Transformative Learning as the Double Whammy: U.S. Innovation Adopted Abroad

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This Presentation:

- What is Transformative Learning (TL)?
- Overview of the Student Transformative Learning Record (STLR) as UCO’s operationalization of TL
- TL wanted by international universities for 2 reasons
- Faculty/administrator perspectives from New Zealand, South Africa, Brazil
- Question: Should U.S. institutions (as a whole) focus more on graduating humans committed and equipped to contribute to the social good?
To situate Transformative Learning theoretically, conceptually, and in practice:
Transformative Learning in One Slide*:

*with apologies for brevity & oversimplifications
Transformative Learning in One Slide:

Jack Mezirow — disorienting dilemma prompts re-evaluation that leads to personal change
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Paulo Freire — critical pedagogy: students question and challenge what is, to produce something better
Stephen Brookfield — critical reflection: continuous, formative evaluation of self and for teaching/learning
John Dirkx — the affective aspect of teaching/learning is key for transformation of teacher and student
STLR is how UCO implements Transformative Learning.

Transformative Learning:

- Develops students’ beyond-disciplinary skills
- Expands students’ perspectives of their relationships to self, others, community, and environment
Why STLR?
The Leadership IQ Study: Top Five Reasons New Hires Fail
(3-yr study; 5,000+ hiring managers; 20,000+ new hires;
312 corporations, organizations, institutions*)

1. **Coachability** (26%): ability to accept and implement feedback
2. **Emotional Intelligence** (23%): ability to understand & manage one’s own emotions & recognize others’
3. **Motivation** (17%): sufficient drive to achieve potential and excel in the job
4. **Temperament** (15%): attitude & personality suited to the job and work environment
5. **Technical Competence** (11%): Functional and/or technical skills & knowledge required for the job

Beyond-disciplinary Skills Are Not Shown on the Academic Transcript

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STLR develops these skills
We can no longer afford to graduate engineers who can only follow directions. We must graduate engineers prepared to ask, “What ought to be?”

Patrick Awuah  |  President
Ashesi University  |  Ghana
Discipline Knowledge
Global & Cultural Competencies
Health & Wellness
Leadership
Research, Creative & Scholarly Activities
Service Learning & Civic Engagement

Academic Transcript

Discipline Knowledge
Global & Cultural Competencies
Health & Wellness
Leadership
Research, Creative, & Scholarly Activities
Service Learning & Civic Engagement
Exposure
Integration
Transformation

STLR Achievement
Badge Levels

Global & Cultural Competencies
Health & Wellness
Leadership
Research, Creative & Scholarly Activities
Service Learning & Civic Engagement
<table>
<thead>
<tr>
<th>Tenet</th>
<th>Transformation</th>
<th>Integration</th>
<th>Exposure</th>
<th>NOT Assessed</th>
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</thead>
<tbody>
<tr>
<td>SL: The student is actively engaged in socially responsible behavior and civic dialogue beyond course material. The student develops and articulates informed perspective based on both theory/knowledge (class content) and service experience. The student’s ability to think critically about societal issues is evident and demonstrated through personal reflection.</td>
<td>CE: The student can articulate through thorough explanation and/or direct application an understanding of her/his rights and responsibilities as a contributing citizen in a democratic society.</td>
<td>SL: The student expresses awareness of how her/his service experience contributes to understanding and awareness of core societal issues. The student may become actively engaged in addressing one or more core societal issues but does not completely make connections beyond course material.</td>
<td>CE: The student has a developing sense of her/himself as a contributing citizen, but may not fully grasp her/his individual rights or responsibilities. The student’s level of engagement is growing, but has not reached the point of full contribution.</td>
<td>CE: The student completes the required service-learning component of the class. There is no evidence of the application of course material to practice within the service-learning experience.</td>
</tr>
<tr>
<td>CE: The student expresses awareness of her/his service experience contributes to understanding and awareness of core societal issues. The student may become actively engaged in addressing one or more core societal issues but does not completely make connections beyond course material.</td>
<td>CE: The student has a developing sense of her/himself as a contributing citizen, but may not fully grasp her/his individual rights or responsibilities. The student’s level of engagement is growing, but has not reached the point of full contribution.</td>
<td>CE: The student comes to an awareness of what democracy is and what opportunities are available for citizen engagement and contribution. The student has not demonstrated active engagement or involvement in civic life.</td>
<td>CE: The student does not complete the required service-learning component of the course.</td>
<td>CE: The student has not engaged with the community and is not aware of democratic principles or concepts.</td>
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<td>STLR Evaluation Rubric</td>
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<td>Graded By: Amanda Admin</td>
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<tr>
<th>Student Transformative Learning Record</th>
<th>Transformation</th>
<th>Integration</th>
<th>Exposure</th>
<th>Not Achieved</th>
<th>Feedback</th>
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<td>Global &amp; Cultural Competency</td>
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<td>Service Learning &amp; Civic Engagement</td>
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<td>Health &amp; Wellness</td>
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<tr>
<th>Overall Score</th>
<th>Transformation</th>
<th>Integration</th>
<th>Exposure</th>
<th>Not Achieved</th>
<th>Feedback</th>
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Transfer rubric feedback to general feedback for the assignment.
Dashboard Drill-Down

