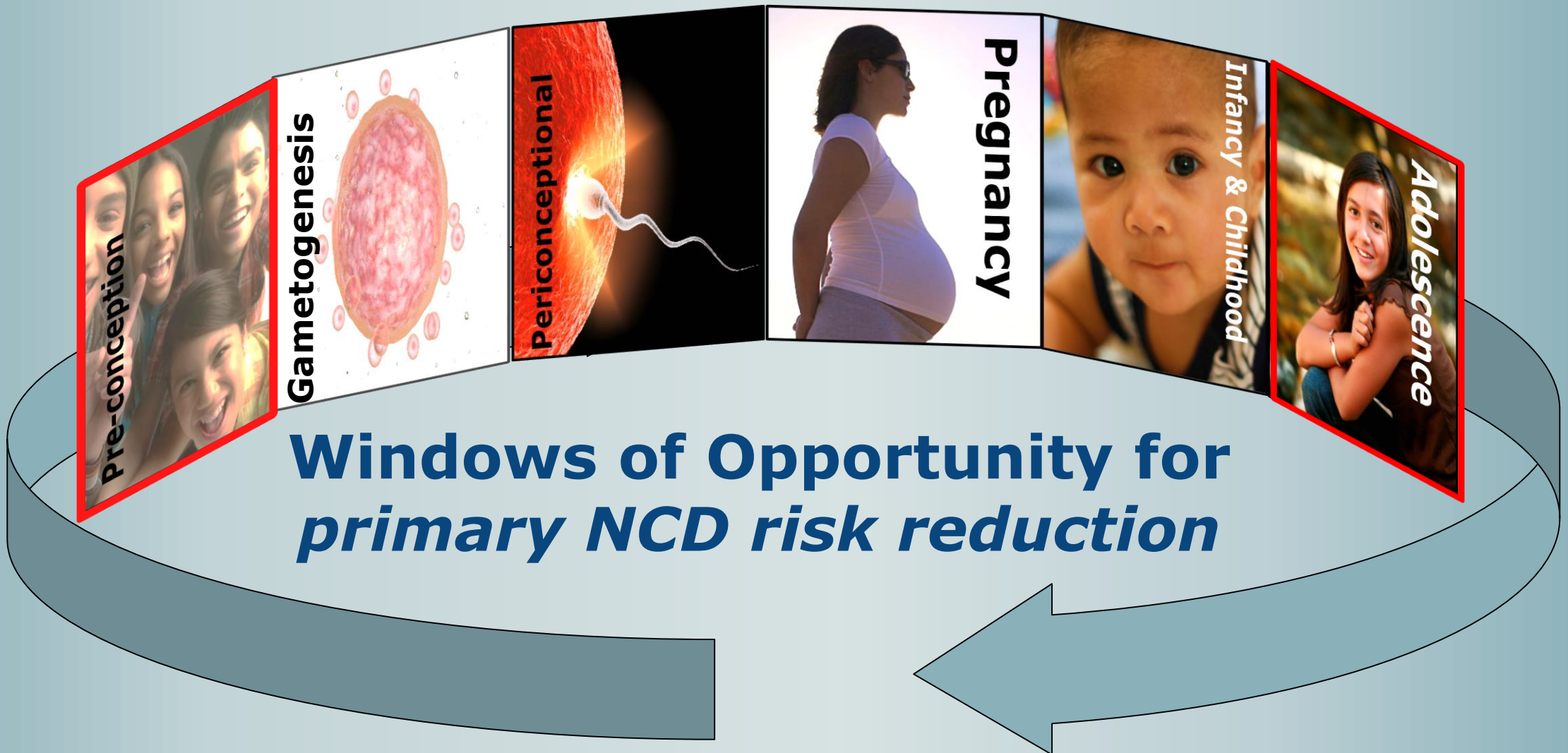


Transformative Learning

Understanding educational processes that support communities of practice to engage in and sustain change

Dr Jacquie Bay
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A Healthy Start for a Healthy Life



The process of science is not complete until the community for whom the scientific knowledge has relevance are **able to connect with** this knowledge and **decide for themselves** how to use it within their social context.

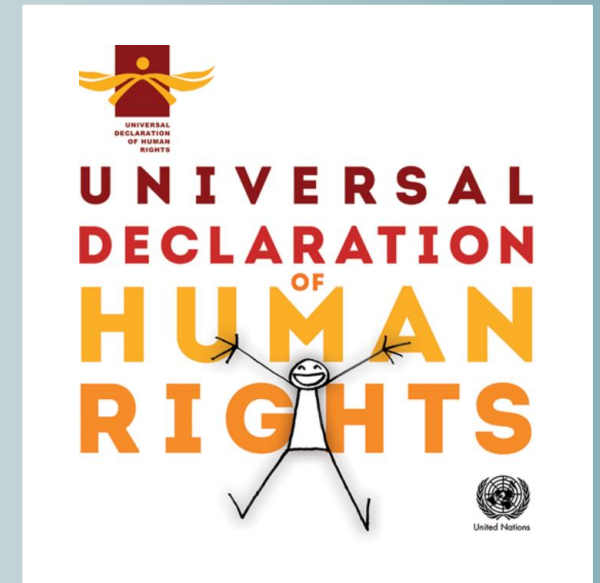
Sir Peter Gluckman, 2011

The Universal Declaration of Human Rights, Article 27(1)

Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

UN General Assembly. Universal declaration of human rights: United Nations 1948 Contract No.: 12.

