10th International Conference on TRANSFORMATIVE LEARNING

November 1-4, 2012, San Francisco, California







A FUTURE FOR EARTH:

RE-IMAGINING LEARNING FOR A TRANSFORMING WORLD

CONFERENCE PROGRAM



www.MeridianUniversity.edu Sonoma • Marin • San Francisco Earth, isn't this what you want? To arise in us, invisible?
Is it not your dream, to enter us so wholly
there's nothing left outside us to see?
What, if not transformation, is your deepest purpose?

~Rainer Maria Rilke

WELCOME!

DEAR FRIENDS,

Welcome to the 10th International Conference on Transformative Learning!

We at Meridian University are glad to be hosting this year's Conference and contributing to the tradition of these great gatherings, first initiated almost 15 years ago at Teachers College, Columbia University.

I extend special thanks to all the colleagues who have contributed to creating this year's conference, in particular *Elizabeth Kasl*, *Kathleen Taylor*, *Courtney Lubell*, *Laurence Blanchette*, and *Kat McNeill*, who have played key roles.

Many other colleagues have contributed in numerous ways, including to the April, 2012, virtual summit. Most recently, the panels for the Conversation Series on Transformative Learning preceding the conference were moderated by *Eleanor Criswell*, *John Dirkx*, *Christine Jarvis*, *Elizabeth Kasl*, *Alexis Kokkos*, *Randee Lawrence*, *Victoria Marsick*, *Jason Meek*, *Edmund O'Sullivan*, and *Marti Spiegelman*. Thanks to you all! These conversations are now preserved as audio files, and are already freely traveling around the world.

The theme of this year's Conference is "A Future for Earth: Re-Imagining Learning for a Transforming World." The Conference aspires to be an inquiry – a living model of what we seek to study, promote, and celebrate. We have been asking ourselves questions like: How can we create a conference process that enables the Conference itself to be an embodiment of wise, transformative learning praxis? Can the Conference evoke shifts in participants' perspectives on transformative learning?

Our overarching question is: What is the role of Transformative Learning in creating a just and sustainable future? Towards these ends, *Participatory Plenary Panels* will be held each day for a lively, expressive blend of theory and practice across domains.

Please read the Information section of your Conference Program for specifics about Conference logistics. Also, do not hesitate to ask Conference staff and volunteers for assistance. They are available at the *Registration and Information* table in the Foyer and are identifiable in other areas by their distinct badges.

I look forward to our collaborative inquiry over the next four days, and invite your generous participation in both the plenary and concurrent sessions.

~Melissa Schwartz

Director, Center for Transformative Learning
Vice-President of Academic Affairs
Meridian University



GENERAL INFORMATION

NAVIGATING THE CONFERENCE

CONFERENCE PROGRAM

For an overview of the Conference, please refer to the Scheduleat-a-Glance beginning on page 7 of this program. Listed in this schedule are the titles of the presentations, presenters' names, and the time slot and room of the session. Please refer to the Hyatt Floor Map on the inside back cover to find the appropriate room location. Descriptions of the sessions can be found on page 13.

REGISTRATION AND INFORMATION DESKS

Registration opens at 5:00 p.m. on Thursday, November 1st. Registration will be staffed throughout the Conference. All participants must register at the *Registration and Information* table located in the Grand Peninsula Foyer before entering the conference. Badges will be distributed at the time of registration. This table is a single point of contact for all information, directions, Lost and Found, CEU information, etc.

The *Registration and Information* table will also contain maps and information on restaurants, transportation, and sights around the area. Additionally, there is a daily message pin-up board for schedule changes, and messages that may be posted in your name.

BADGES

All participants must wear a Conference Badge in order to participate in plenary and concurrent sessions. Room monitors will be checking badges at the door. If you have lost your badge, please check-in at registration.

BOOKSTORE

Books by many of our authors/presenters, including *The Handbook of Transformative Learning*, can be found at Meridian University's Bookstore, which is located next to the Registration and Information Table. Hours of operation for the bookstore are as follows:

Thursday: 5:00 p.m. to 8:00 p.m.
Friday: 8:00 a.m. to 8:00 p.m.
Saturday: 8:00 a.m. to 8:00 p.m.
Sunday: 8:00 a.m. to 2:00 p.m.

LITERATURE & PARTICIPANT INFORMATION TABLE

This table is located near the Registration and Information table in the Grand Peninsula Foyer. It offers a venue for conference participants and presenters to display literature and other materials related to their work. Please do not place items for sale or promotion on this table.

QUESTIONS OR CONCERNS

Please direct questions and/or concerns to either a Conference Staff Member or Volunteer, located at the *Registration and Information* table (and identifiable elsewhere by their distinct badges).

MAPS

Hyatt floor maps can be found on the inside back cover. Local area maps and restaurant information can be found at the *Registration and Information* table.

PARKING

Guests and Day participants receive 50% off self-parking rates. Self-Parking rates (prior to the discount) are \$20 per day. All rates include in / out privileges.

MEALS

Directly across the street from the hotel is a good, reasonably priced Thai Restaurant that we are glad to recommend, *Heart of Thailand*. Also, there are a number of restaurants within a one-mile walking distance or a short driving distance from the hotel. Additionally there are various restaurants located within the hotel.

WEB ACCESS

Wi-Fi is available 24 hours a day, free of charge in all hotel rooms, as well as the Hotel Registration Lobby and the Atrium for hotel guests. Please use the guestroom password to access Wi-Fi. Wi-Fi is not available in any of the Concurrent Session rooms or Plenary space.

HYATT REGENCY HOTEL POLICIES

SMOKING

Smoking is permitted outdoors a minimum of 25 feet away from any open door or window.

NO INCENDIARY OR SMOKE PRODUCING ITEMS

No persons or sessions shall use any fireworks or incendiary devices, nor anything that may create smoke or cause smoke alarms to be activated indoors at the hotel.

ROOM CHARGES

Guests are responsible for their own hotel room charges based on the arrangements made on their reservations, including any fees for late cancellation or early checkout. Guests should fully understand the detail of their reservations when they arrive.

CHECK-IN/CHECK OUT

The hotel's check-in time is 3:00 pm. Room assignments prior to that time are on a "space availability" basis only. The hotel's checkout time is 12:00 Noon. Any participants staying in their rooms beyond check-out time without Hyatt Regency's authorization will be charged for an additional room night at the best available rate. Late checkout is provided based on availability through authorization from the hotel's Front Desk.

LOCAL TRANSPORTATION

TAXI: Taxi reservations can be made at the Hyatt reception desk. Taxi service from the Hyatt to downtown San Francisco in 30 minutes. Cost of \$35.00 one-way.

AIRPORT SHUTTLES:

Hyatt Airport Shuttle — Free daily and continuous 24-hour shuttle between the Hyatt and San Francisco International Airport. BayPorter — Email reservations can be made at www. bay- porter. com; or call 415/467-1800 (SF) or 510/864-4000 (Oakland) SuperShuttle — http://www.supershuttle.com/en/SFOAirportShuttleSanFrancisco.html; or call (800) BLUE VAN (800-258-3826)

BURLINGAME TROLLEY: This free daily shuttle service will connect hotel guests to the shopping and restaurants of beautiful Downtown Burlingame.

CAR RENTAL: The Hyatt provides an on-site Hertz car rental service – pick up and drop off all rental cars at the hotel and avoid airport fees.

BART TRANSPORTATION:

Check with www.bart.gov for up-to-date routing, schedules, and fees. The Hyatt Regency provides a free, daily shuttle to the San Francisco International Airport BART commuter train station, which provides direct service to downtown San Francisco in 20 minutes. BART is available for travel into San Francisco or to the San Francisco and Oakland Airports. The closest BART stations to the conference site are in Berkeley, either the North Berkeley Station, 1750 Sacramento Street, or the Downtown Berkeley Station, 2160 Shattuck Avenue (suggested). Cabs (at about \$10 one-way) are available at both locations although they may be much more accessible from the downtown station. A bus is available from the Downtown Berkeley Station. Exit BART at Downtown Berkeley Station and catch AC Transit Route 51B to the Marina. The last bus to the marina is at 8:48 p.m. on weekdays and 11:48 p.m. on weekends and holidays. The bus is more affordable but the marina bus stop is about 1/2 mile from the hotel.

To the Oakland Airport, take the orange Richmond line and get off at the Coliseum/Oakland Airport BART Station then take an AirBART shuttle, which travels to the airport every 10 minutes during the day.

To the San Francisco Airport, take the Richmond Orange line at the Downtown Berkeley Station and stop at the 19th St. Oakland station, then take the Pittsburg/Bay Point Yellow Line to the San Francisco Int'l Airport Station, International Terminal, Level 3.

CONFERENCE EVALUATIONS

We will appreciate all feedback and suggestions at the end of your time at the conference. Completing the Conference Evaluation form should take no more than five to ten minutes. The form is available at the *Registration and Information* table.

WE RECOMMEND...



Right Hand Events offers Meeting and Event Planning services a-la-carte. Visit www.righthandevents.com to learn more.

CEU'S

APPROVALS

Meridian University is approved by the following California licensure boards to provide continuing education units: (BBS) Board of Behavioral Sciences (PCE #1391) for MFT's, LCSW's, and LPCC's; and (BRN) Board of Registered Nurses (CEP#14996) for RN's, and (MCEP) Mandatory Continuing Education for Psychologists (#MER020) for psychologists. For this Conference, California BBS and BRN CEU's are available through Meridian.

WHICH SESSIONS QUALIFY FOR CE AT THE CONFERENCE?

All conference sessions qualify for CE (BBS and BRN). However, only those participants who have registered for CEU's (on-site at the *Registration and Information* table) and follow all procedures as outlined below, will receive CE credits.

MAY I EARN CEU'S FOR PARTIAL ATTENDANCE?

Yes. CEU's may be earned for Thursday night (7-10 pm; 3 CEU's); full-day attendance on Friday and/or Saturday (8:30 am – 10 pm; 9 CEU's for each); and/or Sunday morning (8:30 am – 1 pm; 4 CEU's). Note that CEU's are not available for partial day attendance on Friday or Saturday.

Full conference attendance (starting Thursday evening and ending Sunday at 1 pm) earns 25 CEU's.

INSTRUCTIONS TO OBTAIN CE CREDITS:

- Register for CE and pay the \$45 USD CE fee (or \$25 per/day fee). CE registration must take place in advance of your entry into the conference, at the *Registration and Information* table.
- 2. Obtain a *CE Credit Log* when you register and carry it with you to all CE presentations.
- 3. Sign-in to each session on the *CE Attendee Sign-In Sheet* located inside the session's meeting room.
- 4. Sign out of each day (at 10 pm, Friday through Sunday, and 1 pm on Sunday) through a CE registrar at the *Registration and Information* table.
- 5. Fill out a *CE Evaluation* form at the end of each day of the Conference (provided in your CE packet).

- 6. Prior to leaving the Conference, complete all required evaluation forms and turn in your CE packet to the *Registration and Information* table in order to receive credit and a Certificate. Make sure that all CE forms are completed prior to checking out of the conference. This includes:
 - A) your CE Credit Log;
 - B) your filled-in *CE Evaluation* form for each day of the Conference that you attend, and;
 - C) your filled-in *Comprehensive Conference Evaluation* form (for those who attend the full conference).
- 7. Do not drop off the packet, but rather, stay until the CE registrar has completed checking your materials.
- 8. Your certificate will be mailed out to you via postal mail within 10 business days after the close of the Conference.

ABOUT CE CERTIFICATES

Certificates are issued for successful completion of CE hours. In general, CE hours can provide a permanent record of training received for varied purposes such as documentation for licensing. Keep in mind that each state and each profession's licensing board may have different requirements. In most cases, academic credit, if applicable, should be arranged in advance with the academic institution as a possible independent study. Meridian cannot guarantee that any particular regional license board will accept the CE units obtained at this conference other than the California BBS and BRN.

Meridian maintains records of CE units earned. A certificate will be issued via postal mail after the end of the conference (when all evaluation forms have been completed and all attendance has been verified). Suggestions or comments about these programs or the Meridian CE credit program may be directed to Meridian's Curriculum Committee.