STLR - Overall Progress

Global and Cultural Competencies

Push Achievements to E-Portfolio

Global and Cultural Competencies seek to prepare students to communicate effectively in a complex world, to function in multiple and diverse environments, and to adapt to the continuously changing global society through an attitude of awareness, consciousness, and respect.

**GC - Exposure**

- Achieved 4: Achieve 4 more activities to meet STLR requirements.

**GC - Integration**

- Achieved 1: Achieve 5 more activities to meet STLR requirements.

**GC - Transformation**

- Achieved 0: Achieve 1 more activities to meet STLR requirements.

My Grades

- Minorities in American Society
- Sociological Research
- Biological Psychology
- Comparative Psychology
- Psychology of Sport
- Beginning Archery

Upcoming Dates

- WEEKLY OVERVIEW
  - Nov 01 - 07: 4
  - Nov 08 - 14: 1
  - Nov 15 - 21: 0
  - Nov 22 - 28: 1
Student Organization or Group w/STLR Artifact

STLR TL
Student Projects

Leadership
Service Learning & Civic Engagement
Health & Wellness
Retention by STLR Engagement, Title III Target Population & Non-Target

Non-Target Population
First-Time Freshman
Fall 2015 – Fall 2016
(N=874)
- No STLR: 54%
- Low STLR: 65%
- High STLR: 73%

Title III Grant Target** Population
First-Time Freshman
Fall 2015 – Fall 2016
(N=1,497)
- No STLR: 56%
- Low STLR: 68%
- High STLR: 69%

† Significantly higher than “No STLR” at p<.005

*Includes confidence intervals at 95%.

**Target Population Definition: Low socio-economic status, first generation, underrepresented minorities. “Low STLR”: Engaged only through attending STLR-tagged events and automatically assigned lowest level of achievement (“exposure”); “High STLR”: Created a learning artifact assessed using STLR rubrics.
*Includes confidence intervals at 95%.

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STLR Achievement Record

Graduates ready and motivated to solve societal challenges and who want to create, not simply consume.
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STLR ePortfolio

(link to Julia’s eportfolio)
Graduates ready and motivated to solve societal challenges and who want to create, not simply consume.
U.S. Department of Education $7.8M Title III Grant
Educause/Gates Foundation 2015 Breakthrough Models Incubator Grant
Lumina Foundation/AACRAO/NASPA Comprehensive Student Record Grant
WCET Outstanding Work Award 2016
Lumina Foundation Essential Employability Qualities Grant
AT&T Research Partnership
Collège La Cité

Massey Univ.