<http://www.un.org/en/udhrbook/#58>



Knowledge Translation (KT)

A background image showing several hands of different skin tones reaching towards the center, each holding a white puzzle piece. The puzzle pieces are being assembled into a circular pattern, symbolizing teamwork and the process of knowledge translation.

Addressing the gap between what is
known and what is enacted

Knowledge Translation

Knowledge translation involves the synthesis, dissemination, exchange & ethically sound application of knowledge, where **knowledge is not limited to research findings**, but is inclusive of relevant knowledge from **research, practice, community experience and culture** that **collectively will inform actions**.

It occurs within a complex system of interactions between researchers and knowledge users.



Straus, S.E.; Tetroe, J.; Graham, I.D. Introduction Knowledge translation: What it is and what it isn't. In *Knowledge Translation in Health Care*, John Wiley & Sons, Ltd: 2013; pp 1-13.



Adolescent Participation in the DOHaD Story

Changing power relations through collaborative narrative to catalyse the potential of DOHaD for intergenerational change.

Collaborative narrative enables individuals and groups to join stories from within their personal and cultural context with stories from outside of their experience to construct meaning (Lauritzen & Jaeger 1997).

Lauritzen, C.; Jaeger, M.J. *Integrating learning through story: The narrative curriculum*. Delmar Publishers: 1997



Approaches to supporting professional practice teams to explore, interpret and decide *if and how* to use the concepts associated with early-life origins of health and disease.





Gaining clarity by examining complexity

People

Behaviour

Food

Society

Complexity Theory

Complex Adaptive Systems

Dynamic, involving multiple elements interacting non-linearly with each other and the environment

Elements evolve in response to interactions, influenced by historical and current settings

Small changes within the system may produce disproportionately significant consequences

Snowden, D.J.; Boone, M.E. A leader's framework for decision making. Harv Bus Rev 2007, 85, 68-76.

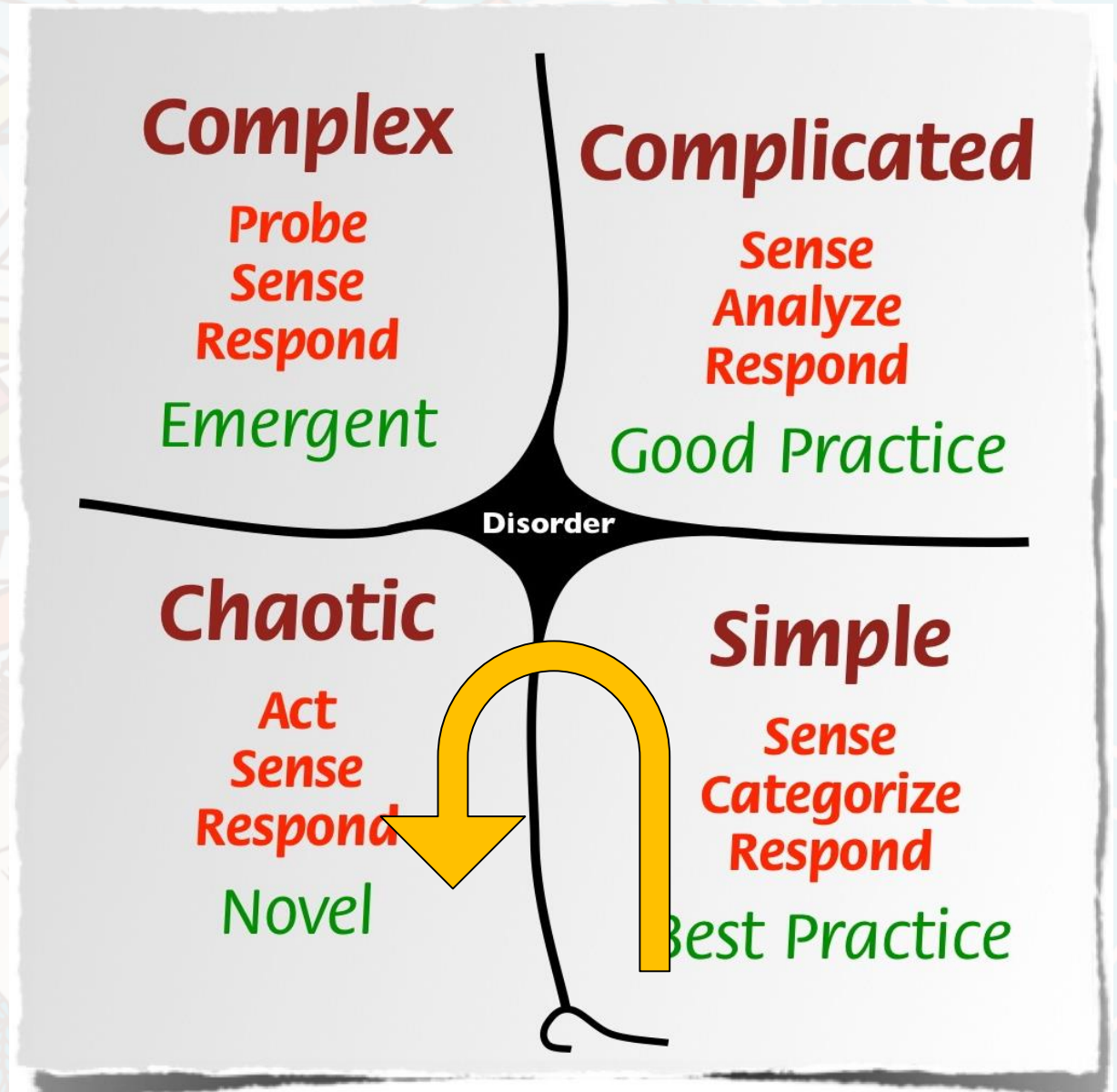
Plsek, P.E.; Greenhalgh, T. Complexity science: The challenge of complexity in health care. BMJ 2001, 323, 625-628

Cynefin Framework

If we treat complex systems as simple, we risk falling off the cliff – and it is very hard to recover....

