
INDEX

Cannon, L. W., 52
Capitalism, and critical reflection, 128–131
Capra, F., 195, 203
Care, M., 95
Caring, 49
Carson, T., 195
Carter, T. J., 9, 13
Carusetta, E., 13
Casey, A., 6
Cell, E., 220, 223
Cervero, R. M., 68
Chimera, K. D., 8
Christakis, D. A., 112
Christakis, N. A., 112
Christopher, S., 12
CI, See Collaborative inquiry (CI)
Clandinin, D., 91
Clark-Grill, M., 116
Class Matters (New York Times), 83
Clinchy, B. M., 179, 223, 231
CMAL, See Conceptualized model of adult learning (CMAL), 179
CMM, See Coordinated management of meaning (CMM)
Coaching, 148–157; case, 149–150; challenges, 157; commencement of coaching sessions, 151–152; coordinated management of meaning (CMM), 152–153; getting ready to begin, 151; instrumental level of knowing, 152; LIFTT (Living for Today and Tomorrow) program, 219, 224; LUUUUTT storytelling model, 154–155; perspective shifts, reaction to, 155–156; reflections, 156–157; self-authoring way of knowing, 152; socializing way of knowing, 152; tools, 152–154; transfer, preparing, 154–155; and transformative learning, 150–151; ways of knowing, 152
Cobb, J., 83
Coghlan, D., 74
Cohen, R., 265
Coherence, as principle of CMM, 152
Coleman, P. T., 154
Collaboration, 49, 50–53
Collaborative inquiry (CI), 251–260; alignment with transformative learning theory, 252; challenges in practicing, 258–259; confronting, 256; defined, 251, 254; facilitation of, 255–258; feeling, 256; institutional groups, 255; meaning, 256; planning, 256; power dynamics in inquiry groups, 255; process of, 254–255; reflections, 259–260; spontaneous groups, 255; structuring, 256; and transformative learning, 252–253; valuing, 256
Collaborative inquiry project, 12–13
Color evasiveness, 263
Communicative learning, and organizations, 136–137
Conger, J. A., 167
Constructive teaching and learning, 46–55; caring, 49; collaboration, 49, 50–53; cultural differences, appreciating, 53; deep learning, 49; democratic dialogue, deconstructing, 51–53; engagement, 49; reflection, 49, 54–55; structural obstacles, encountering, 53; theoretical frameworks, 48–49; transformative learning in a social environment, 49–50
Constructive thinking, defined, 48
Content reflection, 7–8; defined, 7
Index

Contextualized model of adult learning (CMAL), 179
Coordinated management of meaning (CMM), 152–153
Coordination, as principle of CMM, 152
Corbie-Smith, G., 117
Core elements, of fostering transformative learning, 4–13
Cosmology, and transformative learning, 28
Cragg, C. E., 6
Craney, G., 47
Cranton, P., 5, 13, 14, 25, 27, 99, 102, 182, 185, 207, 285, 286
Critical reflection, 7–8; action learning conversations (ALCs), 161–162; and affective knowing, 10–11; assessment of levels of, 8; and capitalism, 128–131; and critical theory, 128–131; defined, 7, 126–127; dialogue as medium for, 9–10; encouraging the practice of, 127; instructional aids assisting in maturation of, 8–9; learning, 8; meaning perspectives, 126; meaning schemes, 126; modeling, 131–133; peer learning, 133–134; reflections, 134–135; and transformation, 7–9; viewed from a critical theory perspective, 127
Cultural differences, appreciating, 53
Cultural imagination, 89–99, 98; defining, 90–91; engaging, 91–98; knowledge, engaging, 91–92; reflections, 98–99
Cunningham, P. M., 205
Curandero, defined, 89
Daloz, L. A., 5, 81, 86, 222
Davidson, D., 46–47, 47, 49, 276, 284
Davis-Manigualte, J., 11, 252
Davison, M., 166
Deal, T. E., 72
Debriefing, transformative learning online, 61, 63–64
Deep learning, 49
Degree of life experience, and fostering transformative learning, 6
Delgado, 263
Democratic dialogue, deconstructing, 51–53
Department of General Practice, Wellington School of Medicine and Health Sciences, New Zealand, 113
DeSalvo, L., 219, 220, 225
DeTar, J., 90
Deutsch, M., 153
Dewey, J., 21
Dialogic teaching: course design, 102; defined, 105; guiding learners to adopt/implement, 102–107; inductive tasks, use of, 104; interactive discussion during large group sharing, 104–105; knowledge, personal beliefs about (task), 104; learning, personal beliefs about (task), 104; learning tasks, 101, 103, 106–108; nurturing/sustaining dialogue outside the classroom, 106–107; promotion of, in South Africa, 100–109; reflections, 107–109; teaching methodology course, 101, 103–107; teaching, personal beliefs about (task), 104
Dialogue: democratic, deconstructing, 9–11; disruptions, 52; facilitating after storytelling, 145–146; as medium for critical reflection, 9–10; and mentoring, 80; productive, creating, 10; and transformation, 7–9