Univ. of Central Oklahoma

Engagement  |  Entrepreneurship  |  Communication  |  Creativity

Global Citizenship  |  Enterprise  |  Self-Management  |  Information Literacy  |  Exercising Leadership

Global & Cultural Competencies  |  Health & Wellness  |  Leadership  |  Research, Creative & Scholarly Activity  |  Service Learning & Civic Engagement
TL to Address Local Government Mandate
Ontario Qualifications Framework (OQF)

The Ontario Qualifications Framework includes all non-religious postsecondary certificate, diploma and degree programs offered under the auspices of the Province of Ontario, including apprenticeship certificates, the qualifications awarded by private career colleges, the qualifications awarded by public colleges, and degrees offered by public universities and institutions authorized to award degrees by a consent of the Minister of Training, Colleges and Universities of Ontario.

A complete chart is available (PDF 84 KB).

- 1 - Certificate I
- 2 - Certificate II
- 3 - Certificate of Apprenticeship
- 4 - Certificate of Qualification
- 5 - Certificate III
TL as Intercultural Cooperation
Exhibit 2: Students require 16 skills for the 21st century

21st-Century Skills

Foundational Literacies
How students apply core skills to everyday tasks

1. Literacy
2. Numeracy
3. Scientific literacy
4. ICT literacy
5. Financial literacy
6. Cultural and civic literacy

Competencies
How students approach complex challenges

7. Critical thinking/problem-solving
8. Creativity
9. Communication
10. Collaboration

Character Qualities
How students approach their changing environment

11. Curiosity
12. Initiative
13. Persistence/grit
14. Adaptability
15. Leadership
16. Social and cultural awareness

Lifelong Learning
Every Massey University graduate will be a reflective practitioner with a portfolio comprised of academic, work-related and personal activities, which evidences and articulates the skills and attributes they can apply both as employees and as global citizens for positive contributions to society.
Global citizenship/Tū te Ao

Engaging ethically and efficiently in the professional context and also understanding and engaging with diverse communities and cultures in a global context.

Kia tū ki te tangata ki te ao, he tangata nō te ao. To stand in this world as a citizen of the world.

http://myportfolio.ac.nz/view/view.php?t=zAclnsrwVHoqOlwWYXD7
Exercising leadership/Tū rangatira

Ability to work confidently and collaboratively with a group of people, and as a leader when necessary, including encouraging and motivating team members toward a shared vision to achieve goals.

Kia raranga he apataki, me he hiku roa. Uniting a group for support to follow, as if a long tail, where the leader journeys

http://myportfolio.ac.nz/view/view.php?t=zAcInsrwVHoqOluWYXD7
A combination of individuality, creativity, and leadership that enables a culture of innovation, risk taking, and opportunism, enabling entrepreneurship and facilitating knowledge transfer.

Te hihiri o te mahara. The power of the mind, to be ever present and aware of opportunity.

http://myportfolio.ac.nz/view/view.php?i=zAcInsrwVHoqOlwWYXD7
Working independently, taking responsibility for personal actions such as planning and organization, having the confidence and self-awareness to plan and realise goals and ambitions, and being adaptive to respond to changing situations.

He kai kei aku ringa! Food grown by oneself, self sufficient.

http://myportfolio.ac.nz/view/view.php?t=zAclnsrwVHoqOluWYXD7
The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand, and to communicate that information effectively through oral, written, or visual methods in order to inform, motivate, and effect change.

He kairapu ko ia ka kite. They who seek shall find, shall be informed.

TL for Social Good & Social Justice
TL for Sustainability
*a combination of some of the institutions adopting/adapting STLR plus some of the member institutions of the Transformative Learning International Collaborative
2018 Transformative Learning Conference, March 8-9, Oklahoma City | National/International Nexus for TL: How to do it, assess it, impact on students & faculty, etc. www.uco.edu/tlconference

2018 TL Conference Pre-Conference: STLR Institute for institutions interested in adopting/adapting STLR or in early stages --- Wed., March 7

Journal of Transformative Learning | Peer-reviewed, online, freely accessible, int’l editorial board, John Tagg as Sr. Editor | Practitioner’s TL | http://jotl.uco.edu/