

# The ethics of sustainable development

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# Transformational Learning: a key to effective education

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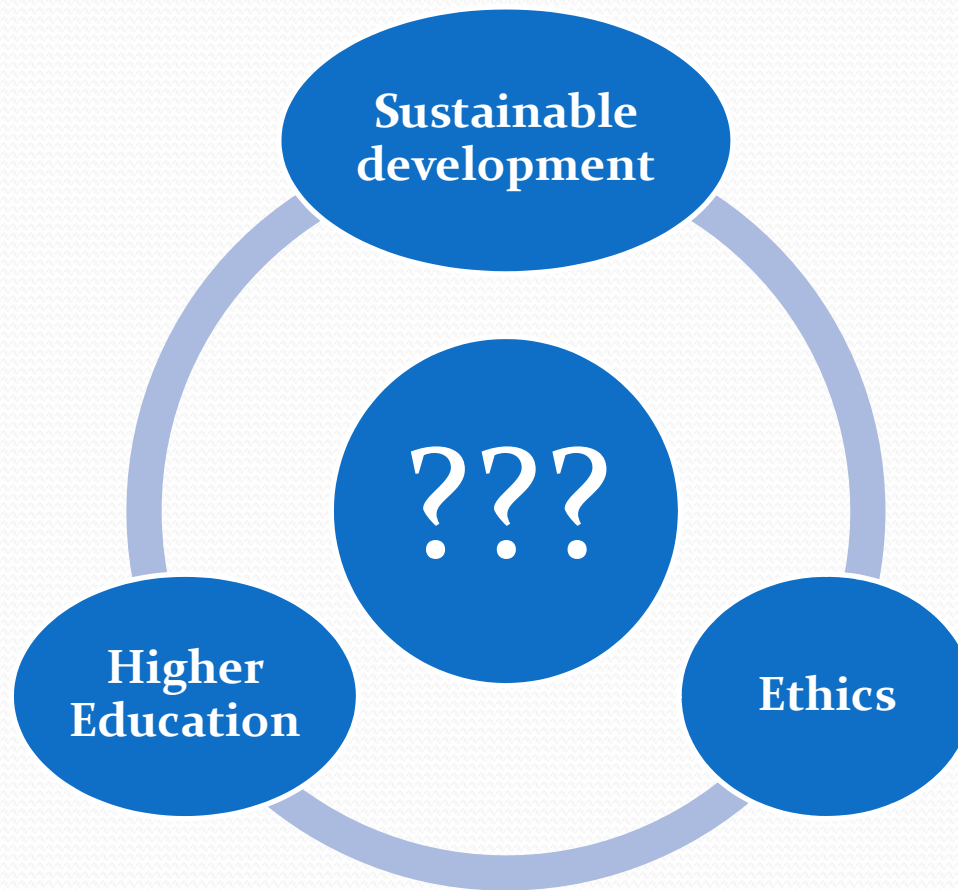
Strathmore University



# 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



# Introduction





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?

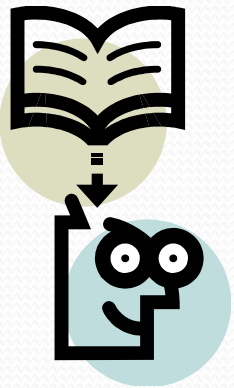
- Before October 2004
  - Ten years teaching professional graduates
  - United by common interests
  - Intrinsically motivated
- How did they consider me as a lecturer?
  - Lectures interesting
  - Concepts readily understandable
  - Link between the course contents and real life was clear
  - A good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



