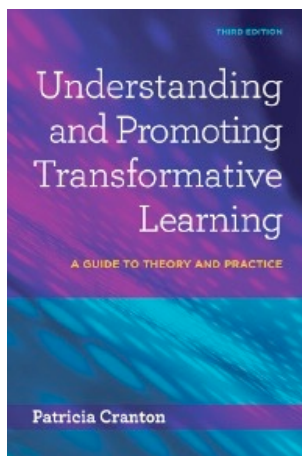




Understanding and Promoting Transformative Learning: A Guide to Theory and Practice, Edition: 3

Cranton, Patricia
Stylus Publishing, LLC., 2016

Book Review

Tags: critical pedagogy | critically reflective teaching | transformative learning

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In the third edition of *Understanding and Promoting Transformative Learning*, Patricia Cranton provides new insights into the field of transformative learning. Cranton promotes transformative learning, addresses transformative learning theory, and offers strategies for the concept itself. The author examines and promotes transformative learning in multiple contexts: higher education, business industry, government, health professions, nonprofit organizations, and community development. Cranton traces the origin of the concept of transformative learning and then gives a full description of the theory from an integrative perspective. In doing so, she shows the reader that transformative learning takes place both individually and communally.

A minor weakness of the book is its use of specialized psychological terminology; the reader unfamiliar with it may lose focus on the overall purpose of the book as they strive to understand the meaning of particular words and phrases. That said, the book is helpful for understanding transformative learning theory, practice, and strategy. These insights alone aid faculty in developing effective teaching strategies to advance student learning. In addition, the author shows not only the importance of the subject, but how it can be used in real life applications.

This book is valuable because it focuses on the core of what it means to learn. At the forefront of this learning is an acknowledgement of various ways of knowing and the author provides examples of these. I was particularly drawn to the section that discusses dialogue, discourse, and support. This section of the book resonates with me because it fits into my own theory of

critical pedagogy. The student should be impacted by learning in such a way that it transforms not only the learner, but the learner's society as well.

Understanding and Promoting Transformative Learning is particularly valuable for helping educators see their role in the learning process. The methodology described throughout the book leads to self-reflection, critical reflection, and thinking about how one's teaching may fit into contemporary contexts. Furthermore, it converts the process of reflection into active participation in society. Additionally, the book discusses empowerment and the importance of dialogue to this process. This book is valuable in its demonstration of how dialogue is critical to transformative learning and can help the reader see how this affects student self-awareness and consciousness.

Overall, I found this book to be a valuable asset for those interested in social justice and especially for teachers interested in transformative learning.

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