Didactic pedagogies, 11

Diouf, Abdou, 233

Dirkx, J. M., 5, 6, 11, 25, 27, 57, 58, 59, 90, 276, 280, 281, 283, 286

Dixon, G., 116

Dominguez, J., 198

Dominice, P., 219, 223

Donaldson, J. F., 12, 67, 69, 70, 72, 74

Drago-Severson, E., 151, 155

Duncan, S. F., 12

Dunnagan, T., 12

Duveskog, D., 191, 240, 243, 244, 279, 286

E-learning, 57–65; and collaborative learning, 60; course design and instructional characteristics, 60; lack of nonverbal cues, effect of, 59; teams, 58, 60–61

East Harlem, transformative learning in, See LIFTT (Living for Today and Tomorrow) program

Easton, P., 191, 228, 231, 233, 276, 277, 278, 279, 280

Edge of meaning, defined, 10

Educators, and transformation, 48

Edwards, A., 48, 197

Egan, A. G., 116, 276, 284, 286, 287

Egan, Tony, 111

Eisen, M. J., 13

Elgin, D., 199

Elias, D., 25, 27

Elias, J. L., 177

Emotions: engaging in an online context, 57–65; and transformative learning, 27–28

Engagement, 49

Entwistle, N., 59

Eraut, M., 68

Erickson, E., 237

Essentialist racism, 263

Ettling, D., 3

European-American Collaborative Challenging Whiteness, 192, 262, 265, 266, 268, 276, 282, 287

Expanding the Boundaries of Transformative Learning (O’Sullivan), 28

Expressive ways of knowing, 11

Facilitating transformative learning, 57–65

FAO Programme for Community IPM Asia, 246

Farmer Field School (FFS) programs, 240–249; Agro Eco Systems Analysis (AESA) exercise, 246; approach, 241–242; contextual considerations, 247–248; critical consciousness, 241; decision-making skills, 241; defined, 241–242; discovery-based exercises, 245; environment, 241, 247; facilitator, 247; participants’ change in habits, 242–243; perspective transformation, 243; reflections, 248–249; reflective learning process in, 244–247; smallholder farmers, difficulties faced by, 241; social change and collective agency, 243–244; transformative outcomes of, 242–244

Faundez, A., 80
Female genital cutting (FGC), 227, 229; health consequences of practice, 229; pedagogy of respect, 232–233; social/cultural reasons for practice, 229
Ferlazzo, L., 252
Feudtner, C., 112
FGC, See Female genital cutting
Finger, M., 267
Fink, M., 205, 206
Fischer, F., 78
Fisher-Yoshida, B., 148, 277, 282, 284
Flanagan, J. C., 163
Flannery, D., 210, 211
Flores, Damian, 92–93
Florio-Ruane, S., 90
Fostnot, C. T., 177
Frankel, R. M., 117
Frankenberg, R., 263
Fraser, H. C., 111
Freire, P., 5, 19, 80, 193, 207, 241, 243, 244
Friend, R., 116, 119
Friere, P., 38, 76, 194
Friis-Hansen, E., 191, 240, 241, 243, 248, 279, 286
Fromm, E., 128
Gardner, H., 138
Garrison, D. R., 105
Gasiorowski, F., 166
Geller, K. D., 150
Giddens, A., 69
Giroux, H., 179, 180
Goldberger, N., 179
Goldberger, N. R., 223, 231
Gould, R. L., 19, 26, 223
Gracey, C. F., 117
Gravett, S., 100, 101, 102, 103, 276, 277, 283, 284, 285, 286, 286–287
Gray, B., 154
Greene, M., 28, 90, 281
Grogan, M., 74
Group experiences, and fostering transformative learning, 6
Group work, and transformative learning online, 63–64
H
Habermas, J., 19, 21, 80
Haidet, P., 117
Hanlin-Rowney, A., 11
Hansman, C. A., 191, 205, 206, 209, 210, 277, 282, 286
Hare, S. E., 255
Harris, I. B., 68
Harrison, T., 196
Harvard Business School, 148
Hayes, E., 210, 211
Hayes, S., 191, 251, 279, 286
Heath, B., 117
Helsing, D., 151, 155
Herber, S., 7
Herman, L., 78, 80, 81, 86, 285
Heron, J., 251, 252, 255, 256, 257, 265, 267
Heurer, B., 172, 179, 279, 287
Hicks, T., 252
Hidden Injury of Class, The (Sennett/Cobb), 83
Holistic orientation, and transformation, 10–11
Holliday, E., 254
hooks, b., 52, 96, 176
Horton, M., 76
Huber, J., 91
INDEX

