

# MAKING SPACE FOR TRANSFORMATION: DESIGNING EXPERIENTIAL AND REFLECTIVE ACTIVITIES FOR A HYBRID ENVIRONMENT

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## *AN INTERACTIVE PRESENTATION*

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## **ABSTRACT**

Reflection is an essential component of the transformative learning process—it creates a space for the learner to question their perspectives and incorporate their experiences (Mezirow, 2000). In an online environment, the ability to implement experiential activities—to create “experiences designed to foster critical reflectivity” (Mezirow, 1997)—often seems beyond our abilities. How can we facilitate these experiences without witnessing them? Our need to “witness” and/or behave as an active participant in the learning process is representative of the need for “control” in the learning environment. Many instructors are unwilling to relinquish control of their students’ learning, considering themselves as indispensable to the learning process.

In this interactive session, we will discuss how transformative learning principles enable us to create effective, student-led experiential activities. Specifically, we will focus on three primary components: 1) experiential learning in online environments, 2) promoting self-reflection and 3) measuring transformative learning. The attendees will participate in a small-group collaborative exercise where session participants will write and discuss questions designed to promote reflection. Furthermore, we will engage in an extensive discussion about designing similar experiential activities within other disciplines and facilitating peer reviews.

## **SELECT REFERENCES**

Mezirow, J. (1997). Transformative Learning: Theory to Practice. *New Directions for Adult and Continuing Education*, (74), 5–12. <https://doi.org/10.1002/ace.7401>

Mezirow, J. (2000). *Learning as Transformation: Critical perspectives on a theory in progress. the jossey-bass higher and adult education series*. Jossey-Bass Publishers, 350 Sansome Way, San Francisco, CA 94104.

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