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Transformative Education for Sustainable Futures

EUA Teaching & Learning Forum - 28 February 2025

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Discuss with your neighbour:

- What is your conception of transformative education?
- What are elements/words you associate with the term?
- Why could it be relevant at present?

Share with the group

3–min discussion

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Education is a place *“where men and women develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality but as a reality in the process of transformation.”*

(Freire, 1968)

Transforming education

“The hope of transformative learning is that better individuals will build a better world.”

(Christie et al., 2015).

Underlying assumption

1. Theoretical Foundations
1. Synthesis into Building Blocks
1. Discussion questions and Q&A

Outline for today

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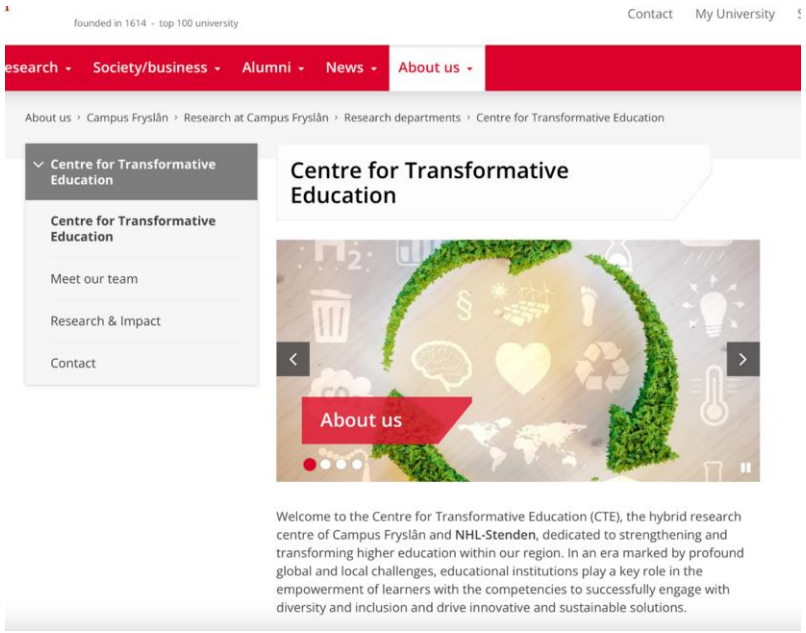

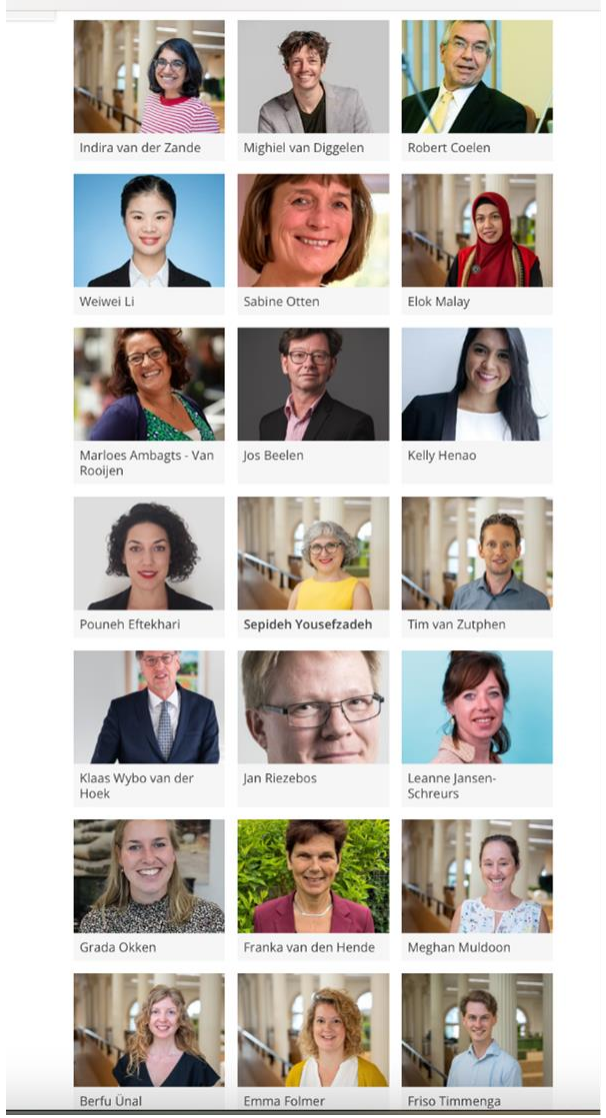

A team’s effort

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Theoretical Foundations

“The process by which we transform problematic frames of reference (mindsets, habits of mind, meaning perspectives) – sets of assumption and expectation – to make them more inclusive, discriminating, open, reflective and emotionally able to change.”