SCHEDULE AT A GLANCE

		Thursday, Nov	Thursday, November 1, 2012 (Schedule at a Glance)	a Glance)		
5:00 p.m.			Registration opens	su		
6:30 p.m.			Refreshments			
8:00 - 10:00 p.m.			Participatory Plenary	ıary		
		Friday, Nover	Friday, November 2, 2012 (Schedule at a Glance)	า Glance)		
Start - End	Regency A	Regency C	Sandpebble E	Regency B	Harbour A	Boardroom II
	57 - Growing a New Model of Community Engagement		89 - Narratives from Brain			
	through Story Circles:	161 - Nonformal	Injury Survivors and a	31 - Awakening Creativity in Sacred	111 - Livipa a Spiritually	38 - Integratina
	Potential for Individual	Education: Fostering	Transformation and	Landscapes: A	Guided Life: A Paradigm for	Study Abroad
	I ransformation that Catalyzes Transformative Social Change	Individual and Social Change in Rural Africa	Transformative Learning	Transformative	a Sustainable Future	Experience
	Ferguson, Marsick,	Taylor	after Brain Injury and	Learning Journey	Gatmon	Qirezi
8:30-9:30 a.m.	Drago-Severson, Maslin-Ostrowski		Matos Lowe, Lowe			
	Boardroom IV	Boardroom III	Harbour B	Sandpebble D		
	95 - Nurturing Living Systems Awareness as a Core Capacity for Co-creating a Vibrant, Sustainable World Widhalm	81 - Experiencing Sustainable Communities: A Combined Effort Martin & Chen	14 - Development of Clinical Judgment Utilizing Structured Classroom Reflective Practice Glynn	70 - Transformative Learning in a Community of Practice Kelley & Murphy		
9:30-9:45 a.m.			15 minute break	k		
	Regency A	Sandpebble E	Harbour B	Harbour A	Boardroom IV	Sandpebble D
	92 - Spirituality and Culture in Transformative Learning as the Pursuit of Wisdom: A Workshop Tisdell & Hays	48 - 7 of Leg for Legal G	82 - To See the Truth in Another's Point of View: Interactions with Diverse Peers as a Catalyst for Transformative Learning Talmadge & McCall	37 - Imaginal Ways of Mind & Heart Transformation Lamond & Spafford	75 - Metamorphosis: The Intersection of Transformative Learning and Leadership Education Kendall	65 - Transformative Learning in the Higher Education Extracurriculum Ferreras & Robbins
9:45-10:45 a.m.	Regency C	Conference Room 8052	Regency B	Boardroom II	Boardroom III	
	94 - Transcending Rationality: The Transformative Power of a Holistic Group Approach to Educating for Critical Consciousness and Change Kaya & Schapiro	13 - Making a Difference: Exploring the Experiences of Transformational Women Leaders in Kenya and Singapore Williams-Lim & Mondo	8 - Exercising Critical Reflection: Measuring the Relationship Between Brain Derived Neurotrophic Factor and Transformative Learning Experiences Glisczinski	118 - Parental (Not) Learning – Supportive and Obstructive Normalizing Practices and Transformative Learning Michalek	100 - The Teacher I Have Become Is a Teacher, Not an Engineer." Charting the Transformation of Career Changers Transitioning to Secondary STEM Teaching	

		Friday, Nover	Friday, November 2, 2012 (Schedule at a Glance)	a Glance)		
10:45-11:00 a.m.			15 minute break	3k		
11:00 am-1:00 p.m.			Participatory Plenary	nary		
1:00-2:30 p.m.			Lunch Break			
	Regency C	Sandpebble D	Regency B	Harbour A	Boardroom IV	Sandpebble E
2:30-3:30 p.m.	21 - Learning Through Adaptive Challenges: Increasing Capabilities for Early Career ProfessionalsBanerjee & Nicolaides	54 - The Making of Wisdom: Journeying through the Transformative Fire of Immigration to Living in the 'Third Space' Lange	109 - Transformative Learning in Higher Education: Epistemological Crossroads Herbers & Ettling	91 - Collaborative Inquiry and Transitions in Urban Ministry:Creating Time and Space for Reflexive Praxis in Community Wong	140 - Silenced Voices That Cry In the Night: Transformative Learning and Spouses of Wounded Warriors Brown	149 - Visual Thinking Strategies – Deeper Learning and Group Intelligence through Visual Art Slozberg
	Boardroom II	Regency A	Boardroom III	Harbour B	Conference Room 8052	
	25 - Teaching 32 - Transforming Equity: At Transformation in High Home in a Multi-Faceted World School: Appreciating What Hovey-Ritter World	25 - Teaching Transformation in High School: Appreciating What Works Zollinger	36 - Integral Intelligence: Transforming Leaders to Meet the Demands of a Complex World Stoneham	27 - Life Writing through Different Point of View Perspectives Wimmer	90 - The Transformative Power of Reciprocity: A Path to Harmony with the Natural World Duphily	
3:30-3:45 p.m.			15 minute break	ak .		
	Regency B	Harbour B	Sandpebble D	Sandpebble E	Regency C	
	19 - Transformative Learning in Youth Illeris & Simonsen	55 - Towards an Integrated Research Framework for Transformative Learning Theory Hoggan	71 - Crossing the Great Leadership Divide with Horse As Guide Pohl	163 - Building Transformative Containers: Growing Up is Waking Up O'Fallon	30 - Group Processes that Foster Transformative Learning at Multiple Levels of System: Individual, Relational and Societal Wasserman, Gallegos, Schapiro	
3:45-4:45 p.m.	Boardroom III	Boardroom II	Boardroom IV	Regency A	Harbour A	
	16 - Insights from International Development of Epistemological Tensions for the Transformative Learner within a Neoliberal Environment Robertson	42 - Transformative Learning through Peer Dialogue Facilitation Training: A Model Program for Developing Undergraduate Leaders in Social Justice Education McCall & Watkins	97 - How an Action Learning Group Can Contribute to Leadership Development and the Participants' Experience of Transformative Learning Kueht	83 - The Journey of Transforming Virtual Relationships Gaffney & Moore	127 - The Reality of Hope: Dialogue on Our Shared Values & Actions Munday	
4:45-5:00 p.m.			15 minute break	ak		

		Friday, Nover	Friday, November 2, 2012 (Schedule at a Glance)	g Glance)		
	Sandpebble E	Harbour B	Boardroom IV	Regency C	Boardroom III	
	4 - Experiencing an Holistic Approach to Transformative Learning Kennedy-Reid	119 - Examining the Role of Media in Weight Discrimination and the Transformative Learning Process Stametz	2 - Expanding Voice and Vision: Transformative Learning and Teaching Social Justice Magro	88 - Artful Inquiry in the Studio of Life: A Playful Engagement with our Conference Experience	88 - Artful Inquiry in 145 - Emerging Model: the Studio of Life: A Playful Engagement Playful Engagement and through Technology Experience Lee	
5:00-6:00 p.m.	Regency B	Boardroom II	Regency A	Sandpebble D	Harbour A	
		58 - The Entrepreneurial	150 - Mindfulness: A	162 - Transformative	60 - Engaging Conflict and	
	153 - Effective Interpersonal	Learning Curve:	Practice for Education,	Learning in Business	Discomfort in	
	Communication as a	Transformations of	Emotional and Physical	and the Business of	Transformative Learning:	
	Transformative Learning	Immigrant Women in	Health Theory, Research	Transformative	Insights from Conflict	
	Process	Germany and Canada	and Application	Learning. A World	Transformation Praxis	
	Davis	Laros	Gerken	Café	Meeker	
				Broecker		
6:00-8:00 p.m.			Dinner Break			
8:00-10:00 p.m.			Participatory Plenary	ıary		

		Saturday, Novembo	Saturday, November 3, 2012 (Schedule at a Glance)		
Start - End	Boardroom III	Harbour A	Boardroom IV	Harbour B	Regency C
		112 - Transformative	11 - Designing Structures for	41 - Blood, Sweat and Tears: Insights	
	35 - An Open Discussion on the	oarning by Oscian: One	Transformation:	into the Lived Experiences of	114 - Assessing
	Lona-Term Impact of	realilling by Design: One	Facilitating Transformative-	Graduates of an Accelerated	Transformative Learning
	,	Opportunity at a Time	bacaraca the court painted	Indomediate Description	6
	i ransformative Learning	Crowe & Taylor	rearming impagn transpersonal	Ondergraduate Degree-Completion	Outcomes and Processes
	Nerstrom		Ways of Knowing	Program	Taylor
			NOWE & INCIDE	riyiii	
8:30-9:30 a.m.	Regency B	Boardroom II	Regency A	Conference Room 8052	
	93 - Transformative Learning to	87 - Minding the Gap: Critical	; ;		
	Develor Strategic Insight in	Reflection as the Connector	12 - The Transformative	133 - The Awakened Lye: Art,	
		ייבליבניסיו מז נייב בסווייבניסי	Journey: Edge Emotions &	Ecological Perception and	
	Management, Organization and	between Morality and	Liminality	Transformation	
	Leadership Education	Transformative Learning	STEEL O STEEL	Talian John Communication	
	Robbins & Yorks	Bush	סופפון פי ואופוגאו	Rugn & Linder King	
9:30-9:45 a.m.			15 minute break		
	Regency A	Harbour A	Harbour B	Boardroom III	Regency B
					a famiga
	51 - I ransforming the Learning		166 - If Your Body Could Speak: The	98 - Existential Dimensions: What	T - 11-11
	Space from "I" to "We" through	45 - I neoretical Convergence	Potent Place of Body and Expressive	the Terminally III Can Teach Us	67 - Using Transformative
	Movement, Music and	Leads to Transformative	Monomont in Transformation	About Evitantial Dimensions of	Learning Strategies to
	Improvioation	Learnina and Chanae	Movement in Transformative	About Existential Differsions of	Improve Team Functionina
	IIIIprovisation	Cualiff & Bottholl	Learning and Change	Transformative Learning	Chanira & Nitkin
	Meyer & Tisdell	Callill & Darriell	Sammartino	Brendel	Sliapilo & Nithill
9:45-10:45 a.m.	,		,		
	Boardroom II	Conference Room 8052	Boardroom IV	Regency C	
	64- Extending Group	23 - The Power of Praxis:		134 - Collaborative Developmental	
	Sensemaking: Practices for	Transformina Pedagoaies	154 - I ransjormative Learning	Atting to the period of the period	
	School administration of the control	card prosting is caugaged to	through Intercultural Dialogue	Action Inquiry: A Method for	
	Engaging Expansive Group	and Fractices III Graduate	McEwen & Romkema	Envisioning the Future of Adult	
	Experiences	Leadership Education		Learning Graduate Programs	
	Kelley	Mankey & Stoneham		Davis, Dzubinski, Hentz, Nicolaides	
10:45-11:00 a.m.			15 minute break		
1.00.1			Participatory Plenary		
1.00 7.20 5.20			1		
1.00-2.30 p.III.			raiicii bi eak		
	Regency C	Boardroom IV	Regency A	Regency B	Harbour B
		131 - Toward a More Perfect	62 - Insight Dialog: A Practice	Tolling Control	96 - Community
	113 - Using Holistic Epistemology to	Union: Helpina Law Students	for Enagaina the Collective	61 - Telling Our Stories,	Leadership: Transformina
	Facilitate Transformative Learning	Bridge Distinct Ways of	Wisdom of a Group	Transforming Our Lives	Savies and Ourselves
	European-American Collaborative	Container trays	dpoint of money	Turley, Nerstrom, Ellis, Perez,	
	Challenging Whiteness	Knowing	Hovey-Kitter, Herman,	Casteel	Cain & Kushner
2:30-3:30 p.m.		Meek & Slocum	O'Fallon, McCarver, Fox		
	Boardroom II	Conference Room 8052	Harbour A	Boardroom III	
	135 - Learning about Race through	167 - Systemic Constellations		24 - Learning Along the Road of	
	Innovative Praxis – Theoretical and		130 - Journey Into the Nature of	Motherhood: Exploring the Potential	
	Practical Lessons for Today	and the Topology of Family	Fear Through Collaborative Inquiry	of Transformative Learning in	
	Moll	Karma	Boltic, Fjellstedt, Jones, Schonour,	Doctoral Student Mothers	
		Buchheit	Matthews	Tiu-Wu	

