

**School for New Learning
DePaul University**

**Course Syllabus: HC 227 Learning Space/Workspace: Making Room for
Transformative Learning in Life and Work**

Fall 2008

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Location: Loop

Dates/Time: Mondays, 6:00-9:00PM

Credit Hours: 4

Course Description

Transformative learning is one of the most active new areas of adult learning practice and research. This type of learning centers on adults' experiences of significant shifts in their perspectives, ways of making meaning, and self-concepts as they engage in new learning and sometimes disorienting life experiences. It also includes the development of new capacities and positive changes that lead to increased freedom, flexibility, and confidence.

This course is for anyone who is interested in being more mindful of transformative learning opportunities in their own life, and who wants to learn to make space for transformative learning in a range of educational and organizational settings in the role of educator, trainer, facilitator or manager. This is a highly participatory course where students will learn key theories of transformative learning as they reflect on their own learning experiences, and those of their learning colleagues. In addition to their own experiential learning and reflection, students will collaboratively develop strategies to guide such learning in their own work and practice settings.

Faculty

As President of Meyer Creativity Associates, Inc., PAMELA MEYER, Ph.D. collaborates with all who want to create dynamic workspaces for learning, collaboration, creativity and communication. At DePaul University, she is the Associate Director of the Center to Advance Education for Adults (CAEA). Meyer is author of *Quantum Creativity*, and the forthcoming book, *Playspace*, as well as numerous chapters and articles. Meyer is a member of the Academy of Management, Organizational Development Network and Actor's Equity Association. She received her B.F.A. from Boston University, School for Theatre Arts; an M.A. with a concentration in creativity from Antioch University; and an M.A. and Ph.D. in Human and Organizational Systems from the Fielding Graduate University.

Competencies

A-3-A: Can interpret experience in relationship to the perspective of a significant thinker or tradition.

You will reflect on your own experiences of significant learning in light of transformative learning theory.

A-3-G: Can assess the assumptions and implications of significant ideas about human experience.

Using transformative learning theory, you will explore a wide range of examples of transformative learning in life and work and be able to distinguish such experiences from other types of learning.

H-1-I: Can understand change methodology, plan change within a community, and assess its likely impact.

You will have an opportunity to design a learning space in your workplace or community using a transformative learning approach.

FX: Understands the role of the facilitator/educator in fostering transformative learning and can apply effective strategies to engage learners in various ways of knowing.

You will design and facilitate a learning space experience to engage participants and provide an opportunity for transformative learning.

Required Text

Cranton, Patricia. *Understanding and Promoting Transformative Learning: A Guide for Educators of Adults*. San Francisco: Jossey-Bass, 2006.

Additional readings may include¹

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986/1997). *Women's ways of knowing: The development of self, voice and mind*. New York: Basic.

¹ Additional readings will be posted on Blackboard or handed out in class.

- Bentz, V. M. (1989). *Becoming mature: Childhood ghosts and spirits in adult life*. New York: Aldine de Gruyter.
- Bettinger, T. V., Timmins, R., & Tisdell, E. (2006). Difficult dilemmas: The meaning and dynamics of being out in the classroom. In R. J. Hill (Ed.), *Challenging homophobia and heterosexism: Lesbian, gay, bisexual, transgender and queer issues in organizational settings* (Vol. 112, pp. 63-71). San Francisco: Jossey-Bass.
- Davis-Manigaulte, J., Yorks, L., & Kasl, E. (2006). Expressive ways of knowing and transformative learning. *New Directions for Adult and Continuing Education*, 109(Spring 2006), 27-35.
- Flannery, D. D., & Hayes, E. (2001). Challenging adult learning: A feminist perspective. In V. Sheared & P. Sissel (Eds.), *Making space: Merging theory and practice in adult education* (pp. 29-41). Westport, CT: Bergin & Garvey.
- Jordan, J. V., Kaplan, A. G., Miller, J. B., Stiver, I. P., & Surrey, J. L. (Eds.). (1991). *Women's growth in connection: Writings from the stone center*. New York: Guilford Press.
- Rocco, T. S., & Gallagher, S. J. (2006). Straight privilege and moral/izing issues in career development. In R. J. Hill (Ed.), *Challenging homophobia and heterosexism: Lesbian, gay, bisexual, transgender and queer issues in organizational settings* (Vol. 112, pp. 29-39). San Francisco: Jossey-Bass.
- Shore, S. (2001). Talking about whiteness: "adult learning principles" and the invisible norm. In V. Sheared & P. Sissel (Eds.), *Making space: Merging theory and practice in adult education* (pp. 42- 56). Westport, CT: Bergin & Garvey.
- Taylor, E. W. (2006). A critical review of the empirical research of transformative learning (1999-2005). Paper presented at the Adult Education Research Conference, Minneapolis, MN.

