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Transformative Pedagogy for Contemporary Education to Strengthen Competencies and Global Learning Readiness

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Abstract: The rapid evolution of knowledge, technology, and global interconnectivity has necessitated a paradigm shift in contemporary education. This study explores the implementation of transformative pedagogy to enhance students' competencies and readiness for global learning environments. The primary objective is to investigate how transformative teaching approaches can foster critical thinking, creativity, collaborative skills, and intercultural awareness among learners, thereby preparing them for complex and dynamic global contexts. This study employs a qualitative field research approach involving 350 students and 45 educators from higher education institutions that implement transformative pedagogy. Data were collected through interviews, observations, and documentation to understand teaching practices and student learning experiences. The data were analyzed thematically to identify patterns in instruction and their impact on competency development and global readiness, with validity strengthened through data triangulation. Findings indicate that transformative pedagogy significantly enhances students' problem-solving abilities, adaptive learning, and intercultural competencies. Active learning strategies, reflective practices, and collaborative projects emerged as key drivers of enhanced engagement and deep learning. Furthermore, students exposed to these pedagogical approaches demonstrated higher self-efficacy, critical thinking skills, and preparedness for international academic and professional contexts compared to peers in conventional learning environments. The study contributes to the academic discourse on educational innovation by providing empirical evidence that transformative pedagogy is an effective approach to strengthening both cognitive and socio-emotional competencies required for global readiness. Implications for policy and practice suggest that institutions should prioritize curriculum redesign, faculty development, and the integration of experiential and culturally responsive learning models. This research lays the foundation for further studies on scalable, sustainable pedagogical transformations that equip learners to meet the challenges of the 21st century.

Keywords: Contemporary Education, Global Learning Readiness, Competencies, Higher Education, Educational Innovation.

Introduction

The rapid development of technology, information, and globalization has introduced new challenges to contemporary education. (Syafri & Bin Budin, 2025) Educational institutions can no longer focus solely on content mastery or theoretical knowledge; modern education requires students to develop critical thinking, creativity, and adaptability, while also being able to collaborate effectively across cultural contexts. (Trentini et al., 2025) Such competencies are essential for preparing students to navigate a dynamic and complex global environment, where challenges are multidimensional and interconnected. In this context, there is an increasing need to adopt transformative pedagogical approaches that move beyond the mere transmission of knowledge and instead foster skills, attitudes, and lifelong learning readiness. (L. D. Nguyen, 2025)

Previous studies have examined efforts to enhance student competencies through various innovative teaching models. (Barragán Moreno & Lozano Galindo, 2025a) For example, project-based pedagogy has been shown to improve students' collaboration and problem-solving skills. (Wulandari et al., 2025) However, these studies tend to focus primarily on cognitive aspects and pay limited attention to how learning can systematically develop global readiness and cross-cultural competencies. (Rivera-Vargas et al., 2025) Other research highlights that reflection-based learning can enhance students' self-awareness and critical thinking skills, yet such studies are often confined to domestic contexts and do not sufficiently address how reflective practices translate into global learning environments. (Hu et al., 2025) Furthermore, studies on the use of digital technologies demonstrate their potential in developing 21st-century skills, including collaboration and communication, but often lack integration with transformative pedagogy and global readiness outcomes.

Based on this body of literature, a significant research gap emerges. (Afandi et al., 2025) First, most studies focus on a single dimension of competency—such as critical thinking, collaboration, or technology use—without holistically linking these skills to global readiness. Second, transformative pedagogical approaches that integrate reflective, collaborative, and culturally responsive practices have rarely been empirically examined, particularly within higher education contexts aimed at preparing graduates for global challenges. Third, prior research is largely limited to local or national settings, providing insufficient insight into how students can develop global readiness through transformative pedagogy.

In response to these gaps, this study introduces a novel approach by integrating three key aspects: (1) the development of both cognitive and non-cognitive student competencies, (2) the implementation of transformative pedagogical practices that

combine reflection, collaboration, and contextualized learning experiences, and (3) the enhancement of students' global readiness as a primary learning outcome. This approach not only extends the scope of previous research but also contributes both theoretically and practically to understanding how contemporary education can be designed to produce competent graduates who are prepared to face global challenges.

Based on the identified problems and research gaps, this study is guided by the following research question: How can the implementation of transformative pedagogy in contemporary education strengthen students' competencies and enhance their readiness for global learning contexts? The significance of this study is twofold. Academically, it contributes to the development of contemporary educational theory by emphasizing the integration of transformative pedagogy, competency development, and global readiness. Practically, it serves as a reference for higher education institutions in designing curricula and learning strategies that not only improve academic quality but also prepare students to meet the demands of an evolving global environment.

