

Seminar on Transformative Learning through Community Fall Semester, 2025

Instructor: Chiho Yang, Associate Professor & Director,
Institute of Strategic & International Affairs, National Chung Cheng University
Class Hours & Location: 2:10-5:00 PM, Monday; 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

10% for participation (*attendance, punctuality*, and class discussion)
30% for assignments on weekly readings
30% for presentation
30% for term paper

Assignment & evaluation criteria

1. Weekly reading
 - (1) During weeks **2 to 11**, students should hand in a 300-word essay on the reflection question based on the assigned reading every week in WORD or PDF, and upload

on CCU ecourse2 no later than *the Friday* prior to class.

Evaluation criteria: (a) reflection (40%); (b) criticism and questions (40%); (c) timeliness and conciseness(20%).

- (2) In *week 3* students will select their cases for presentations during *weeks 12-16*, then presenting on a weekly basis. The presentation should be on slides including background information and theoretical review, analysis of this case and comparison with similar cases in the student's home area or elsewhere worldwide, reflection and feedback, and discussion questions or activities. Presentation slides should be uploaded on CCU ecourse2 no later than *the Friday* prior to class. Each presenter will give oral report for one hour, and lead discussion for another half. Evaluation criteria: (a) case background and theoretical review (10%); (b) analysis and comparison (30%); (c) reflection and feedback (30%); (d). discussion questions or facilitation of activities (20%); (e) timeliness, content organization and presentation skills (10%).

2. Term paper

In *week 6* 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 (background information) and 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. Evaluation criteria: (a) introduction and literature review (20%); (b) analysis and comparison of cases with reflection (40%); (c) feedback, extended issues & suggested model of best practice (30%); (d) timeliness & paper format (10%).

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
(Sep. 8)	Couse introduction: learning vs. education
2 (Sep. 15) <i>(Assignment due Sep. 12)</i>	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 based on the reading.

3 (Sep. 22) <i>(Assignment due Sep. 19)</i>	How adults learn — a brief review on andragogy; selecting cases for presentation “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 mentioned in the reading.
4 (Sep. 29)	Holiday observed (No class)
5 (Oct. 6)	Holiday observed (No class)
6 (Oct. 13) <i>(Assignment due Oct. 10)</i>	Process model, diversity and inclusion in an adult learning classroom briefing on topics for term paper “Andragogical process model for learning,” Ch. 4 in Knowles, et. al. (2020), pp. 51-71. “Diversity and inclusion in the adult education classroom,” Ch 11 in Knowles, et. al. (2020), pp. 211-228. <i>Reflection question:</i> Based on the reading, explicate the most important process element of an inclusive adult education classroom in your culture.
7 (Oct. 20) <i>(Assignment due Oct. 17)</i>	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? What's your opinion after reading this chapter? Do you think that young learners have the ability to question, differentiate, and be intellectually critical?
8 (Oct. 27) <i>(Assignment due Oct. 24)</i>	Critical consciousness in learning Ch. 3 in Freire (2000), pp. 87-109 (excerpt). <i>Reflection question:</i> Is it good or bad to reveal and transform the “true world” as mentioned in the reading? Share your experience of conscientização: when did that happen to you, and what have you been conscientized about?
9 (Nov. 3) <i>(Assignment due Oct. 31)</i>	From schooling to deschooling “Why we must disestablish school,” Ch. 1 in Illich (2000), pp. 1-24. <i>Reflection question:</i> Compared with Illich’s era, what are the discrepancies of educational resources nowadays between urban & rural areas, and among the different levels of socio-economic status in the modern world?
10 (Nov. 10) <i>(Assignment due Nov. 7)</i>	Network of learning “Learning webs,” Ch. 6 in Illich (2000), pp. 72-104. <i>Reflection question:</i> Is your perception of hidden curriculum similar to the concept in the reading? Please name a few according to your experience.

11 (Nov. 17) <i>(Assignment due Nov. 14)</i>	Transformative learning, adult learners and educator's roles; "Educator roles," Ch. 6 in Cranton (2016), pp. 78-90. "Transformative learning & adult learning," Ch. 5 in Merriam & Bierema (2014), pp. 82-103. <i>Reflection question:</i> Among the four components of instruction necessary to facilitate transformative learning mentioned in the reading, which one is the most challenging to practice for an instructor?
12 (Nov. 24) <i>(Slides due Nov. 21)</i>	Learning for social consciousness Presenter: Nayli, "Creative alternative realities: Arts-based approaches to transformative learning," Ch. 3 in Mezirow, Taylor & Associates (Eds) (2009), pp. 35-45. Presenter: Loisa, "Constructive teaching and learning: Collaboration in a sociology classroom," Ch. 4 in Mezirow, Taylor & Associates (Eds) (2009), pp. 46-56
13 (Dec. 1) <i>(Slides due Nov. 28)</i>	Learning through leadership development & mentoring Presenter: Gavina, "Fostering transformative learning in leadership development," Ch. 6 in Mezirow, Taylor & Associates (Eds) (2009), pp. 67-77. Presenter: Sabbath, "Mentoring: When learners make the learning," Ch. 7 in Mezirow, Taylor & Associates (Eds) (2009), pp. 78-88.
14 (Dec. 8) <i>(Slides due Dec. 5)</i>	Learning through cultural identification & life education Presenter: Aldi, "Transformative approaches to culturally responsive teaching: Engaging cultural imagination," Ch. 8 in Mezirow, Taylor & Associates (Eds) (2009), pp. 89-99. Presenter: Pamela, "Transformative palliative care education," Ch. 10 in Mezirow, Taylor & Associates (Eds) (2009), pp. 111-121.
15 (Dec. 15) <i>(Slides due Dec. 12)</i>	Learning through storytelling & basic education Presenter: Uyen, "Charting the course: How storytelling can foster communicative learning in the workplace," Ch. 12 in Mezirow, Taylor & Associates (Eds) (2009), pp. 136-147. Presenter: Thelsa, "Transformative learning in adult basic education," Ch. 15 in Mezirow, Taylor & Associates (Eds) (2009), pp. 172-181.
16 (Dec. 22) <i>(Slides due Dec. 19)</i>	Learning through sustainability education & empowerment Presenter: Milokou, "Fostering a learning sanctuary for transformation in sustainability education," Ch. 17 in Mezirow, Taylor & Associates (Eds) (2009), pp. 193-204. Presenter: Jay, "Popular education, women's work, and transforming lives in Bolivia," Ch. 18 in Mezirow, Taylor & Associates (Eds) (2009), pp. 205-215

17 (Dec. 29)	Preparation for term paper
18 (Jan. 5)	Term paper due

References

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.