The Cynefin model, describes knowledge in relation to cause and effect as:

- simple (obvious)
- complicated (knowable)
- complex (emergent)
- chaotic



Snowden, D. (2011). Cynefin framework [File:Cynefin framework Feb 2011.jpeg](#). CC BY 3.0 (<http://creativecommons.org/licenses/by/3.0>), Wikimedia Commons.

Snowden, D. J. and M. E. Boone (2007). "A leader's framework for decision making." *Harv Bus Rev* **85**(11): 68-76.

Kurtz, C. F. and D. J. Snowden (2003). "The new dynamics of strategy: Sense-making in a complex and complicated world." *IBM systems journal* **42**(3): 462-483.

Human Agency

The ability of a person to act, make decisions, and take actions relating to their life and wellbeing. (DeJaeghere et al, 2016)

The capacity to exercise control over the nature and quality of one's life.....requires

- intentionality
- forethought
- self-regulation
- self-reflectiveness (Bandura, 2001)



DeJaeghere, J.G.; McCleary, K.S.; Josić, J. Conceptualizing Youth Agency. In *Education and Youth Agency: Qualitative Case Studies in Global Contexts*, DeJaeghere, J.G.; Josić, J.; McCleary, K.S., Eds. Springer International Publishing: Cham, 2016; pp 1-24.

Bandura, A. Social cognitive theory: An agentic perspective. *Annual review of psychology* **2001**, 52, 1-26.

Human agency exists within & is influenced by social systems

Decisions are not made in isolation of social systems.



The role of self efficacy in agency

Self-efficacy is the extent to which a person or group believes they have the capacity to learn, carry out a task, take action, or function socially (Bandura, 1977)

Self-efficacy is influenced by the socio-cultural environment of the individual – current and historical.

Self-efficacy is associated with engagement - which is an essential precursor to action. Engagement is a complex construct involving behavioural, emotional & cognitive dimensions (Fredericks, et al., 2004)

Bandura, A. Self-efficacy: toward a unifying theory of behavioral change. *Psychol Rev* **1977**, 84, 191-215.

Fredericks, J., Blumenfeld, P. & Paris, A. School engagement: Potential of the concept, state of evidence. *Review of Educational Research* **2004**, 74, 59-109.



Agency Freedoms

"Having the conditions to exercise agency, that is access to information, the chance for discussion and evaluation of goals, including education; the freedom to make up one's mind without violence"

(Unterhalter, 2005)