Learning Experience

Learning Experiences Shared by Everyone

This is a highly experiential course. Each session you will engage in experiential and collaborative learning, and large and small group reflective discussion on the readings, as well as on your life and work experience.

Learning Journal: All students will keep a learning journal, responding to weekly questions and reflecting on the readings and their class experience.

Black Board: Whenever possible handouts, readings and relevant course information and resources will be posted on the course Black Board site. Check

the site each week before class for new information and handouts by logging in with your CampusConnect username and password: <https://oll.depaul.edu/>

Learning Experience by Competence

A-3-A, A-3-G:

- 1) Students will choose among the suggested topics (e.g. making room for difference, developing safety & trust, relational learning, whole-person learning) and, in a collaborative learning group, develop a presentation using transformative learning theory to illuminate the topic and provide experiential learning on the topic.
- 2) Students will write a paper articulating a key dimension of transformative learning theory, and how it might inform the way you approach your life and work, or help you understand a learning experience from a new perspective.

FX & H-1-I:

- 1) In a collaborative learning group, students will design and facilitate a learning space experience to foster significant learning and transformation.
- 2) Students will write a paper describing the rationale behind the design and what elements of transformative learning theory you put to use (in your section of the presentation).

Outcomes

- All students will gain an understanding of key concepts of transformative learning theory and learning space.
- A-3-A, A-3-G students will become particularly attuned to the ways transformative learning theory can be used to understand human development, individual experience, and institutions as learning spaces.
- FX & H-1-I students will gain comfort and competence in using transformative learning theory to inform their practice as facilitators and change agents.

Evidence of Competence

In addition to the papers and presentations described in the “Learning Experience by Competence” section above, students will be assessed on their class participation, and their learning journal.

Each of these indicators of learning carry the following weight toward students’ final grade:

Evidence	Expectation	%
Class Participation	<p>This is a highly participatory learning experience. The success of the class depends on your participation. Expectations will be discussed in greater detail the first night of class, supported by handouts. These include an expectation that you: read all of the assigned readings, and come to each class prepared to discuss them; regularly participate in class discussions (without dominating discussions); and are willing to participate in small group exercises, and collaborative learning projects. <i>If you are uncertain if you are meeting the instructor’s expectations, please ask for feedback within the first 3-4 weeks of class.</i></p> <p><u>Note:</u> The grade you give yourself on your self-evaluation (submitted week 11) will count for 10 of the 25 class participation points.</p>	25%
Learning Journal	<p>Each week you will be asked to respond to a few questions reflecting on your experience in class and discoveries you make during the week related to the course content and experience. You will also be asked to reflect on your readings. You will be asked to submit these reflections for review week 4 and at the end of the quarter. The last class session you will also submit a 1-2 page Learning Summary based on the highlights from your learning journal.</p>	25%
Collaborative Learning Project	<p>All students will design a learning experience based on their competence statement(s), students will present on their experience, and FX and H1-I students will facilitate a learning experience informed by transformative learning theory.</p>	25%
Paper	<p>Each student will write a competence-specific final paper in which they reflect on, design or analyze a significant learning experience.</p>	25%