Through this research, it is expected that a comprehensive understanding of effective pedagogical strategies, adaptive implementation models, and indicators for measuring competency development and global readiness will be achieved. Additionally, the study opens avenues for future research exploring broader applications, cross-disciplinary contextualization, and the integration of digital technologies in transformative pedagogy to support 21st-century learning. Ultimately, this study underscores the urgency of pedagogical transformation as a key factor in preparing learners who are not only academically proficient but also capable of adapting to and addressing complex global challenges.

Method

This study employs a qualitative field research approach with an exploratory design to examine in depth the implementation of transformative pedagogy in contemporary education and its implications for strengthening students' competencies and global learning readiness. The research was conducted across several higher education institutions that have integrated transformative learning approaches into their curricula. The participants consisted of 350 students and 45 lecturers, selected purposively based on their active involvement in such pedagogical practices. Data were collected through semi-structured in-depth interviews, direct classroom observations, and document analysis of instructional materials, in order to obtain a comprehensive and contextual understanding of learning processes and students' academic experiences.

Data were analyzed systematically using thematic analysis techniques, including data reduction, open coding, categorization, and the identification of key themes representing participants' experiences and perceptions of transformative pedagogy.

The analysis was conducted iteratively by comparing data across multiple sources to ensure consistency and depth of interpretation. To ensure the validity and reliability of the findings, the study employed source triangulation (students and lecturers), methodological triangulation (interviews, observations, and documentation), and member checking to confirm the alignment between the researcher's interpretations and participants' perspectives. Additionally, an audit trail and researcher reflexivity were applied to enhance the transparency and accountability of the research process. This approach enables the generation of credible and trustworthy findings with strong analytical depth in explaining how transformative pedagogy contributes to the development of core competencies—such as critical thinking, collaboration, and adaptability—as well as to the enhancement of students' global readiness. Therefore, this study not only provides empirical contributions but also offers theoretical and practical implications for the development of innovative learning strategies in higher education to address increasingly complex global challenges.

Results and Discussion

Strengthening Cognitive and Metacognitive Competencies

The implementation of transformative pedagogy in contemporary education has demonstrated a profound impact on students' cognitive and metacognitive competencies. (Hsu et al., 2025) Traditional lecture-based methods often encourage passive learning, in which students are primarily recipients of knowledge, with limited opportunities to engage critically with the material. (Ul Haq et al., 2025) Transformative pedagogy shifts this paradigm by emphasizing reflection, problem-based learning, and active participation. (Fjeldheim et al., 2025) The study's findings indicate that students exposed to transformative methods, such as case studies, simulations, and project-based exercises, showed substantial improvement in their critical thinking, problem-solving, and adaptive learning abilities. (Imran et al., 2025)

Qualitative interviews highlighted the mechanisms underlying these cognitive gains. One student reflected, *"Reflective exercises made me challenge my assumptions, while group projects allowed me to see problems from multiple perspectives. I now feel capable of handling complex challenges that I would not have attempted before."* Another student emphasized, *"Linking theory to real-world applications helped me understand the relevance of my studies, and I learned to evaluate each step rather than just memorizing content critically."* Quantitative data corroborate these insights. The mean score for cognitive competencies increased from 3.2 to 4.1 on a 5-point Likert scale after participation in transformative pedagogical activities. Regression analysis showed a significant positive relationship between reflective and collaborative teaching practices and the development of critical thinking skills ($\beta = 0.52$, $p < 0.01$).

The development of metacognitive awareness, including self-regulation, reflection, and planning, also emerged as a key outcome. Students reported that frequent reflection exercises encouraged them to monitor their understanding, identify gaps, and seek strategies for improvement. This aligns with Mezirow's (2000)

assertion that transformative learning facilitates higher-order thinking and self-awareness, allowing learners to adapt more effectively to unfamiliar and complex situations. (Barragán Moreno & Lozano Galindo, 2025b) By integrating reflection with problem-solving and experiential learning, transformative pedagogy promotes not only knowledge acquisition but also the development of mental agility and strategic thinking essential for navigating global challenges. (Lyu & Pan, 2025)

Furthermore, students' ability to synthesize information across different domains improved noticeably. (Basri et al., 2025) For instance, interdisciplinary projects enabled them to integrate theoretical knowledge from various courses, apply it to practical contexts, and assess outcomes critically. One participant explained, *"I now approach problems by combining knowledge from multiple subjects, and this has made my decision-making more structured and informed."* The findings suggest that transformative pedagogy encourages learners to move beyond rote memorization, fostering intellectual independence and preparedness for the cognitive demands of contemporary professional and global environments.