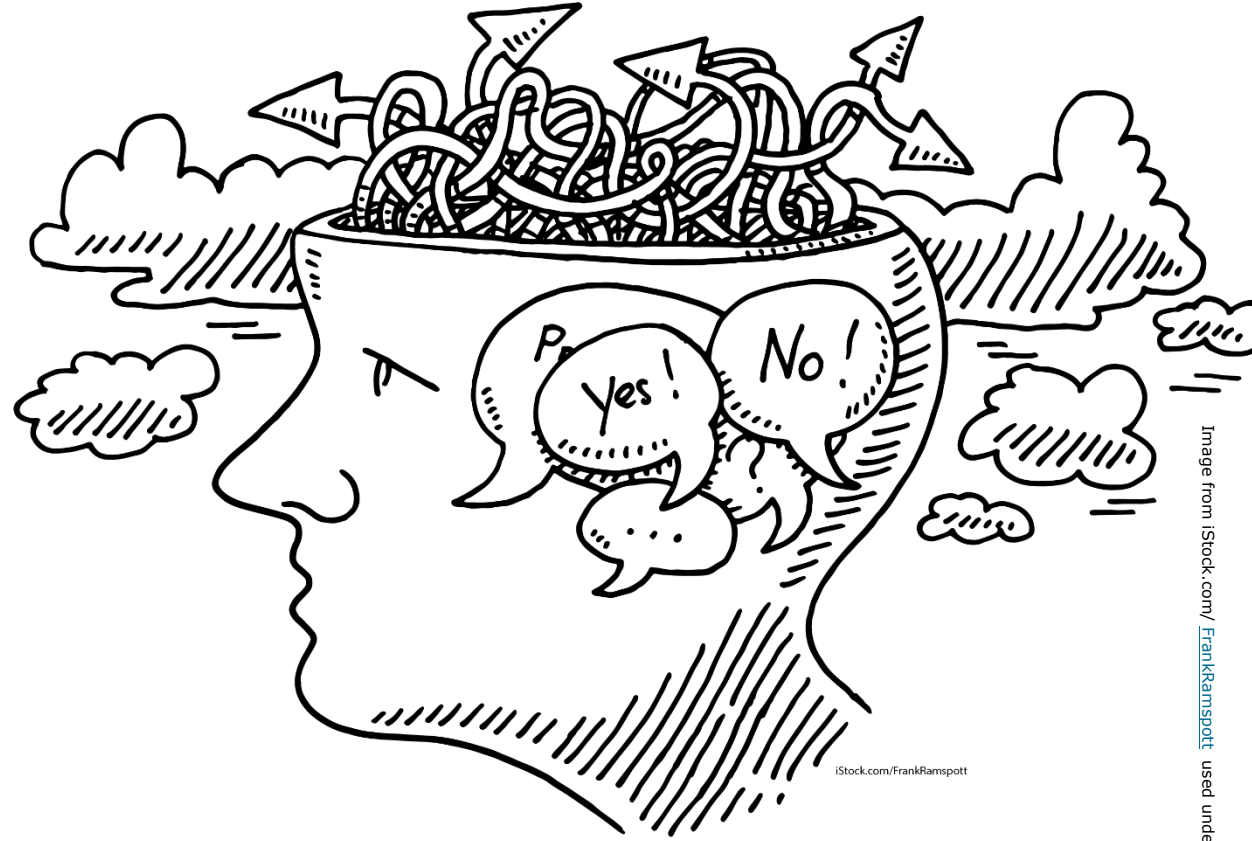


Image from iStock.com/ FrankRamspott used under licence

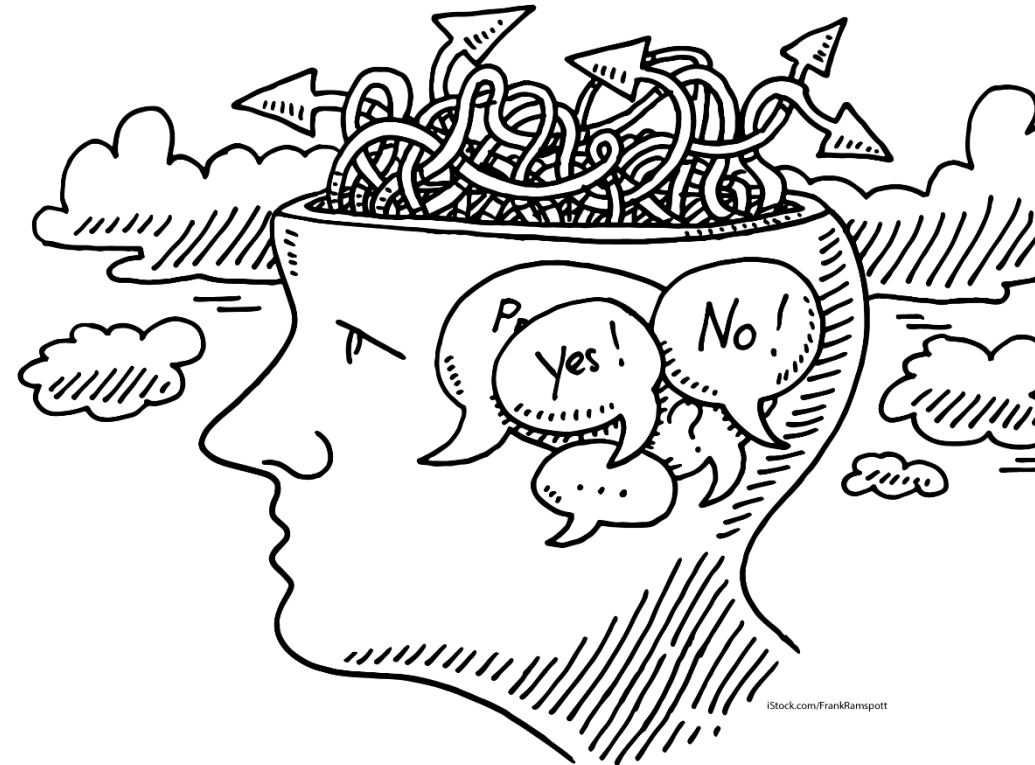
Unterhalter, E. Global inequality, capabilities, social justice: The millennium development goal for gender equality in education. *International Journal of Educational Development* **2005**, 25, 111-122.

Agency Freedoms

To develop and exercise agency requires access to resources and the possession of capabilities required to interpret and act upon evidence.

CAPABILITIES
Knowledge
Skills
Attitudes
Values

What capabilities are required to enable people make and act on evidence?



Access to evidence:
local, traditional, scientific, sociological

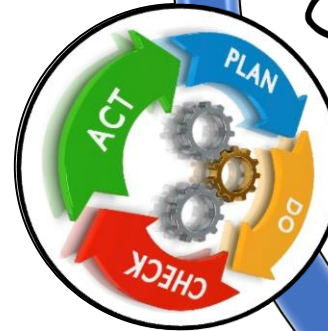


Supporting learning
that shifts thinking and
promotes action

Opportunities for
discourse and learning



Opportunities for
evaluation and testing
of potential actions




Increased potential for
evidence-based decisions



Promoting agency
freedoms




Examining Assumptions



What values, beliefs and assumptions do each of us, our institutions, and our communities hold and how do these frames of reference influence our thinking and decision making?

Examining Assumptions

How do we make the invisible visible?



What values, beliefs and assumptions do each of us, our institutions, and our communities hold and how do these frames of reference influence our thinking and decision making?

Examining Assumptions

An iceberg floating in the ocean. The tip of the iceberg is above the water line, while the much larger base is submerged. The sky is blue with some clouds, and the water is a deep blue.

