

Corrie, Ian, Lawson, Ron and Robinson, Peter (2019) Transformative learning in practice: a student's perspective. In: Learning & Teaching Fest 2019, 3 July 2019, University of Cumbria, Carlisle, UK. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/4710/>

Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
 - a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.

Transformative Learning in practice: a students perspective.

Peter Robinson – Coach and Professional Trainer

Ian Corrie – University of Cumbria



Background

This presentation will tell the story of the student and their supervisors journey through the dissertation module and the learning as observed from both the supervisor and the students perspective.

MSc Coaching and Mentoring

MSc Coaching and Mentoring is designed for those who want to enter professional coaching, or for those who are already professional coaches but who wish to extend their knowledge and practice to Masters level.



Background

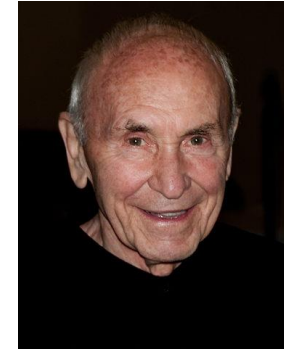
“Transformative Learning approach can be a powerful experience that shifts their meaning perspective and can be epochal, a sudden dramatic reorientation insight, or incremental, involving a progressive series of transformations”, Mezirow (2000).

The Transformative Learning pedagogical approach we have applied to the MSc is to take students through a number of reflective experiences including the use of artefacts to develop a deeper learning experience on this coaching MSc.

This promotes what Dirkx (1997) refers to as 'learning through soul' or the 'soul work' involved in Transformative Learning.



Threshold concepts



Transformative Learning – Dirkx (2006), Mezirow (2000).

Professional Identity – Appleby and Pilkington (2014), Ibarra et al (2003).

Liminality – Van Gennep (1960).

Coaching – GROW – Whitmore (2018), Cox (2019).

Reflection – Moon (1999).

Transformative Coaching – Corrie & Lawson (2017).



