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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

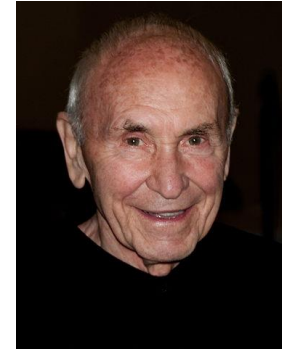
“Transformative Learning approach can be a powerful experience that shifts their meaning perspective and can be epochal, a sudden dramatic reorientation insight, or incremental, involving a progressive series of transformations”, Mezirow (2000).

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

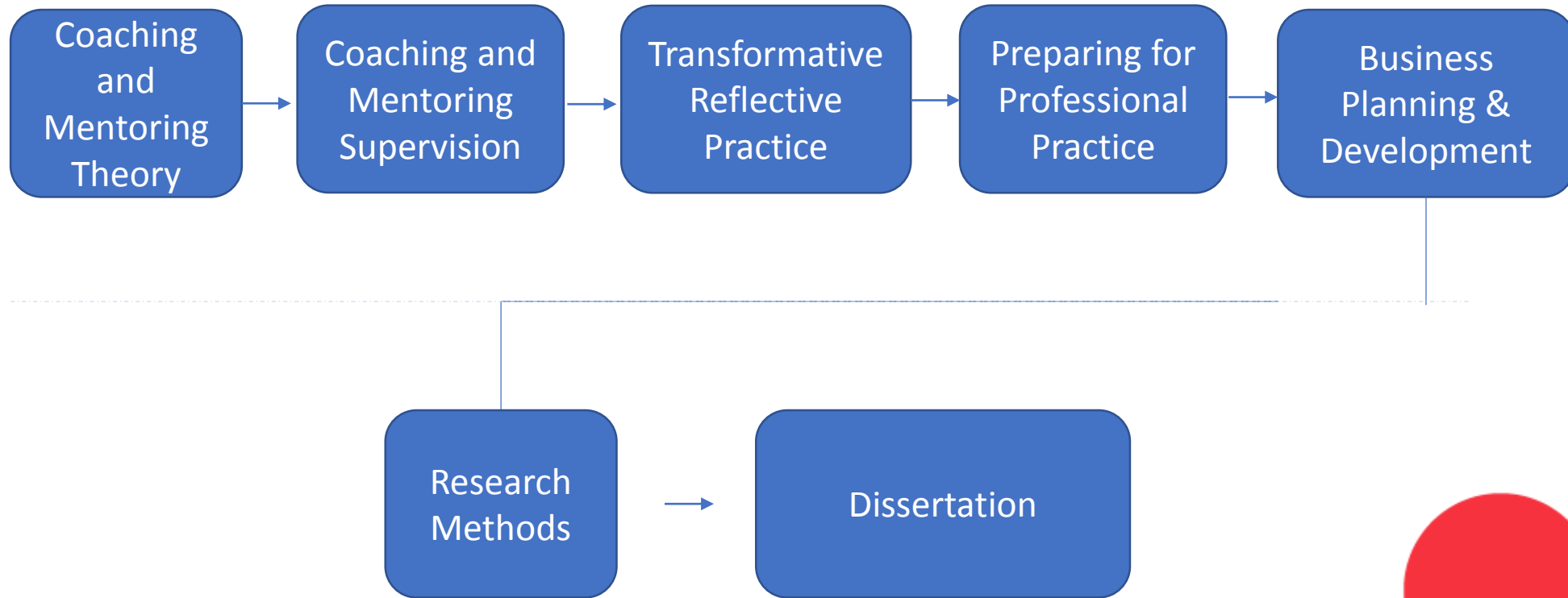
The philosophy of the MSc was designed around the contemporary coaching and Transformative Learning literature combined with the experience that Ron and I had in working with Transformative Learning in Leadership and Coaching environments within the NHS, Police, Military and private sector.

