

Transformative Learning through Community, Spring, 2026

E-Learning Master Program of Education & School Leadership (EESL)

National Chung Cheng University

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Institute of Strategic & International Affairs, National Chung Cheng University

Synchronous class hours: 9:00 a.m. – 12:00 a.m. Wednesday, Taiwan time

Google Meet login: meet.google.com/vdr-peig-qqq

Office hour: 9:00 a.m. - 12:00 p.m. Thursday, Taiwan time, or by appointment

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Course Description

This course explores the potential for transformation and empowerment within *adult learning environments*. In the first stage, the course reviews transformative learning theory, key perspectives on adult education and adult learning, and the educator's role in facilitating transformative learning. It then examines the awakening of critical consciousness and the development of networks of learning resources.

In the second stage, the course investigates how transformative learning occurs within learning communities across diverse settings, including arts-based programs, leadership development in higher education, adult basic education, workplace communication courses, and other specialized learning groups.

Course Purpose

The purpose of this course is to help students develop knowledge of adult learning and an understanding of how learners achieve changes in mindset and life empowerment through the learning process. In addition to studying best-practice cases in a global context, students will have the opportunity to demonstrate and analyze similar situations in their local communities, compare them with cases discussed in class, and explore possible solutions for future improvement. Through this process, students will acquire practical knowledge of transformative learning within a community context. Students are also encouraged to cultivate independent analytical and critical thinking skills from a leadership perspective, with a focus on resource management and educational planning in multicultural environments.

Assessment

15%: Participation (attendance, punctuality, class discussion, and peer comments)

30%: Assignments based on weekly readings, including essays, forum postings, and quizzes.

25%: Oral presentation.

30%: Term paper and prerecorded presentation.

Assignments & Evaluation Criteria

1. Asynchronous classes (see Table 1):

(1) Reflection essays:

Each unit includes two reflection questions. Students are required to:

- (a) Submit a 200-word essay in response to one question via CCU Ecourse2 by the designated due date.
- (b) Post a reflection in response to the other question and comment on other students' reflections on the Ecourse2 discussion forum.

Evaluation criteria for both questions:

- (a) Reflection (30%).
- (b) Critical analysis and questions (30%).
- (c) Timeliness and conciseness (20%).
- (d) Peer comments in the discussion forum (20%).

(2) Term paper & prerecorded presentation video:

The term paper should correspond to the topic of your oral presentation and be extended by incorporating comparable cases from other contexts or regions. The paper should include an introduction that provides relevant background information, a review of relevant theories and literature, analyses and reflections on the selected cases, and a conclusion proposing a model of best practice. Ideally, the proposed best-practice model should be a new one that integrates key elements from different cases and represents best practice. Alternatively, if you find that an existing model prevails over others and is applicable across contexts, you may adopt that model and provide a clear justification for your choice.

The paper should be well structured and formatted in APA style, with a maximum length of 4,000 words, and is due on June 24. In addition, students must submit a 40-minute prerecorded presentation video with slides.

Evaluation criteria for the term paper & prerecorded presentation video:

- (a) Introduction and literature review (20%);
- (b) Analysis and comparison of cases with reflection (40%);
- (c) Feedback, extended issues, and a suggested model of best practice (30%);
- (d) Timeliness and format (10%).

2. Synchronous classes (see Table 2):

(1) In addition to the first class for course introduction on February 25, students are scheduled to read the selected two cases each week **from May 6 and on**, and take turns giving oral presentations, one case by one person. All students, except the presenters, are required to post comment on the two presentations on the Ecourse2 discussion forum, while the presenters are required to respond to the comment.

The presentation should be delivered using slides and include background information and a theoretical review, an analysis of the case, comparisons with similar cases in the student's home area or elsewhere in the world, reflections and feedback, and discussion questions or activities. Presentation slides should be uploaded to CCU Ecourse2 no later than the Sunday prior to the class. Each presenter will give an oral report for one hour and lead a discussion for another half hour.

Evaluation criteria for oral presentation:

- (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) Unit discussions will be arranged on **March 11** for Unit 4, **April 1** for Units 1 & 5, and **April 29** for Units 2 &3. Students will be divided into three groups, with each group assigned one hour to discuss reflection questions with the instructor.

Academic integrity

Academic misconduct, including plagiarism, may result in failure of the course and additional penalties. Students should avoid using others' words, ideas, or work without giving proper credit to the original author. **Any use of generative AI for assignments should be clearly specified in the text.** When working on weekly essays, presentations, and term papers, be sure to paraphrase, quote, and cite sources properly.

