

Guest Editorial Preface

Special Issue in Honor of Patricia Cranton, Queen of Transformative Learning

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When initially considering the opportunity I had been given to edit an edition of the International Journal of Adult Vocational Education and Technology, honoring the late Dr. Patricia Cranton, I had mixed feelings. Dr. Cranton was a prolific and adored adult education practitioner and scholar as well as a co-editor of this journal, and although I was, of course, very familiar with her name and had read some of her work, I had not personally met her. And so I wondered if I should take on the project. But after thinking on it, I realized that through this small task I was being offered an opportunity to learn more about Dr. Cranton, and, perhaps, in a small way, have the opportunity to “meet” her in the process, through the reading and editing of the submissions for the journal. It has been a rewarding process and I have indeed learned more about Dr. Cranton and her work. But I have particularly learned about how she and her work positively affected those who knew her. The articles contained in this manuscript vary a great deal, with some focused more on the personal collaborative work she was involved in, and others focused more on extensions of the line of scholarship she loved so much. All of the following articles, however, were submitted with the intention of honoring Dr. Cranton and celebrating her life and work.

In the first article, *Macon, Celie, Patricia and Me: Deepening Understanding of Transformative Learning through the Lives of Fictional Characters and Dialogue*, Dr. Randee Lawrence shares information about a collaboration that she and Patricia were involved in. Their qualitative study analyzed themes from fictional characters from a series of novels they chose to read, and they used the characters as metaphors to understand certain aspects of transformational learning.

Transformational Learning: A Readers Guide, by Dr. Bo Chang, provides a broad conceptual overview of the transformational learning literature. This introduction is for those who may be unfamiliar with transformative learning, or confused by all of the different directions and concepts that can be found from the decades of scholarship in this area.

Dr. Davin J. Car-Chellman and Dr. Michael Kroth focus on spiritual disciplines in *The Spiritual Disciplines as Practices of Transformation*, presenting them as transformative practices. They use Kroth’s (2016) idea of the *profound learner* and discusses at length how the spiritual disciplines can be used in a transformative way for profound learning.

Using Michael Kroth and Patricia Cranton’s 2014 book, *Stories of Transformative Learning*, as a backdrop, Dr. Norma Nerstrom’s *Transformative Learning: Moving Beyond Theory and Practice*, presents a qualitative study that includes stories of adult learners who set out to earn graduate degrees but also discovered a renewed sense of themselves along the way. The stories she shares show how learners’ perspective transformations enabled them to overcome prejudices, and increase their self-confidence.

The final full article in this edition is *The Historical and Contemporary Relevance of the Interconnectivity of Community, Community-Based Education, and Transformative Education Introduction*, by Dr. Dionne Rosser-Mims and Jim Maloney. They examine past and present frameworks for community, and community- based education, and provide a brief history and analysis of their relationship to transformative education/learning.

Finally, there is a book review at the end of the issue.

This edition will be meaningful and practical for those who knew Dr. Cranton as well as those who did not have that opportunity. For those who did know her well, however, it is my hope that this commemorative edition will stir fond memories and inspire creative thoughts.

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