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

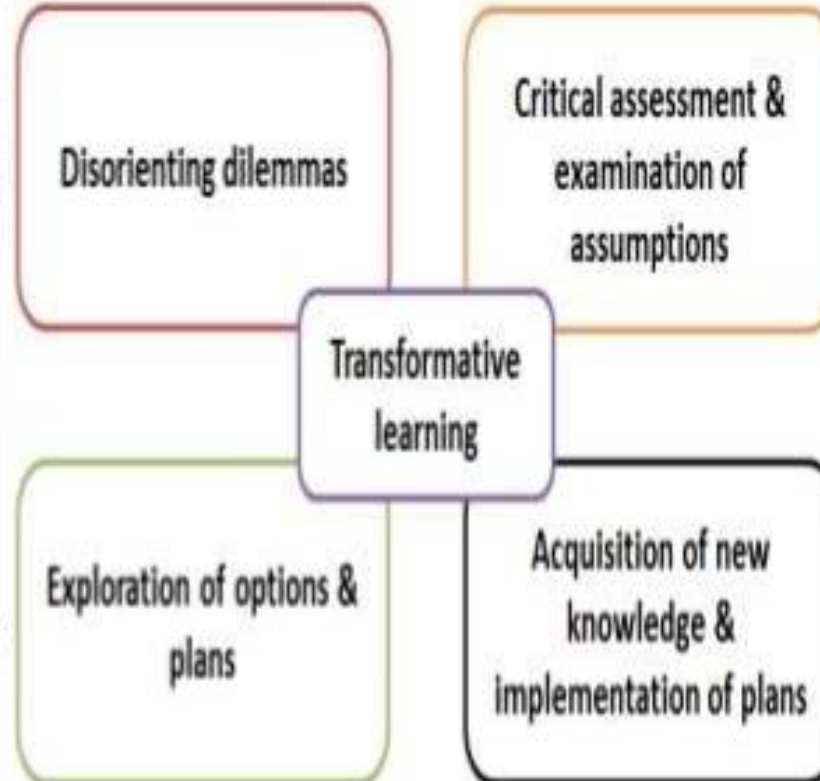
A Learning Technologist

NHS Manager

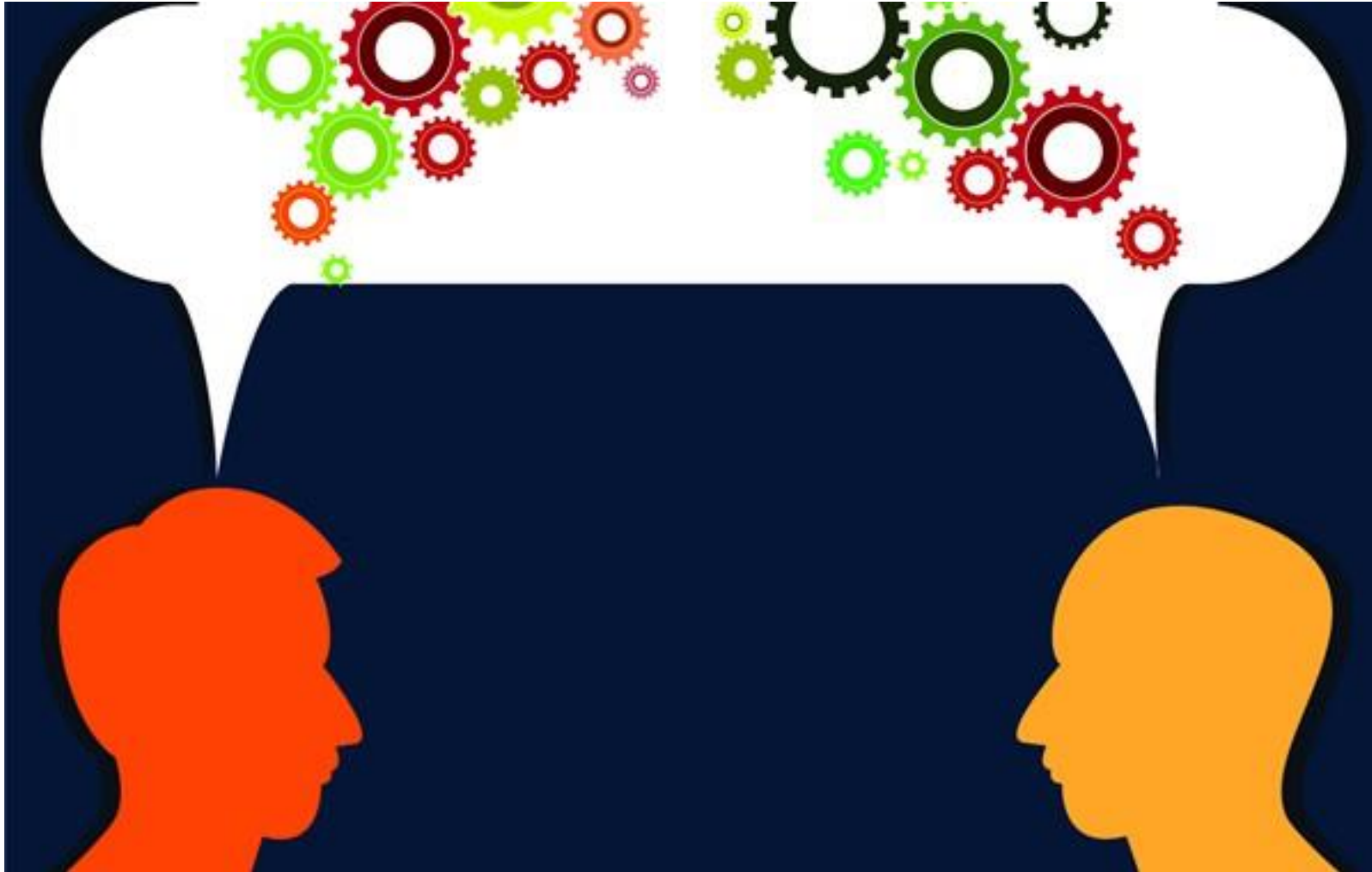
Professional coaches



The Students Journey



Using coaching with students



The student experience



The student experience



The student experience



The student experience



Any questions



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Reflection – Moon (1999)

