The background features a complex network of glowing, multi-colored lines (yellow, blue, red, purple) that radiate from a central bright point, creating a web-like or starburst pattern against a dark, textured background.

That Voodoo That You Do: Transformative Learning in Your Classrooms

Jeff King, Ed.D.

University of Central Oklahoma

jking47@uco.edu

10th Annual Teaching & Learning Conference

Rochester, MI | May 18-19, 2016

Transformative
Learning?

How do you
define
Transformative
Learning?



- . . . Internal change
- . . . Expanded or changed perspective
- . . . “Tectonic shift” (Stephen Brookfield)
- . . . New relationship to self & others
- . . . Think about the world and my place in it differently
- . . . Emotional component?

- . . . Internal change
- . . . Expanded or changed perspective
- . . . “Tectonic shift” (Stephen Brookfield)
- . . . New relationship to self & others
- . . . Think about the world and my place in it differently
- . . . Emotional component?

**And a reflective, meta-cognitive aspect
to internalize the change**

Transformative Learning

- Develops students' beyond-disciplinary skills
- Expands students' perspectives of their relationships to self, others, community, and environment

What does a
Transformative
Learning experience
produce?



“It has been my goal . . . to continue my education to the point of receiving my doctorate. . . . I simply could not visualize myself being worthy or able to make it happen. This project allowed me to “rub shoulders” with my future colleagues and see them for the everyday flawed humans that they are. I fit in. I know I am qualified. I see myself in my future role. I was accepted to the graduate program. Next year, I plan to enroll in the doctoral program through Swansea@UCO.”



---Robert Stephens, Transformation in Leadership

STLR Honor Graduates



Spring 2016

Active learning? Integrative
learning? Group work?
Study abroad? Liberal
Education?
Or are they synonyms?

What is *not* a
synonym for
Transformative
Learning?



UCO's Central Six Tenets

Kuh's High-Impact Practices

Discipline Knowledge

First-Year Seminars

Leadership

Common Intellectual Experiences

Research, Creative, & Scholarly Activity

Learning Communities
Internships

Service Learning & Civic Engagement

Service Learning

Capstone Experiences
Writing-Intensive Courses

Global & Cultural Competencies

Collaborative Assignments & Projects

Health & Wellness

Undergraduate Research

Study Abroad & Other Diversity Experiences

UCO's Central Six Tenets

Kuh's High-Impact Practices

Constructs within which TL can happen

Discipline Knowledge

Leadership

Research, Creative, &
Scholarly Activity

Service Learning & Civic
Engagement

Global & Cultural
Competencies

Health & Wellness

First-Year Seminars

Common Intellectual
Experiences

Learning Communities
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Capstone Experiences
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Instructional strategies useful in prompting TL

So we route through these . . .



. . . using HIPs & other instructional strategies . . .

Transformative Learning

. . . to produce this.

