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# A Transformative Edge

Knowledge, Inspiration and Experiences  
for educators of adults



A compendium for adult educators,  
with over 40 contributors  
experienced in Transformative Learning.

*This book... provides one of the most comprehensive and accessible texts available... If there is only one book you are going to read on transformative learning then, by all means, consider this one!*

ARJEN E.J. WALSH,  
PROFESSOR OF TRANSFORMATIVE LEARNING,  
NETHERLANDS

*Transformative learning is a topic of critical importance to education in the ‚full world‘ of the Anthropocene. „A Transformative Edge“ is a book for the Adult Education professional to dip into; an unusual and inspiring mix of theory and praxis, of the professional and the personal, with perspectives supplied by 40 contributing authors.*

ERNST-ULRICH VON WEIZSÄCKER,  
GERMANY

*... this is an enormously wide-ranging and ambitious work which deserves the widest possible dissemination, for its impact on education and training will be profound for decades to come.*

ROBERT GILLAN,  
DIRECTOR, RG TRAINING, SOMERSET,  
UK

*Bravo for this work, beautiful in its spirit, its content and its presentation.*

RAPHAËL SOUCHIER,  
PROFESSOR AT UBS,  
FRANCE

*... „A Transformative Edge“ can be recommended without knowing the previous knowledge of the asker. That’s pretty amazing. A broad range of experiences with leaders expressing them concisely is hard to find...*

DAVID WILCOX,  
CEO, REACHSCALE,  
USA



## TO ORDER THE BOOK

Printed version: [order form here](#)  
for shipping from September 2020

e-book available from October 2020



# The project

The book is an outcome of a European project with six partners (below). The project began by interviewing numerous practitioners in order to identify six key competences of a transformative educator, documented in a separate book.



## 1. Self-knowledge

I pursue a course of deepening self-knowledge and support my participants to do the same.



## 2. Working with people

I create and maintain empathic relations and support my participants to do the same.



## 3. Envisioning

I craft visions of the society in which I dream of living, and support my participants to do the same.



## 4. Riding complexity

I live with uncertainty, surfing the waves of complexity in pursuit of visions, and support my participants to do the same.



## 5. Flow

I understand that timing (kairos) is a vital aspect of change and know when to disrupt and when to go with the flow; and encourage my participants to do the same.



## 6. Pedagogy

I learn all that I can about effective, learner-centred education and encourage my participants to do the same.

**People skills**

**A society in transition**

**Education**

**Personal dimension**

**Context**

**Professional dimension**

# The book

Building on the work with the competences, production of the book was designed as a participatory process which itself turned into a journey of transformation. Originally conceived as a modest compendium of methods and theories favoured by team members and some interviewees, the book – in only a few months – expanded into a 450-page celebration of transformative learning with over 40 contributors, including leading practitioners and researchers.

## It happened in three stages.

1. A book structure was organized around the competences, and opportunities for contributions were identified. Invitations to contribute were sent out, including requests concerning the content and the tone.
2. A three-day online 'book sprint' was hosted. The format proved very successful – and inspiring. It resulted not only in a lot of text but also in commitments to supply more, as well as in identified gaps. The gaps were followed up with new invitations.
3. And then, the transformation began...

As the editors worked on integrating the growing volume of text into a coherent whole, more and more people volunteered to contribute. The editors set up a modified peer review system so

that each contribution was read (consecutively) by at least two other authors. Numerous fruitful discussions ensued.

Thus, a scant five months after the book sprint, a manuscript could be turned over for design and illustration – in extraordinary collaboration between two artists. The result is a visual delight as well as a feast for the reader.

# Going inside

The book has four main sections.

## A. Competences

A summary of the earlier book serves as an introduction.

## B. Theories

Structured according to the six competences, this section introduces 34 different theories and models. Each author was asked to formulate a very brief introduction; to outline where or when the theory is most useful; and – not least – to describe how it has affected herself or himself professionally.

## C. Methods

With a similar structure, this section introduces 33 different methods.

## D. Your own event

This section is intended to support development and delivery of a Transformative Learning event. And, as it says in the preface: „Beyond being a resource to be picked up when starting to design your TL event, this book is intended to facilitate connections between TL practitioners.“ Envision your own Transformative Learning event...



# The Contributors

## Editors & Authors

Ursel Biester

Marilyn Mehlmann

## Artists

Boris Goldammer

Suiko Betsy McCall

## Authors

Manuela Bosch

Marcus Bussey

Martin Cadée

Clinton Callahan

Nils I. Cornelissen

Hadas Fisher-Oren

Christian F. Freislben

Caitlin Frost

Diego Galafassi

Robert Gilman

Frauke Godat

Jasenka Gojšić

Lonny Gold

Jutta Goldammer

Griet Hellinckx

Manuela Hernández

Thomas Herrmann

Lana Kristine Jelenjev

Frans Lenglet

Lawrence Kampf

Neža Krek

Floor Martens

Wilmer Meneses

Veronika Mercks

Irene Nolte

Dror Noy

Bálint Óry

Olena Pometun

Friederike Riemer

Elena Rodríguez Blanco

Anneke Schaardt

Klaus Schenck

Virág Suhajda

Zsuzsa Vastag

Nikolaus von Stillfried

Daniel Christian Wahl

Lina Westermann

Felix M. Wieduwilt

Olena Zarichna





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