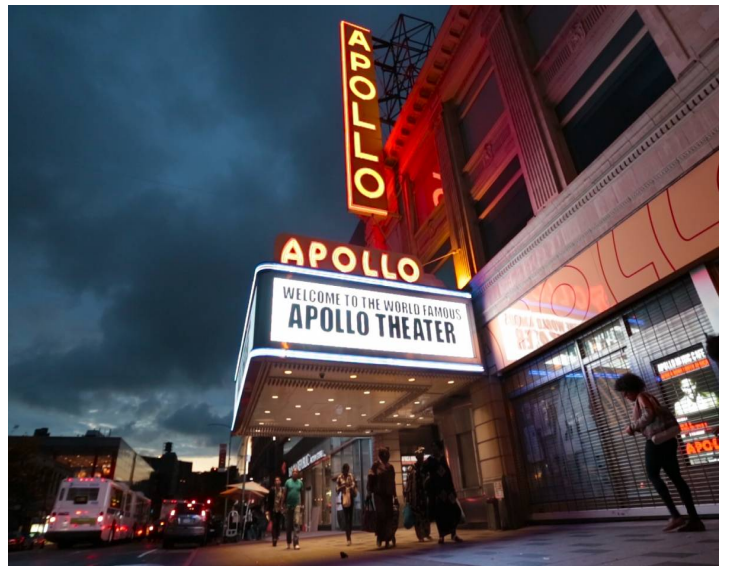# ITLC 2018

Nov 7-10, 2018
Teachers College at Columbia University
New York, NY, USA

The XIII Biennial International Transformative Learning Conference

Call for Proposals - V.2 - December 18, 2017

"Building Transformative Community: Enacting Possibility in Today's Times"

Sponsoring Academic Institutions:
Teachers College at Columbia University, New York, NY, USA
St. Mary's College of California, Moraga, CA, USA

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Our invitation to you....

We invite you to submit proposals, and join us, for the co-hosted 13th Biennial International Transformative Learning Conference (ITLC) to be held at Teachers College, Columbia University, New York, NY, November 7-10, 2018 as we share our stories, research, and practices in —

Building Transformative Community: Enacting Possibility in Today's Times

A series of ITLC Planning Conversations—that we held in New York, California, and via three international phone calls in June and July of 2017—led to conversations with 58 members of our community about the theme for ITLC XIII in 2018. We are deeply grateful for the engagement of our community that, collectively, influenced the creation of this "Call."

We seek to build an even more inclusive and transforming community to identify and build bridges between individual and community transformation. It is these bridges that will support us in living with a sense of possibility that we can navigate our shared experiences of disruption and turbulence. Transformative learning theory has grown and evolved and we are curious about what work people in other disciplines are doing that fits or expands the frameworks we have come to know so well. We are also curious about ways to make entry points more visible through greater understanding of context and level of system. And, we want to include the realm of practical knowing, to hear about how people are individually and collectively taking action to engage transformative learning and bring about change in their communities. As we prepare to gather at Teacher's College in November of 2018, we look forward to learning from papers that discuss cultural, national, and geographical insights and implications so that we expand our circle of voices and build a truly global community.

We invite proposals for paper presentations, experiential sessions, symposia and roundtables. Submissions will be done electronically through our website – which we expect to have available in November.

We will have specific guidelines for each type of proposal and evaluation criteria posted on the website. We are offering an "early submission" process for people who have not presented at prior ITLCs. We will provide feedback on the early submissions.

NEW DATE - January 15, 2018	**Early review date**
February 19, 2018	**Proposals due**
April 23, 2018	**Proposal acceptance notification**
July 16, 2018	**Papers submitted**

As was done in 2014 for ITLC XI, we anticipate offering Transformative/Innovative Spaces – watch for more information about offering an activity for this session in a future November newsletter. To subscribe to our monthly newsletter, please write us at: itlc2018@gmail.com

We look forward to welcoming you in NYC in November 2018!

Expanding On The Theme

Several broad themes emerged across all of the Planning Conversations: the importance of deepening connections among members of our community, focusing on possibility rather than merely hope; on light rather than the dark side of the times in which we live; on the significance of context in influencing who engages in TL and for what purposes; in acknowledging and balancing a U.S.A. perspective with views from around the world; and in the various and evolving frameworks that guide the practice and scholarship of transformative learning. What does each part of this conference theme entail?

