



TRANSFORMATIONAL LEARNING

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CORE COMPETENCIES AND EVALUATIVE METHODS FOR SPECIFIC OUTCOMES OF TRANSFORMATIONAL LEARNING

The following are very focused, defined outcomes and suggested evaluative approaches for five specific *transformative learning capacities*.

1) Learn the Impact of Future Trends

Provide five specific categories: Demographics, Health (Genetic Therapy) Economic Development Skills for the 21st Century, Computers and Telecommunications, and Transportation.

Outcomes: The student will be able to:

- a) Identify three trends in each category
- b) Pick one major trend in each category and connect interactive impacts into a “futures context.”
- c) Provide a community issue and have learner determine how the issue will be impacted by the integration of the trends.

Evaluation: 1) Does the student understand how one trend connects with and impacts other trends?
2) Does the student know how to go about identifying “weak signals” before they become trends?
3) Is the student able to understand the difference between a reforming change and one that transforms the issues/system?

2) How to Ask an Appropriate Question

Provide a two page transformational case study developed around a specific societal issue such as the increased plurality of the population.

Outcome: The student will develop the capacity to understand how to identify:

- a) What type of questions are appropriate and why?
- b) What specific questions are appropriate and why?
- c) What secondary questions emerge from the primary questions?
- d) What questions are appropriate to develop a transformational strategy?

Evaluation: 1) Are the questions the student asks appropriate to the case study?
2) Is the student able to connect questions that will lead to new ideas?
3) Does the student understand how to ask questions that help other people see the need for change?

3) How to Connect Apparently Disparate Ideas into a Framework of Innovation

Provide a page of new discoveries and trends in diverse areas; give five quotes from key thinkers that introduce an innovative 21st century principle; provide three web sites, which introduce new technologies; provide an article by a key thinker.

Outcome: The student(s) will develop any innovative concept, which connects new ideas, factors and strategies.

Evaluation: 1) How is the concept connected to a “futures context.”
2) How will the concept transform thinking and action.
3) How are capacities developed and implemented to insure that the new concept becomes a part of the life of the organization/community.

4) Developing Parallel Processes

Provide a framework of trends and any two issues which are important to the society/community. Have students divided into groups of three (face to face and/or virtually). Give the students a copy of the COTF article on Parallel Processes. Help all students understand the difference between “strategic planning” and “ecological planning.”

Outcome: Have each group develop a strategy which will identify actions appropriate to the short term and long term needs of one or both issues. Give a bonus of 30% if any group is able to work with the development of strategies which offers ways to impact both issues simultaneously.

Evaluation: 1) Does the group understand the difference between short term needs and longer term needs?
2) Does the group structure projects and processes that are consistent with each form of planning?
3) What framing and steps are developed which allow both short term actions and long term capacities to be developed in parallel?

5) Facilitating “Futures Generative Dialogue”

Provide each student with a guide to futures generative dialogue; identify three key ideas/concepts/issues that are to be utilized for the framing of a generative dialogue experience; have the non-facilitating students choose one idea/concept/issue to be used for the generative dialogue session.

Outcome: The student is able to identify and utilize effectively the following:

- a) A general methodology to involve all of the students in thinking about the future.
- b) At least four mechanisms to help introduce trends of the future into the dialogue.
- c) An understanding of how to connect the participants in a self-organizing dialogue that leads to some innovative idea, concept or strategy.

Evaluation: 1) Are the participants looking for value in what the others are saying?
2) Do students exhibit tools and skills that lead to collaboration and innovative ideas/concepts/strategies?