



Course Outline THEO 5957 Transformative Learning in Church Context

1-3

Course Code: THEO5957
Title in English: Transformative Learning in Church setting
Title in Chinese: 堂會中的轉化式學習

4. Course description

Transformative Learning Theory is an andragogy. Adults have accumulated much experiences which can be resources to be drawn on when coping with new challenges. The experiences can also be constraints as the experiences may be interpreted without critical reflection on the assumption behind. Transformative Learning happens when the assumptions behind the frames of reference or meaning schema are reflected critically and a new perspective emerges. If the new perspective is tested and found valid then the previous perspective will be replaced. After a transformative learning experience, the learner will be more open, inclusive, discriminating, penetrating, and his views more-justifiable.

The course will cover the transformative learning theories, and how to facilitate the learner to have perspective changes.

5. Learning outcomes

The students are able to list the stages of the Transformative Learning process, and use the list to identify their own transformative learning experiences and the changes in their meaning-making system.

The students can use the transformative learning framework to analyze the biblical text and characters.

The students can design Sunday School program that facilitate transformative learning.

6. Course syllabus

Topic	Contents/ fundamental concepts
Wrestling with the Text	The interpretation of the Bible text has to respect the tradition, but it also has to be able to provide guidance on how to answer the challenges of the present time.
Transformative Learning Theory	The process has 5 stages: Disorienting Event , Self-Examination , Exploration of new options, Experimentation of the new option, Evolving . The result is a more open, inclusive, discriminating, penetrating, justifiable perspective
Self-Determination Theory	The Sufficient Condition for Intrinsic Motivation to happen include Autonomy, Competence, and Relatedness.
Immunity to Change	Though there is a visible commitment , the expected behavior has not happened because there is hidden competing commitments based on big assumptions . To overcome this Immunity, the validity of the big assumptions has to be checked.
Cross-Cultural competence	The adaptation to a new culture (from Hong Kong to Beijing, from entrepreneur to social worker, from theologian to businessman) can be a Disorienting Event triggering a transformative learning journey.
Thinking with Visual Frames	When Thinking is 'externalized' as Visual Frames , there can be three directions of development. First, the Frames' assumptions can be easily located for critical reflection. Second, the Frames can evolve to be more and more sophisticated. Second, each Frame can have different types of applications.



7. Course components (Learning activities)

There are five types of learning activities.

- a) Pre-Lecture: There is pre-lecture reading.
- b) During Lecture: There are concept sharing by the lecturer.
- c) During Lecture: Each student has 5 pitching on the learning and 2 presentations to the class.
- d) During Lecture: There is at least one field trip
- e) Post-Lecture: There are assignments

8. Assessment type

Assessment type	Percentage
Class Participation: There will be 5 pitches which carries 4%. The pitches are about the learning in the lecture	20%
Presentation on own Transformative Learning Journey, with less than 8 ppt	20%
Presentation on the Transformative Learning Journey of a Biblical character, with less than 8 ppt	20%
A paper with words between 5,000 to 6,000 on one of the topics below: <ol style="list-style-type: none">a) Design a Sunday School course which applies Transformative Learning as the pedagogyb) Using the Transformative Learning Framework to analyze one of your own experience (can be the same experience of your ppt presentation)c) Using the Transformative Learning Framework to analyze a Bible character (can be the same character of your ppt presentation)d) Using Immunity-to-change framework to analyze a Bible character or an event in the Hong Kong Christian communitye) Using Self-Determination Theory to explain a phenomenon in the Hong Kong Christian communityf) Conduct a quantitative or qualitative research related to Transformative Learningg) A topic that the lecturer agreed	40%



9. Required and recommended readings

Required readings:

- Deci, Edward; & Ryan, Richard; ed. (2002) *Handbook of Self-Determination Research*, NY: The University of Rochester Press
- Hampden-Turner, Charles; & Trompenaars. Fons (2000) *Building Cross-Cultural Competence: How to Create Wealth from Conflicting Values*, London: Yale University Press.
- Kegan, Robert; Lahey, Lisa Laskow (2009) *Immunity to Change: How to overcome it and unlock the potential in yourself and your organization*, Boston: Harvard Business School Publishing
- Kepner, Charles; & Tregoe, Benjamin (1997) *The New Rational Manager: An Updated Edition for a New World*, New Jersey: Princeton Research Press
- Rowland, Christopher; & Roberts, Jonathan (2008) *The Bible for Sinners: Interpretation in the Present Time*, London: SPCK
- Taylor, Edward; Cranton, Patricia & Associates; ed. (2012) *The Handbook of Transformative Learning*, SFO: Jossey-Bass

