

A Call for Transformative Learning Experiences to Facilitate Student Workforce Diversity Learning in the United States

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Abstract : Given the call for increased transformative learning experiences and the demand for academia to prepare students to enter workforce diversity careers, this study explores the landscape of workforce diversity learning in the United States. Using a multi-disciplinary syllabi browsing process and a content analysis method, the most prevalent instructional activities being used in workforce-diversity related courses in the United States are identified. In addition, the instructional activities are evaluated based on transformative learning tenants.

Keywords : workforce diversity, workforce diversity learning, transformative learning, diversity education, U. S. workforce diversity, workforce diversity assignments

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