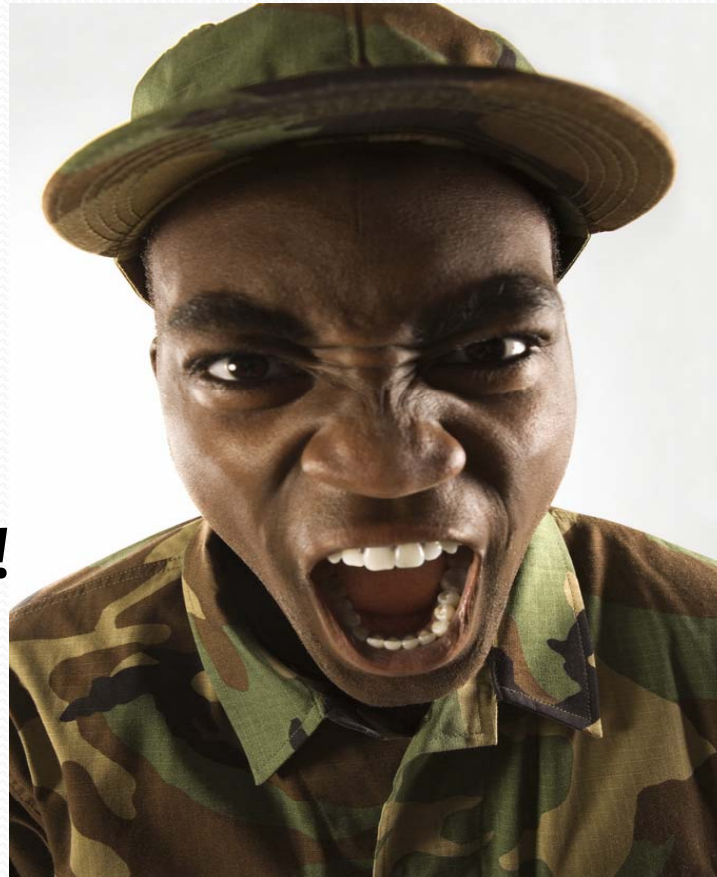
# Since then...

