

# **PUBLISHING ON TRANSFORMATIVE LEARNING WITH THE *JOURNAL OF TRANSFORMATIVE LEARNING***

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## ***AN INTERACTIVE PRESENTATION***

***Jeanetta D. Sims, University of Central Oklahoma  
Ed Cunliff, University of Central Oklahoma***

### ***ABSTRACT***

The *Journal of Transformative Learning (JoTL)* publishes manuscripts that are research, essays, and teaching notes and that undergo a peer review process. In this interactive session, faculty spent time brainstorming the potential areas of overlap between their personal programs of research and the journal's publication opportunities. In the area of research, faculty can consider the influence of transformative learning theory on faculty, students, educational institutions, or organizational activities and programming to arrive at research findings. In the area of essays, faculty can probe transformative learning theory through conceptualizations surrounding its importance or application. In the area of teaching notes, faculty can offer a particular assignment or approach for replication or modification by others. Following brainstorming activities related to their personal programs of research, session participants secured feedback from JoTL co-editors and other session attendees. Active publication opportunities to synthesize personal research with transformative learning theory and practice are provided through the *JoTL*.

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For further information, contact the lead presenter:  
Jeanetta D. Sims  
Dean, Professor, & Transformative Learning Scholar  
College of Business Administration  
University of Central Oklahoma  
100 N. University Drive  
Edmond, OK 73034  
Phone: (405) 974-3493  
E-Mail: [jsims7@uco.edu](mailto:jsims7@uco.edu)