		Saturday, Novemb	Saturday, November 3, 2012 (Schedule at a Glance)		
3:30-3:45 p.m.			15 minute break		
	Boardroom IV	Harbour A	Regency A	Regency C	Boardroom III
		107 - Workshop: Learning for			122 - Re-imagining End-of-
		Sustainability, the		160 - From "Me" to "We":	life Care: Transformative
	40 - Storytelling as	Construction of New Social	131 - Compassionate Presence	Claimina Wisdom and Our	Learnina Possibilities
	Transformative Learning Praxis	Imaginaries	Inside Education	Common World	within Interdisciplinary
	Feller	Kocherthaler, Munoz de	Desautels	Bassett	Hospice Teams
		Cote Guidino, Hoogesterger			Kaltoft and Alonso-Nunez
3:45-4:45 p.m.	Boardroom II	Conference Room 8052	Regency B	Harbour B	
	:		33 - Re-Imagining Learning by	69 - Transformational Learnina for	
	148 - The Hero's Journey as a	7 - How Stories Can		Health and Healing: A Holistic	
	Metaphor for Personal	Transform Whites Working	Erigaging Local alia Global	nearth and nearing. A noistic	
	Transformation	for Racial Justice	Diversity: Building Our Capacity	Perspective	
	acilli,M	7,00	for Relational Eloquence	Sathe, Marinelli, Dahlem, Geisler	
	CIIDIIIAN	phog	Wasserman & Gallegos		
4.45-5.00 n m			15 minute break		
	4	A	TO IIIIII CE	2100	
	Regency A	Harbour A	Boardroom III	Conterence Room 8052	Kegency B
					10 - Critical Reflection
	18 - Transformative Learning and		34 - How Praxis Can Inform a	43 - Ecology, Critical Reflection	through Aesthetic
	Identity	_	Teacher's Practice and	and the Praxis of Change: Insights	Experience: How Could a
	Illoris	Praxis Informing Cross-	Transform Public Schools	from Architecture and Social Work	Wide Range of Learners
	2	Cultural Research	The second of th	Doolor Jones Timing	Gain Access to the
		Ettling	llayer	Fooley, Jones, Illining	Process?
					Kokkos
5:00-6:00 p.m.	Boardroom II	Boardroom IV	Regency C	Harbour B	
			5 - Exploring the Faculty-		
		52 - Leveraging	Institutional Role in Support of		
	99 - A Creative Approach to	Transformative Learning and	Emerging Scholars: Knowledge		
	Learning from a Transformative	Transformational Leadership	Construction and the Diversity	123 - Re-Imagining Learning: An	
	Experience	for Ecological Sustainability in	Divas	Education Towards Wholeness	
	Benne & Amend	Niaeria	Bitterman. Wong. Mondo.	Gatmon	
		Mover & Boneth	Charne Til-Mil Wateon		
			Williams		
			Williams		
6:00-8:00 p.m.			Dinner Break		
			Participatory Plenary		
8:00-10:00 p.m.					

		Sunday, November 4	Sunday, November 4, 2012 (Schedule at a Glance)		
Start - End	Regency A	Conference Room 8052	Boardroom II	Regency C	Harbour A
8:30-9:30 a.m.	73 - Shared Dynamics of Learning: Using a Common Framework to Construct Individual Models of Learning Woods, Yates, Marsick	137 - Transformative Learning through Intentional Design McEwen & Romkema	125 - Making Connections: Radical Presence in the Teaching and Learning of College Students with Learning Disabilities and Attention Deficits Gabow & Hubbard	29 - Taking a Communication Perspective: Transformative Learning in Systems Fisher-Yoshida & Wasserman	68 - Shifting from Knowledge Power to Generative Inquiry: Creating the Field for Transformative Learning in Healthcare, Business and Education Southern, Taborga, Zabari
	Boardroom IV	Harbour B	Regency B	Boardroom III	
	9 - The High Road To Mindful Transformation: How Emotionally Competent Stimuli Engage Prefrontal Cortex Rationality Glisczinski	139 - Promoting Creativity in Adult Education: Transformative Learning in Action Herbers & Chen Tsai	22 - Psychotherapeutic Praxis Distilled: From a fragmented, to a Coherent, Reflexive Self Green & West	Stud Stud Profess Spo Reflec	
9:30-9:45 a.m.			15 minute break		
	Boardroom IV	Regency B	Harbour A	Harbour B	Regency A
9:45-10:45 a.m.	141 - Understanding Transformational Learning at Multiple System Levels: An Analysis of Critical Incidents of Executive Learning Watkins & Nicolaides	44 - Educating Healthcare Professionals for Tomorrow's World: An Appreciative Inquiry Approach to Positive Change and Transformative Learning Carter, Gogia, Marlowe, Nelson, Johansson	152 - From Pagodas to Pigpens: Towards a Pedagogy of Pilgrimage in Graduate Study Abroad Dirkx	146 - What Difference Does It Make? Transformative Learning and Relational Leadership Development Otter	132 - Blending Intuitive Listening and Somatic Awareness for Transformational Change Strozzi & Criswell
	Conference Room 8052	Boardroom III	Regency C	Boardroom II	Boardroom I
	63 - Walking Between Worlds: Holding Multiple Worldviews as a Key for Ecological Transformation Canty	126 - Social Work in Gypsies Urban Ghetto: Failure and Transformation through the Narrations of Social Workers Persico	15 - Setting the Stage for Transformative Learning: The Women Professors of Adult Education Retreat Experience Lawrence, McGill, Caffarella, Tisdell, Wolf	28 - The Emotion of Shame: A Mechanism of Self-Protection Wimmer	168 - Domains, Levels, and Approaches: Exploring the Diversity within Transformative Learning Praxis
10:45-11:00 a.m.			15 minute break		
11:00 am-1:00 p.m.			Participatory Plenary		

CONFERENCE SCHEDULE

THURSDAY, NOVEMBER 1, 2012

THURSDAY: 8:00PM - 10:00PM

Participatory Plenary

FRIDAY, NOVEMBER 2, 2012

FRIDAY: 8:30AM - 9:30AM

Concurrent Sessions begin. Choose between the following:

Growing a New Model of Community Engagement through Story Circles: Potential for Individual Transformation that Catalyzes Transformative Social Change

Janet Ferguson, Victoria J. Marsick, Eleanor Drago-Severson, and Pat Maslin-Ostrowski

This session will: 1) Engage participants in story as used for engaging community dialogue in Bermuda; 2) Discuss challenges as the project transitions from personal storytelling into collective meaning making; 3) Examine transformative learning, which is often private and individually experienced, when it becomes public and socially generated.

Nonformal Education: Fostering Individual and Social Change in Rural Africa

Edward W. Taylor

This study explored the practice of nonformal farmer groups (called RIPAT, where farmers meet regularly and experientially study the 'how and why' of farming) from the perspective of transformative learning theory and nonformal education (NFE). The study revealed an intricate picture of fostering transformative learning within the context of NFE in Northern Tanzania, where findings call into question some long-held assumptions about both.

Narratives from Brain Injury Survivors and a Care Provider: Transformation and Transformative Learning after Brain Injury and Recovery

Deborah Matos Lowe and Russell Lowe

The presenters of this session include a brain injury survivor and care provider who will discuss transformations experienced after

a life-altering occurrence. The presenters will discuss and engage in dialogue about the learning process of transformations, new meaning schemes and wisdom gained after a brain injury.

Living a Spiritually Guided Life: A Paradigm for a Sustainable Future

Anna Gatmon

Dr. Gatmon will present four ways of spiritual knowing and a process for becoming your own spiritual guide. She discusses how a spiritually guided approach could open up new and creative solutions to propel us towards more sustainable and holistic ways of living together, and in collaboration with nature. The session includes a presentation and an experiential segment.

Nurturing Living Systems Awareness as a Core Capacity for Co-creating a Vibrant, Sustainable World

Barbara Widhalm

How can we design learning experiences so that they mimic an ecological or living system? How can learners fully experience a group as a vibrant, organic whole? We will explore nature's patterns of organization as a design language for creating dynamic learning communities, engaging our bodies, hearts, and minds.

Integrating Study Abroad Experience

Bardha Oirezi

In this session I will share preliminary results of my research in progress, and invite discussion on four important issues in understanding the dynamic nature of transformative learning in study abroad contexts: 1) Its gradual process; 2) The contribution of study abroad experience in transforming self-identity; 3) Transformational learning as agentic; and 4) The context of the ordinary setting.

Experiencing Sustainable Communities: A Combined Effort *Akilah Martin and Joseph C. Chen, Ph.D.*

This session uses theories from social psychology to create an experience focusing on the power of group dynamics to understand nonsustainable behavior. The experience will involve participants working as two disparate communities living within a fictional town, attempting to solve a mutual sustainable issue with significant environmental consequences.

Development of Clinical Judgment Utilizing Structured Classroom Reflective Practice

Donna M. Glynn

This presentation will discuss the incorporation of "reflection-on-action" in a structured reflective classroom format, on the development of perceived clinical judgment and the ability to synthesize nursing knowledge in BSN students. By utilizing reflection in the classroom, educators may impact the education-practice gap and incorporate new pedagogies to strengthen the educational preparedness of health care providers.

Transformative Learning in a Community of Practice

Tamara Kelley and Lukas Murphy

The authors examined the experiences of students in a doctoral cohort as a community of practice and how working in a cohort promoted transformative learning. The authors used the Appreciative Inquiry model to craft the interview questions and the transformative learning models of Mezirow and Daloz to interpret the findings.

Awakening Creativity in Sacred Landscapes: A Transformative Learning Journey

Randee Lipson Lawrence

This interactive experiential session shares lessons gleaned from a workshop in Abiquiu, New Mexico, that focused on creativity and inspiration from the land. Participants will engage in creative and imaginal activities based on visits to natural areas. The last part of the session will be an interactive discussion about the intersections of transformative learning theory, creativity and sense of place.

15 MINUTE BREAK

FRIDAY: 9:45AM - 10:45AM

Spirituality and Culture in Transformative Learning as the Pursuit of Wisdom: A Workshop

Elizabeth J. Tisdell and Pamela Hays

This paper considers cross-cultural perspectives on the meaning of wisdom; reports the findings of a longitudinal study on the spiritual development a multicultural group of 31 adult educators over a 10-year period related to spirituality and the pursuit of wisdom; and considers what this means for transformative learning practice.

The Unsustainability of Legal Practice: The Case for Transformation of Legal Education and Legal Educators

Kate Galloway and Peter Jones

The legal profession needs systemic change; our brightest are leaving and students and practitioners suffer high levels of mental distress. The profession may be unable to sustain itself. For transformation to start in law school, this session poses the dilemma of engaging academics and the profession in a transformative project.

To See the Truth in Another's Point of View: Interactions with Diverse Peers as a Catalyst for Transformative Learning

Rosemary A. Talmadge and Mary E. McCall

Presenters will discuss how theories of transformative learning, self-authorship, and interactional diversity are currently framing a study of student experiences with peers on a highly diverse community college campus. Session participants will explore how their own experiences with diversity may have led them to question prior assumptions and revise them.

Imaginal Ways of Mind & Heart Transformation

Catherine A. Lamond and Janice V. Spafford

In this session, we will re-present experiences of serious illness and loss as a Way of the Imaginal. We will share transpersonal storytelling as forms of transformation. We will meet with a Renaissance master image as Anima Mundi, soul of the world. We will also offer rituals, reflective journaling, and memory theatre, for transforming mind, heart, and soul.

Metamorphosis: The Intersection of Transformative Learning and Leadership Education

Lisa Kendall

Leadership and deep learning intersect at the word, 'transformation.' Successful leadership incorporates the idea of transformation; that is, creating significant, positive social change. Change ensues when a leader understands herself and her place in the world. What is presented here, in an interactive workshop form, is a demonstration of Transformative Learning Theory as the basis for leadership education.

"The Teacher I Have Become Is a Teacher, Not an Engineer." Charting the Transformation of Career Changers Transitioning to Secondary STEM Teaching

Catherine Snyder

Transformative Learning Theory (Mezirow, 1990) undergirds the analysis of this case study demonstrating that career changers face daunting challenges with the transition to teaching. The authors suggest that teacher preparation needs to be recursive, relevant, emancipatory and associative, to alleviate some challenges. A survey study is underway to test study generalizability.

Transformative Learning in the Higher Education Extracurriculum

Solymar Ferreras and Stacey Robbins

This session will explore how transformative learning theory was used to support the developmental needs of graduate students. We will consider how a group of graduate students increased their commitment, learning, and engagement through an extracurricular learning community, which used peer coaching and collaborative inquiry as primary learning methodologies.

