

USING STUDENT-CONSTRUCTED ESSENTIAL QUESTIONS TO ENCOURAGE TRANSFORMATIVE LEARNING

A ROUND TABLE PRESENTATION

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ABSTRACT

In a case study of a specific individualized program, student-constructed questions were an integral part of the program. In some cases, these questions are what assisted in making experiences transformative for students. When Taylor wrote about transformative learning theory, he noted that "critical reflection seems to be a developmental process, rooted in experience...requiring time and continuous practice" (2008, p.11). I would like to speak with other educators about how a student can construct his or her own essential question to use while reflecting each week in a journal. Use of journaling is a way to make transformative learning visible. Another area to explore is integrating this technique into a "traditional" degree program for scalability.

SELECT REFERENCES

Taylor, E. W. Transformative Learning Theory, *New Directions for Adult and Continuing Education*, no 119, Fall 2008, Wiley Periodicals, Inc.

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