Table 1: Reading, video, and assignment for asynchronous classes

| | <i>Transformative learning theory</i> |
|-------------------------------------|--|
| Unit 4 <i>Due March 8</i> | <p><u>Unit 4-1:</u> Transformative learning and community, Ch. 2 (pp. 18-31) & Ch. 1 (pp. 3-17) in Mezirow, et. al. (2009).</p> <p><u>Unit 4-2:</u> Transformative learning & adult learning, Ch. 5 (pp. 82-103) in Merriam & Bierema (2014).</p> <p>*<i>Essay question:</i> Among the four components of instruction necessary to facilitate transformative learning, which do you find the most challenging to practice?</p> <p>*Another question will be posted on the Ecourse2 discussion forum for students to post their reflections and comment on others' posts.</p> |

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| Unit 1 <i>Due March 22</i> | <p style="text-align: center;"><i>How adults learn – concepts of andragogy</i></p> <p><u>Unit 1-1:</u> How adults learn — a brief review on andragogy, Ch. 9 (pp. 183-203) in Knowles, et. al. (2020).</p> <p><u>Unit 1-2:</u> Andragogical process model for learning, Ch. 4 (pp. 51-71) in Knowles, et. al. (2020); Diversity and inclusion in the adult education classroom, Ch 11(pp. 211-228) in Knowles, et. al. (2020).</p> <p>*<i>Essay question:</i> Based on the reading, explain the most important process element of an inclusive adult education classroom in your culture.</p> <p>*Another question will be posted on the Ecourse2 discussion forum for students to post their reflections and comment on others' posts.</p> |
| Unit 5 <i>Due March 29</i> | <p style="text-align: center;"><i>Educator's roles in transformative learning</i></p> <p><u>Unit 5:</u> Educator roles, Ch. 6 (pp. 78-90), in Cranton (2016)</p> <p>*<i>Essay question:</i> As a facilitator in a group discussion, how do you exert “power,” as mentioned in the reading, to encourage everyone to feel safe contributing in their own way, without feeling pressured to speak or express their voice?</p> <p>*Another question will be posted on the Ecourse2 discussion forum for students to post their reflections and comment on others' posts.</p> |
| Unit 2 <i>Due April 12</i> | <p style="text-align: center;"><i>Liberation education – Pedagogy of the Oppressed</i></p> <p><u>Unit 2-1:</u> Banking education vs. problem-posing education, Ch. 2 (pp. 71-86) in Freire (2000).</p> <p><u>Unit 2-2:</u> Critical consciousness in learning, Ch. 3 (pp. 87-111) in Freire (2000).</p> <p>*<i>Essay 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 this happen to you, and what were you conscientized about?</p> <p>*Another question will be posted on the Ecourse2 discussion forum for students to post their reflections and comment on others' posts.</p> |
| Unit 3-1 <i>Due April 19</i> | <p style="text-align: center;"><i>Deschooling society from the disestablishment of school</i></p> <p><u>Unit 3-1:</u> From schooling to deschooling, Ch. 1 (pp. 1-24) in Illich (2000).</p> <p>*<i>Essay question:</i> Compared with Illich's era, what are the discrepancies in educational resources today between urban and rural areas, and among different socio-economic levels?</p> <p>*Another question will be posted on the Ecourse2 discussion forum for students to post their reflections and comment on others' posts.</p> |

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| Unit 3-2 <i>Due April 26</i> | <p><i>Deschooling society from the disestablishment of school</i></p> <p><u>Unit 3-2:</u> Network of learning, Ch. 6 (pp. 72-104) in Illich (2000).</p> <p>*<i>Reflection question:</i> Is your perception of hidden curriculum similar to the concept described in the reading? Please provide a few examples based on your experience.</p> <p>*Another question will be posted on the Ecourse2 discussion forum for students to post their reflections and comment on others' posts.</p> |
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Table 2: Weekly schedule for synchronous classes