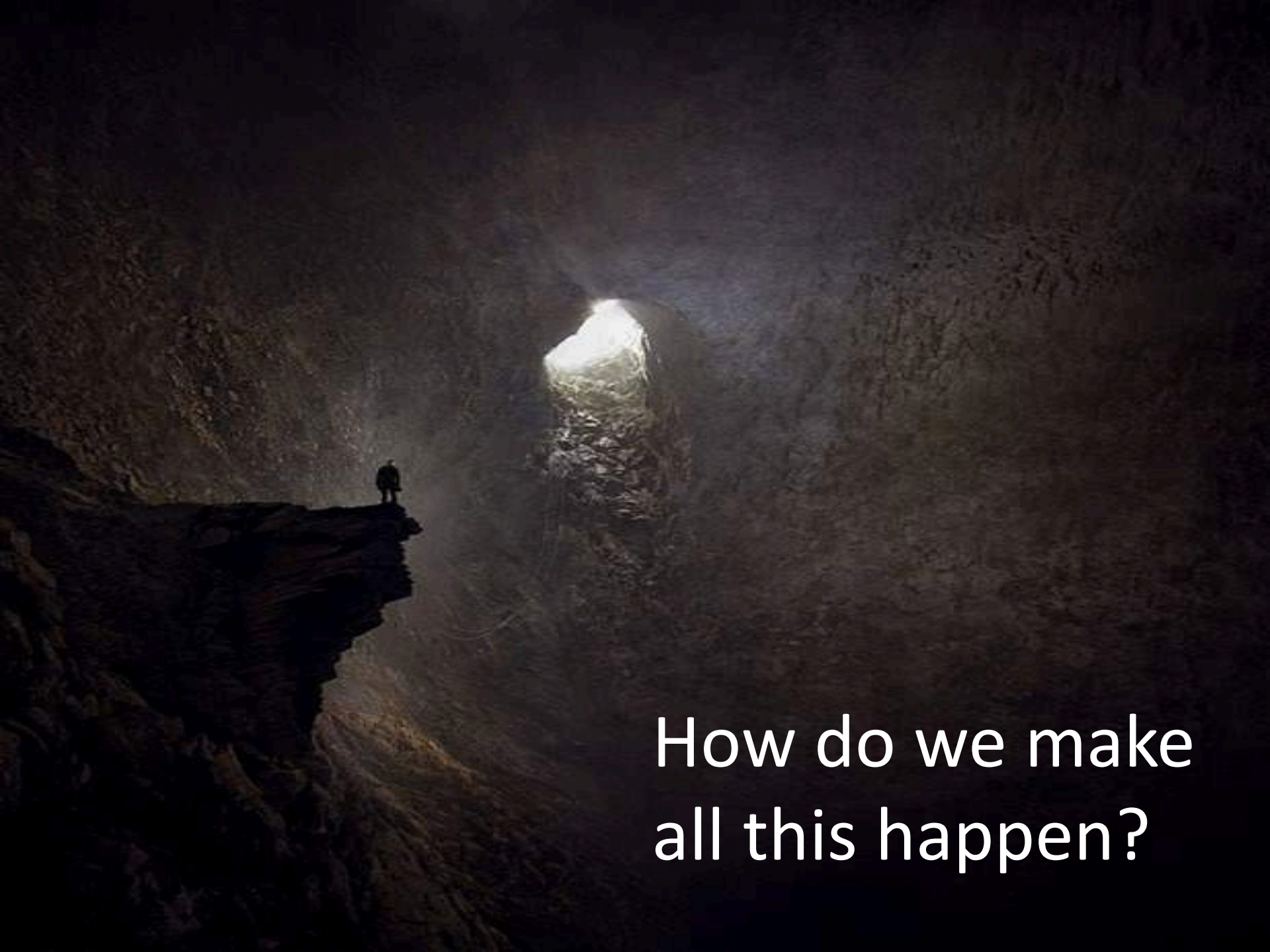
Because this happened



Transformative Learning



Students *feel* different



How do we make
all this happen?



Was Arnold's learning transformative?

Did Arnold feel differently after Venus' lesson?

How do you know?

How could you capture Arnold's learning experience in a way that could be assessed?