Community

Community is *the* word we most often heard in the series of planning conversations. People value the transformative learning (TL) community and the supports and challenges its relationships bring. The community of people interested in transformative learning extends across the globe. This reach creates opportunities for rich exchanges to broaden our perspectives. It also moves us to consider how the conference might engage more people who think differently, and thus to build an even more inclusive and transforming community. Given the times we live in, we wonder what we might need to re-member from indigenous wisdom across the globe that could aid us in supporting growth in our communities.

Today's times

The current worldwide environment can be disorienting in its complexity and rate of change. Many communities across the globe are experiencing disruptions and turbulence—descriptors that vary in meaning and may not be coterminous. For some of us, these experiences are relatively new; for others, these experiences span generations. Andrew Nalani, a participant in one of the planning conversations, thinks of disruption as occurring in "systems in a state in which business-as-usual has ceased to be" and turbulence as persisting in "those systems in which business as usual still occurs—but with uncertainty." Countries might experience either disruption or turbulence, or both together. Sources are various—e.g., political, economic, social, religious, ideological—and could be multiple. These observations lead us to wonder how TL differs within different systems under different conditions and combinations of turbulence and disruption. The despair that can result from different scenarios of disruption and turbulence is often a shared experience.

Possibility

Transformative learning is a lifelong process. In community we come together to sustain our engagement and bridge these challenging experiences. Transformative learning can open opportunities to explore change cognitively and emotionally and to deepen understanding by those living within these contexts. This sense of possibility—or becoming what respondent Taj Johns described as "possibilitarians"—moves us to consider how we are attending to both the shadows in our situations, and to the light cast upon them.

Context

This leads us to the questions of context. While the issues we face can seem overwhelming, attention to the context and level of system in which one is working can make entry points more visible. Learning does not occur in a vacuum, and one way to start is by depicting the manner in which context fosters new learning. Will individual transformation be enough? Does the system in which individuals are embedded also need attention? What collective level of the system needs to change? What conditions foster transformative learning in specific contexts?

Frameworks

Transformative learning theory has grown and evolved since it was articulated by Jack Mezirow in 1975. Theories of transformative learning differ from one another on many dimensions. But frameworks all agree on the need to examine worldviews critically, identify learning processes involved in transformative change, and engage in practices that evoke or support a liberating developmental perspective that enable one to take in and live with complexity and paradox. Some frameworks highlight critical thinking; others focus on relationship building. Some are individually-focused; others emphasize socio-cultural influences on individual or group transformation. For some, transformative learning frameworks focus on explicit tools and orderly processes. Others embrace communitarian, "messy" lived experience. The variety of approaches that frame transformation encompass individual, group, community, organizational and societal learning and change. These differences in the "unit" of analysis or action inform what transformative learning is and how it studied.

We imagine that people in other disciplines are doing work that fits or expands these frameworks. We are curious to know about the latest evolution of thinking that would deepen insight into transformative learning.

Enacting

People are drawn to the ITLC, in part, for the community that has been created. We have much to learn from one another about how we, individually and collectively, are taking action to engage transformative learning and bring about change in our communities. We want to strengthen our collective focus on putting transformative learning into action. What specific steps are people trying out to enact TL through research, theory-building, or practice? In what ways are learning, coaching or mentoring strategies being modified to include TL? What kinds of social laboratories are being created to experiment with TL, and what have been the results?

Expanding Our Community

In addition to hearing from people whose work is deeply grounded in transformative learning theory, we want to hear from people in other disciplines and practice areas, or who are new to this field. We invite papers that discuss cultural, national, and geographical insights and implications so that we expand our circle of voices and build a truly global community.

We also want to provide support for individuals who want to be an ITLC conference presenter for the first time. If you are new to our community or have not yet presented at an ITLC, we are offering two specific opportunities for support. The first is an option to submit your proposal early, receive feedback, and then resubmit. The second is invitation to a pre-conference for new presenters.

Our Call For Proposals

Although discourse about transformative learning has to date focused primarily on individual learning, for communities to transform there must be a bridge between individual and community transformation. Let's come together to explore how we are enacting TL to expand possibility in our communities.

Naturally, we are interested in proposals that share research and theory that inform practice, and practice that spurs research and theory-building on the conference theme. We also welcome proposals that highlight work that amplifies transformative learning outside the scope of the theme.

Given our focus on building transformative community, we seek proposals that address collective learning as well as individual transformation. We are curious about how transformative learning is being leveraged for collective transformation in various systems, i.e., groups, organizations, institutions, and communities.

These questions reflect some ways that we are thinking about this topic:

Community: How do communities balance the paradox of supporting their own identity without excluding other identities? How do communities create "good enough" public spaces in which all feel welcomed, listened to, and respected even as they hold diverse social, political, psychological, or identity perspectives?

