Transformative Learning through Community, Spring, 2026

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

National Chung Cheng University

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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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1. 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.

2. 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.

3. Assessment

10%: Participation (attendance, punctuality, class discussion).

30%: Weekly assignments based on readings: essays, discussion forum, and quizzes.

30%: Oral presentation.

30%: Term paper and pre-recorded presentation.

4. Assignments & Evaluation Criteria

    A. Asynchronous classes (see Table 1):

Reflection essays, participation in discussion forum, and quizzes:

Each unit (except Unit 3) includes two reflection questions and one quiz. Students are required to complete the following tasks on CCU Ecourse2 by the designated due date:

a. Submit a 200-word essay in response to one reflection question.

b. Post a reflection in response to the other question and provide comment on other students' responses in the discussion forum.

c. Complete the quiz.

Evaluation criteria (This component accounts for 30% of the course grade):

a. Essay (50%):

    I. Reflection (25%).

    II. Critical analysis and development of extended questions (25%).

b. Discussion forum (30%): Reflections & comments on peers' posts.

c. Quiz completion (10%).

d. Timeliness (10%).

    B. Synchronous classes (see Table 2):

a. In addition to the first class on February 25 for course introduction, 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.

b. Beginning May 6, students are required to read the two assigned chapters each week, complete the quiz for each chapter before the class, and take turns giving oral presentations (one chapter per presenter).

After the weekly presentations, all students—except the presenter—are required to post comments on both presentations in the CCU Ecourse2 discussion forum. Presenters are expected to respond to their classmates' comments.

Presentations must be delivered using slides and should include:

(a) Background information and a theoretical review.

(b) Analysis of the case.

(c) Comparisons with similar cases in the student's home region or elsewhere in the world.

(d) Reflections and feedback.

(e) Discussion questions or related learning activities.

Presentation slides must be uploaded to CCU Ecourse2 no later than the Sunday prior to the scheduled class. Each presenter will deliver a one-hour oral report, followed by a 30-minute discussion session or activities.

Evaluation criteria for presenters

(This component accounts for 30% of the course grade).

(a) Oral Presentation (70%):

   I. Case background and theoretical review (10%).

   II. Analysis and comparison (20%).

   III. Reflection and feedback (20%).

   IV. Discussion questions or facilitation of activities (10%).

   V. Content organization and presentation skills (10%).

(b) Discussion Forum (10%): Reflections and comments on peers' posts.

(c) Quiz Completion (10%).

(d) Timeliness (10%).

Evaluation criteria for non-presenters

(This component is calculated together with weekly assignments.)

(a) Discussion Forum (60%): Reflections and comments on peers' posts.

(b) Quiz Completion (20%).

(c) Timeliness (20%).

C. Term paper & pre-recorded presentation video:

The term paper must correspond to the topic of your oral presentation and should be expanded by incorporating comparable cases from other contexts or regions. The paper should include:

   (a) An introduction that provides relevant background information;

   (b) A review of relevant theories and literature;

   (c) An analysis and reflection on the selected cases, including discussion of extended issues; and

   (d) A conclusion proposing a model of best practice.

Ideally, the proposed best-practice model should be original, integrating key elements from different cases to represent an optimal approach. Alternatively, if you find that an existing model is superior to others and applicable across contexts, you may adopt that model and provide a clear and well-supported justification for your choice.

The paper must be well structured and formatted in APA style, with a maximum length of 4,000 words. It is due on June 24. In addition, students are required to submit a 40-minute pre-recorded presentation video accompanied by slides.

Evaluation Criteria for the Term Paper and Pre-Recorded Presentation Video

(This component accounts for 30% of the final course grade.)