Mezirow (2006, p. 94)

Transformative Learning

Human (inter)action: person (subject), goal (object) and cultural artifacts

Collective activity systems: actions vs. activities, meaning (cultural value) vs sense (personal value)

Multiple activity systems: expansive learning (boundary crossing, multivoicedness, contradictions)

Cultural-Historical Activity Theory (CHAT)

“Identity is not something one has, but something that develops during one's whole life.”

“In this context, then, identity can also be seen as an answer to the recurrent question: “Who am I at this moment?”*”*

(Beijaard et al., 2004)

Professional Identity Theory

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Synthesis into Building Blocks of Transformative Education

Learning and identity development occur within specific contexts and have a social dimension through interaction with others

Applied?

Contextualised case-studies, comparative analyses, field trips, guest lectures, role-play, peer assignments, menor programmes etc.

I. Context

Learners undergo transformations, involving a shift in how they view themselves and their (professional) roles

Applied?

Portfolio assignments, reflection exercises, ethical dilemmas, classroom debates etc.

II. Critical reflection

Learners apply their transformed perspectives to real-world challenges and contribute to personal, organisational and societal change

Applied?

Internships, group projects, challenge-based-learning, design-based thinking etc.

III. Action for change

An integrated approach to transformative learning (context, critical reflection, action) could nurture learners who can drive meaningful social change

Conceptualised in three building blocks, transformative education has the potential to support the cultivation of future adaptive skills

Conclusion (for now)

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- How could this concept of Transformative Education be **applied to your** institutional context?
- How can we create **safe spaces for students** to challenge their beliefs and reflect critically, while ensuring these reflections lead to meaningful growth?
- What **structural or policy changes** might be necessary at the institutional level to support such an integrative approach to teaching and learning?
- How do we **assess the outcomes** of Transformative Education?
- What does it mean for students and educators to be "future-ready" in your context? How can Transformative Education contribute to developing a **future-oriented mindset** in both students and faculty?

Discussion questions

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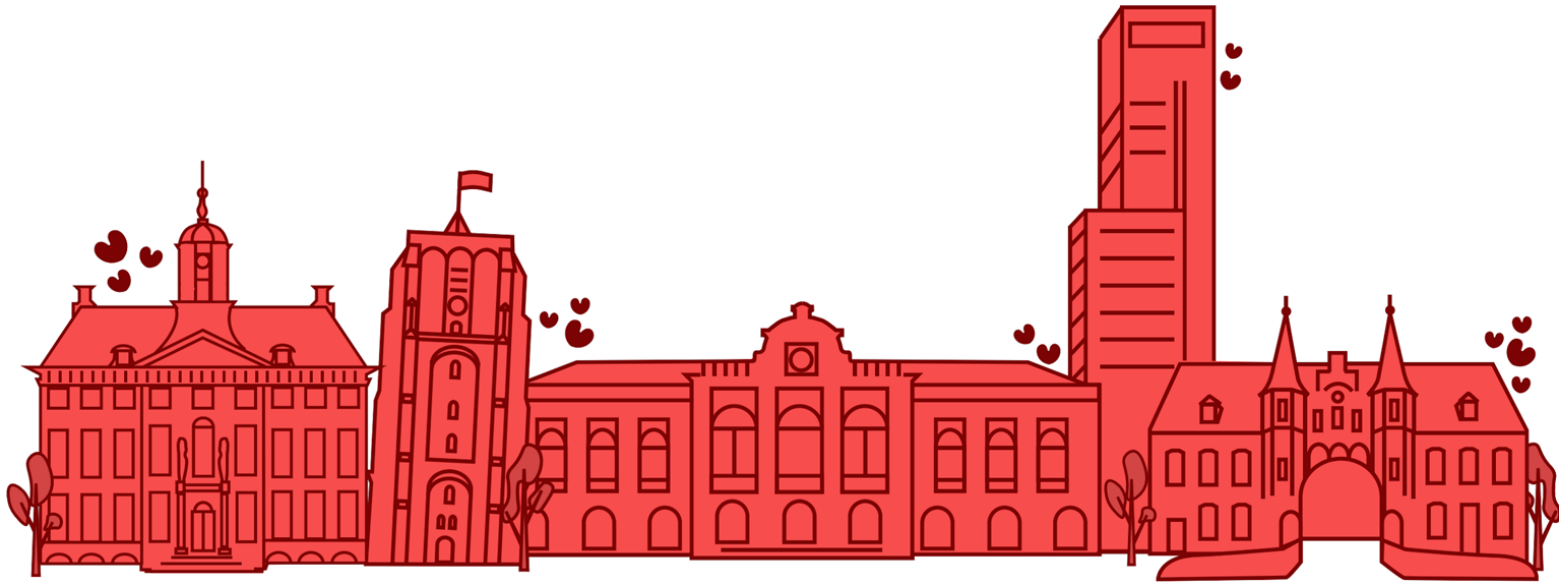

Thank you!

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References

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