Today's times: How does TL support growth in diverse local or international conditions, e.g.—Turbulence? Disruption? Opportunity? Decolonization? Nationalism/Territoriality? Liberation? Oppression? Uncertainty? Complexity? What can individuals or communities do to live with tensions or otherwise use them as opportunities or stimuli for transformation?

Possibility: What does it take to "romance the shadows" of our frames of reference? In what ways is TL able to open minds and hearts to new thinking and action?

Context: What kinds of transformation might be helpful, for whom, and in what ways or under which circumstances? How are mind opening conversations successfully held when fundamentalism, rigid beliefs, or bigotry are present? How is TL scaled up from individuals to larger social units?

Frameworks: While honoring our community's roots, how can we make room for new or trans-disciplinary lenses? How is TL understood and practiced in diverse racial, ethnic, social or cultural communities?

Enacting: How can we move TL theory into action? How are boundaries between and among levels and systems being investigated or bridged? How are educators supported when they feel overwhelmed, isolated, or need help in taking action?

Your work may suggest other avenues of inquiry.

Types of Submissions

Paper Presentations

Papers must address transformative learning. Please be clear about how you define and apply this concept. Papers should be based either on:

- *Research* (e.g., quantitative or qualitative research, action-research, case study, meta-analysis, etc.)

- *Theory* (e.g., conceptual study, model or theory development, etc.)

- *Specific practice* (e.g., formal settings, community-based, online learning, democratic setting, etc.)

Experiential Sessions

Experiential sessions demonstrate new and innovative practices in transformative learning through creative, interactive formats. These sessions will illustrate theoretical, practical and experiential integration We invite and encourage using, e.g., video, drama, graphic arts, poetry, movement and other symbolic forms. When designing your session keep in mind that participants should be substantively and actively engaged throughout.

Proposal for experiential sessions should include both the theoretical perspective, which frames the session, and a plan for the flow of the workshop.

Symposia

Proposals should include a group of three to five authors discussing contradictory or complementary points of view related to a shared topic. We welcome international collaboration.

Roundtables

The roundtable is an informal and relaxed context for researchers, including postgraduate students, to discuss work in progress, Roundtable proposals should describe the questions, issues, or topics author/s would like to explore.

Instructions for Submission

The guidelines and criteria for proposals follow in the pages below and will, additionally, be posted on the website. Details for submission via website will be released in early 2018.

Questions? Please write us at: itlc2018sci@gmail.com.

Guidelines & Criteria for Assessment

RULE OF THREE

Rule of 3: No more than three submissions for each author

LENGTH OF SUBMISSIONS BY TYPE

Session type	Length of Proposal	Length of Paper
Paper session	800-1200 words including references and other supporting material	Up to 3500 words, including references and other supporting material
Experiential session	800-1200 words including references and other supporting material	Up to 3500 words, including references and other supporting material
Roundtable session	800-1200 words including references and other supporting material	Up to 3500 words, including references and other supporting material
Symposium	800-1200 words including references and other supporting material	Up to 7000 words, including references and other supporting material

Given concerns about self-plagiarism policies that have been instituted by some academic journals (Callahan, 2014), you may choose not to submit a full paper if your proposal is selected. (We suggest that you contact target journals to inquire about their policies.) However, we strongly encourage you to submit a full paper to be included in the proceedings. Please note that only full papers will be considered for the Jack Mezirow Award.

PROPOSAL FORMAT

1) Proposal cover page with the following information:

- Title of presentation
- Type of presentation (paper presentation, experiential session, symposium or roundtable)
- Do not include your name or any identifying information

2) Proposal body:

- Begin proposal on separate sheet with title of the presentation
- Limit text to word count as outlined in table above, including references and other supporting materials
- Include an abstract of no more than 200 words (your abstract will be included as a session description in the program)
- Include key words (list no more than five)
- Use US letter paper format, one inch (2.54 cm) margins, 12 pt font. Times New Roman
- Use APA Version 6 to format your manuscript
- Name(s) of submitter(s) should NOT appear on the proposal
- Label your file as Last Name_ITLC2018_Proposal
- Submit proposals as a Microsoft Word or PDF attachment
- You will be required to electronically sign a warrant statement when submitting your proposal
- *All proof-reading is your responsibility and must be carried out prior to submission*

CRITERIA THAT WILL BE USED TO EVALUATE YOUR PROPOSAL

For all proposals:

1. Connection of topic to transformative learning explained clearly
2. Theoretical basis for conceptualizing transformative learning explained clearly
3. Quality of writing: well-crafted sentences, clear explanations and logic, accessible language

For paper sessions:

4. Makes significant contribution to discourse about theory, practice, and/or research

For experiential sessions

4. Clear description of activity used to engage participants experientially

5. Explicit description of how experiential activity will contribute to participants'

ideas related to theory, practice, and/or research

For roundtable sessions:

4. Makes significant contribution to discourse about theory, practice, and/or

research

5. Complementarity or contradiction among points of view explained clearly

For symposia:

4. Clear description of strategy used to help participants engage with the topic,

questions, or issues that the roundtable author wants to explore

5. Potential to make significant contribution to discourse about theory, practice, and/or

research.

