

Seminar on Transformative Learning through Community Fall Semester, 2025

Instructor: Chiho Yang, Associate Professor & Director,
Institute of Strategic & International Affairs

Class Hours & Location: 2:10-5:00 PM, Tuesday; Room 335, Education Bldg. II

Study Room: Room 602, College of Social Sciences Bldg. II

Office Hours: 1:00-4:00 PM, Wednesday, or by appointment

Telephone: 05-2720411 ex. 32706 Email: libchy@ccu.edu.tw

Course Description

This course probes the possibility of transformation and empowerment through *adult learning environment*. First reviewing transformative learning theory, the course proceeds to perspectives on adult education, the awakening of critical consciousness, network of learning resources, adult learning and educator's role in transformative learning, then discusses how transformative learning occurs among learning communities in various venues, including arts-based programs and leadership development in the higher education sphere, adult basic education and communicative courses in workplaces, and other special learning groups.

Course Goal

The purpose of this course is to help students develop knowledge on adult learning and understanding of how learners achieve change of mentality and empowerment of life in the process of learning. In addition to studying cases of the best practice in a global context, students have a chance to demonstrate and analyze similar situations in their home areas, compare with the cases discussed in class, and seek possible solutions for future improvement, hence acquire practical knowledge on the process of transformative learning through community. Students are also encouraged to cultivate abilities of independent analysis and critical thinking from a leader's perspective, with resources management and educational planning in a multicultural environment.

Assessment

40% for participation (*attendance & punctuality*), class discussion and assignments

30% for presentation

30% for final term paper

Assignment

1. Weekly reading

- (1) During weeks 2 to 9, in addition to the assigned reading, students should hand in a 300-word essay on the reflection question every week in WORD or PDF, and upload on CCU ecourse2 no later than the Sunday prior to class.

(2) In week 7 students will select their cases for presentations during weeks 10-16, and take turns presenting the cases on a weekly basis. The presentation should be on slides including background information, theoretical review, reflection and discussion questions for the assigned readings, plus analysis of and comparison with similar cases in the student's home area or elsewhere worldwide. Presentation slides should be uploaded on CCU ecrouse2 no later than the Sunday prior to class. Each presenter will give oral report for one hour, and lead discussion for another half.

2. Term paper

In week 9 students will briefly report their decision on the selected topic for term paper, which should correspond with the topic of the assigned reading, extend with similar cases from other areas, and include introduction, theoretical reviews, analyses and reflections on these cases, then conclude with *a suggested model of the best practice*. The paper should be well structured with APA format, with a maximum of 4,000 words, and due in the last week of the class.

Academic integrity

Academic misconduct including plagiarism may result in failing the course and further penalties. Avoid using other's words, ideas or products without giving proper credit to the original author. When working on weekly essays, presentations and term papers, make sure to paraphrase, quote and cite properly.

Weekly Schedule (subject to change at the discretion of the instructor)

Week (Date)	Topic & Reading
1 (Sep. 9)	Couse introduction: learning vs. education
2 (Sep. 16)	Transformative learning in community "Fostering transformative learning," Ch. 1 & "Transformative learning theory," Ch. 2 in Mezirow, Taylor & Associates (Eds) (2009), pp. 3-23. <i>Reflection question:</i> Share your experience in transformative learning as a teacher or student through <i>one</i> of the six core elements.
3 (Sep. 23)	How adults learn — a brief review on andragogy "New perspectives on andragogy," Ch. 9 in Knowles, et. al., (2020), pp. 167-185. <i>Reflection question:</i> Share your personal experience confirming ONE of the six principles (assumptions) of andragogy.
4 (Sep. 30)	Banking education vs. problem-posing education Ch. 2 in Freire (2000), pp. 71-86.