EVENTS

What is happening

PATTERNS OF BEHAVIOUR

Past | Present | Change

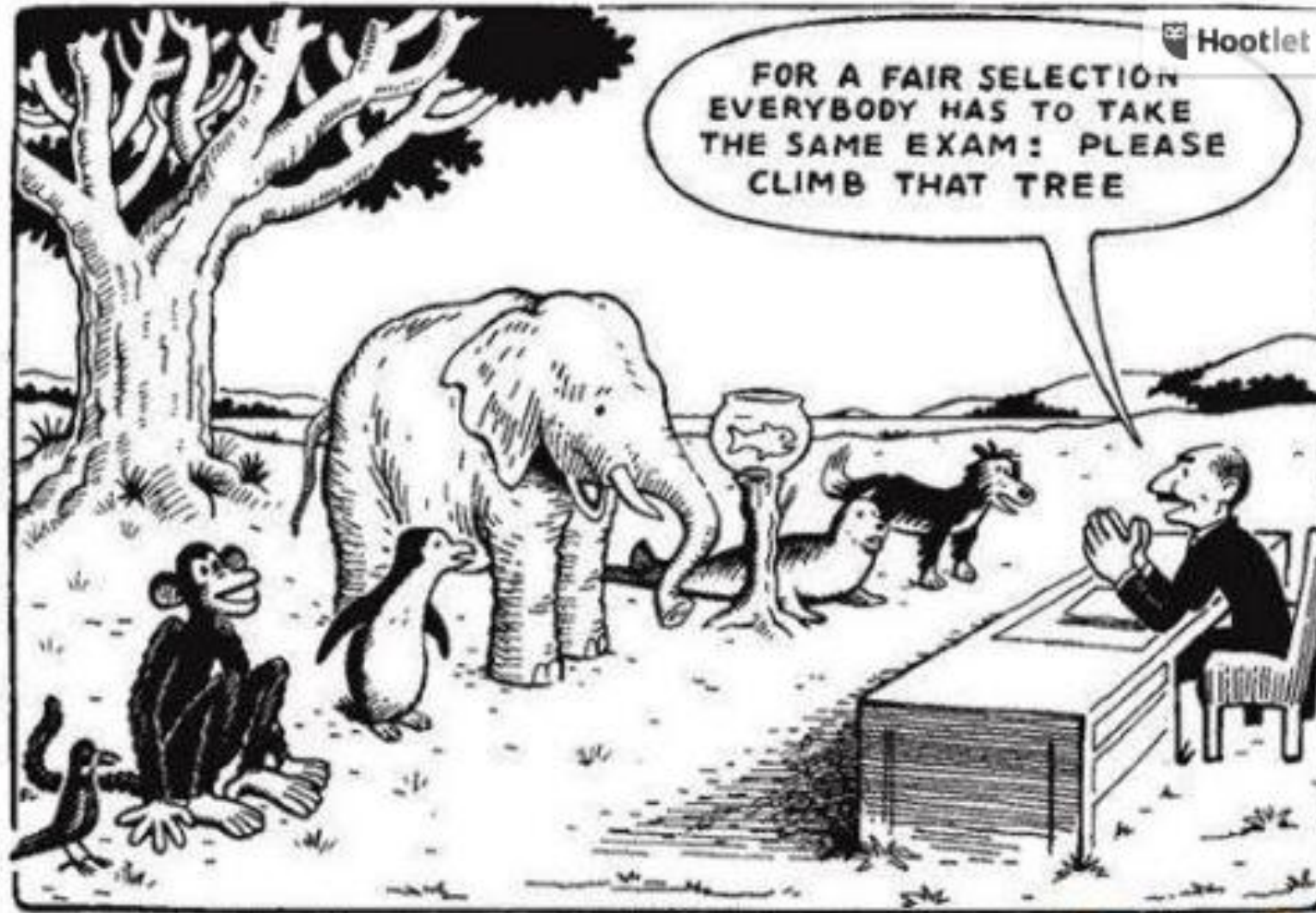
STRUCTURES

*What has induced the behaviour patterns
What are the relationships between the parts*

MENTAL MODELS

*What values beliefs and assumptions
are underpinning actions*

Frames of Reference: Perceptions depend on situation

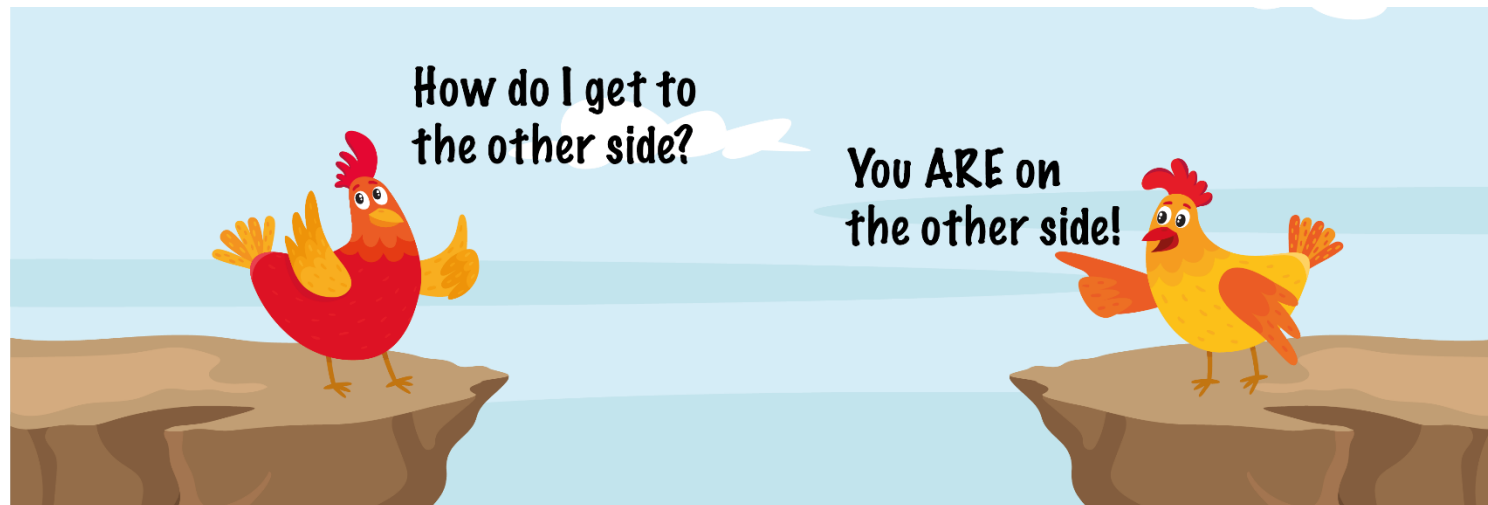


memecenter.com MemeCenter

Comic retrieved from http://blog.ubcjoel.org/2012/04/05/for-a-fair-selection-everybody-has-to-take-the-same-exam_787144ec8906c416d5b842d5d9412257/

