**Call for Submissions:**

**JTED Special Issue on Assessment of Transformative Learning**

**Guest editors:** John Dirkx (Michigan State University) and Kris Acheson (Purdue University)

**Justification:** We are living in a rapidly-changing, globalized world that demands new ways to think about learning experiences in higher and adult education. The pedagogical literature in these fields increasingly emphasizes two megatrends: the importance of deep or transformative learning experiences and the need to clearly assess and document the learning experiences and outcomes associated with these experiences. Increasingly, scholars and practitioners stress so-called “transformative,” or high-impact educational interventions. The emphasis on transformative learning reflects those experiences that seem to have a profound effect on an adult’s sense of self and his or her relationships to the broader world, such as service learning, education abroad, multicultural coursework, diversity training, community engagement, internships, and certain forms of work-related learning. The second megatrend reflecting this emphasis on transformative learning is the need to assess the outcomes and impacts of such learning. Over the last 40 years Transformative Learning theory has emerged as a framework for discussion of deep learning in higher and adult education. While it is encouraging that transformation is recognized as an imperative across many disciplines, the term “transformative” is not consistently used with attention to the transformative learning (TL) theoretical framework. Interventions themselves are often designed, implemented, and evaluated with little awareness of the TL knowledge-base and community of practice. Although learners and educators alike frequently describe a learning experience as “transformative,” these claims cannot be taken at face value; rather, transformation must be measured.

Despite the rich body of literature clarifying what constitutes transformative learning, however, we lack the evaluative tools necessary to document the processes and outcomes of TL effectively. Both qualitative and quantitative methodologies are called for – qualitative to address the complexity and depth of TL and to allow for grounded theory generation of new understandings, and quantitative for efficiency in program evaluation and for the capacity to present generalized findings to the knowledge community. Because the array of scholarly work in TL assessment has been meager to date, the foundations that have begun to be laid for the assessment of TL desperately need further development.

**The aim of the special issue:** In spite of decades of important theoretical work on TL theory and its applications to myriad contexts, the discipline has struggled to operationalize the theory in such a way that transformative outcomes can be effectively documented. This special issue of the *Journal of Transformative Education* aims to address the dilemma of the need for assessment and the lack of assessment tools specifically for transformative learning by critiquing the current state of the field, presenting new approaches to operationalizing TL theory, and suggesting new directions for research.

**Characteristics of the special issue:** In addition to an introduction and response from the guest editors, the special issue will include up to 7 regular papers (6-8000 words). Key themes we intend to address in this issue are:

* TL Theory – critical review of research and theory in Transformative Learning pertinent to the current project
* History of TL Assessment – critical analysis of existing TL instruments with an emphasis on important gaps
* New Approaches – descriptions of emerging instruments and/or assessment methods, with attention to validity and reliability, along with results from their application

**Review and publication process for the special issue:** Guest editors, in consultation with the JTED editorial board, will review abstracts in the initial selection phase. Qualified reviewers will be recruited by guest editors, with oversight from the JTED editorial board, to provide constructive feedback and recommendations for publication on full article manuscripts in a double blind review process. Final approval of articles for publication in this special issue will require the consensus of the guest editors and the JTED editorial board. Special efforts will be made to solicit proposals from a diverse group of scholars, including those from or working in international settings and those belonging to and/or studying underrepresented minority groups.

**Required details for proposal abstracts:** Two-page double-spaced proposals (500 words max) using Arial (11 size) font should be submitted by September 1, 2019 to [krisac@purdue.edu](mailto:krisac@purdue.edu). Submissions should include:

* Name and contact information of the author(s), including telephone and email
* Title of manuscript
* Relevant special issue theme (from above)
* Description of the project or discussion

Proposal selection will be based on academic quality of the proposal and concordance with and importance for the themes of the special issue. Authors will be notified regarding the acceptance of their proposals and will be provided with feedback for improving the proposed manuscript by October 1, 2019. Please see the table below for the entire timeline of the special issue.

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| **Publication Process** | **Deadline** |
| Submission of abstracts/article proposals | September 1, 2019 |
| Decisions on abstracts/article proposals | October 1, 2019 |
| Submission of full manuscripts for review | January 15, 2020 |
| Decisions on full manuscripts | March 1, 2020 |
| Revised manuscripts due | May 1, 2020 |
| Edited and formatted manuscripts complete; Issue ready for publication | August 1, 2020 |