

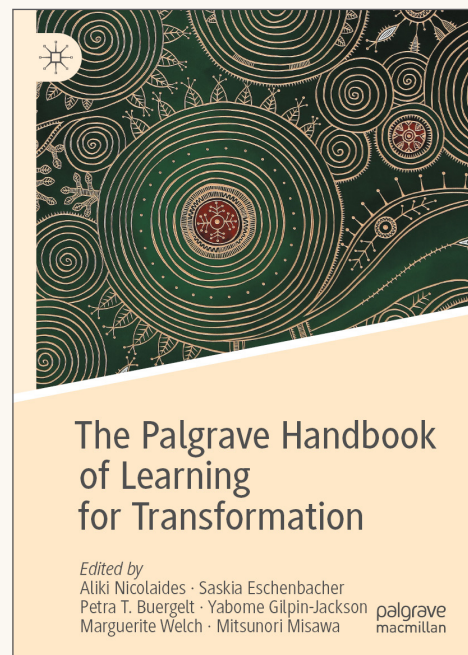
# The Palgrave Handbook of Learning for Transformation

**Editors:**

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This handbook offers an expanded discourse on transformative learning by making the turn into new passageways to explore the phenomenon of transformation. It curates diverse discourses, knowledges and practices of transformation, in ways that both includes and departs from the adult learning mainstay of transformative learning and adult education.

The purpose of this handbook is not to resolve or unify a theory of transformation and all the disciplinary contributions that clearly promote a living concept of transformation. Instead, the intent is to catalyze a more complex and deeper inquiry into the “Why of transformation.” Each discipline, culture, ethics and practice has its own specialized care and reasons for paying attention to transformation. How can scholars, practitioners, and active members of discourses on transformative learning make a difference? How can they foster and create conditions that allow us to move on to other, unaddressed or understudied questions? To answer these questions, the editors and their authors employ the metaphor of the many turns into passageways to convey the potential of transformation that may emerge from the many connecting passageways between, for instance, people and society, theory and practice, knowledge created by diverse disciplines and fields/professions, individual and collective transformations, and individual and social action.



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