Frames of Reference: Making the invisible visible

- When we interpret another persons point of view from our angle, we allow our preconceived notions and prejudices to influence our interpretations.
- A persons frame of reference is based on their socio-ecological context including experience, education, cultural, social and physical exposures, resources, community, family, personality and personal situation (physical, mental and emotional).
- Understanding **our own frame of reference**, and experiencing **exposure to others frames of reference**, can be transformational.



Frames of reference reflect a specific worldview, based on assumptions and expectations involving values, beliefs and concepts (Dirkx et al., 2006).

Frames of reference form over time through experience and the development of understanding, and are influenced by epistemic assumptions about what is and can be known and the role of evidence in problem solving (Mezirow, 2011).

Dirkx, J.M.; Mezirow, J.; Cranton, P. Musings and Reflections on the Meaning, Context, and Process of Transformative Learning. *Journal of Transformative Education* **2006**, 4, 123-139.

Mezirow, J. Transformative learning theory. In *Transformative learning in practice: Insights from community, workplace, and higher education*, Mezirow, J., & Taylor, E. W., Ed. John Wiley & Sons.: 2011.

Transformative Learning (Mezirow, 1994)

"Transformative learning is the process of using prior interpretation to construe a new or revised interpretation of one's experience in order to guide future action."

Mezirow 1996

This can lead to:

- *Planning a course of action*
- *Acquisition of knowledge and skills to implement the plan*
- *Testing out of new roles or perspectives*
- *Building competence and confidence in new roles and perspectives*
- *Reintegration of the new perspectives into ones life – i.e. a change in frame of reference.*

Mezirow, J. (1996). "Contemporary Paradigms of Learning." Adult Education Quarterly **46**(3): 158-172.

The process of transformative learning

Derived from (Kroth and Cranton, 2014)

A disorienting dilemma

Define & reflect upon existing frames of reference

Examine different & potentially divergent frames of reference

Critical reflection & dialogue

Imagining, considering or developing different options or ways of thinking

Developing new capabilities to enable different options

Testing out potentially different or amended frames of reference

Critical reflection leading to decisions that may involve engaging or incorporating different ways of thinking or acting into everyday life

Transformative Learning (Mezirow, 1994)

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Mezirow 1996

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Mezirow, J. (1996). "Contemporary Paradigms of Learning." Adult Education Quarterly **46**(3): 158-172.

