

Transformative education for inclusive communication and global understanding

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ABSTRACT

Transformative education has recently triggered many discussions and debates and promised better learning outcomes. Mezirow (1978, 1990, 1991, 1995, 1997, 2000); Cranton (1994, 2002); Taylor (1998); Merriam (2001) have published articles and books on various aspects of the transformation experience. Transformative education is a process by which our taken-for-granted frames of reference are transformed by making them more inclusive, open, emotionally capable of change, and reflective (Mezirow, 2000). Attempts have been made to identify the factors that trigger perspective transformation, participants' roles, course contents, learning environments, and the evident common themes in the transformation experience. Transformation experiences include changes in the way individuals perceive themselves, others, and the world around them. To investigate the impact of transformative education on students' development of effective communication behaviours for better intercultural understanding, a post-course interview is conducted with a sample of MA students at the ENCG Business School-Marrakesh, Cadi Ayad University, Morocco. Appropriate qualitative content analysis of participants' answers and reactions to interview questions is used. The main reason for conducting content analysis is to see whether a communication course on Soft Skills/21st-century skills can provide an appropriate environment for transformational learning that may trigger changes in students' perception of the world around them, and allow them to improve their communication behaviors for better interaction with others. Participants reportedly believe the course has allowed them to reconsider previous assumptions, adopt more effective communication behaviors, and develop essential transferrable skills for better intercultural encounters across borders.