

# An Online Introductory Biology Syllabus for Transformative Learning

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I sought to apply Transformative Learning theories to rebuild an online, non-majors Biology course. The goals were to modify course learning outcomes, activities, and power dynamics based on the following learning theories: Transformative Experiences (Teaching for Transformative Experiences in Science model), Mezirowian Transformative Learning theory, Fink's Taxonomy of Significant Learning, Brookfield's Critical Reflection theory, and the University of Central Oklahoma's Student Transformative Learning Record (STLR) framework. To begin this course transformation, I modified my existing syllabus, annotating it to describe the theoretical underpinnings and reasons behind the course design, description, and activities. My hope is that this annotated syllabus will engender discussion about applying Transformative Learning frameworks to other courses, including labs.

**Keywords:** transformative learning, backwards design, assessment, learning outcomes, TTES

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