

Transformative learning



Jack Merizow (1923-2014)

https://en.wikipedia.org/wiki/Transformative_learning

The Journal of Transformative Education
(SAGE publications Ltd, London)

Message

Transformative learning may not always be a goal of education but its importance should not be overlooked

As people responsible for education, we should strive to understand it even if we choose not to foster it

Agenda

1. Reflect on some paradigms
2. Transformative learning in practice

The access to information creates
cognitive conflict, or dilemma,
and new needs

Could these new needs be a catalyst for
a change in perspective on the learning
processes

Our educative actions are targeting
learners with experience and knowledge

The faculty define what learners need to hear, see, learn and how this should be done

Is this paradigm still available?

Uncritically lectures by authority figure should remain the core of a relevant syllabus

Do our proposed syllabus have
a real impact on the proficiency
of our participants?

2- Transformative learning in practice

Transformative learning

→ Dilemmas

Change our frames of reference by critically reflecting on our assumptions and habits

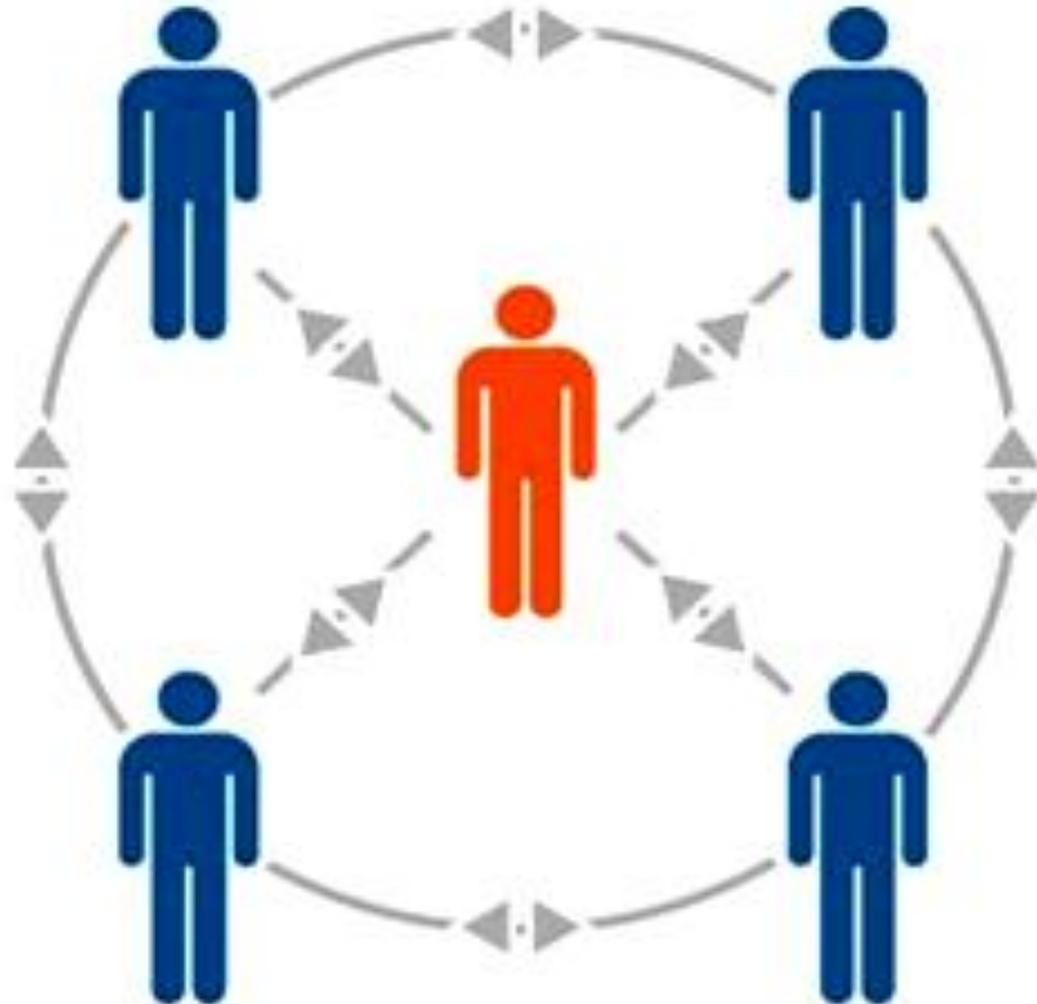
Develop alternative perspectives that bring about new ways of teaching

Examining-questioning-revising how 'learners'

Construe, validate, reformulate
the meaning of their experience
or knowledge

Develop **expectations**

Community of learners united in a shared experience of trying to make meaning of their experience and knowledge



Educator → Facilitator Roles

Set objectives which include
autonomous thinking

Foster learners' critical reflection

Facilitators' roles

Scaffold learners to participate

To become critical in assessing assumptions

To collaborate to construct knowledge about themselves

Facilitators' roles

Facilitate the development of relationships among 'peers' and encourage dialogue

Guide participants to arrive at **collaborative learning** contents

The learner's roles

Construct learning about themselves

Critically reflecting on assumptions that underlie references and beliefs

Critically examining arguments and alternate points of view

The learner's roles

Effectively participate in a collaborative judgment on essential

Validate what is being communicated to them

Role of professional development

To scaffold educators in

Gaining awareness of their habits of mind regarding teaching

Critically examine the assumptions that underlie their practice

Developing alternative perspectives

Strategy for a professional development

- Action plans
- Reflective activities
- Case studies
- Critical-theory discussions
- Curriculum development

Curriculum development

Connect theory and practice

Introduce progressively new teaching/learning processes

Test and compare new concepts and practices with previous processes

Message

The importance of the process of transformative learning should **not be overlooked**

We should strive to **understand** it even if we choose not to foster it

“All learning is change, but not all change is transformative”

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