MSc Coaching and Mentoring

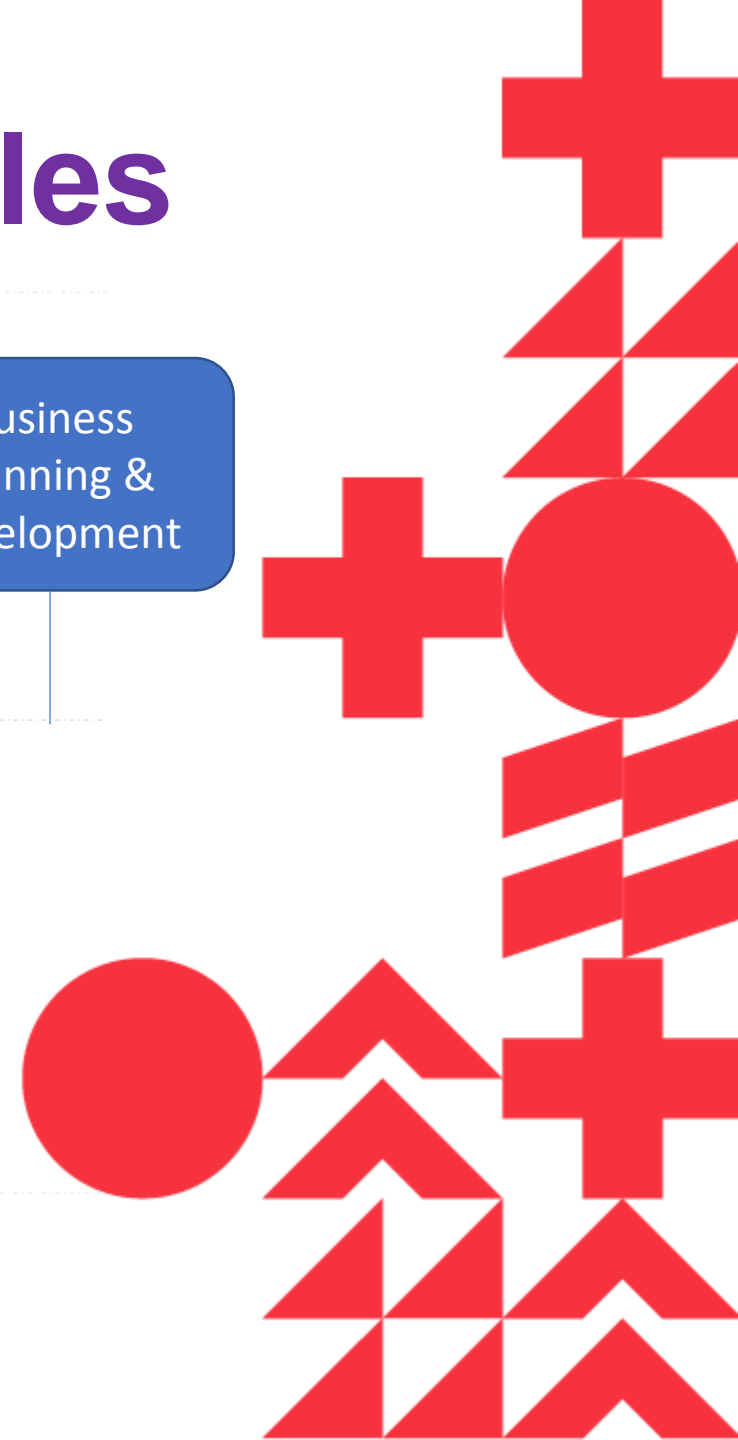
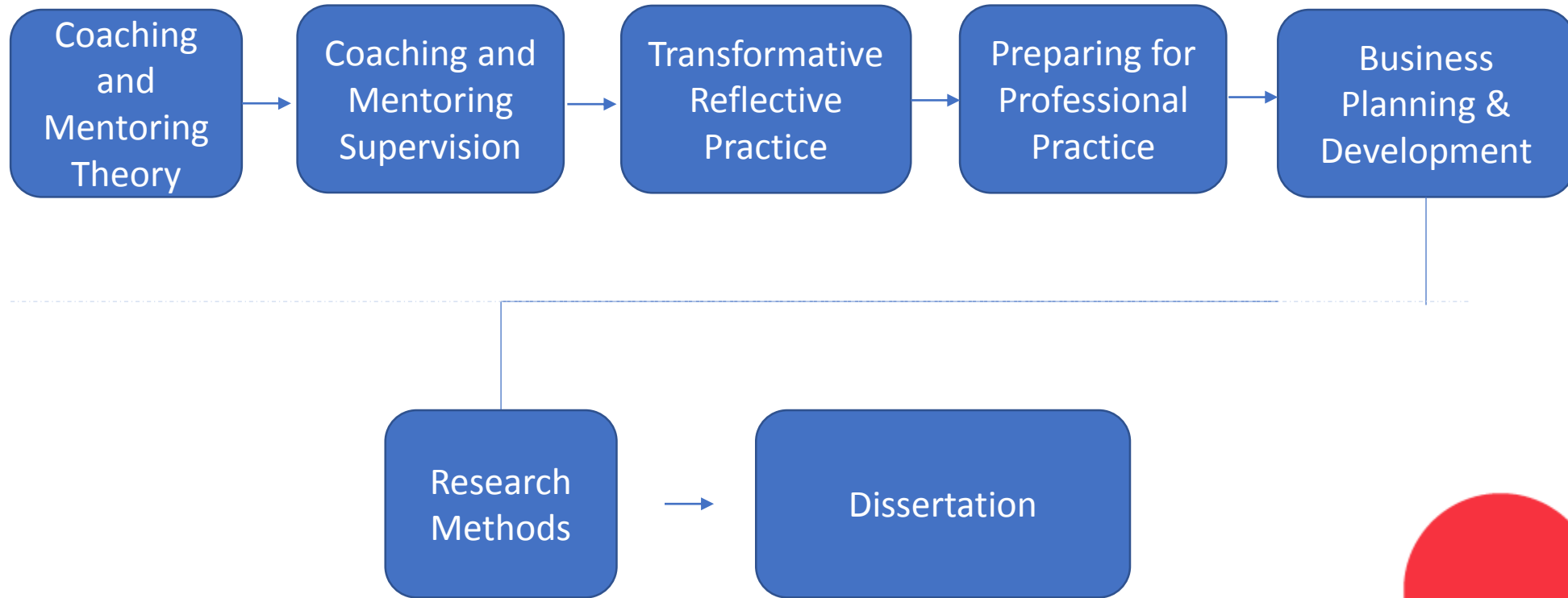
The philosophy of the MSc was designed around the contemporary coaching and Transformative Learning literature combined with the experience that Ron and I had in working with Transformative Learning in Leadership and Coaching environments within the NHS, Police, Military and private sector.