Hudson, F. M., 218
Hugo, K., 6

I
Identity features, and opportunities for individuals, 46
Imagination, and transformative learning, 27–28
Imaginative process, transformative learning as, 280–283
Individual experience, and transformation, 5–7
Instrumental level of knowing, 152
Intuition, and transformative learning, 27–28

J
James, C., 112
Janik, D., 26
Jarecke, J., 275
Jarvis, P., 6–7, 104
Jeffers, F., 254
Jiggins, J., 242
Johnson-Bailey, J., 5
Jones, A., 51, 53
Journaling, 61, 63, 189; and LIFTT (Living for Today and Tomorrow) program, 219–222; and transformative palliative care education, 116–117

K
Kaminsky, A. L., 12
Kant, I., 80
Karhila, P., 8
Kasl, E., 11, 27, 252, 262, 265, 269
Kegan, R., 5, 80, 151, 155
Kelly, G. A., 220
Kilgore, D. W., 207
King, K. P., 172, 173, 179, 180, 279, 287
King, Kathleen P., 172
King, P., 20
Kirkman, S., 8
Kitchener, K. S., 20
Kitchenham, A., 8
Kolb, D. A., 119, 164, 186, 244
Kollins, J. M., 206, 207, 209, 210
Kovari, 254
Kovari et. al, 254
Kovari, V., 252, 253
Kreber, C., 8, 286
Kritskaya, O. V., 6
Kutner, J. S., 111
Kuumba, 96–99
Kyed, M. H., 248

