

Transformational Leadership in the Classroom: Leading Students to Deeper Engagement and Transformative Learning

AN INTERACTIVE PRESENTATION

*Kari D. Henry Hulett, Oklahoma State University Institute of Technology
Maria Christian, Northeastern State University*

ABSTRACT

College teachers have a responsibility to acknowledge the impact of their influence on student learning. When teachers identify, reflect and implement positive leadership styles in the classroom, they teach with purpose. This teaching purpose begins with understanding teachers' commitment to transformational leadership as an influence on transformative learning in the classroom. Instructors are in the unique position to influence students through intellectual activities through "leadership of thought" (Bass, 2008). Transformational leadership style emphasizes empowerment through the actions and words of the leader. Individual faculty can identify and build on personal transformational leadership traits and use them in the classroom to increase the effectiveness of instruction. Research shows direct connection between leadership style, student motivation, and learning outcomes (Noland & Richards, 2014). Transformational leadership results in students' stronger self-confidence and increased performance. This influence is transformative; it creates new thinking and new perspectives. Ultimately, it is through teachers' analysis and application of transformational leadership in the classroom that students are empowered to transform their learning. The objectives of this session are for participants to: 1) identify personal transformational leadership characteristics, and 2) recognize how transformational leadership can be used to influence student learning in the classroom.

SELECT REFERENCES

Bass, B. M. (2008). *The Bass handbook of leadership: Theory, research, and managerial applications*. 4th ed. New York: Free Press.

Noland, A. & Richards, K. (2014). The relationship among transformational teaching and student motivation and learning. *Journal of Effective Teaching*, 14(3), 5-20.

For further information, contact the lead presenter:

Kari D. Henry Hulett
English Faculty
School of Arts & Sciences
Oklahoma State University Institute of Technology
1801 E. 4th
Okmulgee, OK 74447
Phone: (918) 293-4842
E-Mail: kari.henry_hulett@okstate.edu