

# TEAC 7148 TRANSFORMATIVE LEARNING

**Credit Points** 10

**Legacy Code** 101658

**Coordinator** David Wright ([https://directory.westernsydney.edu.au/search/name/David Wright/](https://directory.westernsydney.edu.au/search/name/David%20Wright/))

**Description** This subject provides opportunities to examine and apply theories drawn from critical pedagogy, transformative learning and ecological thinking. It challenges students to critically examine the relationships through which personal and social knowledge is constructed and their efficacy in the construction of learning for the future. Inherent in such thinking are questions about the processes of change in education systems that lead through equity, inclusiveness, wellbeing, social justice and ecological sustainability.

**School** Education

**Student Contribution Band** HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Postgraduate Coursework Level 7 subject

## Learning Outcomes

On successful completion of this subject, students should be able to:

1. Provide evidence of understanding of learning as a social process that is profoundly influenced by prior assumptions, in the form of worldviews, belief and insights that are largely 'taken-for-granted',
2. Recognise that assumptions (or epistemologies) reflect personal values and ideologies constructed through personal, social and cultural relationships,
3. Critically analyse the epistemic origins, developments and systemic qualities of Education and its construction of individual epistemic perspectives (particularly as they relate to learning),
4. Effectively communicate learning about the critical relationship between changes in the world 'out there' and changes in personal understanding (cognitive systems) of processes of 'making meaning' of that world,
5. Critically analyse personal relationships to the assumptions, informed by learning systems, that (a) challenge, and (b) underpin ecological sustainability,
6. Analyse the relationships between social discontent, critical reflectivity, social learning processes, epistemic awareness and transformative learning,
7. Develop a policy response, in an area of personal significance, that reflects a transformative perspective upon learning

## Subject Content

1. Epistemological foundations of learning;
2. Transformative learning theory and the experience of transformation;
3. The construction of learning through social-ecological experience
4. The communication of learning.
5. Social-ecological sustainability and learning;

6. Applications of transformative processes;
7. Transformative pedagogies

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,500-3,000 words	40	N	Individual
Case Study	3,500-4,000 words	60	N	Individual

Teaching Periods