The concept of transformational education is grounded in transformative theory which was advanced in the twentieth century as a means for improved and sustainable progress or advancement. The focus of transformational theory is change, which may be reflected in the condition of a person, process, or organization. Transformational education is a stage of transformative learning which expresses itself in true, authentic learning. Transformative learning is facilitated and advanced by transformational leaders who seek the benefit of an organization or program.

This book provides a valuable window into transformative education and its prevalent inclusiveness in all types of disciplines, including the fields of education and medicine. Students of the twenty-first century exhibit various types of learning, ranging from rote learning to the ability to work with contradictions. It is not uncommon for students of transformative learning to accept the challenge of “thinking outside the box,” which results in an evaluation of one’s worldview. The end result is to experience the morphing of a new worldview. Theoretically, the transformative learning process repeats itself, thereby gaining new knowledge.

Transformational education underscores the importance of student learning. Student learning is the result of thinking for oneself, reflecting upon current and new knowledge, and embracing the belief that people can become agents of change. As such, change agents strive to impact and affect the world for good or some specific purpose. Transformative learning is a heutagogical learning approach, which is expressed as intentional, learner-centered, and self-determined learning. Heutagogy embraces the characteristics, practices, and principles applied in pedagogy and andragogy.

This book notes that the role of the instructor/educator becomes one of facilitation in which students are encouraged to apply transformative learning skills in the quest for new knowledge and experiences. It is important faculty members experience transformative learning as well. In addition to being a disseminator of information, the educator learns how to foster learning outcomes that promote thinking and reflection. Dr. Colleen Halupa draws upon her vast educational experiences in the disciplines of education and health sciences. As an academician, she maps
a detailed journey of transformative learning for the reader. The educator guides the student in the process to question, assess, judge, and reflect upon real life situations and current information in the quest for new understanding and knowledge. Importantly, the educator builds a climate of trust that engages the student in a robust educational experience.

The challenges of transformative education are both difficult and interesting. The transformative learning environment calls for small groups size, real world experiences, the use of emerging technologies, and freedom of inquiry. Various learning formats, such as the face-to-face model, blended or enhanced course design, and online learning must factor in to the transformative learning model. The use of synchronous or asynchronous instructional delivery challenges the instructor to select the approach or the combination of approaches that enhance student engagement, interaction, and reflection. These are applicable to faculty-student relationships, peer-learning groups, online seminars, and synchronous meetings.

Ultimately, the desired outcome of education is the expansion of a student’s way of thinking. Transformative learning achieves this objective, even though the process is deliberate and slow. The outcomes, however, are evident and sustainable. The reader will find this book to provide a plethora of useful and adaptive information that addresses transformative learning methodologies, technologies, and strategies. Transformative education fosters learning experiences that result in the transformational outcomes of change and improvement.

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