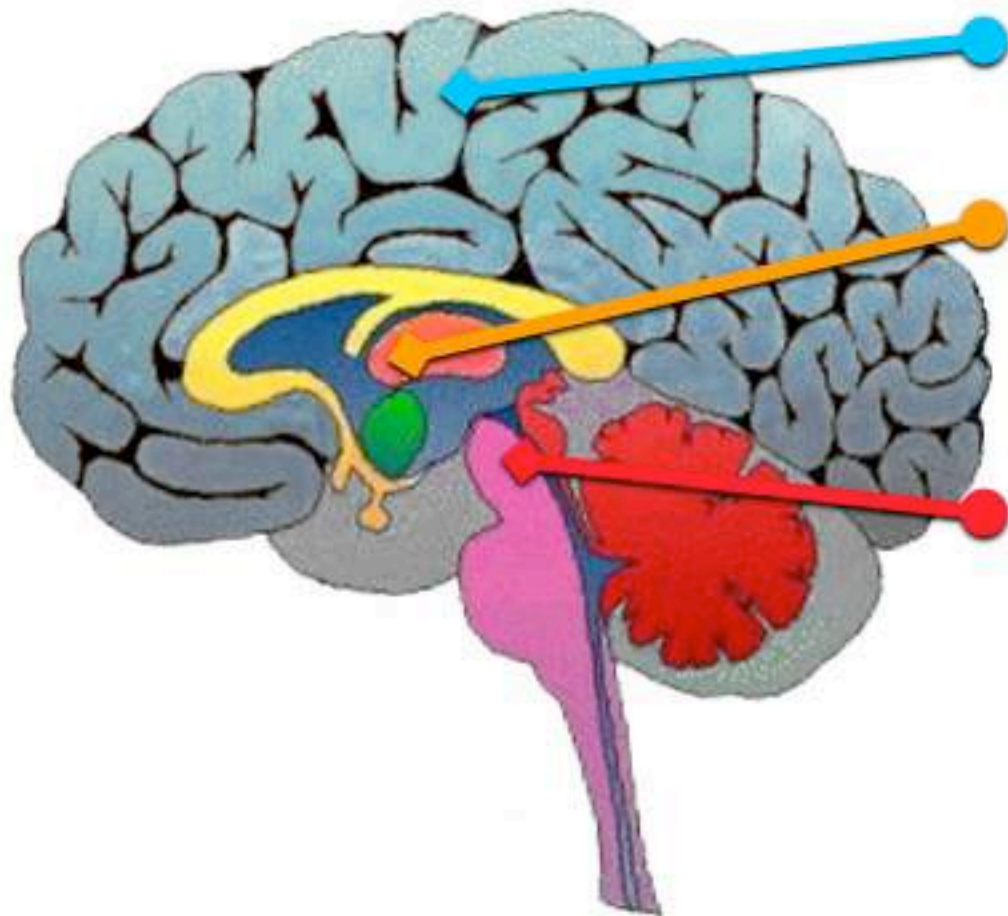
QUESTIONS

ANSWERS

QUESTIONS



QUE



Neocortex:

Rational or Thinking Brain

Limbic Brain:

Emotional or Feeling Brain

Reptilian Brain:

Instinctual or Dinosaur Brain

STREETWISE **SELF DEFENSE SEMINAR**

LEARN AND PRACTICE PRACTICAL DEFENSE OF COMMON ATTACKS

2016

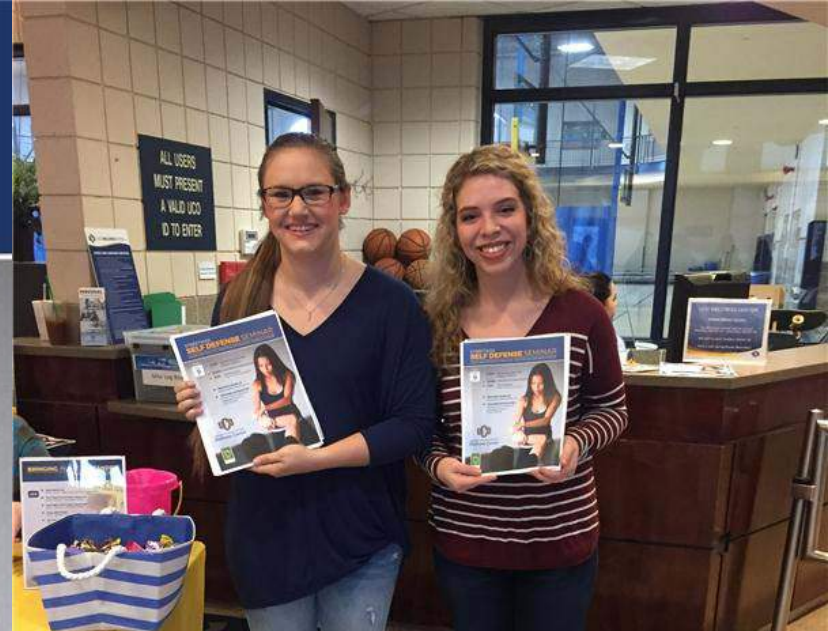
MARCH

9

- **WHEN:** Wednesday, March 9th
6:30p.m.-8:30p.m.
- **WHERE:** UCO Wellness Center Courts
- **WHO:** UCO Students
(Free to Current UCO Students)
- **REGISTER ONLINE AT:**
www.ucopersonaltraining.com
- **FOR MORE INFORMATION:**
Contact Johnny Watley at
405.974.3155



