

ERRATUM

## **Erratum to: Lost in travel or a different conception? (Mis-)appropriation of transformative learning theory in the Republic of Korea**

Dae Joong Kang<sup>1</sup> · Sungmin Cho<sup>2</sup>

Published online: 24 June 2017

© Education Research Institute, Seoul National University, Seoul, Korea 2017

**Erratum to: Asia Pacific Educ. Rev.**  
**DOI 10.1007/s12564-017-9481-x**

Unfortunately Table 1 and Table 2 have been interchanged in the original publication of this article. The corrected tables are given in this erratum.

---

The online version of the original article can be found under  
doi:[10.1007/s12564-017-9481-x](https://doi.org/10.1007/s12564-017-9481-x).

---

✉ Dae Joong Kang  
kdj@snu.ac.kr

<sup>1</sup> Department of Education, Seoul National University, 1  
Gwanak-ro, Gwanak-gu, Seoul 08826, Republic of Korea

<sup>2</sup> Seoul National University, Seoul, Republic of Korea

**Table 1** A summary of the empirical studies

Nos.	Empirical studies	Purpose	Methods
1	Lee (1999)	Tried to find out the meaning and possibility of transformative learning with 20 elders participating in elder's learning center	Participant observation, interview
2	Park (2003)	Examined the nature of changes in meaning structures among 25 international graduate students from East Asia attending at Christian higher learning institutions in the US	Interview (once for each for 50–90 min)
3	Lee (2007)	Explored triggers for the cross-cultural adaptation and transformative learning of two Korean-American immigrant families	Interview (once for each for 60–120 min)
4	Lee and Na (2009)	Explored the meaning of newly formed viewpoints of six married female immigrants who successfully settled down in Korea	Participant observation, interview (twice for each)
5	Jung (2009)	Attempted to analyze frame of reference of four early childhood teachers who participated in a multicultural teacher training program	Non-participant observation, interview, document analysis
6	Park and Jo (2009)	Explored the meaning and possibility of transformative learning with 42 pre-service early childhood teachers who had been engaged in vegetable gardening	Group interview (once for each for 40–60 min), document analysis
7	Park (2009)	Examined how the culture of higher education shaped the meaning-making process with 30 middle-aged women in a higher education	Interview (once for each for 60–90 min)
8	Park and Jo (2010)	Explored how five early childhood teachers understood learning experience and made up their own meanings with transformative learning theory	Non-participant observation, interview (five or six times for each), text analysis
9	Cho (2010)	Examined the (re)construction of learning experience and identity of 11 North Korean immigrants in the process of adaptation to the Republic of Korea	Interview (once for each for 120–180 min)
10	Kim et al. (2013)	Investigated adult learners' learning experiences in classrooms that were designed to facilitate transformative learning with four international doctoral students	Interview (twice for each), document analysis
11	Kim (2013)	Examined relation of transformative learning and moral development with eight current or former female politicians who experienced social activities	Interview (once for each for 120 min), document analysis
12	Park (2013)	Explored the possibility of transformative learning with 22 pre-service early childhood teachers taking a course in the university	Group discussion, document analysis
13	Kim and Na (2013)	Describe the turnover experience of eight executive secretaries and their transformative learning process	Interview (two or three times for each)
14	Jun (2014)	Explored the sociocultural transformative learning experience of 10 Social Network Service Users	Interview (once for each for 60–120 min), document analysis
15	Kim (2014)	Examined the process of cognitive transformation in the life of three feminist women who majored in women's studies by looking at critical life events	Interview (five times for each for 180–240 min)

**Table 2** Tri-level category of four core concepts

Symbols	Disorienting dilemmas	Critical reflection	Seeking agreement	Taking action
O	Involving problem-posing	Involving premise reflection	Involving rational discourse and consensus building	Involving changed actions integrated with new perspective
Δ	Identifying with a (negative) event	Involving content or process reflection	Involving only received agreement or communication	Involving a changed action in a specific context
X	No convincing evidences	No convincing evidences	No convincing evidences	No convincing evidences