1. Connection of topic to transformative learning explained clearly

In explaining the relationship of your topic to transformative learning, be mindful that the field of transformative learning includes theorists and practitioners from various disciplines and sites of practice. Do not assume shared knowledge or points of view. Explicitly describe your perspective on how the content and/or process of transformative learning relates to your topic.

2. Theoretical basis for conceptualizing transformative learning explained clearly

Explain the key concepts that inform your perceptions about transformative learning and situate those concepts in the theory or theories that influence your conceptualization. Although your conceptualization of transformative learning can be related to any theoretical point of view, it is essential that you explicitly identify the theory that informs your perspective. Your work may draw on other theories that relate to your topic, but identification of these theories does not meet this criterion.

Early submissions ONLY must be submitted to the following email address: itlc2018sci@gmail.com

Final submissions will be uploaded to conference website.

Jack Mezirow Living Theory Of Transformative Learning Award

The Jack Mezirow Living Theory of Transformative Learning Award is inspired by Jack Mezirow's efforts to engage the field of adult education in thinking theoretically about adult learning. To promote reflection about what he called "a theory in progress," Mezirow founded the International Transformative Learning Conference in 1998. In prior decades he had developed his own vision about the transformative dimensions of adult learning, generating lively discourse in the field of adult education as scholars and practitioners expanded, applied, and critiqued his ideas.

Mezirow (2012) defined transformative learning as "the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience as a guide to future action" (p. 74). Transformed frames of reference are "more inclusive, discriminating, open, emotionally capable of change, and reflective" (p. 76). The recipient of the Jack Mezirow Award contributes to living theory by addressing frames of reference about transformative learning, providing scholars and practitioners with a more inclusive, discriminating, open, reflective theoretical and practical perspective that is dynamic in its possibilities for growth and change.

The Jack Mezirow Living Theory of Transformative Learning Award is given at the International Transformative Learning Conference, held every two years. The award was established in 2014 and was awarded for the first time at the conference that year.

Eligibility
• All papers, experiential sessions, and symposia accepted for inclusion at the conference are eligible for the award, except those with an author who is a member of the selection committee.
• Single or jointly authored papers are considered for the award.
• The paper should extend theory, research, and/or practice in a way that reflects a vision of living theory in progress, as described above.
• The award can be given for promising new perspectives as well as more established or researched perspectives.

Evaluation Criteria

• The theoretical perspective of transformative learning theory is clear and well-articulated.

• Rationale for the paper is persuasive.

• The paper is original and creative.

• The paper is clearly written and engaging.

• The methodology and results are clearly described.

• The paper makes a significant contribution to theory, practice, and/or research.

Members of the 2018 Award Selection Committee

Chad Hoggan, Co-Chair, North Carolina State University, United States

Elizabeth Kasl, Co-Chair, Independent Scholar, United States

Juanita Johnson-Bailey, University of Georgia, United States

John Dirkx, Michigan State University, United States

Fergal Finnegan, Maynooth University, National University of Ireland

Ted Fleming, National University of Ireland Maynooth (Retired)

Maura Striano, University of Naples Federico II, Italy

Edward W. Taylor, Penn State University-Harrisburg, United States (Retired)

Kaisu Mälkki, University of Helsinki, Finland

Terry Carter, Virginia Commonwealth University, United States

Francesca Bracci, University of Aosta Valley, Italy

Katrina Liu, University of Nevada, Las Vegas, United States

Sarah Stanlick, Lehigh University, United States

International Transformative Learning Association Transformative Learning Dissertation Award

The International Transformative Learning Association recognizes emerging scholars by conferring the Transformative Learning Outstanding Dissertation Award. This award commends a distinguished doctoral dissertation that exemplifies scholarly work and contributes to the transdisciplinary field of transformative learning.

Purpose of Award:

This Award has three aims:

- To recognize and honor emerging scholars who extend and inform the epistemology, ontology, praxis, and/or ethics of a living theory of transformative learning.

