Theme:
Engaging at the Intersections

In these times of disruption and challenge, we are constantly asked to explore our assumptions and the ways we engage the world. The theory and practice of transformative learning provides a home in which you can further explore this and contribute to the ongoing evolution of transformative learning.

We invite educators, consultants, facilitators, practitioners, researchers and students from around the world to join in exploring the nature and practice of transformative learning at the intersections.

THE ORIGIN OF THE THEME

This theme is derived from both the significance of the host location, Pacific Lutheran University in Tacoma, Washington, USA, and from the provocative work of the XI conference, “Spaces of Transformation and Transformation of Space” where we asked ourselves how we shape our spaces and how they shape us. In 2016, as a conference community we move from exploring the spaces of transformation to now exploring the intersectional potential of those spaces.

Transformative Learning and the Theme

Fundamentally, an intersection in the context of human activity is where disparate ideas, activities and systems jostle for attention. The robust image of the town square comes to mind as the primary intersection where people come together for commerce, debate, worship, governance, entertainment, socializing, protest and more. Thus the square and its intersecting pathways are alive with energy, activity, clash and chaos.

To take the metaphor further, intersections can also be places of innovation as well as the location of disparity. Intersections are places of contact and connection at many different levels and in many contexts simultaneously; individuals, cultures, races/ethnicities, organizations, institutions, professions, disciplines, nations, and systems. Intersections are full of possibilities for transformation and influence. A primary question of our work is how can we be more intentional and creative in our interactions at these points of connection for the purpose of transformative learning?
As such we will come together in October 2016 to consider and share:

• How can we be more intentional and creative in our interactions at these points of connection for the purpose of transformative learning?

• What aspects of life connect and jostle for attention at the intersections, and how do these connections create potential for transformative learning?

• What intersection do you work in; what are the combinations you seek that hold transformative potential?

• How is our collective work grounded in transformative learning theory? How does our work affirm, challenge, critique and expand the body of theory?

How to submit a proposal

1. Write the type of proposal you want to submit

2. Submit proposal through All Academic Site

3. Follow the prompts on All Academic to submit your proposal
All papers must deal with transformative learning. Please be clear about how you use this concept. Indicate the focus of your paper. Papers should be based either on:

- Research (quantitative or qualitative, action research, case study, meta-analysis, etc.)
- Theory (conceptual study, model or theory development, etc.)
- Specific practice (formal setting, community-based, online learning, democratic setting, etc.)

Paper presentations will be grouped based on themes. Presentation sessions include opportunities to dialogue with participants.

Experiential sessions demonstrate transformative learning practices through creative, interactive formats. These sessions demonstrate integration of theory and practice, based on your experience with a particular practice format or theoretical frame. We encourage use of video, drama, graphic arts, poetry, and other art forms, recognizing that sometimes the method is the means. The proposal should address the time allocation of the 90 minute session, the elements of transformative learning theory referred to the session, and participant involvement.

Proposals for Symposia follow the same guidelines as paper proposals & presentation. They should include a group of at least 3-5 authors discussing contradictory, antagonistic or complementary points of view related to a shared topic. International collaboration is desirable.

Roundtables are opportunities to discuss new research or work in progress in an informal, group context. Presenters should indicate the questions the author/s would like to discuss.

The scholar-to-scholar session melds the traditional poster session with targeted, intimate conversation. Participants will prepare a poster and are assigned specific scholars with whom to engage during the session. This creates the opportunity to both share your work with the larger community and have one-on-one conversations with scholars who have read your work. This session will be held in an expansive space that is conducive to quiet conversation.

Note: Due to limited conference space, the conference committee may invite some submissions in the first four categories (Papers, Experiential Workshops, Symposia, Roundtables) to present instead in the scholar-to-scholar format. This will be clearly communicated in response to your proposal.
Requirements details for all proposals

1. All proposals must discuss Transformative Learning theory, research and practice as it relates to their proposed topic. For those new to the body of work, please refer to the bibliography and related materials posted to the Ning Site. More information about submission formats will be available on the website.

2. Preference will be given to proposals that are linked to the conference theme, but strong proposals on Transformative Learning that are not as clearly linked to the theme will also be considered.

3. All proposals should:

   - Be 800-1200 words (including citations)
   - Single-spaced.
   - Be written as a word doc (all proposals will be converted to pdfs when uploaded to the All Academic Submission system).
   - Contain no identifying information about authors or institutional affiliations. The All Academic system will track which proposal belongs to whom. By not including identifying information on the proposal document, the Steering Committee assures blind review.
   - Be submitted via the All Academic System no later than February 1, 2016.

Final paper format (15 July 2016)

1. **PAPER PROPOSALS & PRESENTATIONS**
   Completed papers are expected to be a maximum of 3500 words including references and supporting materials.
   Presentation sessions include opportunities to dialogue with participants. Papers may be solo or co-authored.

2. **EXPERIENTIAL & WORKSHOP SESSIONS**
   Completed papers are expected to be a maximum of 3500 words including references and supporting materials.

3. **SYMPOSIA**
   Completed papers are expected to be a maximum of 7000 words including references and supporting materials.

4. **ROUNDTABLE**
   Completed papers are expected to be a maximum of 3500 words including references and supporting materials.

5. **SCHOLAR-TO-SCHOLAR**
   Completed papers are expected to be a maximum of 3500 words including references and supporting materials.

All final papers must be uploaded to All Academic. More information about submission formats will be available on the website.
The conference design will uphold International Transformative Learning Conference standards of theoretical rigor, high hospitality and communal experience. We invite you to join this community through authentic engagement with other scholars and practitioners who care about the transformative potential of learning. The campus and the larger Tacoma area will also be used to engage the intersections of transformative learning.

Consult the website for conference and preconference details, registration, hotel, fees, etc.

CONFERENCE DESIGN
Please check our website for updates on pre-conference events, conference design and special events. Registration details will be posted on our website:

STEERING COMMITTEE
Amanda Feller, Pacific Lutheran University
Steering Committee Chair & Conference Host
Steve Schapiro, Fielding Graduate University
Mikhail Burstein, University of Arizona
Urusa Fahim, Independent Educator, Pakistan
Placida Gallegos, Fielding Graduate University
Chad Hoggan, North Carolina State University
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