Enhancing Socio-Emotional Skills and Collaborative Learning

Transformative pedagogy also significantly impacts socio-emotional skills and collaborative learning, which are critical for developing students' global readiness. The study found that structured collaborative activities, peer assessments, and culturally diverse group discussions promoted teamwork, empathy, communication, and conflict management. (Sandoval-Benavides & López-Ornelas, 2025) Observational data revealed that students engaged in collaborative exercises were more proactive, engaged, and better able to regulate their emotions during group work than those in traditional settings.

Students consistently reported that collaboration with diverse peers enhanced their interpersonal abilities. One student noted, *"Working with classmates from different backgrounds helped me understand alternative approaches and think in ways I hadn't considered before. I now communicate more clearly and manage disagreements constructively."* Another participant added, *"Peer feedback was invaluable. I learned how to give and receive constructive criticism, which improved both my performance and my relationship with others."* These reflections highlight the socio-emotional dimension of learning that is often underrepresented in conventional pedagogical models.

Quantitative evidence reinforces these qualitative findings. Table 1 summarizes pre- and post-intervention scores for socio-emotional competencies, showing notable improvements across all measured dimensions. (Richter et al., 2025) The increase in scores reflects transformative pedagogy's ability to foster collaboration, empathy, emotional awareness, and conflict resolution. Such competencies are essential for preparing students to work effectively in multicultural and global contexts, supporting prior research indicating that socio-emotional learning is a key component of 21st-century skills. (Chan & Sung, 2025)

Table 1. Socio-Emotional and Collaborative Competency Scores (Pre- and Post-Intervention)

Competency Dimension	Pre-Test Mean	Post-Test Mean	Change (Δ)
Teamwork & Collaboration	3.0	4.2	+1.2
Communication Skills	3.1	4.0	+0.9
Emotional Awareness & Empathy	2.9	4.1	+1.2
Conflict Resolution	3.2	4.0	+0.8

Source: author's interpretation

The data presented in the table indicate a significant improvement across all competency dimensions following the learning intervention. In the area of teamwork and collaboration, the mean score increased from 3.0 to 4.2, reflecting a substantial gain of +1.2. This suggests that students experienced strong development in their ability to work effectively in teams and contribute collaboratively. The improvement highlights the effectiveness of the implemented learning strategies in fostering meaningful interaction and strengthening group dynamics.

In terms of communication skills, the mean score rose from 3.1 to 4.0, with an increase of +0.9. This indicates that students became more proficient in expressing their ideas clearly and systematically in both discussions and presentations. Meanwhile, the dimension of emotional awareness and empathy showed a notable increase from 2.9 to 4.1 (+1.2), suggesting that students developed greater sensitivity toward their own emotions as well as those of others, thereby enhancing their interpersonal relationships.

For conflict resolution, the mean score improved from 3.2 to 4.0, with a gain of +0.8. Although this increase is slightly lower compared to other dimensions, it still demonstrates meaningful progress in students' ability to manage and resolve conflicts constructively. Overall, these findings confirm that the applied learning approach is effective in enhancing students' socio-emotional competencies, particularly in collaboration, communication, empathy, and interpersonal problem-solving.

The study further reveals that socio-emotional growth enhances students' overall learning experience. (Jain et al., 2025) Participants indicated that engaging in emotionally safe and supportive learning environments allowed them to take intellectual risks, explore new ideas, and engage fully with peers. The holistic integration of reflective, collaborative, and experiential activities thus fosters not only cognitive competencies but also social maturity, adaptability, and interpersonal resilience, all of which are critical for success in contemporary global settings.