   (a) **Introduction and literature review** (20%)

   (b) **Analysis and comparison of cases, with reflection** (40%)

   (c) **Discussion of feedback and extended issues, and proposal of a best-practice model**

(30%)

(d) **Timeliness and adherence to required format** (10%)

5. 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: Readings, videos, and assignments for asynchronous classes

Week 2 **Unit 4** *Due March 8*	***Transformative learning theory*** Unit 4-1: Transformative learning and community, Ch. 2 (pp. 18-31) & Ch. 1 (pp. 3-17) in Mezirow, et. al. (2009). Unit 4-2: Transformative learning & adult learning, Ch. 5 (pp. 82-103) in Merriam & Bierema (2014). *Essay question*: Among the four instructional components necessary to facilitate transformative learning, which do you find most challenging to implement in practice? Explain why. *Another question* posted on the Ecourse2 discussion forum for students to share their reflections and respond to their peers' posts. *Quizzes* on Unit 4-1 & 4-2.
Week4 **Unit 1** *Due March 22*	***How adults learn – concepts of andragogy*** Unit 1-1: How adults learn — a brief review on andragogy, Ch. 9 (pp. 183-203) in Knowles, et. al. (2020). Unit 1-2: 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). *Essay question*: According to the reading, explain what you consider to be the most important process element of an inclusive adult education classroom in your cultural context. *Another question* posted on the Ecourse2 discussion forum for students to share their reflections and respond to their peers' posts. *Quizzes* on Unit 1-1 & 1-2.
Week 5 **Unit 5** *Due March 29*	***Educator's roles in transformative learning*** Unit 5: Educator roles, Ch. 6 (pp. 78-90), in Cranton (2016) *Essay question*: As a facilitator in a group discussion, how do you exercise "power," as discussed in the reading, to create a safe environment where

	participants feel encouraged to contribute in their own ways without feeling pressured to speak? *Another question* posted on the Ecourse2 discussion forum for students to share their reflections and respond to their peers' posts. *Q*uiz on Unit 5.
Week 7 **Unit 2** *Due April 12*	***Liberation education – Pedagogy of the Oppressed*** Unit 2-1: Banking education vs. problem-posing education, Ch. 2 (pp. 71-86) in Freire (2000). Unit 2-2: Critical consciousness in learning, Ch. 3 (pp. 87-111) in Freire (2000). *Essay question*: Is it beneficial or problematic to reveal and transform the "real world," as described in the reading? Share your experience of conscientização: When did this occur for you, and what were you becoming conscious of? *Another question* posted on the Ecourse2 discussion forum for students to share their reflections and respond to their peers' posts. *Q*uizzes on Unit 2-1 & 2-2.
Week 8 **Unit 3-1** *Due April 19*	***Deschooling society from the disestablishment of school*** Unit 3-1: From schooling to deschooling, Ch. 1 (pp. 1-24) in Illich (2000). *Essay question*: Compared with Illich's era, what disparities exist today in educational resources between urban and rural areas? To what extent do these disparities differ from those of the past? *Another question* posted on the Ecourse2 discussion forum for students to share their reflections and respond to their peers' posts. *Q*uiz on Unit 3-1.
Week 9 **Unit 3-2** *Due April 26*	***Deschooling society from the disestablishment of school*** Unit 3-2: Network of learning, Ch. 6 (pp. 72-104) in Illich (2000). *Reflection question*: According to Illich's four learning resources, what are your perceptions of "things," "people," "peers," and "experienced elders" as resources that may support your own learning and that of your students? *Another question* posted on the Ecourse2 discussion forum for students to share their reflections and respond to their peers' posts. *Quiz* on Unit 3-2.

Table 2: Weekly schedule for synchronous classes
(Subject to change at the instructor's discretion)