- To acknowledge methodological innovation, originality, and quality of inquiry of transformative learning.

- To invite and expose contributions from diverse perspectives of transformative learning theory and/or praxis.

In order to be eligible for this award, a dissertation must have been accepted for degree conferral no more than 24 months prior to the submission deadline. We encourage doctoral graduates who completed their dissertations between Spring 2016 and Spring 2018 academic years to submit an application for consideration by May 1st 2018 according to the following guidelines:

The submission should include:

- A cover page that identifies:

   Dissertation title; Author; Author's current affiliation; Author's current email address; Author's current telephone number;   Program degree earned; Degree granting institution; Date of defense and academic year degree is granted; Dissertation Chair.

- A recommendation and verification of defense date from the candidate's dissertation committee chair (if chair is unavailable the letter can come from another committee member), to be sent in a separate email to the following address: alikin@uga.edu

- An essay of 2000-3000 words (8-12 pages, double spaced, Times New Roman 12-point font) that responds to three questions that reflect the aims of the award using relevant citations from the dissertation:

  - How does this dissertation extend and inform the epistemology, ontology, praxis, and/or ethics of a living theory of transformative learning?

  - How does the dissertation contribute to methodological innovation, originality, and quality of inquiry of transformative learning theory?

  - How does this dissertation contribute to diverse perspectives of transformative learning theory and praxis?

- All submissions must adhere to APA VI formatting guidelines and demonstrate quality of scholarly writing.

Submission Deadlines:

- Applicants materials due May 1st 2018

- Materials to be submitted itlc2018dis@gmail.com

ITLC 2018 Leadership

Name	Accountability
Victoria Marsick	Co-Chair, ITLC 2018
Marguerite Welch	Co-Chair, ITLC 2018
Michael Andres Palmieri	Conference Producer
Pierre Faller	Co-Chair, Communications Committee
Lynda Hallmark	Co-Chair, Communications Committee
Claudio Melacarne	Co-Chair, Communications Committee
Rachel Fichter	Co-Chair, Design & Programming Committee
Ken Otter	Co-Chair, Design & Programming Committee
April Bang	Co-Chair, Art & TL Sub-Committee
Maria Wong	Co-Chair, Art & TL Sub-Committee
Grace Alcid	Co-Chair, Mentoring Sub-Committee
Kristen DelSimone	Co-Chair, Mentoring Sub-Committee
Elizabeth Kasl	Co-Chair, Dissertation Award Committee
Randee Lawrence	Co-Chair, Dissertation Award Committee
Aliki Nicolaides	Co-Chair, Dissertation Award Committee

Name	Accountability
Paul Loper	Co-Chair, International Day of Listening Comm.
Alessandra Romano	Co-Chair, International Day of Listening Comm.
Mina Wilson	Co-Chair, International Day of Listening Comm.
EJ Lee	Co-Chair, Finance Committee
Kate Sweeney	Co-Chair, Finance Committee
Carlo Beckman	Co-Chair, Host Committee
Tina Stinson-DaCruz	Co-Chair, Host Committee
Samantha Lu	Co-Chair, Host Committee
Patty Goodman	Co-Chair, Inclusion Committee
Taj Johns	Co-Chair, Inclusion Committee
Petra Buergelt	Co-Chair, International Committee
Yabome Gilpin-Jackson	Co-Chair, International Committee
Cindy Lin	Co-Chair, International Committee
Chad Hoggan	Chair, Mezirow Award Committee
Stacey Robbins	Co-Chair, Scientific Committee
Kathleen Taylor	Co-Chair, Scientific Committee
Aliki Nicolaides	Stewards Committee

Questions?

Type of Question	Contact
General inquiry	itlc2018@gmail.com
Questions about the Call For Proposal	itlc2018sci@gmail.com
Questions about the Guidelines & Criteria for Assessment	itlc2018sci@gmail.com
Questions about the Dissertation Award	itlc2018dis@gmail.com

Sponsoring academic institutions:

Teachers College at Columbia University	http://www.tc.columbia.edu
St. Mary's College of California	https://www.stmarys-ca.edu

Location of Conference: http://bit.ly/2xW7Wug

Teachers College at Columbia University

525 120th. Street, New York, NY 10027 USA

Dates of Conference:

Wednesday, November 7 to Saturday, November 10, 2018

ITLC 2018 on Social Media

Facebook: https://www.facebook.com/InternationalTransformativeLearningConference/

Twitter: https://twitter.com/ITLC_Community

LinkedIn: https://www.linkedin.com/groups/8639349