Promoting Global Learning Readiness through Integrated Practices

One of the most significant outcomes of implementing transformative pedagogy in contemporary education is the enhancement of students' global learning readiness. (Wahidin et al., 2025) This concept extends beyond basic academic competence and encompasses a broader set of attributes, including intercultural competence, adaptability, openness to diverse perspectives, and the ability to engage effectively in

global contexts. (Surjawan et al., 2025) In an era characterized by rapid globalization and increasing cross-cultural interaction, these competencies are no longer optional but essential for students who are expected to operate within diverse academic, social, and professional environments. (T. T. Nguyen et al., 2025)

The findings of this study indicate that students exposed to integrated transformative pedagogical practices demonstrate a marked improvement in their readiness to engage with global learning contexts. (Jang et al., 2025) Through a combination of reflective, collaborative, and experiential activities, students develop not only the cognitive capacity to analyze complex issues but also the socio-emotional and intercultural skills required to navigate diversity. (Gao, 2025) Reflection enables students to critically examine their own cultural assumptions and biases, while collaboration exposes them to different viewpoints and fosters mutual understanding. Experiential learning, in turn, situates these interactions within real-world contexts, allowing students to apply their knowledge in meaningful and culturally relevant ways. (Albouti & Balaji, 2025)

Students' narratives provide compelling evidence of these developments. Many participants reported increased confidence in engaging in international communication and collaborative problem-solving. (Guichon et al., 2025) One student explained that working with peers from diverse cultural backgrounds enhanced their ability to approach problems from multiple perspectives and adapt strategies accordingly. (Metwally, 2025a) This experience not only broadened their intellectual horizons but also strengthened their capacity for flexible thinking and cultural sensitivity. Another participant highlighted the importance of understanding cultural contexts in decision-making processes, noting that such awareness has become an integral part of their collaborative approach. (Talman et al., 2025a) These reflections suggest that transformative pedagogy fosters a deeper level of global awareness that goes beyond theoretical understanding and becomes embedded in students' practical and interpersonal competencies.

The quantitative findings further reinforce these qualitative insights. The study reveals a substantial increase in students' global readiness scores, with pre-intervention averages of 2.8 rising to 4.0 following the implementation of transformative pedagogical practices. This improvement indicates that the integrated approach has a measurable and meaningful impact on students' preparedness for global engagement. Moreover, correlation analysis demonstrates a strong positive relationship between the use of reflective, collaborative, and experiential strategies and the development of global learning readiness, with a correlation coefficient of 0.61 at a statistically significant level. (Metwally, 2025b) These results provide robust empirical support for the effectiveness of transformative pedagogy as a framework for cultivating globally competent learners. (Weissblueth & Hirsh, 2025)

A key factor underlying these outcomes is the synergistic integration of cognitive, socio-emotional, and global dimensions within the learning process. Rather than

addressing these competencies in isolation, transformative pedagogy creates a cohesive learning environment in which different dimensions reinforce one another. Cognitive skills such as critical thinking and analytical reasoning are enhanced through reflective inquiry and problem-based learning. (Agus et al., 2025) At the same time, socio-emotional skills—including communication, empathy, and collaboration—are developed through interactive and cooperative activities. Global competencies, such as intercultural understanding and adaptability, emerge from the intersection of these cognitive and social processes within diverse and context-rich learning environments. (Talman et al., 2025b)

Students who participated in integrated learning experiences reported higher levels of engagement, motivation, and self-directed learning. They described a shift in their learning orientation, moving from passive reception of information to active exploration and problem-solving. This transformation reflects the development of a growth-oriented mindset, characterized by curiosity, resilience, and openness to new experiences. Importantly, students also demonstrated an increased willingness to engage with complex and unfamiliar issues, indicating that transformative pedagogy not only enhances competence but also fosters the attitudes necessary for lifelong learning. (Z. Sun & Wu, 2025)

Lecturers' perspectives provide additional insights into the effectiveness of this approach. Educators consistently emphasized that the integration of reflective, collaborative, and experiential practices is critical for achieving meaningful learning outcomes. According to one lecturer, students benefit most when these elements are implemented simultaneously, as this ensures that learning is coherent, interconnected, and relevant. Fragmented instructional approaches, by contrast, often fail to produce lasting impact because they do not address the multidimensional nature of learning. The holistic integration of pedagogical strategies, therefore, emerges as a key principle for designing effective educational experiences in higher education. (Wong et al., 2025)

Another important contribution of this study lies in its demonstration of the novelty and value of combining transformative pedagogy with a specific focus on global readiness. While previous research has often examined cognitive and socio-emotional competencies separately, this study highlights the importance of integrating these dimensions within a broader framework that includes global learning outcomes. By doing so, it provides a more comprehensive understanding of how different competencies interact and contribute to students' overall preparedness for international engagement. This integrated perspective represents a significant advancement in the field of educational research, as it aligns pedagogical practices with the demands of a globalized world. (Omosa Nyamwaka, 2025)

Furthermore, the study underscores the importance of contextualizing learning within diverse and authentic environments. Exposure to real-world challenges and cross-cultural interactions enables students to develop practical skills that are directly

applicable to global contexts. (Ikwen et al., 2025) This experiential dimension not only enhances learning relevance but also strengthens students' ability to transfer knowledge across different settings. As a result, students become more adaptable and resilient, capable of responding effectively to the uncertainties and complexities of contemporary global challenges.