Shifting practice via appreciative inquiry



Solving Problems



What is going wrong

The default position is to look for what is wrong

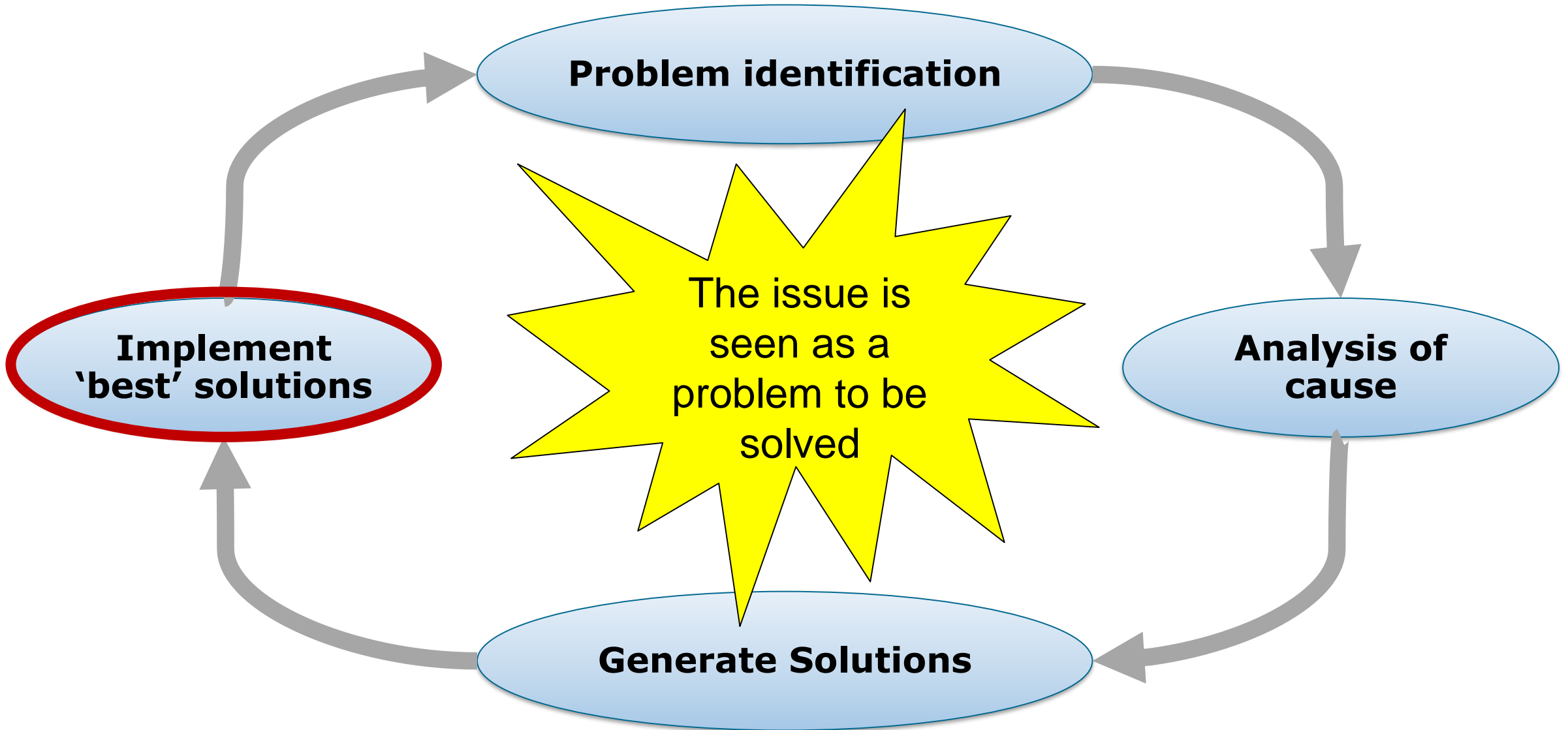
Solving Problems

Surly that makes sense?



The default position is to look for what is wrong

Solving Problems



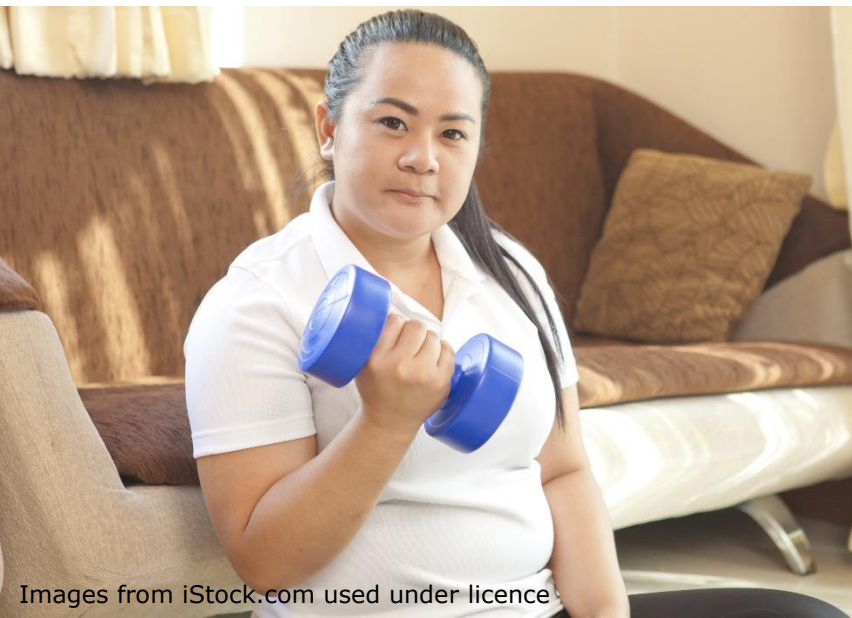
How might it affect people if they are labelled as a 'problem'?

Deficit thinking is negative

It often places blame on the individual

In the case of obesity – deficit thinking ignores the evidence of the complexity of the issue – and the role of socioecological and intergenerational factors

Adapted from 'The Appreciative Inquiry Commons' <https://appreciativeinquiry.champlain.edu>