(Subject to change at the instructor's discretion)

| Date | Topic & Reading |
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| February 25 | <p><i>Couse introduction</i></p> <p><i>Due March 8, Unit 4 reading & video, uploading an essay for one question and posting reflection for the other on the Ecourse2 discussion forum. (see Table 1 for details)</i></p> |
| March 11 Discussion on Unit 4 | <p>Group A students, 09:00 TW</p> <p>Group B students, 10:00 TW</p> <p>Group C students, 11:00-12:00 TW</p> <p><i>Due March 22: Unit 1 reading & video, uploading an essay for one question and posting reflection for the other on the Ecourse2 discussion forum. (see Table 1 for details)</i></p> <p><i>Due March 29: Unit 5 reading & video, uploading an essay for one question and posting reflection for the other on the Ecourse2 discussion forum. (see Table 1 for details)</i></p> |
| April 1 Discussion on Unit 1 & 5 | <p>Group A students, 09:00 TW</p> <p>Group B students, 10:00 TW</p> <p>Group C students, 11:00-12:00 TW</p> <p><i>Due April 12: Unit 2 reading & video, uploading an essay for one question and posting reflection for the other on the Ecourse2 discussion forum. (see Table 1 for details)</i></p> <p><i>Due April 19: Unit 3-1 reading & video, uploading an essay for one question and posting reflection for the other on the Ecourse2 discussion forum. (see Table 1 for details)</i></p> <p><i>Due April 26: Unit 3-2 reading & video, uploading an essay for one question and posting reflection for the other on the Ecourse2 discussion forum. (see Table 1 for details)</i></p> |
| April 29 Discussion on Unit 2 & 3 | <p><i>Each student briefly introducing the topic of their presentation & term paper</i></p> <p>Group A students, 09:00 TW</p> <p>Group B students, 10:00 TW</p> <p>Group C students, 11:00-12:00 TW</p> |

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| May 6 <i>(Slides due May 3)</i> | <p><i>Learning for social consciousness</i></p> <p>“Creative alternative realities: Arts-based approaches to transformative learning,” Ch. 3 (pp. 35-45) in Mezirow & Taylor (2009).</p> <p><i>Learning through leadership development</i></p> <p>“Fostering transformative learning in leadership development,” Ch. 6 (pp. 67-77) in Mezirow & Taylor (2009).</p> <p>*All students, except the presenters, are required to post comment on the two presentations on the Ecourse2 discussion forum, while the presenters are required to respond to the comment.</p> |
| May 13 <i>(Slides due May 10)</i> | <p><i>Learning through mentoring</i></p> <p>“Mentoring: When learners make the learning,” Ch. 7 (pp. 78-88) in Mezirow & Taylor (2009).</p> <p><i>Learning through cultural awareness</i></p> <p>“Transformative approaches to culturally responsive teaching: Engaging cultural imagination,” Ch. 8 (pp. 89-99) in Mezirow & Taylor (2009).</p> <p>*All students, except the presenters, are required to post comment on the two presentations on the Ecourse2 discussion forum, while the presenters are required to respond to the comment.</p> |
| May 20 <i>(Slides due May 17)</i> | <p><i>Learning through life education</i></p> <p>“Transformative palliative care education,” Ch. 10 (pp. 111-121) in Mezirow & Taylor (2009).</p> <p><i>Learning through basic education</i></p> <p>“Transformative learning in adult basic education,” Ch. 15 (pp. 172-181) in Mezirow & Taylor (2009).</p> <p>*All students, except the presenters, are required to post comment on the two presentations on the Ecourse2 discussion forum, while the presenters are required to respond to the comment.</p> |
| May 27 <i>(Slides due May 24)</i> | <p><i>Learning through instructor development program</i></p> <p>“From tradesperson to teacher: A transformative transition,” Ch. 16 (pp. 182-190) in Mezirow & Taylor (2009).</p> <p><i>Learning through sustainability education</i></p> <p>“Fostering a learning sanctuary for transformation in sustainability education,” Ch. 17 (pp. 193-204) in Mezirow & Taylor (2009).</p> <p>*All students, except the presenters, are required to post comment on the two presentations on the Ecourse2 discussion forum, while the presenters are required to respond to the comment.</p> |

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| June 3 <i>(Slides due May 31)</i> | <p style="text-align: center;"><i>Learning for empowerment</i></p> <p>“Popular education, women’s work, and transforming lives in Bolivia,” Ch. 18 (pp. 205-215) in Mezirow & Taylor (2009).</p> <p style="text-align: center;"><i>Group transformative learning</i></p> <p>“Breaking out of the egg: Methods of transformative learning in rural West Africa,” Ch. 20 (pp. 227-239) in Mezirow & Taylor (2009).</p> <p>*All students, except the presenters, are required to post comment on the two presentations on the Ecourse2 discussion forum, while the presenters are required to respond to the comment.</p> |
| June 10 | Preparation for prerecorded presentation video and final paper. |
| June 17 | Preparation for prerecorded presentation video and final paper. |
| June 24 | Due date for submission of finalized paper and prerecorded presentation video: Uploading the text to Ecourse2 with a 40-minute prerecorded presentation video |

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.

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

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