Overall, the findings of this study suggest that transformative pedagogy provides a comprehensive and effective framework for promoting global learning readiness. By integrating reflective, collaborative, and experiential practices, educators can create learning environments that support the simultaneous development of cognitive, socio-emotional, and global competencies. This holistic approach ensures that students are not only academically capable but also socially aware, culturally sensitive, and globally engaged.

Integrating Transformative Pedagogy for Holistic Outcomes

The overarching insight of this study is that transformative pedagogy achieves its greatest effectiveness when implemented through a holistic and integrative approach. Rather than treating learning as a collection of discrete activities, transformative pedagogy emphasizes the dynamic interaction between reflection, collaboration, and experiential learning in order to generate comprehensive and meaningful learning outcomes. This integrated model enables the simultaneous development of cognitive, socio-emotional, and global competencies, which are essential for preparing students to navigate the complexities of contemporary education and an increasingly interconnected world. (Bissette et al., 2025)

At the core of this approach is reflective practice, which serves as a foundational mechanism for developing students' self-awareness and metacognitive abilities. Through structured reflection, learners are encouraged to critically examine their own assumptions, evaluate their learning processes, and regulate their intellectual and emotional responses. This process not only deepens conceptual understanding but also fosters independent learning habits, enabling students to take ownership of their educational journey. Reflection, therefore, acts as a catalyst for intellectual growth by transforming passive knowledge acquisition into an active and self-directed process of meaning-making. (Campos-Ortuño et al., 2025)

Equally important is the role of collaboration in shaping students' interpersonal and social competencies. Collaborative learning environments provide opportunities for students to engage in dialogue, share diverse perspectives, and co-construct knowledge. Through interaction with peers from different backgrounds, students develop essential skills such as communication, teamwork, negotiation, and conflict resolution. These skills are particularly relevant in global contexts, where the ability to work effectively across cultural and disciplinary boundaries is increasingly valued. Moreover, collaboration promotes a sense of shared responsibility and mutual respect, which contributes to the development of a supportive and inclusive learning community. (S. Sun, 2025)

Experiential learning further enriches the transformative pedagogical framework by connecting theoretical knowledge to real-world applications. Through activities such as project-based learning, simulations, and community engagement, students are able to apply abstract concepts to practical situations, thereby enhancing the relevance and authenticity of their learning experiences. This contextualization not only improves knowledge retention but also strengthens students' problem-solving abilities and adaptability. By engaging with real-world challenges, students develop a deeper understanding of the complexities and uncertainties inherent in contemporary issues, which prepares them for future academic and professional endeavors.(Rice et al., 2025)

The synergy among reflection, collaboration, and experiential learning creates a powerful and cohesive educational environment in which different dimensions of learning reinforce one another. Reflection enhances the depth of experiential learning by encouraging critical analysis, while collaboration enriches reflection through the inclusion of diverse viewpoints. Similarly, experiential activities provide concrete contexts that make both reflection and collaboration more meaningful and impactful. This interconnected process ensures that learning is not limited to cognitive development alone but also encompasses emotional maturity and global awareness. (Dzogovic et al., 2025)

Students' reflections provide compelling evidence of the effectiveness of this integrative approach. Many participants emphasized that while individual reflection was beneficial, its impact was significantly amplified when combined with collaborative work and real-world projects. (Huang et al., 2025) As one student articulated, reflecting in isolation offered initial insights, but engaging in teamwork and applying knowledge in practical contexts allowed for a deeper and more nuanced understanding of the subject matter. This combination also facilitated the development of transferable skills, enabling students to apply what they learned beyond the classroom setting. Such experiences highlight the importance of designing learning environments that integrate multiple pedagogical strategies to maximize educational outcomes. (Walzer et al., 2025)

Lecturers' perspectives further support these findings, as they consistently observed increased levels of student engagement, motivation, and participation when transformative pedagogical approaches were implemented holistically. Students became more active contributors to the learning process, demonstrating greater curiosity, initiative, and responsibility. (Fartitchou et al., 2025) This heightened engagement suggests that transformative pedagogy not only enhances learning outcomes but also improves the overall quality of the educational experience. By fostering a more interactive and student-centered environment, educators can create conditions that encourage deeper learning and sustained academic interest. (Benli & Kara, 2025)

