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## Journal of Transformative Education

Editor: John M. Dirkx, *Michigan State University*

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The **Journal of Transformative Education (JTED)** is a peer-reviewed, scholarly journal focused on advancing the understanding, practice, and experience of transformative education. Transformative education is defined as those educational practices that are informed by transformative learning theory and that foster deep engagement with and reflection on our taken-for-granted ways of viewing the world, resulting in fundamental shifts in how we see and understand ourselves and our relationship with the world.

**JTED** invites researchers from a wide array of disciplines whose work reflects this overall aim and scope to submit original research, reviews and topical dialogue and communication on all aspects of transformative education and learning. These disciplines include but are not limited to:

- Adult education and lifelong learning
- Change, transition, and transformation
- Management and corporate education
- Educational and humanistic psychology
- Experiential education
- Holistic education
- Organizational development, learning, and psychology
- Social change

**JTED** is particularly interested in articles that seek to test, build on, and elaborate existing theoretical perspectives on transformative learning, that demonstrate innovative and creative applications of the theory in practice contexts, and that explore the international and cross-cultural issues of the theory and practice of transformative learning.

The journal seeks to deliver high academic quality in an engaging, thought-provoking, participative, and reflexive scholarly discourse across the spectrum of issues which transformational education encompasses, including

- Individual experience
- Educational and institutional process
- Formal and informal purposes
- Venues for transformative education
- Cultural issues
- Social context

The journal is global in scope and content and is diverse in its approaches and topics - drawing from theory, research, practice, individual experience, and retrospective insight from past major theorists.

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