UNIVERSITY OF CENTRAL OKLAHOMA
Wellness Center



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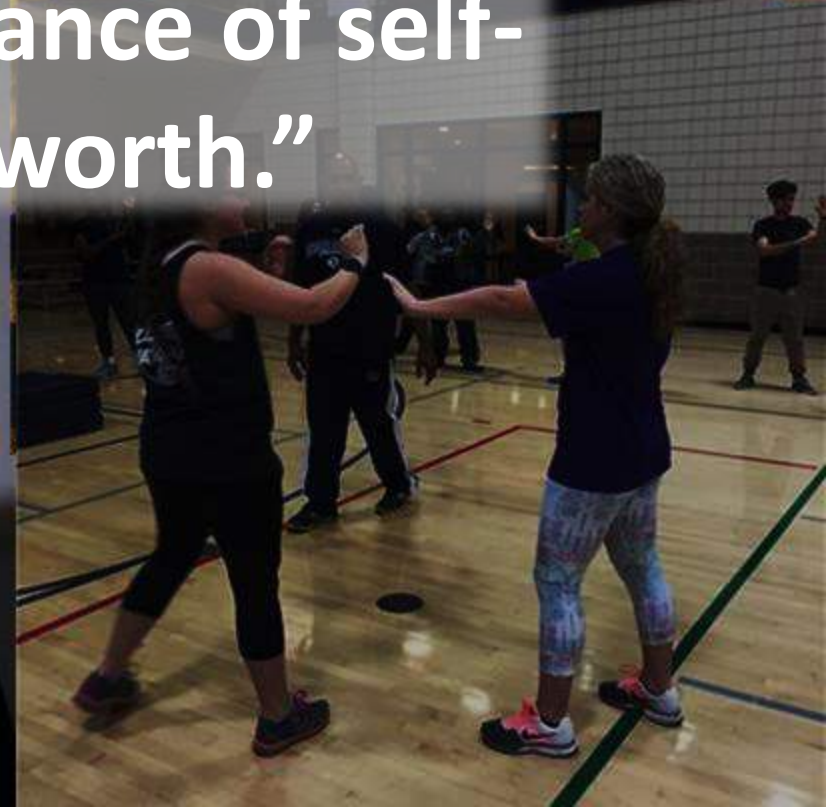
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“I have learned a great deal
about the importance of self-
defense and self-worth.”



UNIVERSITY OF CENTRAL OKLAHOMA
Wellness Center



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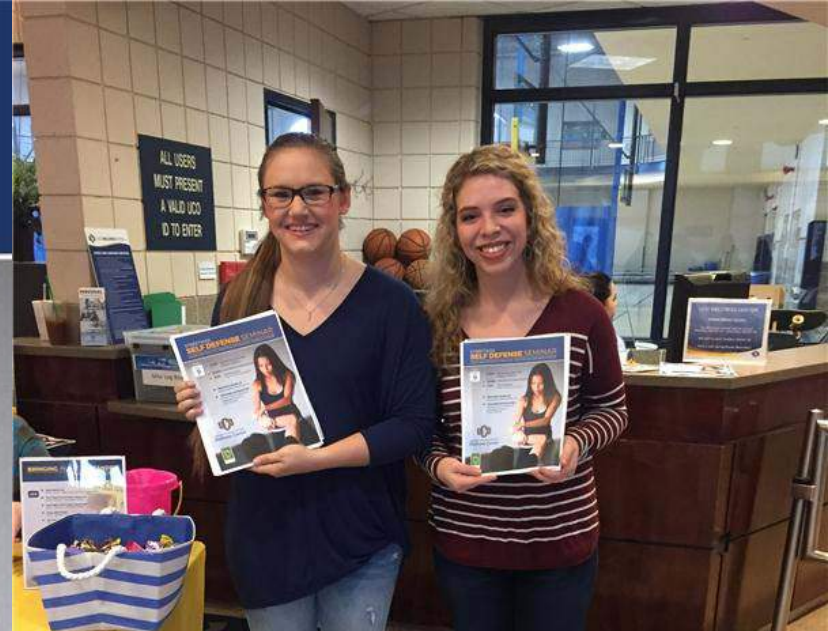
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