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Phenomenological Study of Transformative Learning in Conversion to the Catholic Faith

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Abstract

This research explored the phenomenon of learning transformation as it arises in the context of conversion to Catholicism. The theory of transformative learning describes a process of learning and reflection, in which an individual's frame of reference or way of making meaning changes to become more justified in interpreting their life experiences. This research used a phenomenological design to study the essential experience of the transformative learning process in thirteen adults who entered the Roman Catholic Church through the Rite of Christian Initiation of Adults (RCIA), the process implemented in Catholic parishes around the globe to guide prospective converts. The participants shared their conversion experiences through a series of one-on-one interviews, which were then coded and analyzed for shared themes and understanding of the learning processes they experienced. The testimonies of these converts all described a transformative learning experience deeply embedded in their conversion process, showing that the theory is well-suited to describe the general movements of the participants' learning process. The participants' stories evidenced deep, broad, and enduring changes in the way they made meaning in their lives. Learning outcomes were identified across a range of domains including cognitive, experiential, spiritual, and social dimensions. Changes in self-knowing played a seminal role, serving as a cornerstone on which other outcomes were formed. Participants described deep, epistemic transformation in the ways they understood themselves, their place in the world, their moral responsibilities, and their spiritual needs. The analysis also explored the relationship between the learning transformation and engagement in the formal curriculum of their respective RCIA programs. While knowledge transfer played a role in all cases, its import was generally underemphasized by the testimonies of the participants. The programs were most influential when there was a clear impact on the perspective transformations of the converts. Sense of community, group discussion, opportunity for critical reflection, and the ability to connect the content to their new sense of self all play a fundamental role in deepening the transformative learning outcomes the of the converts, regardless of their current place in the process. These findings provide a justification for using transformative learning theory as a framework for understanding adult religious education. It also offers a foundation for measuring the efficacy and relationship between formal instruction and learning outcomes in the context of religious

conversion.

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This is a phenomenological study of individual conversion experiences to Christianity from different religious traditions in India. The author has collected. The step model incorporates the religious experience in conversion to which the converts attribute great significance. It accommodates both the role of religious practices and social psychological factors in the conversion process. This study also brings to light the hostilities to conversion in a multi-religious context. This is a preview of subscription content, log in to check access. Access options. Buy single article. Instant access to the full article PDF. 34,95 €. Tax calculation will be finalised during checkout. The Transformational Learning Theory originally developed by Jack Mezirow is described as being "constructivist, an orientation which holds that the way learners interpret and reinterpret their sense experience is, central to making meaning and hence learning" (Mezirow, 1991). The theory has two basic kinds of learning: instrumental and communicative learning. Instrumental learning focuses on learning through task-oriented problem solving and determination of cause and effect relationships. *Transformative Learning in Action: Insights from Practice*. San Francisco, CA: Jossey-Bass. Cragg, C.E., Plotnikoff, R.C., Hugo, K. & Casey, A. (2001) Perspective transformation in RN-to-BSN distance education. *Journal of Nursing Education*, 40(7). King, K.P. (2002). Summary: Transformative learning is a theory of adult learning that utilizes disorienting dilemmas to challenge students' thinking. Students are then Read More. Please share or cite this article as: esthermsmth, "Transformative Learning Theory (Mezirow)," in *Learning Theories*, September 30, 2017, <https://www.learning-theories.com/transformative-learning-theory-mezriow.html>. Share : Facebook. The Catholic Reformation relied on individuals. Cardinal Ximenes from Spain tightened clerical discipline and encouraged scholarship at schools and universities. Matteo Giberti was an early member of the Oratory of Divine Love founded in Rome in 1517 to foster good works in everyday life. He was also the secretary to Clement VII. These were men of great intellect and thought who never wavered in adherence to the Catholic Church. All the above men wanted a more spiritual and less worldly religion. Between 1520 and 1530, there was a lot of common ground between the Protestants and the Catholics. But the emphasis was put on the differences not the similarities. Catholic Extension funds the operation of ministries that extend a basic church presence to the most under-resourced communities. Read More. Reaching Out to the Poor & Vulnerable. Catholic Extension funds a variety of pastoral and social outreach

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