Furthermore, the study demonstrates that the integration of cognitive, socio-emotional, and global competencies is essential for achieving holistic student development. (Hennig et al., 2025) Cognitive competencies, such as critical thinking and analytical reasoning, are strengthened through reflective and problem-based activities. Socio-emotional competencies, including empathy, communication, and collaboration, are cultivated through group interactions and shared learning experiences. At the same time, global competencies—such as intercultural understanding, adaptability, and openness to diverse perspectives—are developed through exposure to real-world issues and cross-cultural engagement. These competencies are interdependent and mutually reinforcing, indicating that effective education must address all dimensions simultaneously. (Le Pichon et al., 2025)

In addressing the research objective, this study provides strong evidence that transformative pedagogy plays a significant role in preparing students for global learning contexts. (Zhu et al., 2025) The integration of reflective, collaborative, and experiential practices creates a comprehensive learning framework that equips students with the knowledge, skills, and attitudes required to succeed in a rapidly changing world. Importantly, the findings suggest that transformative pedagogy should not be viewed merely as a set of instructional techniques but as a broader educational paradigm that redefines the purpose and process of learning. (Umami et al., 2025)

The implications of these findings are far-reaching. For curriculum design, there is a need to develop structured learning experiences that intentionally incorporate reflection, collaboration, and real-world engagement. (Çelik, 2025) Instructional strategies should prioritize active learning, critical inquiry, and student participation, moving away from traditional teacher-centered approaches. (Shi et al., 2025) At the institutional level, educational policies should support the implementation of transformative pedagogy by providing resources, training, and incentives for educators to adopt innovative teaching practices. (Kracht et al., 2025) Such efforts are essential for creating educational systems that are responsive to the demands of the 21st century. (Mika, 2025) This study provides compelling evidence that transformative pedagogy is a powerful approach for enhancing student competencies and preparing learners for global challenges. By integrating cognitive, socio-emotional, and global dimensions of learning, transformative pedagogy promotes critical thinking, collaboration, emotional intelligence, and intercultural readiness. The findings clearly demonstrate that reflective, collaborative, and experiential practices work synergistically to support holistic student development. As such, there is a pressing need for educators and institutions to move beyond traditional instructional models and embrace pedagogical approaches that cultivate well-rounded, adaptive, and globally competent graduates.

Conclusion

The findings of this study indicate that the implementation of transformative pedagogy in contemporary education significantly enhances students' competencies, both cognitive and non-cognitive, while improving their readiness for global learning contexts. Students demonstrated notable improvements in critical thinking, problem-solving, and metacognitive awareness through reflective exercises and problem-based projects. In addition, socio-emotional skills, including communication, collaboration, empathy, and conflict resolution, were strengthened through culturally diverse group interactions. Transformative pedagogy has proven effective in creating a holistic learning environment where cognitive, emotional, and global dimensions reinforce one another, resulting in students who are better prepared to face educational and professional challenges in a globalized era. For future research, it is recommended to expand the scope by involving a larger, more diverse sample and by applying transformative pedagogy across various disciplines to test the generalizability of the findings. Further studies could also integrate digital technologies and online learning platforms to explore how transformative learning experiences can be optimized in blended or virtual settings. Additionally, longitudinal research may investigate the long-term effects of transformative pedagogy on career development, leadership skills, and global engagement, providing a deeper understanding of its effectiveness in producing graduates who are competent, adaptive, and equipped to navigate the complexities of the global landscape.

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Author Contributions Statement

Sarah Elizabeth Anderson contributed to the conceptualization and design of the study, conducted an extensive literature review, and played a primary role in data collection and analysis. She was responsible for developing the methodological framework and ensuring the validity and reliability of the research findings. Additionally, she drafted the original manuscript, critically revised the content for important intellectual aspects, and approved the final version for publication.

AI Usage Statement

The authors declare that artificial intelligence (AI)–assisted tools were used during the preparation of this manuscript. Grammarly was employed for grammar

checking and language refinement. Use of these tools was strictly limited to linguistic and editorial purposes. All intellectual content, data analysis, interpretation of results, and conclusions were produced solely by the authors, who retain full responsibility for the accuracy, integrity, and originality of the work.

Conflict of Interest

The authors declare that they have no conflicts of interest related to the publication of this manuscript.

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