Transcending Rationality: The Transformative Power of a Holistic Group Approach to Educating for Critical Consciousness and Change

Katherine N. Kaya and Steven Schapiro

Participants will experience a holistic approach to exploring social justice issues related to a taxonomy developed from a study conducted with Sansei women. The taxonomy comprises 19 roles organized into four functions: foster presencing, nurture empathic understanding, catalyze deeper inquiry into experiences, and encourage engagement in expressive ways of knowing.

Making a Difference: Exploring the Experiences of Transformational Women Leaders in Kenya and Singapore

Rosie Williams-Lim and Naya Mondo

Leadership has generally been seen as a male domain globally begging for more studies on women leaders from non-Western backgrounds. Two doctoral candidates examine six women leaders from Kenya and Singapore. Similarities and dissimilarities will be discussed.

Exercising Critical Reflection: Measuring the Relationship Between Brain Derived Neurotrophic Factor and Transformative Learning Experiences

Daniel J. Glisczinski

Exercise boosts brainpower, according to neuroscience research. And brain power is responsible for constructing increasingly accurate perspectives through critical reflection on disorienting trigger events. This study analyzes relationships between exercise and transformative learning among undergraduates, as measured by a learning experiences questionnaire informed by emerging insights into education neuroscience.

Parental (Not) Learning – Supportive and Obstructive Normalizing Practices and Transformative Learning

Ruth Michalek

This study develops a grounded theory of parental learning processes. Using transformative learning theory, interviews with parents and parents' diaries were analyzed, focusing on normalization. Normalizing can help parents reduce complex situations, but can exclude significant areas from reflection and therefore from learning. As such, normalizing bears the risk of becoming a learning obstacle.

15 MINUTE BREAK

FRIDAY: 11:00AM - 1:00PM

Participatory Plenary

FRIDAY: 1:00PM - 2:30PM

Lunch Break

FRIDAY: 2:30PM - 3:30PM

Learning Through Adaptive Challenges: Increasing Capabilities for Early Career Professionals

Anyana Banerjee and Aliki Nicolaides

We explore how to foster learning in adaptive challenges in timely, skillful, and effective ways. We share the results of a Collaborative Developmental Action Inquiry (CDAI) approach to explore the adaptive challenges faced by a group of postdoctoral quantitative policy fellows as they transition to an applied service-oriented fellowship program.

The Making of Wisdom: Journeying through the Transformative Fire of Immigration to Living in the 'Third Space'

Elizabeth Lange

Preliminary findings from an action research study using artsbased methods describe the transformative learning of first and second-generation immigrants. While affirming some orthodoxies, this paper challenges thinking about culture, identity, and transformative learning and describes learning into cultural hybridity and living in a 'third space', often manifesting as wisdom.

Transformative Learning in Higher Education: Epistemological Crossroads

Sharon Herbers and Dorothy Ettling

The authors plumb four epistemological wellsprings of knowing: through critical reflection on experience; through discovery of ethics in action; through the scrutiny of transformative practice; and through contemplation on the situation at hand. They will explore their individual and collective understanding shared in a community of practice, focused on transformative learning as an intentional teaching practice.

Collaborative Inquiry and Transitions in Urban Ministry: Creating Time and Space for Reflexive Praxis in Community Maria Liu Wong

This session invites examination of perspectives on transitions and spaces in learning through individual and group experiences, engaging with themes that emerged from a collaborative inquiry on reflexive praxis in urban ministry. Participants will incorporate multiple ways of knowing, utilize various modalities, and attend to spirituality through action and reflection.

Silenced Voices That Cry In the Night: Transformative Learning and Spouses of Wounded Warriors

Vicki A. Brown

Using transformative learning and women's development as its theoretical frame, this study seeks to understand the essence of the learning experience and meaning making process of young, ethnically diverse spouses of wounded warriors. It uses a feminist lens to understand the ways in which women know, learn, and thus transform their perspectives.

Visual Thinking Strategies - Deeper Learning and Group Intelligence through Visual Art

Oren Slozberg

Visual Thinking Strategies (VTS) is a research-based method that transforms learning and teaching. In VTS, students learn through facilitated discussions of works of art using strategies based on Aesthetic Development theory and extensive practice. This session will address key questions, such as: What are the essential qualities in art that lead to a true exercise of cognition? How can the experience of a painting be transferred to an experience of group intelligence? What are the implications of this process for public education and general community discourse.

Transforming Equity: At Home in a Multi-Faceted World

Margot Hovey-Ritter

Through a presentation and experiential coaching, this presentation explores Transformative Coaching for leading a virtual team.

Teaching Transformation in High School: Appreciating What Works

Rona Zollinger

Come listen to the stories of high school students, teachers and community partners as they introduce applications of transformative learning in a high school setting. Opportunities for storytelling, dialogue, movement, and connection will be offered as they introduce an integral approach to schooling that promotes the conscious transformation of individuals, schools, and communities through practices of holistic health, ecological stewardship and relational learning.

Integral Intelligence: Transforming Leaders to Meet the Demands of a Complex World

Donna R. Stoneham

Integrating practices leading to greater self-insight, expression of multiple intelligences and deeper mindfulness is critical to developing transformational leaders. This session will guide participants through a process on "Practicing Presence," used in our work to build leadership capacity; provide an overview of our model; and offer case studies demonstrating the transformative results of integrating theory and praxis.

The Transformative Power of Reciprocity: A Path to Harmony with the Natural World

Monique Duphily

This workshop is an active inquiry into how a reciprocal relationship with the natural world can facilitate individual transformative learning. Participants will practice a direct experience of reciprocity through energetic exchange with the natural world. We will then make meaning of how this might affect our own lived daily practice.

Life Writing through Different Point of View Perspectives

Brenton R. Wimmer

Autobiography and life writing is typically understood to be written through first-person narratives. In this session, participants will be introduced to writing one's life through alternative routes such as second and third person. Explanations, various methods, and benefits for practice will be discussed.

15 MINUTE BREAK

FRIDAY: 3:45PM - 4:45PM

Transformative Learning in Youth

Knud Illeris and Birgitte Simonsen

Transformative Learning has always been related to adults. But when does this possibility start, how does it come about, and what happens in youth? This will be discussed in theory and practice by an internationally recognized learning theorist and the former director of the Danish Centre for Youth Research.

Towards an Integrated Research Framework for Transformative Learning Theory

Chad Hoggan

One of the most pressing needs of transformative learning theory is an overarching framework capable of integrating a variety of diverse perspectives. This paper proposes a path for this integration, as well as a model that is potentially useful as a framework for integrating the theory.

Transformative Learning through Peer Dialogue Facilitation Training: A Model Program for Developing Undergraduate Leaders in Social Justice Education

Mary E. McCall and Corliss Watkins

This session presents and discusses the processes involved in developing and implementing a series of undergraduate college courses designed to introduce, and then train undergraduate students to lead peer dialogues on topics such as racism, sexism, heterosexism, religion oppression, classism and ableism at a small, Catholic, liberal arts college.

Crossing the Great Leadership Divide with Horse as Guide

Lissa Pohl

This interactive and experiential workshop explores the gap in contemporary leadership theory when it comes to leveraging kinesthetic intelligence (PQ) for developing effective leadership capacities and shows how the horse just might be our guide once again to new leadership horizons.

Building Transformative Containers: Growing Up is Waking Up

Terri O'Fallon

This session will outline 12 transformative waves, which inform: 1) Waking up and growing up, internally and externally. 2) Our work

in virtually any profession: education, organizations, politics, law, psychotherapy, etc. 3) Levels of systems and cultures that arise out of each wave. 4) Transformative containers occurring at each level.

Group Processes that Foster Transformative Learning at Multiple Levels of System: Individual, Relational and Societal

Ilene Wasserman, Placida Gallegos, and Steven Schapiro

This session will engage participants with a framework that identifies three main kinds of transformative group work, categorized in terms of their intended outcomes: personal growth and awareness; relational empathy across differences; and critical systemic consciousness. We will also explore the interconnections between them and how to use the framework to guide our interventions.

Insights from International Development of Epistemological Tensions for the Transformative Learner within a Neoliberal Environment

Gael Robertson

First, stories from international development in Nepal, interconnecting 'self,' as the transformative learner, within local and global contexts. Second, discussion, to explore the epistemological tensions that arise for the transformative learner while juggling individuation and individualization in learning across learning environments and professions; and third, transformative learning as a survival strategy.

How an Action Learning Group Can Contribute to Leadership Development and the Participants' Experience of Transformative Learning

Kathleen H. Kueht

This innovative, experiential session seeks to present the relationship between constructs of transformative learning and action learning. Kueht (2009) suggests that action learning is a catalyst for, and contributes to, transformative learning outcomes. This session explores the experience of participants in the context of an action-learning group along with the application of action learning in a wide range of settings for leadership development.

The Journey of Transforming Virtual Relationships

Sylvia Gaffney and Bernice Moore

Social Media is a technological force affecting relationships as it eliminates the friction of distance, time, and interactions in our increasingly virtual world. This session integrates theory, insights, and interactions to optimize social media by connecting and engaging individuals, teams, and organizations working and managing remotely (limit of 20 participants).

The Reality of Hope: Dialogue on Our Shared Values and Actions

Ashley Munday

Hope is not found in dreams. It's found in the reality of what we can create. Beneath the surface of theories, strategies, and practices are values. Values reflect deeply held views of what we find worthwhile. Participants will reflect on their personal values and discover how to cultivate transformative learning cultures.

15 MINUTE BREAK

FRIDAY: 5:00PM - 6:00PM

Experiencing an Holistic Approach to Transformative Learning

Sherry Kennedy-Reid

This session presents results of research into a holistic approach to transformative learning, including an innovative approach to understanding the interaction of the individual with his/her context. The overarching research themes are interspersed with experiential interludes, offering participants the opportunity to experience and reflect on these holistic practices.

Examining the Role of Media in Weight Discrimination and the Transformative Learning Process

Rebecca A. Stametz

You are invited to make space for dialogue regarding media's portrayal of obesity. Web 2.0 technology in the form of an iMovie will be used during the presentation to depict how obesity is positioned in the media and to serve as a platform to critically examine how media can challenge personal beliefs and assumptions that can impact the adult learner and facilitate transformative learning.

Engaging Conflict and Discomfort in Transformative Learning: Insights from Conflict Transformation Praxis

Joy Meeker

This experiential workshop considers how the praxis of conflict transformation can inform Transformative Learning adult educators. Dilemmas of praxis emerging from a qualitative inquiry will be introduced; engaging conflict in classrooms, avoiding teaching toward privilege, and responding to loss. Creative responses will be practiced and reworked to match participants' teaching contexts.

Expanding Voice and Vision: Transformative Learning and Teaching Social Justice

Karen Magro

This presentation will link teaching social justice with different strands of transformative learning theory that include perspective transformation, global transformative education, non-western ways of knowing, and emancipatory teaching. It will draw from a qualitative study that explores the way 20 Canadian teachers are integrating social justice themes in their curriculum. Implications for educational innovation will be presented.

Artful Inquiry in the Studio of Life: A Playful Engagement with our Conference Experience

Virginia May and Nika Newcomb Quirk

Artful Inquiry pushes epistemological boundaries to include movement, storytelling, art-making, sound, circlework and silence and when combined with action research methodologies, provides accessible transformative learning frameworks fostering mindfulness, transformation and ongoing learning. This session re-engages people with their artful selves, each other, and to reimagining a sustainable way of human life.

Emerging Model: Cultivating Transformative Learning Environments with and through Technology

Jung Eun Lee and Aliki Nicolaides

With the advance of technology, observable numbers of academic courses are delivered online. In this paper, we explore possibilities of incorporating technologies to foster conditions for transformative learning and transformational action. We attempt to create robust and interactive space for online learning through a multifaceted instructional design.

Effective Interpersonal Communication as a Transformative Learning Process

Katie Davis

In the spiritual domain on an individual and organizational level, interpersonal communication is a foundational space in which transformative learning can occur. In this session we will generate an emergent but bounded conversation by inquiring together into the opportunities for transformative learning when "meanings meet" within effective interpersonal communication.

The Entrepreneurial Learning Curve: Transformations of Immigrant Women in Germany and Canada

Anna Laros

I will present insights, analysis and discussion on my newly developed grounded theory based on the learning processes of female immigrant entrepreneurs. A unique aspect of this theory is the subjects' altruistic concern for others, which I've observed through research and will qualify with data from both German and Canadian subjects. My conclusions are then discussed vis-a-vis the theory of transformative learning.