L
Langan, D., 46–47, 49, 50, 52, 55, 276, 284
Lange, E. A., 6, 12, 191, 193, 197, 202, 281, 282, 283, 284, 286
Lawrence, R. L., 35, 37, 39–42, 278, 279, 280, 282, 286, 287
Laxer, G., 196
Leadership development, 72; action research, 74; cohort structure, 70–71; fostering transformative learning in, 67–76; instructional team, 72; participatory action research (PAR), 72, 74–75; project teams, 70–72; reflections on, 75–76; reflective assessment portfolios, 73–74; role-based case studies, 72–73; transformative practices, 70–75
Learner centeredness, 174–176
Learning, as change, 78
Learning sanctuary: adult education as sanctuary, 200–201; in adult sustainability education, fostering, 197; committed relationships, 201; fostering, for transformation in sustainability education, 193–203; reflections, 202–203; responsive
practice of transformative learning, creating, 196–197; sanctuary, defined, 197; teaching/learning process, 198–200; transformative learning, reconceptualizing, 194–196
Lee, J., 251, 254, 258, 262
Legal Promoter’s Course (OJM): in Cochabamba, 209–212; course curriculum, 210–211; course methods, 211–212; course participants, training of, 210; facilitator’s role in, 212–213
Lencioni, P., 71
Levesque-Lopman, L., 222, 223
Lewin, K., 76
LIFTT (Living for Today and Tomorrow) program: coaching, 219, 221, 224; coaching challenges, 223–225; connecting journaling and transformative learning, 222–223; defined, 216; environment of trust, creating/maintaining, 225; journaling, 218–222; journaling challenges, 223–225; need to dominate, 224; nonparticipation in the program, 223–224; personal transformation opportunities, 218–219; program goals/activities, 217–218; sense of loss, 224; threats of change, 224; transformative learning, creating possibilities for, 217; women participating in, 216–217, 225; workshop cycles, 216–217
Liimatainen, L., 8
Lloyd-Williams, M., 112
Lopes, T., 39, 41
Lopez, G. R., 72
LUUUUTT storytelling model, 154–155
Lyon, C. R., 13
Mackie, G., 235
MacLeod, R. D., 7, 111, 112, 114, 116, 276, 284, 286, 287
Maglio, A. T., 163
Maher, P. A., 8
Malicky, G., 176
Maltbia, T. E., 160, 161, 277, 284, 286
Mandell, A., 78, 80, 81, 285
Marlin, A., 112
Marsick, V. J., 27, 80, 152, 160, 161, 162, 170, 265, 277, 284, 286
Marx, K., 126–129
Mary Potter Hospice, 113
McClain-Smith, D., 165
McCune, V., 59
McGarvey, C., 252
Meaning perspectives, 126
Meaning schemes, 126
Melching, M., 230
Mentoring, 78–87; collaborative/dialogical relationship between students and mentors, 85–86; core of, 80; and curricular selections, 85; defined, 80; dialogue, 80; examples of, 82–85; mentor as facilitator and provocateur, 79; principles of, 80–81; reflections, 85–87; transformations, 86; and transformed institutional context, 79; visible features of, 86
Merchant, C., 195, 197
Merriam, S. B., 8, 177, 205, 206, 207, 209, 236
Mestiza culture, 89, 92
Meyer, S. R., 191, 219, 279, 286
Meyer, Susan R., 216
Mezirow, E., 19
Mezirow, J., 3, 5, 6, 7, 9, 10, 14, 18,
19, 24, 35, 48, 59, 73, 79, 102,
125, 126, 136, 139, 140, 141, 146,
148, 150, 161, 166, 167, 172, 185,
193, 195, 207, 214, 218, 219, 236,
242, 243, 244, 247, 252, 253, 258,
264, 280, 285
Miles, R., 191, 231, 233, 276, 277,
278, 279, 280
Minh-ha, T., 43
Minnich, E., 78
Mis-Education of the Negro, The
(Woodson), 96
Miyamoto, N., 254
Mizuguchi, T., 50
Modeling, transformative learning
as, 286–288
Monk Kidd, S., 194
Monkman, K., 191, 228, 231, 233,
276, 277, 278, 279, 280
Montaño, J., 208, 210
Morgan, G., 72
Morrell, A., 28
Murphy, M., 51, 91
Myers, J. B., 59
Mystery, as principle of CMM, 152
N
Nagata, A. L., 151
Nature of Rationality, The (Nozick),
29
New Brunswick Community College
system, 182
Nozick, R., 29
O
Oakes, J., 255
Ochs, M., 252
O’Conner, M., 28
Oficina Jurídica Para la Mujer
(Women’s Legal Office; OJM),
206–209, See also Legal
Promoter’s Course (OJM);
Education Department, principal
function of, 208; mission of, 208;
organizational history of, 208;
popular education methodology
at, 209
Oliver, M., 52, 284
O’Neil, J., 160, 161, 162, 170
Orr, D., 199
O’Sullivan, E., 28, 35–36 176, 197,
227
Oxford University Press, 197
P
Palmer, P., 98
Park, J., 50
Parkin, C., 7, 113
Parrott, W. G., 10–11
Participatory action research (PAR),
72, 74–75