GRADING SCALE² TRANSLATION

A	90-100%	<u>In General</u> : You exceeded requirements in all areas and actively contributed to the classes' success and quality of the collaborative learning experience. <u>Writing Work</u> : is of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.
B	80-89%	<u>In General</u> : You exceeded requirements in one or more areas. Still show room for improvement. <u>Written Work</u> : is of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.
C	70-79%	<u>In General</u> : You did what the instructor asked. Met minimum requirements in all areas. <u>Written Work</u> : minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.
D	60-69%	<u>In General</u> : Met the minimum requirements of the class and/or received a failing grade in one or more of the four assessment areas. <u>Written Work</u> : is of poor quality and does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

² Note: "+" and "-" grades are assigned for point totals within two points of the closest grade. For example a total of 92 will receive an "A-", and a total of 88 will receive a "B+"

Class Schedule³

WEEK	TOPICS	READINGS	DUE
1	Learning Space Intro • Discovering our questions	• Cranton, Ch 1 • Meyer	
2	What is Transformative Learning? • Intro learning space model • Types of knowledge & ways of knowing	• Cranton, Ch 2, 3 • Shore, S.	
3	• Dimensions of TL • Relational Learning • Form project teams	• Cranton, Ch 4, 5 • Davis-Manigaule, Yorks & Kasl	
4	• Individual Differences • Extra-rational Learning • Expressive ways of knowing	• Cranton, Ch. 6, 7 • Rocco & Gallagher • Ettling	Due: Project proposals Due: E-mail Week 1-3 Learning journal entries to instructor.
5	• Fostering TL: Role of the Facilitator/Role of the participants • TL & Learning Space in practice: • Classrooms & Training • Whole person learning	• Cranton, Ch. 8 • TL at Work, Cranton Ch 7 & 8	
6	• TL in organizations • Student facilitated learning	• Cranton, Ch 9 • Johnson-Bailey; Alfred	
7	• Reading discussion • Student facilitated learning	• Cranton, Ch. 10 • Adler	
8	• Understanding ourselves as educators • Transformative learning in management education	• Based on class suggestions.	

³ This schedule and assignment list is preliminary. Due to the highly collaborative nature of the class, adjustments may be made during the quarter.

9	<ul style="list-style-type: none"> • Student-facilitated learning • Reading discussion 		
10	<ul style="list-style-type: none"> • Student facilitated learning • Reading “teach-back” 		Learning Journals weeks 4-9, Learning Summary
11			Competence Papers, Self & Team Evaluation

CLASS POLICIES:

- Students missing more than two classes during the quarter will not be passed. No exceptions. If you think you will miss more than two classes, make arrangements to take the course another quarter. ALSO, for every two times you are late more than 15 minutes, you will be counted for one absence.
- All essays papers and journal assignments must be submitted by the due date, unless permission from the instructor for an extension has been requested in advance and received. All late assignments will receive a half-grade reduction for each week past deadline (e.g. a “B+” paper becomes a “B”; a “B” paper becomes a “B-“).
- You are responsible for notifying the instructor prior to any planned absence in order to get your assignments, and as soon as possible after any unplanned absence. Weekly assignments will be posted on Black Board whenever an electronic version is available.
- All papers must be typed, double-spaced with one inch margins. ALL outside sources must be properly cited. **Instructor prefers all papers and journals be submitted electronically via e-mail.**

University Policy on Plagiarism

The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone lese. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper acknowledgement.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course. Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

Writing Help: For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the Writing Guide for SNL Students at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the DePaul University Writing Centers at <http://condor.depaul.edu/~writing/>.

WebSite of the Month: The Citation Machine <<http://citationmachine.net/>>

It prompts you to type in citation information, and then generates a formatted Works Cited listing and parenthetical citation in both MLA and

APA styles. You can find a link to it on the Writing Guide for SNL Students at <http://snl.depaul.edu/writing/Writing%20Help.html#helpsources>.