Mindfulness: A Practice for Education, Emotional and Physical Health - Theory, Research and Application

Siegmar Gerken

Mindfulness cultivates and utilizes our natural capacity to lead a healthy, balanced and fulfilling life. Mindfulness strengthens concentration and reduces stress symptoms; increases mental clarity and presence; leads to emotional balance; improves interpersonal relationships and teams; and enriches physical and psychological health. It serves as a transformational tool for educators, therapist, coaches, and doctors.

Transformative Learning in Business and the Business of Transformative Learning: A World Café

Monika Broecker

In this experiential session, we will explore what Transformative Learning practitioners can bring into business and how Transformative Learning can be a business. Using storytelling and collaborative creativity, we will weave together theories and best practices and come up with inspired action plans to create more sustainable business solutions.

SATURDAY, NOVEMBER 3, 2012

SATURDAY: 8:30AM - 9:30AM

An Open Discussion on the Long-Term Impact of Transformative Learning

Norma Nerstrom

Interested in expanding the boundaries of transformative learning? This roundtable discussion focuses on my preliminary research of the long-term impact of transformative learning. As a doctoral student and roundtable facilitator, I look forward to listening to participants' own experiences of transformative learning in addition to their feedback regarding my study.

Transformative Learning by Design: One Opportunity at a Time

Virginia L. H. Crowe and Jane A. Taylor

Our story is simple: the journey of two practitioners united in purpose to foster transformative learning into our professional work setting. This interactive presentation provides opportunity to hear and experience approaches, both simple and more complex, that we utilize to design occasions for transformative learning one opportunity at a time.

Designing Structures for Transformation: Facilitating Transformative-Learning Through Transpersonal Ways of Knowing

Nancy Mangano Rowe and Dorit Netzer

This experiential workshop explores the design of overarching, transformative structures that include transpersonal, intuitive, creative, and embodied ways of knowing. As a group, we will begin to identify significant qualities, characteristics, and subtle nuances within learning experiences that contribute to whole-person and social transformation.

Blood, Sweat and Tears: Insights into the Lived Experiences of Graduates of an Accelerated Undergraduate Degree-Completion Program

Bonnie Flynn

This presentation, based on a doctoral dissertation completed in 2009, researched the lived experiences of adult learners who graduated from an accelerated undergraduate degree-completion program using a theoretical framework of transformative learning. This presentation will explore the major themes and subthemes that emerged from the study and discuss implications for practice.

Assessing Transformative Learning Outcomes and Processes

Edward W. Taylor

This presentation is about the development of a validated quantitative survey to assess the outcomes and processes of people who engage in transformative learning. This survey offers greater clarity to the outcomes and processes of transformative learning and helps move the study of transformative learning towards a more unified perspective.

Transformative Learning to Develop Strategic Insight in Management, Organization and Leadership Education

Stacey Robbins and Lyle Yorks

Globalization and technology have increased the complexity of our socio-economic-political landscape and leaders must develop mindsets that enhance their ability to address challenges characterized by ambiguity and uncertainty. This research seeks to understand the experience of graduate students in courses using action learning to develop these capabilities through transformative learning experiences.

Minding the Gap: Critical Reflection as the Connector between Morality and Transformative Learning

Perdeta L. Bush

There is a gap in the literature on how moral-ethics, as one of Mezirow's six habits of mind is situated in transformative learning theory. Central to both morality and transformative learning is critical reflection. This paper will focus on the role critical reflection plays in that relationship.

The Transformative Journey: Edge Emotions & Liminality Larry Green and Kaisu Mälkki.

Transformative learning suggests a desirable destination that partially obscures the difficult journey required. Leaving the cocoon of one's founding premises arouses the "edge emotions" of anxiety and grief. Transformation entails movement through a liminal zone, leaving behind the familiar but inadequate premises in order to forge new ones.

The Awakened Eye: Art, Ecological Perception and Transformation

Madeline M. Rugh, and Straja Linder King

This presentation will address concepts regarding the role of art and reciprocal perception (heart-based perception) in ecological awareness. Participants will contemplate (found objects) and create a word-image in response to the question, "What is the quality of your gaze, and how does this relate to sustainability in a transforming world?"

15 MINUTE BREAK

SATURDAY: 9:45AM - 10:45AM

Transforming the Learning Space from "I" to "We" Through Movement, Music and Improvisation

Pamela Meyer and Elizabeth J. Tisdell

Group music/singing, dance/movement and improvisation require attending to other(s), in a way that has the potential to transform the energy, orientation and learning space. This experience can be a doorway to transformative learning. In this participatory session we will explore this shift through music, movement/dance, and improvisation.

Theoretical Convergence Leads to Transformative Learning and Change

Ed Cunliff and John Barthell

This session builds on several change models and presents a pathway for molding significant change in order to create a healthy future, including in higher education. The presenters work at the University of Central Oklahoma in a unique approach to Transformative Learning, and they connect that experience to transformative change.

If Your Body Could Speak: The Potent Place of Body and Expressive Movement in Transformative Learning and Change

Rosario Samartino

The presentation will be divided into three parts: First, lecture on philosophy and theory of a body and movement-centered transformative practice. Second, experiential, and third, Q &A. Participants should expect to engage in some movement and creative dialogue.

Existential Dimensions: What the Terminally Ill Can Teach Us About Existential Dimensions of Transformative Learning

William Brendel

In order to transform, must a person always challenge, revise, and commit to new meaning and action? Perhaps more profound transformation requires just the opposite: releasing the everyday, falling from our attachments, and resting perfectly still in awareness. This presentation demonstrates this possibility through the stories of four hospice patients.

Using Transformative Learning Strategies to Improve Team Functioning

Mary Shapiro and Mindell Reiss Nitkin

Participants will have the opportunity to experience and reflect on elements of a transformative team curriculum, designed to be delivered in four, 30 - 45 minute sessions in conjunction with a team task. We will focus on the most transformative elements of this curriculum including self-assessment of team skills, creating a team contract, providing peer feedback, and developing a continuous improvement plan.

The Power of Praxis: Transforming Pedagogies and Practices in Graduate Leadership Education

Richanne C. Mankey and Donna Stoneham

Our focus is making meaning from lived experience, relevant to four themes. We share our focus - transforming leadership through praxis. In an interactive format, we explore how we support the development of the following leadership capacities in our students: wisdom, knowledge, way-of-being, skill building, and integrating multiple aspects of intelligence.

Extending Group Sensemaking: Practices for Engaging Expansive Group Experiences

Mark D. Kelley

Learning groups depend on effective ways of connecting lived experiences with collective understandings. Collectives need capabilities for attending to "weak signals" in emerging situations. This session provides "next practices" ('creating reflective spaces' and 'acting while not knowing') for creating collective receptivity and sensemaking around expansive phenomena towards plausible situated understandings.

Transformative Learning through Intercultural Dialogue

Rhonda M. McEwen and Jeanette Romkema

This interactive session builds on participant experience and discusses factors that help to facilitate effective intercultural dialogue in a learning context. We will examine essential adult learning principles and apply these to intercultural learning contexts, with consideration as to how these principles facilitate transformative learning.

Collaborative Developmental Action Inquiry: A Method for Envisioning the Future of Adult Learning Graduate Programs

Katie Davis and Aliki Nicolaides

We will present the methodology and findings from a collaborative developmental action inquiry (CDAI) conducted with stakeholders of a graduate program in adult education, and then facilitate a conversation that will encourage consideration of how the use of CDAI may create the conditions for transformational learning to occur in various contexts.

15 MINUTE BREAK

SATURDAY: 11:00AM - 1:00PM

Participatory Plenary

SATURDAY: 1:00PM - 2:30PM

Lunch Break

SATURDAY: 2:30PM - 3:30PM

Using Holistic Epistemology to Facilitate Transformative Learning

The European-American Collaborative Challenging Whiteness
This workshop helps participants explore how multiple ways
of knowing can illuminate thoughts and feelings that we might
not know we have. Using visual expression, creative writing,
image making, music, movement and other ways of knowing,
we will explore how different modes of expression can lead to
transformative learning.

Journey Into the Nature of Fear Through Collaborative Inquiry

Sylvia Boltic, Lyndsey Fjellstedt, Brook Jones, Lane Schonour, and Kevin Matthews

Fear impacts our ability to engage in transformative learning opportunities. What if we could understand the nature of our fear? Collaborative inquiry (CI), a practice of recurrent meetings followed by reflection and action, is used by a group of doctoral students as they try to answer that important question.

Systemic Constellations and the Topology of Family Karma *Carl Buchheit*

This session presents an overview of Bert Hellinger's "Orders of Love," the often counter-intuitive, occasionally shocking rules whereby the Family Soul seeks to correct earlier injustice, violation, devastation, and loss, appearing to pull current generations into repeating past tragedies; its resolution is a model of transformative learning. Carl will demonstrate this via a short-form Constellation with a volunteer from among participants.

Toward a More Perfect Union: Helping Law Students Bridge Distinct Ways of Knowing

Jason Meek and Robin Wellford Slocum

This highly interactive session will explore ways to integrate rational and extrarational approaches in support of transformative learning within legal education. We will share unifying and holistic approaches that help to bridge cognitive, affective, relational, imaginative, and spiritual dimensions of adult learning, and discuss how these approaches might be valuable in other educational settings.

Insight Dialog: A Practice for Engaging the Collective Wisdom of a Group

Margot Hovey-Ritter, Lisa Herman, Terri O'Fallon, Pat McCarver, and Pat Fox.

Through a presentation and experiential methods, we demonstrate Insight Dialogue, a community of practice approach that facilitates collective intelligence, growth and development of individuals and groups. Participants learn that Insight Dialogue allows for depth of insight, uncovering and examining assumptions, escaping autopoetic habits, and cultivates emergent developmental attainment.

Telling Our Stories, Transforming Our Lives

Ericka Turley, Norma Nerstrom, Auburn Ellis, Lilliam Perez, and Melissa Casteel

Five woman storytellers, diverse in experience, age, and ethnicity, weave narratives of our own transformations. Joining us is our resident artist (and fellow storyteller) artistically creating our stories as they unfold. Each share that storytelling serves as a structure to construct new meanings. Interactive Gallery Walk with art story awarded.

Learning about Race through Innovative Praxis – Theoretical and **Practical Lessons for Today**

Kirk Moll

Explore the Student Interracial Ministry, an innovative educational program from the civil rights era that gave adult theological seminary students an opportunity for interracial learning in Southern black communities. View a brief, original documentary and video segments of oral histories, reflect on your own experiences with racial learning, and develop ideas for innovative practice.

Community Leadership: Transforming Our Models and Ourselves

Margaret "Peggy" Cain and Jennifer Kushner

This interactive session explores participants' models of community leadership, presents the frameworks of leaderless community organizing and collective impact, emphasizes inclusion of marginalized voices, connects to transformative learning of worldviews and individual and collective actions, and develops plans for participants' learning and action.

Learning Along the Road of Motherhood: Exploring the Potential of Transformative Learning in Doctoral Student Mothers

Aimee Tiu Wu

This study explored the experience of 20 doctoral student mothers balancing their roles as students, mothers, and professionals. Findings revealed: (1) The relevance of McClusky's Theory of Margin; (2) Self-directed learning and learning from experience were necessary to achieve balance; (3) Most perceived differences as a result of motherhood; and (4) Perspective transformation may be experienced in balancing roles.

15 MINUTE BREAK

SATURDAY: 3:45PM - 4:45PM

Learning for Sustainability, the Construction of New Social Imaginaries

Sylvia Catharina van Dijk Kocherthaler, Luz María Muñoz de Cote Gudiño, and Diana Hoogesterger

Based on the contention that our relationship with the world is in urgent need of reconceptualization, learning processes must help groups to envision new possibilities and different ways to organize society. The facilitation in this session will aim to trigger transformative learning and thereby seeks to stimulate emergence of new social imaginaries.

Compassionate Presence Inside Education

Lori L Desautels

Education and learning are as natural to us as breathing. It simply occurs in the spirit of every individual. "Thriving" is our natural state of life, life is meant to work, and our purpose is to thrive! If the purpose of education is to live outside the walls of education, then we must begin with a "compassionate presence."