Patteson, A., 11
Paul, L., 12
Paulus, T. M., 8
Paxton, D., 263, 265
Pearce, K. A., 152
Pearce, W. B., 151, 152, 154
Peer learning, and critical reflection,
133–134
Perspective transformation, 243
Petersen, N., 100, 276, 277, 284,
285, 286, 287
Pfeifer, M. P., 111
Phillips, D. C., 105
Pierce, G., 12
Plotnikoff, R. C., 6
Popp, N., 151, 155
Popular education, 205–206;
methodology at OJM, 209
Popular theater: experiential and
transformative processes, 35–36;
storytelling methods, 43
Population Reference Bureau, 229
Portnow, K., 151, 155
Poskiparta, M., 8
Power, A. T., 161
Power evasiveness, 263
Practice-based learning, 60–61; defining feature of, 60
Premise reflection, defined, 7–8
Prentki, T., 36
Presentational ways of knowing, 11
Process reflection, defined, 7
Productive dialogue, creating positive conditions for, 10
Progoff, I., 218, 221, 222
Pullon, S., 7, 113
Putnam, L. L., 154
Putnam, R., 165
Quinnan, T., 3
R
Race cognizance, 264
Racism: challenging, 262–271; collaborative inquiry (CI), 264–265; reflections, 270–271; synergism of action and reflection/extended epistemology/group learning, 269–270; transforming consciousness about whiteness, 265–269; white supremacist consciousness, 263–264
Raine, L., 50
Randle, W., 228
Razack, S., 43
Reason, P., 251, 252
Reflection, 49, 54–55
Reflective dialogue, 9–10
Reflective journals, 8–9
Reflective writing, 61
Relational "(E)pistemologies"
(Thayer-Bacon), 48
Relf, M., 117
Rendon, L., 91, 96
Revens, R., 161
Rittel, H.W.J., 72
Roberts, T. S., 57
Robertson, G., 7, 113, 114
Robin, V., 198
Role modeling, and transformative palliative care education, 117
Röling, N., 242
Rorty, R., 85
Rosile, G., 140
Sanctuary, defined, 197
Satir Centre of Australia, 114
Sauquet, A., 152
Schapiro, R., 194
Scher, A., 254
Schmitt, M. J., 176
Schön, D. A., 68, 112, 115
Schön, D. A., 151, 179
Schugurensky, D., 248
Schulkin, J., 11
Schultz, A., 23
Scribner, J. P., 12, 69, 70, 72
Sears, M., 12
Self-authoring way of knowing, 152
Self-reflection, and transformative palliative care education, 117
Selman, J., 36
Sen, G., 248
Senge, P. M., 150
Sennett, R., 83
Sepulveda, C., 112
Seventh International Transformative Learning Conference, Albuquerque, New Mexico (2007), 89
Shapiro, H.S., 81
Sheese, R., 46, 48, 276, 284
Shor, I., 53, 98, 100, 101, 102, 195, 196
Shulman, L. S., 101
Siegal, H., 19, 22, 29
Simmons, J., 74
Simone, N., 98
Simone, Nina, 95–97
Singer, J., 59
Sjögren, A., 8
Smith, 251
Smith, L. L., 254, 258, 262, 276, 281, 283, 286
Smith, R. O., 57, 59
Snijders, P., 242
Sobol, J. D., 137
Socializing way of knowing, 152
Softas-Nall, B. C., 114
Spatz, D., 254
Spencer, L. J., 164
Spolin, V., 37
Spretak, C., 195, 202
Statewide Cooperative Ed.D. Program in Educational Leadership (Univ. of Missouri-Columbus), 67, See also Leadership development; conceptual underpinnings and disconnects, 68–70; coursework, 67; examination, 68
Story listening, creating spaces for, 143–144
Storytelling, 43–44, 136–146; acceptance of informed/objective/rational consensus as test of validity, 141; alternative perspectives, remaining open to, 140; and alternative ways of knowing, 36; coercion/self-deception, absence of, 139–140; communicative learning, and organizations, 136–137; creating spaces for, 143–144; critical reflection upon presuppositions and consequences, 140–141; equal opportunity to participate, 141; facilitating dialogue after, 145–146; and feminist pedagogy, 43; identifying the context, 142–143; implementing, 141–146; LUUUUTT storytelling model, 154–155; Mezirow ideal conditions for critical discourse and adult learning, 139–141; operational definition, 137–139; participant accuracy/information, 139; and power relations, 43; prompting stories, 144–145; reflections, 37, 146–147
STRIVE (Support and Training Result in Valuable Employees), 216, 282
Strotnik, K. A., 255
Structural obstacles, encountering, 53
Sumara, D., 195
Sustainability, defined, 193–194
Swimme, B., 201
T
Tarule, J. M., 179, 223, 231
Tatum, B. D., 263
Taylor, E. W., 3, 4, 5, 6, 10, 11, 12, 13, 14, 48, 55, 107, 207, 252, 265, 270, 275
Taylor, K., 101
Teachers College (New York), 127
Teixeira, R., 50
Temporal constraints, 11–12
Thayer-Bacon, B., 48–49