Recommended readings:

- Cranton, Patricia, 'The Transformative Educator as Learning Companion', *Journal of Transformative Education*, 2008 6:33-47
- Higginson, Richard; Robertshaw, Kina, (2017) *A Voice to be Heard: Christian entrepreneurs living out their faith*, London: InterVarsity Press
- Kee, CH; & Cheng YT (2018) *Managing Break Even Time: Numeric Modelling Competence that Makes or Breaks a Startup Business*, HK: FSES
- Kegan, Robert, 'What "form" transforms? A constructive-developmental approach to transformative learning', Illeris, Knid; Editors (2009) *Contemporary Theories of Learning- Theorists in ... their own words*, : London: Routledge
- Mezirow, Jack, 'An overview on transformative learning', Illeris, Knid; Editors (2009) *Contemporary Theories of Learning- Theorists in ... their own words*, London: Routledge
- Taylor, Edward, 'Building Upon the Theoretical Debate: A Critical Review of the Empirical Studies of Mezirow's Transformative Learning Theory', *Adult Education Quarterly*, 1997 48:34-59
- Wright, N.T. (2008) *Surprised by Hope: Rethinking Heaven, the Resurrection, and the Mission of the Church*, NY: HarperOne
- 紀治興、陳國芳、吳志海合編 (2018) 《實踐神學 在後世俗社會護教》 香港: 豐盛社企學會
- Kee, CH, Chan J, Ng, CH, (2018) *Practical Theology as Apologetic in Post-Secular Society*, HK: FSES

10. Feedback for evaluation

The 5 pitches provide hints on the understanding of students on the course content



11. Course schedule

Week	Date (2019)	Topic	Reading
1	Jan 11	Wrestling with the Text. Course Overview.	Rowland & Roberts 2008 Chapter 1
2	Jan 18	Mezirow's Transformative Learning Theory. The cases of Paul	Mezirow 2009 article
3	Jan 25	Kegan's Immunity-to-Change. The case of Johan	Kegan 2009 article
4	Feb 01	Deci and Ryan's Self-Determination Theory. The case of pastors	Deci & Ryan 2002, Chapter 1
5	Feb 08	No Class	
6	Feb 15	Transformative Learning triggered by Cross-Cultural exposure	Hampden-Turner & Trompenaars 2000
7	Feb 22	Rational Thinking through Visual Frames	Kepner & Tregoe 1997 Ch 4 & 6
8	Mar 01	Applying the Visualized Thinking to solve problems & people conflicts	Kepner & Tregoe 1997 Chapter 4
9	Mar 08	The explanatory, descriptive and prescriptive functions of Modelling	Kee & Cheng 2018 Chapter 1-4
10	Mar 17	Field Trip to learn the Perspectives of the Socially Disadvantaged	Kee, Chan & Ng 2018, p.155-163
11	Mar 22	Oxymoron & Paradoxical Mind as signs of Mental Sophistication	Kee, Chan & Ng 2018, p. 47-48
12	Mar 29	Facilitating Transformative Learning. Sharing by Practitioners	Kee, Chan & Ng 2018, p. 102-111
13	Apr 05	No Class	
14	Apr 12	Student presentations on own Transformative Journey	Kee, Chan & Ng 2018, p. 112-146
15	Apr 19	No Class	
16	Apr 26	Student presentations on Transformative Journey of a Bible character	Kee, Chan & Ng 2018, p. 147-154
17	May 03	No More Class	
18	May 10	Submission of paper	

12. Contact details for teacher(s) or TA(s)

Professor/Lecturer/Instructor:	Lecturer
Name:	Dr. KEE Chi Hing, J.P.
Office Location:	Not Applicable
Telephone:	62910286
Email:	Chihing.kee@gmail.com
Teaching Venue:	FYB (王福元樓) UG01
Website:	
Other information:	

13. Details of course website

14. Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed [declaration](#) that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.