From "Me" to "We": Claiming Wisdom and Our Common World

Caroline Bassett

In this participatory experiential workshop I am proposing that, working with my conceptualization of practical wisdom, we can utilize a transformative process to bring about change that will enhance rather than inhibit human flourishing, moving from a "me" world to more of a "we" world. An explanation of the Emergent Wisdom Model will illustrate connections to both systems theory and transformative learning.

Re-Imagining End-of-life Care: Transformative Learning Possibilities within Interdisciplinary Hospice Teams

Gwendolyn Kaltoft and Pilar Alonso-Nunez

People may want to transform work habits and yet they are held captive by being "caught in their histories and reliving them." Patterns of communication, expectation, and boundaries of designated roles often impede whole person and group learning in the medical arena. Considerations are discussed in context of hospice/palliative care.

The Hero's Journey as a Metaphor for Personal Transformation *Julie Willans**

The Hero's Journey provides a 12-stage framework for understanding that significant personal growth and transformation are often accompanied by challenge and tension, but often the greater the challenge, the more significant the growth. These stages can be valuable in the identification of events that initiate change, and allow for reflection on the emotion associated with those changes

How Stories Can Transform Whites Working for Racial Justice *Drick Boyd*

This presentation examines Helms' White Racial Identity Development Model in light of Transformative Learning Theory to show how learning the stories of whites who have worked as allies alongside people of color in the struggle for racial justice can aid white people in developing an anti-racist identity and lifestyle.

Storytelling as Transformative Learning Praxis

Amanda E. Feller

Narrative can transform or retrench; divide or bring peoples together; perpetuate victimhood or liberate. This workshop takes participants through an exercise used in contexts where facilitators navigate through problematic narrative towards reconciliatory narrative. Objectives are: (1) to engage in practice that begins a transformative process; and (2) to understand that storytelling and narrative are not neutral.

Re-Imagining Learning by Engaging Local and Global Diversity: Building Our Capacity for Relational Eloquence

Ilene Wasserman and Placida Gallegos

Engaging diverse social worlds through engaging differences is fertile ground for stimulating transformative learning. This experiential session echoes the core questions of the conference: What is important to us? What are the consequences of our actions? How do we relate to one another? We do so by applying the core principles and tools of the REAL model in a provocative reflective process.

Transformational Learning for Health and Healing: A Holistic Perspective

Laurie Anderson Sathe, Janet Marinelli, Janet Dahlem, and Carol Geisler

We share our experiences of teaching in a graduate transdisciplinary holistic health studies program where we bring together the rational, the creative and the aesthetic to create a healing community that promotes transformational learning. We provide theoretical grounding from transformational learning theories and theories of holism, and practical examples from our experiences of teaching.

15 MINUTE BREAK

SATURDAY: 5:00PM - 6:00PM

Transformative Learning and Identity

Knud Illeris

This session is fundamentally IMPORTANT, because it will explain why the field of Transformative Learning should not be limited to meaning perspectives, etc. but include all dimensions of identity. This term implies a more well-defined and up-to-date understanding, opening for a range of new possibilities which will be indicated.

Re-Imagining Learning: An Education Towards Wholeness

Anna Gatmon

This is an original educational model conducive to holistic transformative learning. It is based on the facilitator's experiences as a student at CIIS and her subsequent work with the staff and parents of an alternative elementary school she founded. The session includes a presentation and an experiential segment.

How Praxis Can Inform a Teacher's Practice and Transform Public Schools

Yvonne V. Thayer

Praxis offers a method of professional practice that could engage K-12 teachers to enhance them as professional thinkers and facilitators of learning. This session will examine how recent federal and state efforts to make teachers more effective may discourage transformative practices and reduce learning in preparing for state tests.

Ecology, Critical Reflection and the Praxis of Change: Insights from Architecture and Social Work

Alison Pooley, Peter Jones, and Beth Tinning

This session presents insights from teaching practice in Architecture and Social Work. The facilitators share their experiences of encouraging students to examine and challenge assumptions about personal and professional relationships to ecological issues. A number of specific tools for promoting critical reflection on such issues are explored in an experiential setting.

A Creative Approach to Learning from a Transformative Experience

Beatrice Benne and Sabine Amend

Through an experiential process of reflection, collaborative sharing and artistic expressions of insights, participants will explore questions such as: How can we weave further insight from our own transformative experiences? How can a creative process further transform a prior transformative experience? And, how does this change the ways in which we act?

Entering the Field: Transformative Learning Praxis Informing Cross-Cultural Research

Dorothy Ettling

This presentation offers transformative learning praxis as a framework for underpinning the design of cross-cultural participatory research, highlighting how this approach has led two transformative learning practitioners in research with village groups and community based organizations over the last seven years in Africa.

Leveraging Transformative Learning and Transformational Leadership for Ecological Sustainability in Nigeria

Pamela Meyer and Julie Benesh

Learning can promote transformation in vulnerable ecological and economic environments. Lessons learned there may prove illuminating to those of us practicing in other settings. Integrating apparent dichotomies and polarities of formal and informal learning paradigms and their respective effects on transformation, can sensitize and help us capitalize on learning opportunities everywhere.

Exploring the Faculty-Institutional Role in Support of Emerging Scholars: Knowledge Construction and the Diversity Divas

Jeanne Bitterman, Maria Liu Wong, Naya Mondo, Ramona Sharpe, Aimee Tiu Wu, Connie Watson, and Rosie Williams

This session, led by doctoral candidates and their faculty advisor, explores how meaning and knowledge were made on multiple levels in a Collaborative Inquiry (CI) around diversity. False dichotomies of knowledge construction are considered, while power, positionality, and privilege are investigated through choreographed movement and interaction with participants.

Critical Reflection through Aesthetic Experience: How Could a Wide Range of Learners Gain Access to the Process?

Alexis Kokkos

This presentation approaches the following questions: What kind of artworks can unearth critical thinking? Can all artworks, without exception, serve such a function? To what extent can learners, especially those who might not be familiar with cultural habits, have an intellectual and emotional access to the meaning of artworks?

SATURDAY: 8:00PM - 10:00PM

Participatory Plenary

SUNDAY, NOVEMBER 4, 2012

SUNDAY: 8:30AM - 9:30AM

Shared Dynamics of Learning: Using a Common Framework to Construct Individual Models of Learning

Nicole Woods, Jennifer Yates, and Victoria Marsick

For over a century, models of adult learning theory have been developed and revised. Is it possible that within this diversity, common dynamics of learning exist? With particular emphasis on experiential and transformative learning theory, we will present an integrated learning framework and facilitate a reflective activity allowing participants to collaboratively analyze individual learning experiences.

Transformative Learning through Intentional Design

Rhonda M. McEwen and Jeanette Romkema

This interactive session offers an 8-step model for learning design that ensures accountability to maximize the possibility of transformative learning. Based on the work of Dr. Jane Vella, this systematic and intentional way of designing and planning a learning event begins with the learner as decision-maker.

Making Connections: Radical Presence in the Teaching and Learning of College Students with Learning Disabilities and Attention Deficits

Michelle Gabow and Laura Hubbard

With forty years of combined experience in the field of learning disabilities, we will share how transformative learning theory, story telling, signs, and conversation help our students see themselves with new eyes and ignite and challenge our own practice. In this experiential workshop, participants will discover radical presence in our teaching/learning lives.

The High Road To Mindful Transformation: How Emotionally Competent Stimuli Engage Prefrontal Cortex Rationality

Daniel J. Glisczinski

Why do some experiences trigger perspective transformation while others incite ideological entrenchment? Brain research suggests the former travel the high road to the prefrontal cortex—fueled by emotionally competent stimuli. The latter, in contrast, appear to be steered down the load road where the amygdala preserves rather than probes assumptions.

Taking a Communication Perspective: Transformative Learning in Systems

Beth Fisher-Yoshida and Ilene Wasserman

Engaging diverse social worlds, is fertile ground for stimulating transformative learning. In the process of engaging differences and shared critical reflection, we know ourselves differently. The REAL model helps people reframe relationships, personally and professionally. We will engage the model to address personal developmental edges and relational challenges.

Not Just Brawn: A Case Study of Collegiate and Professional Athletes in Team Sports and the Role of Reflection in their Learning

Welton Kwong and Brian Mitra

While athletes are frequently interviewed, seldom are the questions and responses framed in terms of adult learning. This study aims to identify and make explicit the learning that athletes experience.

The presenters will share findings on how athletes reflect-inaction (Schön, 1983) and implications for coaching practices and research.

Shifting from Knowledge Power to Generative Inquiry: Creating the Field for Transformative Learning in Healthcare, Business and Education

Nancy L. Southern, Jorge Taborga, and Mara Zabari

One of the conditions for transformative learning in organizations is a shift from knowledge power to generative inquiry. Leaders from healthcare and business will share how they designed processes to enable this shift. Participants will engage in conversations to consider how to design a change process to foster generative inquiry.

Promoting Creativity in Adult Education: Transformative Learning in Action

M. Sharon Herbers and Kuan Chen Tsai

This presentation will identify current trends in the research of creativity in adult education and explore connections with creative thinking through an experiential learning exercise. Presenters will facilitate a discussion of applying lessons from the practice and research of creative expression in transformative learning, to the expansion of creative thinking research and practice.

Psychotherapeutic Praxis Distilled: From a Fragmented, to a Coherent, Reflexive Self

Larry Green and Linden West

Psychotherapeutic praxis creates conditions that facilitate transformational change. This outcome requires a willingness to carefully address the subject's resistances, anxiety and ambivalence. In addition, the therapist must be able to engage in the here-and-now of the interaction; to symbolize its patterns, and to identify how the subject's personal history conditions that 'here-and-now' experience.

15 MINUTE BREAK

SUNDAY: 9:45AM - 10:45AM

Understanding Transformational Learning at Multiple System Levels: An Analysis of Critical Incidents of Executive Learning

Karen E. Watkins and Aliki Nicolaides

This presentation offers findings from an evaluation study of an action learning-based executive development program built on a developmental theory of change. Critical incident interviews surfaced intended and emergent outcomes at multiple system levels. Our research tracks a growing capacity for transforming leadership at individual and collective levels.

Domains, Levels, and Approaches: Exploring the Diversity within Transformative Learning Praxis

Aftab Omer, Melissa Schwartz, Courtney Lubell, and Rob Gall Transformative learning is increasingly practiced within multiple domains and levels. Domains of praxis include psychotherapy, spiritual practice, business, education, civil society, governance and the law, and the arts. Levels of praxis include individuals, teams, communities, organizations, and societies. This session draws on the work of Meridian University's Center for Transformative Learning into how distinct approaches to transformative learning are gaining ground in distinct domains of praxis.

Educating Healthcare Professionals for Tomorrow's World: An Appreciative Inquiry Approach to Positive Change and Transformative Learning

Teresa J. Carter, Laura P. Gogia, Elizabeth P. Marlowe, Mark Nelson, and Charity Johansson

This session will engage participants in re-examining experiences in healthcare education by participating in an Appreciative Inquiry interview, the heart of the Appreciative Inquiry approach to positive change. Participants will explore the strengths, successes, values, hopes, and dreams that hold potential for fostering transformative learning in educating tomorrow's healthcare practitioners.

From Pagodas to Pigpens: Towards a Pedagogy of Pilgrimage in Graduate Study Abroad

John M. Dirkx

Using the metaphor of pilgrimage, this session focuses on developing a deeper understanding of the transformative dimensions of education abroad programs for adult learners. Pilgrimage provides a timeless understanding of travel that illuminates and amplifies the numerous internal images evoked among adults through the outward journey of education abroad.

What Difference Does It Make? Transformative Learning and Relational Leadership Development

Ken Otter

This presentation offers an opportunity to engage in a shared inquiry on the themes that emerged from a recent qualitative study on transformative education in relational leadership development. The primary outcome of this participatory session is to acquire practical knowledge toward implementing relational leadership development in one's work and life.

Blending Intuitive Listening and Somatic Awareness for Transformational Change

Ariana Strozzi and Eleanor Criswell Hanna

Ariana Strozzi and Eleanor Criswell Hanna will offer proven somatic practices with an emphasis on the spiritual component of self-identity in education, psychotherapy, and the healing arts. Topics will include navigating between conscious states of mind, the intuitive process and social interaction, and becoming more aware of the numinous, spiritual and energetic dynamics of our consciousness.