The MSc was informed by Ron's Pro fDoc and the ProfDoc that I am currently finishing, and based on the in depth understanding that we had developed into the work of Jack Mezirow, John Dirkx and Victoria Marsick.

The MSc is aimed at those professionals wanting to enter Coaching or those in positions where this would be validation of existing knowledge skills and experience.



MSc – Progression of modules



Cohort 1 – Sept 2017

The first cohort attracted 14 students from diverse backgrounds including:

Professional Trainers

Company Directors

Educators

A senior administrator

NGO workers

British Army

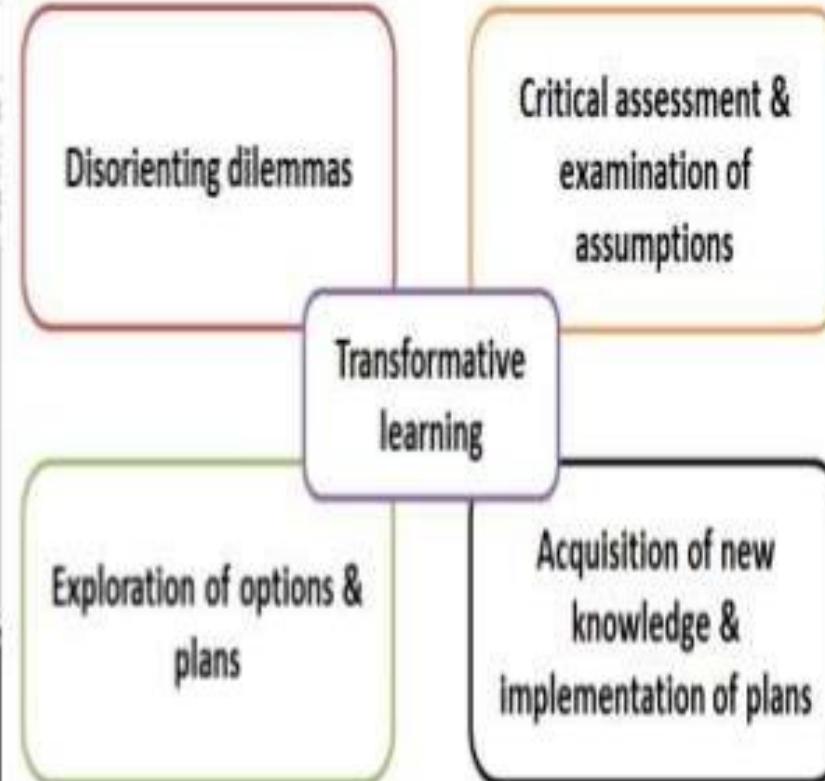
A Learning Technologist

NHS Manager

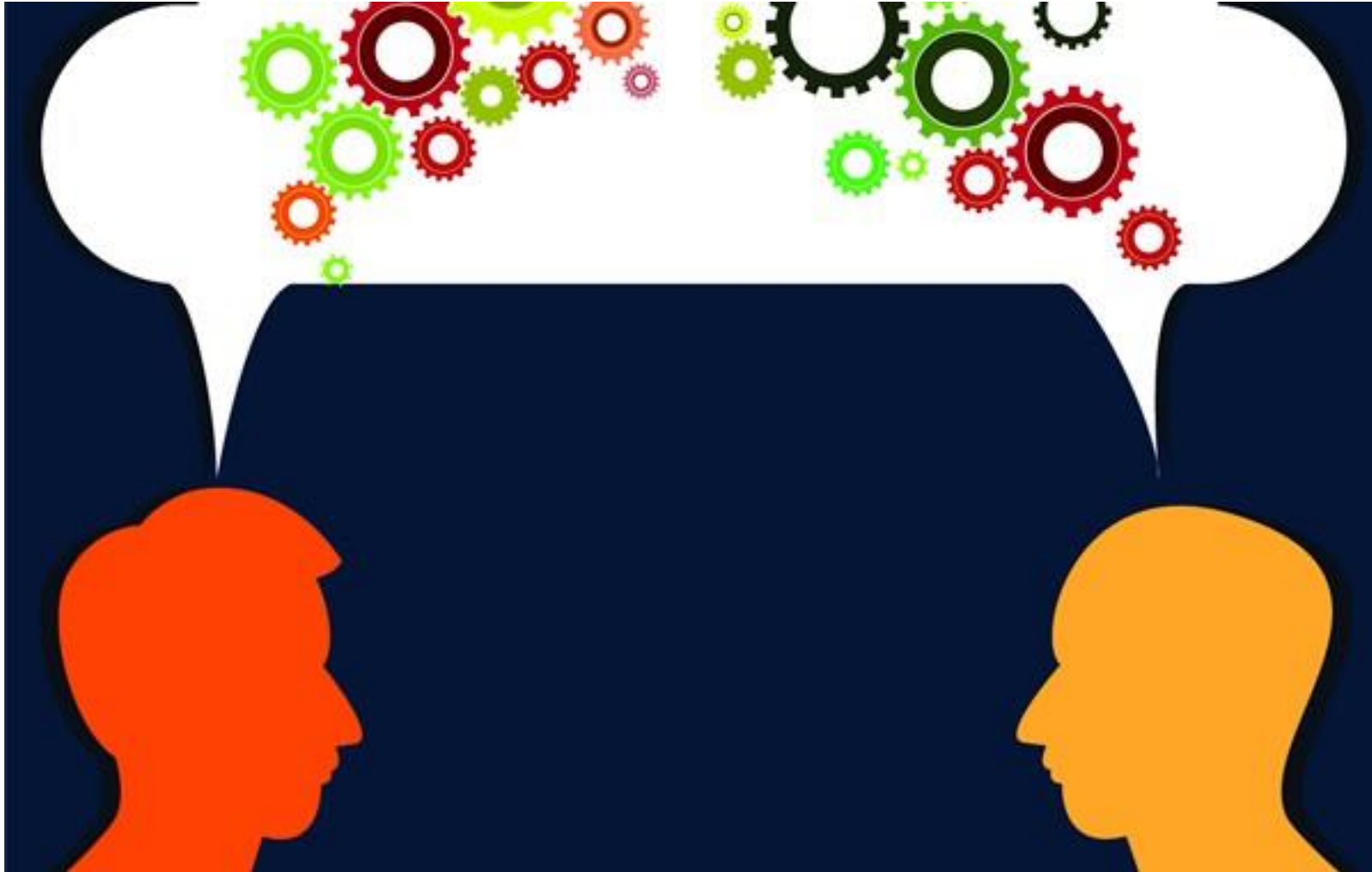
Professional coaches



The Students Journey



Using coaching with students



The student experience



The student experience



The student experience



The student experience



Any questions



Bibliography

Appleby, Y., & Pilkington, R. (2014). *Developing critical professional practice in education*. National Institute of Adult Continuing education.

Corrie, I., & Lawson, R. (2017). Transformative executive coaching: Considerations for an expanding field of research. *Journal of Transformative Learning (JoTL)*, 4(1), 50-59.

Dirkx, J. M., Mezirow, J., & Cranton, P. (2006). Musings and reflections on the meaning, context, and process of transformative learning: A dialogue between John M. Dirkx and Jack Mezirow. *Journal of Transformative Education*, 4(2), 123-139.

Gennep, A. V. (1960). *The rites of passage*.

Ibarra, H., & Petriglieri, J. L. (2010). Identity work and play. *Journal of Organizational Change Management*, 23(1), 10-25.

Mezirow, J. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco: Jossey-Bass

Whitmore, J. (2010). *Coaching for performance: growing human potential and purpose: the principles and practice of coaching and leadership*. Hachette UK.

Reflection – Moon (1999)

