

New Vision, Broader Scope, and Same Commitment to Transformation among Higher Educators and Practitioners

JEANETTA D. SIMS

University of Central Oklahoma

ED CUNLIFF

University of Central Oklahoma

Abstract

In this inaugural introduction, new editors for the Journal of Transformative Learning offer the vision, scope, and continued commitment to the journal's presence as a resource for research and dialogue on transformative learning. The co-editors share the journal's structure and upcoming special issue opportunities along with brief summaries of articles in the current volume.

Keywords: transformative learning, transformation, undergraduate research, mindfulness

Building on the institutional mission-emphasis of transformative learning at the University of Central Oklahoma as well as our previous research and proceedings co-editorship, we welcomed the opportunity to assume the co-editorial responsibilities for the *Journal of Transformative Learning* (JoTL). Our vision for the JoTL is steeped in a view of transformative learning as an active process of learning that encourages seeing new things, seeing old things differently, and re-conceptualizing mindsets. The scope of this vision includes higher education and extends beyond higher education to consider how companies, organizations, and the practitioners in them wrestle with transformation as a concept, outcome, and/or process. To support this re-envisioned space, two undergraduate editorial research assistantships and an enhanced 20-member, Editorial Advisory Board (EAB) are engaged and act as ambassadors for the JoTL and our JoTL mission.

Much remains to be debated, discussed, and deliberated concerning transformative learning. From early conceptualizations (e.g., Mezirow, 1991) to the depth of personal transformation (e.g., John Dirkx, 1997) and from issues of social change (e.g., Freire, 1970) to juxtaposing theoretical perspectives (e.g., Laros, Fuhr, & Taylor, 2017), perhaps no greater time exists for continued dialogue and musings (e.g., Dirkx, Mezirow, & Cranton, 2006) on transformation. Our commitment is for the JoTL to be a space that occupies these various transformative learning insights and discussions. Ongoing submissions to the JoTL are welcome

Authors' Notes: Jeanetta D. Sims is an assistant dean in the Jackson College of Graduate Studies and a professor in the department of marketing at the University of Central Oklahoma. Ed Cunliff is a professor in the department of adult and higher education at the University of Central Oklahoma.

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in the following categories: research articles, essays, and teaching notes. Submissions can be made through the Open Journal Systems (OJS) platform for the JoTL. Also, proposals may be submitted to JoTL's Special Issue Calls, which typically occur annually.

This first volume reflects the array of needed transformative learning discourse. Prompted by arguments that students' are not maintaining their sense of curiosity throughout their formal education, MacKinnon offers a project for inquiry-based learning. The Curiosity Project blends students' reflections with their personally selected area of inquiry in a semester-long project.

Kuiper probes transformative experiences among students and their teacher within the intercultural communication context. The article offers aspects of class culture and instructional approaches of the teacher in creating transformative learning experiences.

Terras explores the differences in transformation of faculty who teach online classes when compared to their counterparts who teach face-to-face, as online faculty transition their teaching from face-to-face delivery. The investigation probes faculty transformation across modes of instructional delivery.

Corrie and Lawson make an important connection between the growing professional work of coaches and transformative learning. The proposed Transformative Learning Coaching Model offers a starting point for framing discussion from either the coaching perspective or from that of transformative learning.

Lazzeretti takes a personal journey of reflecting on her work and combines transformative learning with self-reflection as process. She incorporates the perspectives of Jung and James as well as scholars more traditionally identified with transformative learning such as Mezirow and Dirkx.

Cook and Garneu present a helpful teaching note on what many would consider a challenging area – confronting students' beliefs about math! Making use of transformative learning, they present several ideas that have worked in their setting and that may be applicable to others in different environments.

In the near future, scholars can expect a first Special Issue Call that probes transformative learning and undergraduate research. For now, continue to enjoy this issue and plan to engage in ongoing dialogue on transformative learning with the JoTL.

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