

Guest Editorial Preface

Special Issue of Revised and Extended Articles From Transformative Learning

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This special issue on Transformative Learning, Volume 12, Issue 4 contains four revised and extended articles. The four articles in this special issue cover a range of strategies and practices for fostering transformative learning in an online environment, exploring the outcome of a singular college strike, technology as integral to a new paradigm of adult education, as well as the discussions on the intersection of Confucianism and western teaching in Taiwanese Adult Education. Each of these revised and extended papers has undergone full double blind peer review, prior to being selected for this special issue.

Cranton and Torrisi-Steele explored the potential for fostering transformative learning in an online environment. The article provides an overview of transformative learning theory, including the variety of perspectives on the theory that have evolved as the theory matured. Strategies and practices for fostering transformative learning are described, followed by a description of the online environment and how strategies for encouraging transformative learning might be carried into that environment. Students' voices are brought in to corroborate and, as it turns out to question the importance of these strategies. The article concludes with a focus building transformative relationships in the online environment.

Howard Doughty examined the critical practice response to the outcome of a singular college strike in Ontario Publish Servicer Employees Union. On October 16, 2017, over 12,000 faculty, librarians, and counsellors in 24 independent postsecondary colleges in Ontario, Canada went on strike for the fourth time since they organized in 1971 as members of the Civil Service Association of Ontario and won their first collective agreement the next year. Begun as an apolitical, self-consciously quasi-colonial, and decidedly elitist "professional" body in 1911, the CSAO has transformed itself in name and in nature into an increasingly class-conscious and intermittently militant Ontario Public Service Employees Union with current membership of approximately 180,000 including: clerical staff; community and social service workers; corrections officers; healthcare, transportation, and natural resource workers; as well as college academic and support staff employees. Relations with their employers have become increasingly adversarial and rarely greater than in the college sector. This paper explored that strike.

Judith Parker wrote about how technology and adult education are often discussed as two separate subjects yet just as it is impossible to live one day without the impact of technology, it is impossible to discuss adult education without considering technology. In the decades since the emergence of adult education as its own field of study and research, these two subjects have experienced substantial growth. However, in recent months, societal issues have forced the pace of this growth into unprecedented and sometimes uncomfortable expansion. The theorists and practitioners who

have always been instrumental in moving the fields along were challenged to develop an entirely new paradigm. The issues and reactions will be considered in this article as the foundation for a paradigm shift in adult education. Since effective adult education involves not only information dissemination but communication and collaboration among its participants, online learning activities and entire online courses influence how we view the field itself.

Co-authors Wang, Torrisi-Steele, Shuyan Li, and Pi-Chi-Han wrote that adult education is a significant feature of the Taiwanese education landscape and is recognized as significantly contributing to national economic development. Given the importance of adult education in Taiwan, an investigation of teaching approaches and an understanding of interplay of teaching approaches with Taiwanese culture is worthwhile because such investigations provide a platform for reflection and subsequent evolution of teaching approaches. In the present article, the authors delve into the heritage of Taiwan to explore teaching practices from the standpoint of the teachings of Confucius and Western teaching approaches. Data were collected via survey of 39 randomly selected adult educators from premium universities in Taipei along with interviews. The results point to the persistent dominance of Confucian instructional methods despite some use of Western teaching approaches.

May these contributions pave the way for the broad and open waters ahead with all the new developments in transformative learning with the online environment. On a personal note, I received Patricia Cranton Outstanding Research Award from IGI Global in 2017 as a result of my frequent contributions to the Adult Education Field. I take pride in this association with late Dr. Patricia Cranton who is considered Queen of Transformative Learning.

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