Walking Between Worlds: Holding Multiple Worldviews as a Key for Ecological Transformation

Jeanine M. Canty

The ecological crisis provides opportunity to enlarge our perspectives to align with larger systems of life, developing the multicultural self, the ecological self, and self-transforming self. This presentation identifies six qualities of people shifting to a resilient worldview, explores expanded concepts of self, and includes an experiential exercise and dialogue.

Social Work in Gypsies Urban Ghetto: Failure and Transformation through the Narrations of Social Workers

Greta Persico

"Nomad's camps" were built in Italy to provide accommodations for Gypsy groups. This housing policy was based on mistaken premises, and after a few years these places became ethnic ghettos, characterized by discrimination and often deviancy. Why has social work not produced empowerment? Through the stories of the social workers, we will explore this question.

Setting the Stage for Transformative Learning: The Women Professors of Adult Education Retreat Experience

Randee Lipson Lawrence, Carrie J. Boden McGill, Rosemary S. Caffarella, Elizabeth J. Tisdell, and Mary Alice Wolf

This session focuses on the transformative learning experiences of a women's group and their discovery of conditions important to transformation: Intention, environment, time, community, play, and collaborative leadership. Participants will share perspectives and photographs, and invite audience members to join the conversation with their own experiences or questions.

The Emotion of Shame: A Mechanism of Self-Protection

Brenton R. Wimmer

Have you ever wondered about the possible role of specific emotions in the transformative learning process? In this session, participants will be presented with the possible role of one emotion, shame. Shame will be unveiled to the participants as an emotion that is key to developing a full understanding of our continual development in a transforming world.

PRESENTER BIOGRAPHIES

PILAR ALONSO-NUNEZ, PH.D., LCSW AND GWENDOLYN KALTOFT, RN, ED.D. are members of the interdisciplinary hospice team at Yolo Hospice, a not-for-profit, freestanding community-based agency in Davis, CA. Collectively they have over 30 years of end-of-life care experience.

SABINE AMEND, owner SAMIKA: Building Adaptive Minds, focuses on human resource-ing[™] as an integral part of strategy and organization development. As a Professor at a Business School, she teaches and designs courses on intercultural management, entrepreneurship and strategic self-stewardship. She is also a Gyrokinesis® instructor and Gyrotonic® Pre-Trainer.

LAURIE ANDERSON SATHE is the program director of the Master of Arts in Holistic Health Studies at St. Catherine University. She is interested in transformation and healing at the individual and systemic level and teaches leadership, research and global studies.

ANYANA BANERJEE is a doctoral candidate in Adult Learning at the University of Georgia, Athens, and Deputy Branch Chief, Prevention Effectiveness Branch, Centers for Disease Control and Prevention in Atlanta. Ms. Banerjee's research and practice focuses on leadership development in the context of adaptive challenges.

JOHN BARTHELL, Dean of the College of Mathematics & Science at the University of Central Oklahoma and Professor of Biology, maintains an active student-centered international research program. His interest in Transformative Learning emphasizes undergraduate research and he is currently the PI of an NSF REU grant and a CUR Councilor.

CAROLINE BASSETT, PH.D. is founder and Director of The Wisdom Institute which focuses on practical uses of wisdom in everyday life. She teaches at Walden University and Capella University, directing dissertations for doctoral students in higher and adult education. She currently co-chairs the Curriculum Committee of the Osher Lifelong Learning Institute at the University of Minnesota.

JULIE BENESH, PH.D. is a member of the program faculty in the doctoral program in Organizational Leadership at The Chicago

School of Professional Psychology. She consults to businesses and not-for-profits, has extensive experience in the healthcare industry, and is an award winning short-story writer.

BEATRICE BENNE, PH.D., is the founder of Soma Integral Consulting, a firm focused on addressing adaptive challenges by facilitating multi-stakeholder transformative change toward emergent solutions. By creatively combining rational analysis and perceptive intuition, Ms. Benne successfully navigates the intricacy of highly complex environments while designing purposeful and resilient organizations.

DR. JEANNE BITTERMAN is a senior lecturer in Adult Learning and Leadership at Teachers College, Columbia University, serving as core faculty since 1983. In addition to teaching and sponsoring doctoral research she publishes and consults in training and professional development in healthcare, higher and public education, for profit, and non-profit organizations.

SYLVIA BOLTIC is a Systems Engineer for Huntington-Ingalls, Industries. She received her BSC from Spring Hill College, her MBA from the University of South Alabama, and is currently pursuing her doctorate in Human and Organizational Learning at George Washington University.

DRICK BOYD is Associate Professor of Urban and Interdisciplinary Studies at Eastern University where he teaches courses on Race & Ethnic Relations and Social Justice. He is also a popular educator in Philadelphia, PA particularly in the area of grassroots leadership development, educational justice, and gun violence prevention.

DR. WILLIAM BRENDEL is an Assistant Professor of Organizational Learning and Development at the University of Saint Thomas in Minneapolis, Minnesota. Dr. Brendel is the founder of a website resource for the theory and practice of www.transformativelearning.org. His core research focus is with medical professionals who interface with and influence meaningmaking with patients.

MONIKA BROECKER is the founder of the Center for Personal Growth and the Agency for Corporate Wellness. Monika has had a long-term career in Leadership Development. At Google, Monika built and led the School of Personal Growth. Monika works as a coach, consultant, workshop leader and Somatic Psychotherapist (MFTi). http://center4personalgrowth.com.

VICKI BROWN is the Director of Civilian Training for the Dept. of Army. She develops Army-wide policy and resourcing requirements for educating the Army's 340,000 member civilian workforce, oversees a \$70M training budget, and leads a team of senior Training Managers, HRD Specialists and Financial Managers. Vicki is a doctoral candidate in George Washington University's Executive Leadership Program, Human and Organizational Learning.

CARL BUCHHEIT is Co-Founder and Training Director of NLP Marin, a company founded in 1994. Since that time, NLP Marin has trained hundreds of students in Marin-style NLP and in Systemic Constellation work. His ongoing, intense private practice has transformed thousands of clients' lives.

PERDETA L. BUSH is pursuing her doctorate in Adult Education at The Pennsylvania State University—Harrisburg. She earned a Bachelor of Science degree in Public Relations from Georgia Southern University and a Masters of Education in Adult Education from the University of Georgia. Her research interest is on the power of forgiveness as a vehicle for transformative learning.

MARGARET "PEGGY" CAIN is a Professor and Director of the Master of Arts in Community Leadership program at Westminster College. Her M.A. in Latin American Studies and Ph.D. in Adult Education are from University of Wisconsin-Madison, with emphasis on learning in social movements. Her research interests are complexity thinking and leaderless organizing.

DR. JEANINE CANTY is Associate Professor of Environmental Studies and Director of the School of Social and Natural Sciences at Naropa University. Her work addresses the ecological crisis through critical thinking, unraveling worldviews, connecting with all of life and changing our practices to be aligned with ecologically healthy modes of being.

TERESA J. (TERRY) CARTER, ED.D. is Associate Professor of Teaching and Learning at Virginia Commonwealth University and Associate Dean for Professional Instruction and Faculty Development in the VCU School of Medicine. Her research interests include transformative learning among professionals in the workplace and teaching with technology.

MELISSA CASTEEL is an early childhood and adult educator. She promotes quality improvement of early childhood programs at the McCormick Center for Early Childhood Leadership at National Louis University and is an adult education doctoral student at NLU. Melissa's research focus is the power of stories to build community.

JOSEPH CHEN is an assistant professor at DePaul University's School for New Learning, a competence-based program for adult learners, located in Chicago, Illinois. He is also in private practice as a licensed clinical psychologist. He teaches courses on psychology and his research is focused on the human change process.

ELEANOR CRISWELL HANNA, ED.D. is Core Faculty at Meridian University. She is director of the Novato Institute for Somatic Research and Training and editor of *Somatics* magazine. She is an emeritus professor of psychology and former chair of the Psychology Department at Sonoma State University and is founding director and distinguished consulting faculty at Saybrook University.

VIRGINIA (GINNA) LEIGH HAMILTON CROWE, RN, ED.D. has over 30 years experience in many areas and multiple levels of healthcare ranging from front line care delivery to management and international consulting. Dr. Crowe founded Hamilton Consulting, LLC in 2001. Her practice centers on facilitating learning and improving for organizations, teams, and individuals.

DR. ED CUNLIFF is a Professor of Adult and Higher Education at the University of Central Oklahoma. Ed has over 35 years' experience in innovative organizational development. He has worked in social services, health care and higher education and has served in a consultative role with dozens of organizations.

JANET DAHLEM is Associate Professor in the Master of Arts in Holistic Health Studies program, and as an educator and leader in the field she serves on advisory boards of hospitals and educational institutions working to incorporate integrative and holistic health approaches.

KATHERINE L. DAVIS, University of Georgia, Athens, GA. Katie is a second-year PhD student in the Adult Education Program in the College of Education at the University of Georgia. She is a Licensed Professional Counselor and currently holds a position as a Program Coordinator with the Carl Vinson Institute of Government.

LORI DESAUTELS, PH.D. is on full time faculty at Marian University in Indianapolis. She instructs at the undergraduate and graduate levels in the school of education emphasizing the social and emotional skills, service and educational neuroscience inside her courses and within the public schools with new teachers. She has recently published a new book entitled, *How May I Serve You? Revelations in Education*. Lori's web site is: www.revelationsineducation.com.

JOHN M. DIRKX is Professor and Mildred B. Erickson Distinguished Chair of Higher, Adult and Lifelong Education at Michigan State University. His current research focuses on the transformative dimensions of international education and professional development for postsecondary institutions in developing countries. He is current editor of the *Journal of Transformative Education*.

ELLIE DRAGO-SEVERSON, Associate Professor at Teachers College, Columbia University, is author of *Becoming Adult Learners* (2004), *Helping Teachers Learn* (2004), *Leading Adult Learning* (2009) *Helping Educators Grow* (Harvard Education Press, 2012) and *Learning and Leading for Growth* (Corwin/Sage, 2013). Ellie focuses on supporting adult development in organizations domestically and internationally.

MONIQUE DUPHILY Raised on a farm and now teaching at San Jose State University, Monique Duphily is strongly invested in maintaining—and deepening—her relationship with the natural world. Her travels to Peru and continued work with Q'ero Elders have greatly informed her dissertation research on the Andean principle of reciprocity.

AUBURN ELLIS is a visual artist and educator in Chicago. Currently, she is working on paintings relative to her doctoral dissertation at National Louis University centered in the Africentric Paradigm. The degree, an Ed.D. in adult continuing education, will be completed with an art-based dissertation. www.auburnaesthetic. com.

DOROTHY ETTLING, Professor in the Ph.D. program at the University of the Incarnate Word, San Antonio, TX, is co-founder of Women's Global Connection, whose mission is to promote the leadership and learning of women in developing countries and regions.

THE EUROPEAN-AMERICAN COLLABORATIVE CHALLENGING WHITENESS fosters research and learning about White Supremacist Consciousness. Collective authorship under the name of the Collaborative reflects our understanding of the holistic way in which knowledge is constructed. Members came together originally through a cultural consciousness project at the California Institute of Integral Studies in San Francisco; members are: Carole Barlas, Elizabeth Kasl, Alec MacLeod, Doug Paxton, Penny Rosenwasser and Linda Sartor. Our website: http://www.iconoclastic.net/eccw/

AMANDA E. FELLER, PH.D. is a teacher, scholar and practitioner in communication and conflict management. In addition to university teaching, she works with NGOs using dialogue to create community in divided societies. Her publications and invited lectures address concepts and skills related to communication efficacy, dialogue and transformation. Dr. Feller teaches at Pacific Lutheran University in Tacoma, WA and lives on a half-acre botanical garden she cultivated as a place of sanctuary and renewal.

SOLYMAR FERRERAS is a Doctoral candidate in the Adult Learning and Leadership Program at Columbia University. Conducting research on how to conceptualize and implement relevant and quality interdisciplinary social science doctoral programs. BA from Georgetown University, J.D. and MSW from University of Puerto Rico. Worked ten years as a public sector lawyer in Puerto Rico.

DR. BETH FISHER-YOSHIDA is Director and Faculty of the Master of Science in Negotiation and Conflict Resolution at Columbia University and President of Fisher Yoshida International. She serves on the Boards of the CMM Institute for Personal and Social Evolution and Human Dignity and Humiliation Studies.

