

## **Transformative Learning in Adult Education: Controversies, Critiques, and the Cultivation of Personal and Social Change**

Transformative learning (TL) theory was first put forward by Jack Mezirow in the 1970s to help explain the process by which personal change occurs through perspective transformation. Since that time, the theory has been criticised, co-opted, and creatively adapted to various contexts. In this course, we delve into some of the tensions in the field, namely between the affective and cognitive; positive versus negative aspects of TL; and personal versus social transformation. We will wrestle with the deeper question of whether TL is anything more than “good learning”, as Michael Newman (2010) once argued, and ask what the theory and its application can offer to our own potential for transformation and the transformation of our communities. This course is rooted in praxis, seeking to better understand the theoretical underpinnings of TL and its practical applications in specific disciplinary contexts: namely, Education, the Health Sciences, and Business and Management. Further, we privilege marginalised voices from the field, and the role of the arts and embodied learning, which is reflected in the learning environment. This course should be of particular interest to students from across the Faculty of Education, the Health Sciences, Sauder School of Business, and to anyone interested in better understanding personal and social change.