Date	Topic & Reading
Week 1 **February 25**	*Couse introduction*

Week 2	
*Due **March 8**, Unit 4 reading & video, complete the quiz, upload an essay for one question and post reflection for the other on the Ecourse2 discussion forum. (see Table 1 for details)*	
Week 3 **March 11** **Discussion on** **Unit 4**	**Group A students**, 09:00 TW **Group B students**, 10:00 TW **Group C students,** 11:00-12:00 TW
Week 4	
*Due **March 22**: Unit 1 reading & video, complete the quiz, upload an essay for one question and post reflection for the other on the Ecourse2 discussion forum. (see Table 1 for details)*	
Week 5	
*Due **March 29**: Unit 5 reading & video, complete the quiz, upload an essay for one question and post reflection for the other on the Ecourse2 discussion forum. (see Table 1 for details)*	
Week 6 **April 1** **Discussion on** **Units 1 & 5**	**Group A students**, 09:00 TW **Group B students**, 10:00 TW **Group C students,** 11:00-12:00 TW
Week 7	
*Due **April 12**: Unit 2 reading & video, complete the quiz, upload an essay for one question and post reflection for the other on the Ecourse2 discussion forum. (see Table 1 for details)*	
Week 8	
*Due **April 19**: Unit 3-1 reading & video, complete the quiz, upload an essay for one question and post reflection for the other on the Ecourse2 discussion forum. (see Table 1 for details)*	
Week 9	
*Due **April 26**: Unit 3-2 reading & video, complete the quiz, upload an essay for one question and post reflection for the other on the Ecourse2 discussion forum. (see Table 1 for details)*	
Week 10 **April 29** **Discussion on** **Units 2 & 3**	***Each student briefly introducing the topic of their presentation & term paper*** **Group A students**, 09:00 TW **Group B students**, 10:00 TW **Group C students,** 11:00-12:00 TW
Week 11 **May 6** *(Slides due* *May 3)*	***Learning for social consciousness*** "Creative alternative realities: Arts-based approaches to transformative learning," Ch. 3 (pp. 35-45) in Mezirow & Taylor (2009). ***Learning through leadership development***

	"Fostering transformative learning in leadership development," Ch. 6 (pp. 67-77) in Mezirow & Taylor (2009). *Students are required to read the two assigned chapters and complete the quiz for each chapter before class. After the presentations, all students—except the presenters—must post comments on both presentations in the CCU Ecourse2 discussion forum. Presenters are expected to respond to their classmates' comments.
Week 12 **May 13** *(Slides due May 10)*	***Learning through mentoring*** "Mentoring: When learners make the learning," Ch. 7 (pp. 78-88) in Mezirow & Taylor (2009). ***Learning through cultural awareness*** "Transformative approaches to culturally responsive teaching: Engaging cultural imagination," Ch. 8 (pp. 89-99) in Mezirow & Taylor (2009). *Students are required to read the two assigned chapters and complete the quiz for each chapter before class. After the presentations, all students—except the presenters—must post comments on both presentations in the CCU Ecourse2 discussion forum. Presenters are expected to respond to their classmates' comments.
Week 13 **May 20** *(Slides due May 17)*	***Learning through life education*** "Transformative palliative care education," Ch. 10 (pp. 111-121) in Mezirow & Taylor (2009). ***Learning through storytelling*** "Charting the course: How storytelling can foster communicative learning in the workplace," Ch. 12 (pp. 136-147) in Mezirow & Taylor (2009). *Students are required to read the two assigned chapters and complete the quiz for each chapter before class. After the presentations, all students—except the presenters—must post comments on both presentations in the CCU Ecourse2 discussion forum. Presenters are expected to respond to their classmates' comments.
Week 14 **May 27** *(Slides due May 24)*	***Learning through basic education*** "Transformation in adult basic education," Ch. 15 (pp. 172-181) in Mezirow & Taylor (2009). ***Learning through instructor development program*** "From tradesperson to teacher: A transformative transition," Ch. 16 (pp. 182-190) in Mezirow & Taylor (2009).

	*Students are required to read the two assigned chapters and complete the quiz for each chapter before class. After the presentations, all students—except the presenters—must post comments on both presentations in the CCU Ecourse2 discussion forum. Presenters are expected to respond to their classmates' comments.
Week 15 **June 3** *(Slides due May 31)*	***Learning through sustainability education*** "Fostering a learning sanctuary for transformation in sustainability education," Ch. 17 (pp. 193-204) in Mezirow & Taylor (2009). ***Learning for empowerment*** "Popular education, women's work, and transforming lives in Bolivia," Ch. 18 (pp. 205-215) in Mezirow & Taylor (2009). *Students are required to read the two assigned chapters and complete the quiz for each chapter before class. After the presentations, all students—except the presenters—must post comments on both presentations in the CCU Ecourse2 discussion forum. Presenters are expected to respond to their classmates' comments.
Week 16 **June 10**	Preparation for term paper and pre-recorded presentation video.
Week 17 **June 17**	Preparation for term paper and pre-recorded presentation video.
Week 18 **June 24**	Due date for uploading term paper and pre-recorded presentation video.

6. 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.