The ethics of sustainable development

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Transformational Learning: a key to effective education

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Overview

- Introduction
- Where am I coming from?
- Why so much explaining?
- Where have I reached?
- How have I reached this point?
- Some evidence
- Conclusion
Introduction

Sustainable development

Higher Education

Ethics
Introduction

- Sustainable development
- Human Person
- Higher Education
- Ethics
How do we...  

Educate  
Person  
Sustainable Development?
Key to effective education

WHO?

HOW?
Ethics...and the human person

She is free....!

She can make good or bad choices....

She can change herself for better or worse through her choices...

She is a MORAL BEING!!!
As a result she can...

- Foster her own moral growth => become a better person
- She can improve the world around her
- She can make society a better place
- She can contribute to the common good!
She did it...!

- Video clip of Soweto (2-3 minutes)
Effective higher education

For Sustainable development

Requires ...
Transformational Learning

- A learning process that
- brings the student from theory to sustained practice by
- helping them to change themselves as they learn,
- based on their awareness of their own dignity as persons and
- their desire to achieve their full potential as human beings.
Where am I coming from?

- Before October 2004
  - Ten years teaching professional graduates
  - United by common interests
  - Intrinsically motivated
- How did they consider me as a lecturer?
  - Lectures interesting
  - Concepts readily understandable
  - Link between the course contents and real life was clear
  - A good teacher!
Since then...

- October 2004 – October 2005
  - Applied the same skills in class
  - Was not engaging my students
  - Lack interest and motivation
- Why?
  - Undergraduate students from non philosophical degree programmes
  - Younger people from very different cultural and social backgrounds
  - Who, among themselves, had little in common, etc
Possible solutions?

Engage them!

Teaching methods

Know them!

Video clip 4/8/09; chapter 2
And more...

- Reach out to students to overcome possible barriers
  - Clip from 4th August – chapter 1 (minutes 2 - 4); chapter 3 (minutes 1 - 2)

- Comfortable atmosphere in classroom
  - Clip from 3rd December (5-6 minutes)
Why explain so much?

My narrative and reflection

Helps to explain influence on

My learning process to improve

My educational influence in my students’ learning

My teaching practice

Living theory method
Action-reflection cycles

What can I do better this semester?

Assess / reflect

Identify one or two points to improve on

Gather data / feedback

Try to implement in different ways

Whatch can I do better this semester?
Over 1,700 students (and a lot of reflection!) later...

- Positive educational relationships
- Fostering a spiration of love in freedom
- Facilitate personal growth and transformational learning in my students
- Create a learning environment, and provide learning experiences which will attract them to getting actively involved in their own learning
- Discover that, if they want, they can actually change themselves by using their freedom, and so, become whoever and whatever they want.
And...

- Discover their capacity to bring about change, not just in their own lives, but also in the lives of the people around them, their local communities.
- Through their own personal development and transformation they can contribute to bringing about a more sustainable form of development in the world around them, be it in the social, family, professional, or other realms.
Evolution in my educational values

- Love for my students
- Respect for their freedom and for they themselves as human persons
- Conviction that an active, participative approach to teaching and learning is highly important for effective learning which leads to the students to develop themselves, to take place.
Role of Educational Values

Step 1
- Educational values (EVs) as above
- Inspire Intended Learning Outcomes (ILOs)

Step 2
- Specific actions to implement them (EVs)
- Teaching and learning activities

Step 3
- EVs become standards of judgement
- Evaluate teaching practice (assessment; student feedback)
How have I reached this point?

- Student feedback – March 2006
- From theory to practice activities
  - CBA reflection
  - Ethics in the workplace
  - Reflection on movies
- Transformational learning activities
  - Unity in diversity project
  - Personal development projects (PDP)
  - Self-awareness projects (SAP)
  - ILO implementation
- Learning environment and educational relationships
  - Reaching out
Some evidence from the students themselves

- Unity in diversity project – Cleophas
- Personal development projects (PDP)
- Self-awareness projects (SAP)
- ILO implementation - Tomodachis
In conclusion

- Philosophical Anthropology and Principles of Ethics help students know and understand themselves and their freedom.
- If taught in a practical manner, helps them use their freedom to change and develop themselves as persons.
- Fosters the desire in students to help improve society in different ways.
- Contribute to sustainable development.
Some references


Final comments

- For further details, read the published paper!

- Thank you for your attention!