- 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!**



**Know them!**



**Teaching methods**

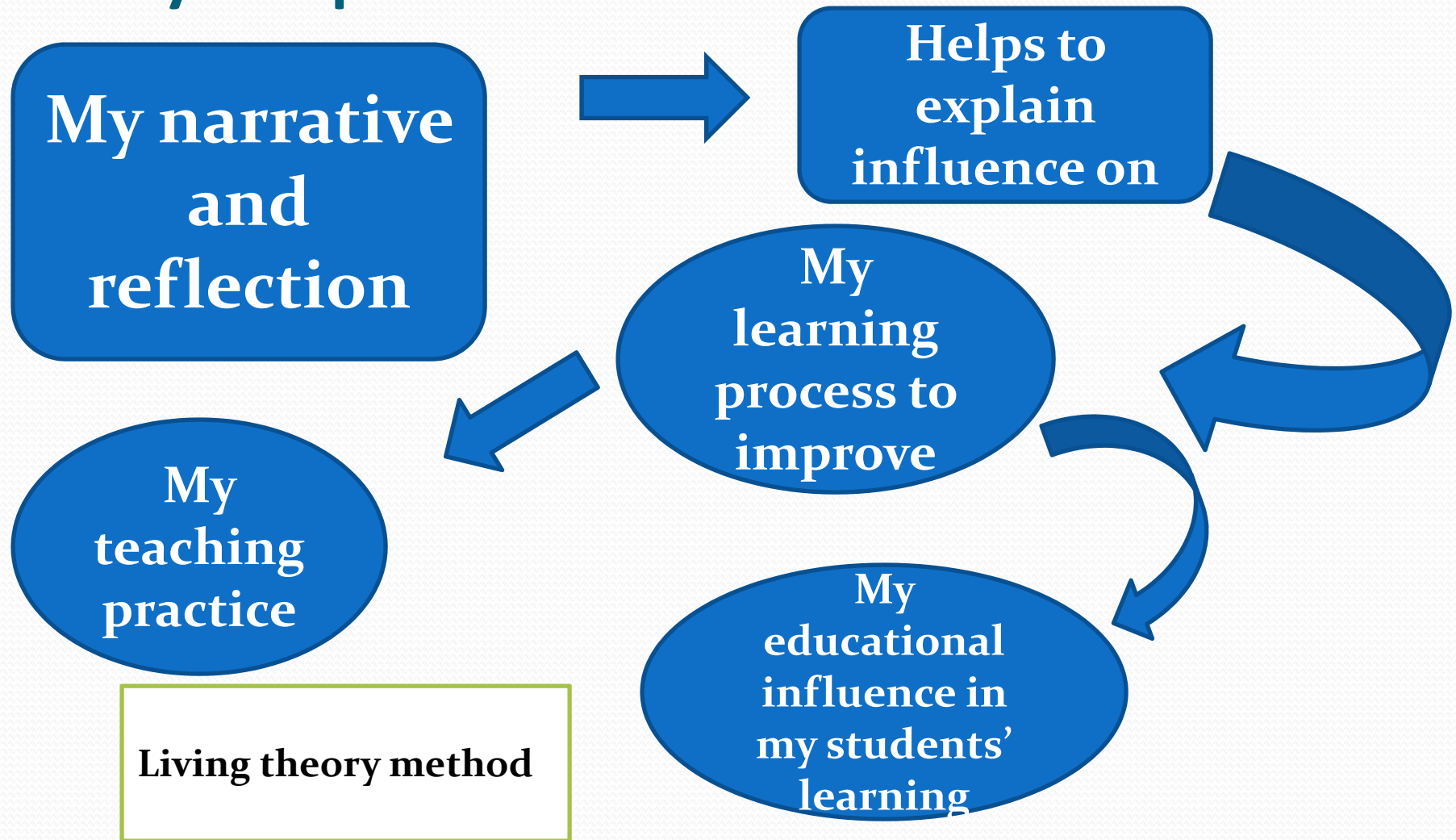


# And more...

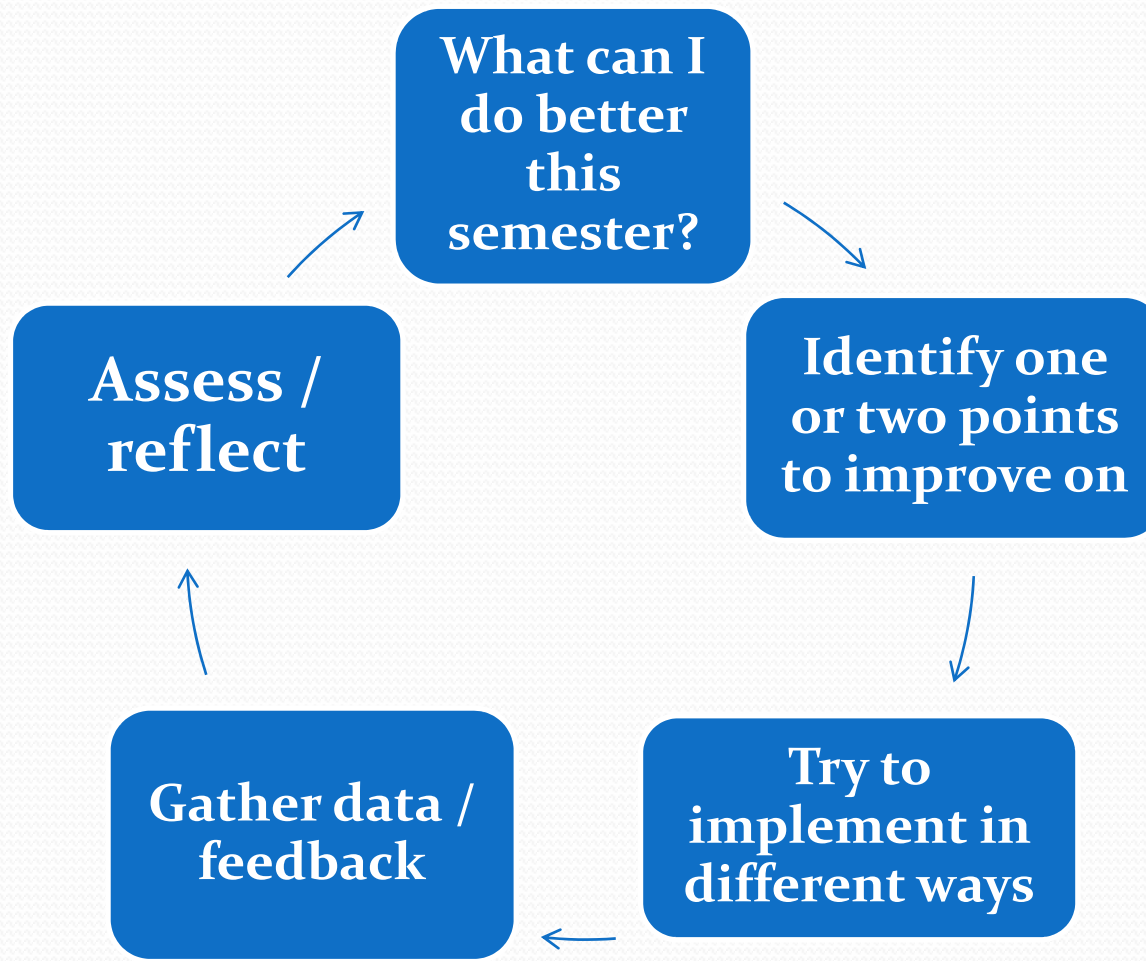
- Reach out to students to overcome possible barriers
  - Clip from 4<sup>th</sup> August – chapter 1 (minutes 2 - 4); chapter 3 (minutes 1 - 2)
- Comfortable atmosphere in classroom
  - Clip from 3rd December (5-6 minutes)



# Why explain so much?



# Action-reflection cycles



# 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

Annelsie  
Peris





# 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

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# Final comments

- For further details, read the published paper!
  
- Thank you for your attention!