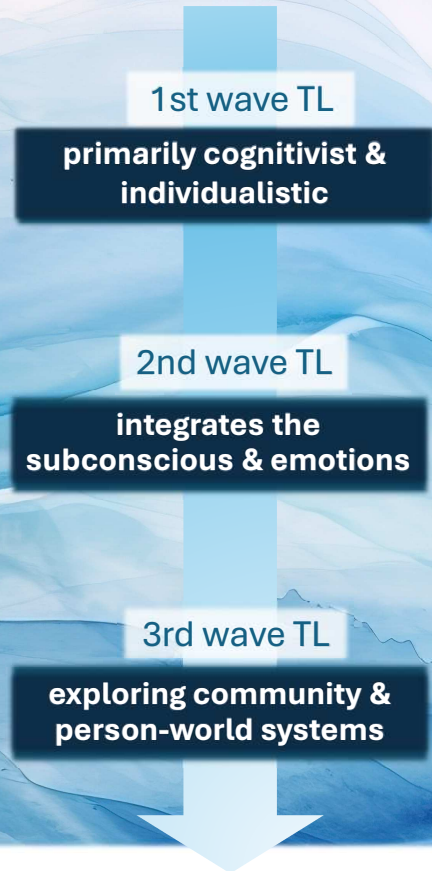


Transformative Learning theory from an Enactive perspective

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The enactive approach to TL

- ✓ TL incorporates affectivity and the whole living body: cognitive, existential, physiological, sociocultural & experiential dimensions
- ✓ TL is dynamic and continuous, not a shifting of static forms
- ✓ TL occurs within the whole person-world system
- ✓ Ethico-onto-epistemological intertwining of being, doing & knowing

Implications

Non-Duality

- Encourages reflection on lived experience
- Challenges fixed sense of self

Interconnectedness

- Recognising "ecologies for transformation" in learning environments
- Promotes empathy, collaboration, and ethical considerations

Process Approach

- Views learning as an ongoing journey
- Fosters lifelong learning and adaptability

Conclusions

- The enactive perspective offers TL theory a nondual, relational, and process-oriented framework
- TL is an emergent property of dynamic interactions between contingent selves & complex worlds
- This develops TL as a holistic, relational understanding of transformative processes in educational contexts
- The form that transforms is the dynamic, contingent person-world system

Future research

Need for empirical research on enactive approaches in and to TL

Qualitative, action-oriented phenomenological approaches

What is the “form that transforms” in Transformative Learning (TL) theory?

We explore the theoretical implications of the enactive approach’s non-dual, relational, and process framework for TL

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