	<i>Reflection question:</i> Can problem-posing education apply to all fields of education? Do you think that young learners have the ability to question, differentiate, and be intellectually critical?
5 (Oct. 7)	<p align="center">Critical consciousness in learning</p> <p>Ch. 3 in Freire (2000), pp. 87-109 (excerpt).</p> <p><i>Reflection question:</i> Is it good or bad to reveal and transform the true world? Share your experience of conscientização: when did that happen to you, and what have you been conscientized about?</p>
6 (Oct. 14)	<p align="center">From schooling to deschooling</p> <p>“Why we must disestablish school,” Ch. 1 in Illich (2000), pp. 1-24.</p> <p><i>Reflection question:</i> What are the discrepancies of educational resources between urban & rural areas, and among the different levels of socio-economic status?</p>
7 (Oct. 21)	<p align="center">Network of learning; selecting cases for presentation</p> <p>“Learning webs,” Ch. 6 in Illich (2000), pp. 72-104.</p> <p><i>Reflection question:</i> What is your perception of hidden curriculum? Can you name a few according to your educational experience?</p>
8 (Oct. 28)	<p align="center">Transformative learning and adult learners</p> <p>“Transformative learning & adult learning,” Ch. 5 in Merriam & Bierema (2014), pp. 82-103.</p> <p><i>Reflection question:</i> Among the four components of instruction necessary to facilitate transformative learning, which one is the most challenging to practice for an instructor?</p>
9 (Nov. 4)	<p align="center">Educator’s roles in transformative learning; briefing on topics for term paper</p> <p>“Educator roles,” Ch. 6 in Cranton (2016), pp. 78-90.</p> <p><i>Reflection question:</i> As a facilitator in group discussion, how to encourage or allow everyone to feel safe to contribute in the way they want, without pressure to speak or exercise voice?</p>
10 (Nov. 11)	<p align="center">Learning for social consciousness</p> <p>“Creative alternative realities: Arts-based approaches to transformative learning,” Ch. 3 in Mezirow, Taylor & Associates (Eds) (2009), pp. 35-45.</p> <p>“Constructive teaching and learning: Collaboration in a sociology classroom,” Ch. 4 in Mezirow, Taylor & Associates (Eds) (2009), pp. 46-56</p>
11 (Nov. 18)	<p align="center">Learning through leadership development & mentoring</p> <p>“Fostering transformative learning in leadership development,” Ch. 6 in Mezirow, Taylor & Associates (Eds) (2009), pp. 67-77.</p> <p>“Mentoring: When learners make the learning,” Ch. 7 in Mezirow, Taylor & Associates (Eds) (2009), pp. 78-88.</p>

12 (Nov. 25)	<p>Learning through cultural identification & life education</p> <p>“Transformative approaches to culturally responsive teaching: Engaging cultural imagination,” Ch. 8 in Mezirow, Taylor & Associates (Eds) (2009), pp. 89-99.</p> <p>“Transformative palliative care education,” Ch. 10 in Mezirow, Taylor & Associates (Eds) (2009), pp. 111-121.</p>
13 (Dec. 2)	<p>Learning through storytelling & basic education</p> <p>“Charting the course: How storytelling can foster communicative learning in the workplace,” Ch. 12 in Mezirow, Taylor & Associates (Eds) (2009), pp.136-147.</p> <p>“Transformative learning in adult basic education,” Ch. 15 in Mezirow, Taylor & Associates (Eds) (2009), pp. 172-181.</p>
14 (Dec. 9)	<p>Learning through instructor development program & sustainability education</p> <p>“From tradesperson to teacher: A transformative transition,” Ch. 16 in Mezirow, Taylor & Associates (Eds) (2009), pp. 182-190.</p> <p>“Fostering a learning sanctuary for transformation in sustainability education,” Ch. 17 in Mezirow, Taylor & Associates (Eds) (2009), pp. 193-204.</p>
15 (Dec. 16)	<p>Learning for empowerment</p> <p>“Popular education, women’s work, and transforming lives in Bolivia,” Ch. 18 in Mezirow, Taylor & Associates (Eds) (2009), pp. 205-215.</p> <p>“Promoting personal empowerment with women in East Harlem through journaling and coaching,” Ch. 19 in Mezirow, Taylor & Associates (Eds) (2009), pp. 216-226.</p>
16 (Dec. 23)	<p>Group transformation & learning in the rural area</p> <p>“Breaking out of the egg: Methods of transformative learning in rural West Africa,” Ch. 20 in Mezirow, Taylor & Associates (Eds) (2009), pp. 227-239.</p> <p>“Farmer field schools: A platform for transformative learning in Rural Africa,” Ch. 21 in Mezirow, Taylor & Associated (Eds) (2009), pp. 240-250.</p>
17 (Dec. 30)	Preparation for term paper
18 (Jan. 6)	Term paper due

References (All available in CCU Library Course Reserves unless specified otherwise.)

Cranton, P. (2016). *Understanding and promoting transformative learning: A guide to theory and practice*. Sterling, VA: Stylus.

Freire, P. (2000). *Pedagogy of the oppressed*

(<https://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the->

[oppressed.pdf](#))

Illich, I. (2000). *Deschooling Society*. London: Marion Boyars Publishers Ltd.
(<https://archive.org/details/DeschoolingSociety/page/n5/mode/2up>)

Knowles, M. S., et. al. (2020). *The adult learner: The definitive classic in adult education and human resource development*. New York : Routledge.

Mezirow, J., Taylor, E. W., & Associates. (2009). *Transformative learning in practice: Insights from community, workplace, and higher education*. San Francisco: Jossey-Bass.

Merriam, S. B. & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. San Francisco: Jossey-Bass.