Theater: and alternative ways of knowing, 36; and the audience, 44; as deeply reflexive embodying process, 36; popular, 35–36;
Randee’s story, 37–39; reflections, 42–44; Shauna’s story, 39–42
Theater of the Oppressed (Boal), 36
Thomas, B., 39, 41
Tisdell, E. J., 5, 89, 91–95 99, 151, 280, 281, 282, 283, 286
Tolliver, D. E., 89, 91, 95–98, 280, 281, 282, 283, 286
Tout, D., 176
Transformative approaches, to culturally responsive teaching, 89–99
Transformative learning: in adult basic education/general educational development learning, 172–181; arts-based approaches to, 35–44; authentic relationships, 13; awareness of context, 11–13; in Bolivia, 205–215; coaching, 148–157; communicative learning, 20; as confronting power and engaging difference, 278–280; core elements, 4–13; cosmology, 28; critical reflection, 125–135; critical reflection among learners, 7–9; dialogue, 9–11; emotions/intuition/imagination, 27–28; epistemic assumptions, 20–22; facilitating, 57–65; fostering, 3–15; as fostering reflection, 285–286; future development of, 27–30; graduate adult education (application), 24; holistic orientation, 10–11; as illusive concept, 64; as imaginative process, 280–283; individual experience, 5–7; and individuation, 25–26; informed by depth psychology, goal of, 59; instrumental learning, 20; lack of nonverbal cues, effect of, 59; and leadership development, 67–76; as leading learners to the edge, 283–285; learning process, 22–23; as a living practice, 262–271; as modeling, 286–288; origins/development, 18–19; perception of, 3–4; and psychology, 24–27; as purposeful and heuristic process, 276–278; rationality and ideology, 28–30; reconceptualizing, 194–196; reflections on the practice of, 275–288; in rural Africa, 240–249; as teaching for change, 3; temporal constraints, 11–12; theory, 18–30; traumatic learning, 26–27; in West Africa, 227–238
Transformative learning online, See also E-learning; Practice-based learning: case scenarios, 62; debriefing, 61, 63–64; emotional dynamics, 63–65; group work, 63–64; journaling, 61, 63; pedagogical strategies, implementation of, 61–64; reflections, 64–65; reflective activities, use of, 62; reflective writing, 61
Transformative palliative care education, 111–120; ability of doctors to care, 111–112; community/home visits, 114; Dunedin School of Medicine, 116; emotional involvement, 115; evaluating the experience, value/results of, 115–116; journaling, 116–117; palliative care, 112–113; reflections, 118–120; role modeling, 117; sculpting exercise, 114; self-reflection, 117; student perceptions/observations and life experiences, 114–115;
transformative practices, 113–115; University of Otago, 116; Wellington School of Medicine, 116
Transformative transition, 182–190; arts-based activities, 186–187; critical self-reflection activities, 185–186; journaling, 189; participatory planning, 184–185; reflections, 189–190; self-evaluation and self-grading, 187–188; unplanned activity, 186
Turkle, S., 59
Tyler, J. A., 136, 138, 282, 286
U
Ullrich, A., 112
Universe Story, The (Swimme & Berry), 201
University of Missouri-Columbia (MU), Statewide Cooperative Ed.D. Program in Educational Leadership., 67
V
Vald´ez, C., 51
Value-laden course content, 6–7
van den Berg, H., 242
Vella, J., 100, 101, 103
Villa, D., 29
W
Walker, D., 265
Ways of knowing, 152; and coaching, 152; expressive, 11
Webber, M. M., 72
Weimer, M. G., 14
Weinstock, J., 48
Weissman, P. F., 117
Welton, M.R., 81
Wenger, E., 138
West Africa, transformative learning in, 227–238; Aawde stage, 236, 238; breakthrough, in FGC, 232; female genital cutting (FGC), 227, 229; Kobi stage, 236, 238; Malicouna-Bambara, pledge of, 231–233; Melching, Molly, 230; origin and growth of the program, 230–231; reflections, 237–238; repercussions of events, 233–234; setting, 228–229; Tostan, 230–236; transformation of a methodology, 234–237
Wheeler, S., 69
Whitelaw, C., 12
Wilson, A. L., 68
Wilson, H. J., 116
Wlodkowski, R. J., 107, 283
Women’s Ways of Knowing (Belenky et al.), 231
Woodside, M., 8
World Bank, 241
World Health Organization, 229
Wright, I., 172, 179
Wright, J. K., 191, 205, 277, 282, 286
Y
York University (Toronto, Canada), 47
Yorks, L., 11, 27, 80, 152, 161, 191, 251, 252, 253, 258, 262, 265, 269, 279, 286
Yoshida, T., 112
Z
Ziegler, M. F., 8