LYNDSEY FJELLSTEDT is Assistant Director for the Center for Student Engagement at George Washington University. She received her B.S. from James Madison University and her M.Ed from the University of South Carolina. She is pursuing her doctorate in Human and Organizational Learning at George Washington University.

BONNIE FLYNN is an associate professor at National Louis University where she teaches health care and general management courses in the College of Management and Business. She completed her doctoral degree in Adult and Continuing Education at NLU and holds a Master of Public Health degree from Benedictine University.

MICHELLE A. GABOW has been a Learning Ability Specialist in the Program for Advancement of Learning (PAL) at Curry College for over twenty years, and she has been an active, award winning, playwright and author for over thirty years. Her full-length scripts have been produced in Boston and throughout the country.

SYLVIA GAFFNEY, PH.D. is interim Director of OD and Learning and Development at the St. Louis Regional Chamber & Growth Association (RCGA) working collaboratively with executive leadership, management, Human Resources, and the RCGA One Team in OD initiatives and company-wide programs that support the organization's strategic objectives, corporate culture, and employee growth and development. Before joining the RCGA team, Dr Gaffney has been consulting nationally and internationally in Change Management, integrating the human element with organizational goals.

ROB GALL teaches at Meridian University where his research focus is on the role of community-based initiation practices in transformative learning. He teaches courses on expressive arts and transformative learning praxis.

DR. PLACIDA GALLEGOS is a Principle of ICW Consulting Group and serves on the faculty of the School of Human and Organization Development within Fielding Graduate University. She conducts research and has published on the impact of intercultural competence and leadership development especially as they relate to Hispanics/Latinas/Latinos in organizations.

KATE GALLOWAY is Senior Lecturer in Law, James Cook University. Her research encompasses the student experience in legal education and feminist, critical and contextual approaches to law. She leads the Australian Teaching & Learning (Law) Network and sits on the Council of Australian Law Deans Working Party on Student Wellness.

ANNA GATMON, PH.D. in Transformative Learning and Change from CIIS. Her work focuses on facilitating spiritual inner knowing. Integrating personal and professional life, Dr. Gatmon has homeschooled her sons and founded an elementary school for wholistic education. She comes from a multi-cultural background and is multi-lingual.

CAROL GEISLER is educated as both a psychologist and nurse. She currently teaches in the Master of Arts in Holistic Health Studies at St. Catherine University where she coordinates the research sequence and graduate student research projects.

SIEGMAR GERKEN, PH.D., ECP, studied psychology, education and anthropology. He has pioneered body-oriented and heart-centered therapy and Humanistic Psychology since 1971. Siegmar has been adjunct teaching faculty at the Santa Barbara Graduate Institute, JFK-University and Esalen Institute, Big Sur. He conducts body-oriented therapy and mindfulness-based trainings worldwide (www.CoreEvolution.com);(www.EnergyandConsciousness.com)

DANIEL J. GLISCZINSKI, ED.D., University of Minnesota, works as assistant professor of education at the University of Minnesota Duluth where he and his students explore ways in which education neuroscience can improve the quality of teaching, learning, and living. Dan is grateful for a life rich in family, community, and outdoor adventures.

DONNA M. GLYNN, PH.D., RN, ANP-BC is an Associate Professor of Practice, Simmons College, School of Nursing and Health Sciences, Boston, Massachusetts. Her research is focused on structured reflective practice, theory practice gap and the development of clinical judgment and clinical confidence in nursing students.

LAURA GOGIA, MD, is a graduate of the College of William and Mary and Virginia Commonwealth University Medical School. Laura practiced medicine in rural Virginia for five years before returning to Virginia Commonwealth University to initiate Ph.D. studies in Education with an emphasis in Adult Learning.

LARRY GREEN has been a practicing psychotherapist for over forty years. He has also taught in a number of post-secondary institutions. He recently completed a doctoral dissertation on the optimal relationship between the prereflective self and the reflective mind.

DR. PAMELA HAYS is a Psychologist in private practice in Alaska, an international speaker on multicultural awareness, cross-cultural communication, and wisdom across cultures. She is the author of *Addressing Cultural Complexity in Practice*, and *Culturally Responsive Cognitive-Behavioral Therapy*.

M. SHARON HERBERS, an associate professor at the University of the Incarnate Word, teaches adult education courses. She has researched teaching strategies that serve as catalysts for the transformative learning process of teachers and students. Another research thread is the early history of Highlander Folk School.

CHAD HOGGAN is an Assistant Professor of Adult Education at North Carolina State University. He has an Ed.D. in Adult Learning & Leadership from Teachers College, Columbia University. His research has focused on the wide variety of contexts in which transformative learning occurs, such as anti-racism education, breast cancer survivorship, and arts-based learning encounters.

MARGOT HOVEY-RITTER Since graduating from CIIS's Transformative Learning and Change program in 2002, Margot-Hovey Ritter has sought opportunities to synergize with others, not only "addressing conflict" but expanding possibilities to grow together. These events bring her joy. Recently, Margot has initiated research on how to introduce synergy to the corporate realm with virtual teams working at a distance.

LAURA HUBBARD has extensive experience in working with non-traditional age college students with learning disabilities, attention deficits, and comorbid psychiatric disorders. She is currently the Coordinator of the Adult Center at the Program for Advancement of Learning (PAL) at Curry College.

KNUD ILLERIS is Professor Em. of Lifelong Learning at the Danish University of Education and an internationally well-known learning theorist. Former Honorable Adjunct Professor at Teachers College, Columbia University. His most important book, *How We Learn*, has been translated into several languages, including Chinese.

INSIGHT DIALOG Each of the presenters graduated from CIIS's Transformative Learning and Change. Pat Fox, Ph.D. is the Manager of Online Academic Affairs for Heald College, working extensively in community building online. Lisa Herman, Ph.D. is Director Creative Expression at ITP/Sofia University, teaches at Meridian University, and practices psychotherapy in Monterey.

Margot Hovey-Ritter, Ph.D.'s extensive work with groups includes addressing conflict, growth, and virtual teams in the corporate realm. Patricia McCarver, Ph.D. is a Faculty Mentor at Western Governor's University, teaching Foundations of Research and Educational Psychology, working with adult learners and online learning communities. Terri O'Fallon, Ph.D., researches adult developmental maturity and collective intelligence within a 50-year career of teaching from infant stimulation through post-Ph.D.

CHARITY JOHANSSON, PH.D. is a physical therapist with 30 years of experience as an educator and practitioner in the field of healthcare. Currently a professor of physical therapy at Elon University, Dr. Johansson has published and presented widely on transformative endeavors in education and in healthcare.

BROOK DENNARD JONES is an independent consultant in Atlanta, Georgia specializing in issues of diversity and inclusion. Brook holds a Masters in HR and Organizational Development from the University of Georgia and a Bachelors in Human and Organizational Development from Vanderbilt University. She is currently perusing a doctorate in Human and Organizational Learning at George Washington University.

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THE WOMEN PROFESSORS OF ADULT EDUCATION

is a group of women professors and practitioners in the field of adult, continuing, and higher education who meet for networking, collaboration, reflection, support, and renewal. The group includes Shauna Butterwick, Libby Tisdell, Pamela Hays, Gretchen Bersch, Randee Lawrence, Mary Alice Wolf, Susan Imel, Carol Lund, Rosemary Caffarella, Vivian Mott, Carol Kasworm, Sharan Merriam, and Carrie McGill.

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John F. Kennedy University (JFKU), and
Sofia University (formerly Institute of Transpersonal Psychology)
Also sponsored by Tamalpa Institute and
Meridian University

How do we rise to meet the Winds of Change? Do we flail wildly in the violent gusts? Do we stand firmly as the jet stream passes over us? Do we ride the winds like ethereal surfers or like ribbons in the breeze?

Come join us for IEATA's 10th biennial conference, celebrating its 19th year. Does art represent the changing world, does art help us to process change, or art can itself contribute to change?

San Francisco hosted the first IEATA conference, and we're thrilled to return to the bay area. The bay area is home to many pioneers of the expressive arts movement, including conference cosponsors CIIS, JFKU and Sofia. The San Francisco Bay Area, lying in the shadow of the Golden Gate Bridge, offers natural beauty, breathtaking views, and countless opportunities for arts and culture. Accommodations for conference attendees will be available at the DoubleTree Hotel in Berkeley.

For more information, please visit

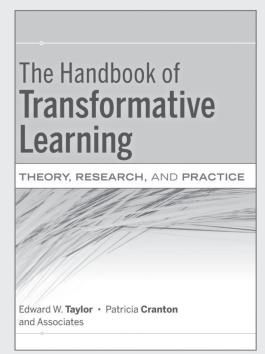
http://ieata.org/conference.html

IEATA is a non-profit, professional organization founded in 1994 to encourage the creative spirit. Our inclusive, culturally diverse organization supports expressive arts therapists, artists, educators, consultants and others using integrative, multimodal arts processes for personal and community growth and transformation.

A global community encouraging the integrative arts.

Introducing the definitive handbook on transformative learning

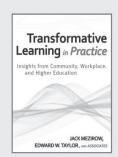
"This book will be of inestimable value to students and scholars of learning irrespective of whether or not their emphasis is on transformative learning. It should find its way to the reference bookshelves of every academic library focusing on education, teaching, learning, or the care professions."—Peter Jarvis, professor of continuing education, University of Surrey



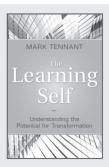
"Can there be a coherent theory of transformative learning? Perhaps. This handbook goes a long way to answering this question by offering a kaleidoscope of perspectives, including non-Western, that consider the meaning and practice of transformative learning."—Shauna Butterwick, associate professor, University of British Columbia

This handbook provides a comprehensive and critical review of more than three decades of theory development, research, and practice in transformative learning.

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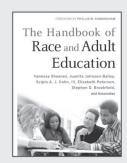
Transformative Learning in Practice Jack Mezirow, Edward W. Taylor, and Associates



The Learning Self **Mark Tennant**



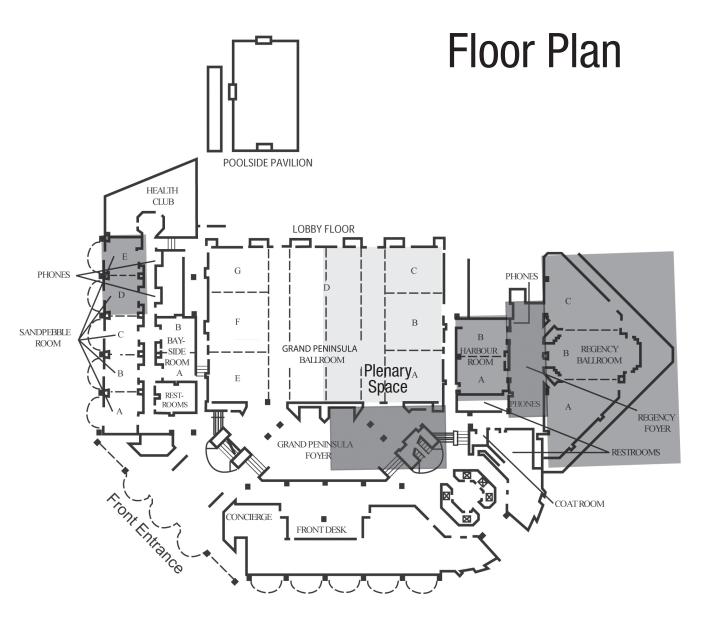
Learning as Transformation **Jack Mezirow and Associates**

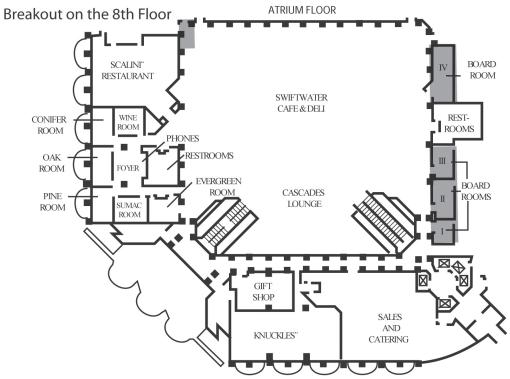


Handbook of Race and Adult Education Vanessa Sheared, Juanita Johnson-Bailey, Scipio A. J. Colin, III, Elizabeth Peterson, Stephen D. Brookfield, and Associates

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