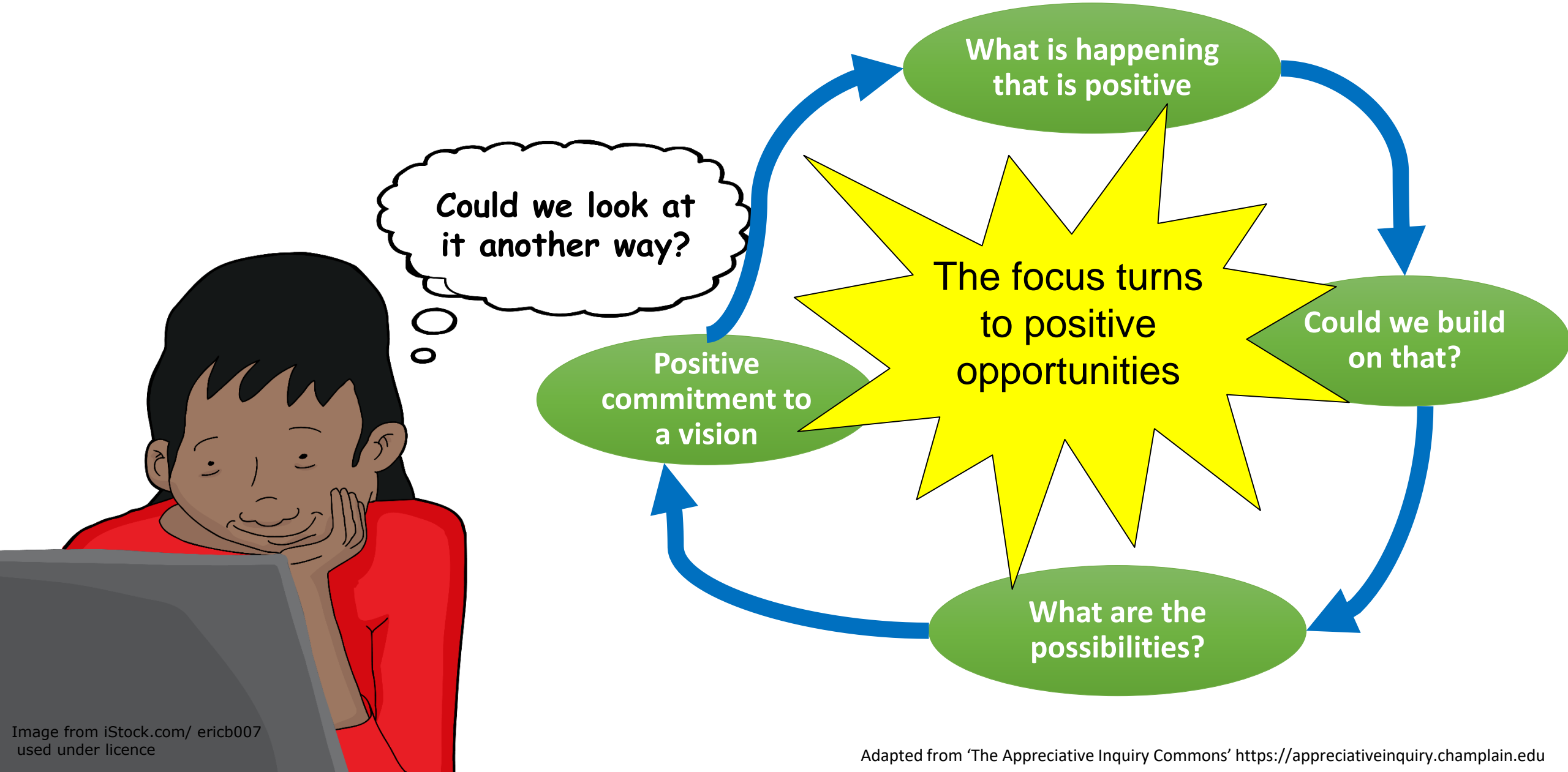


Deficit thinking feeds negativity



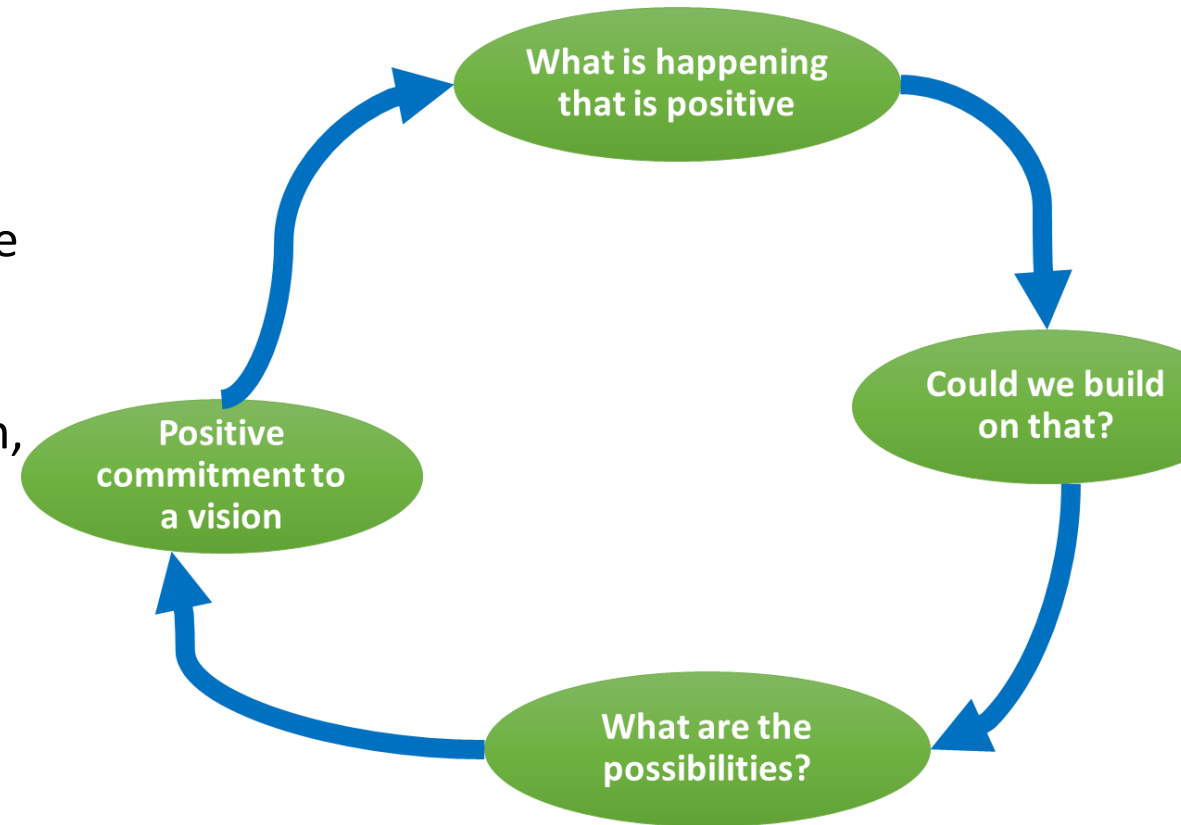
- Negativity reduces motivation
- Negative feelings are hard to disguise; they are reflected in professional practice
- If practitioners are feeling overwhelmed they are not capable of visualising positive opportunities & motivating clients towards positive actions

Identifying & building on what is working



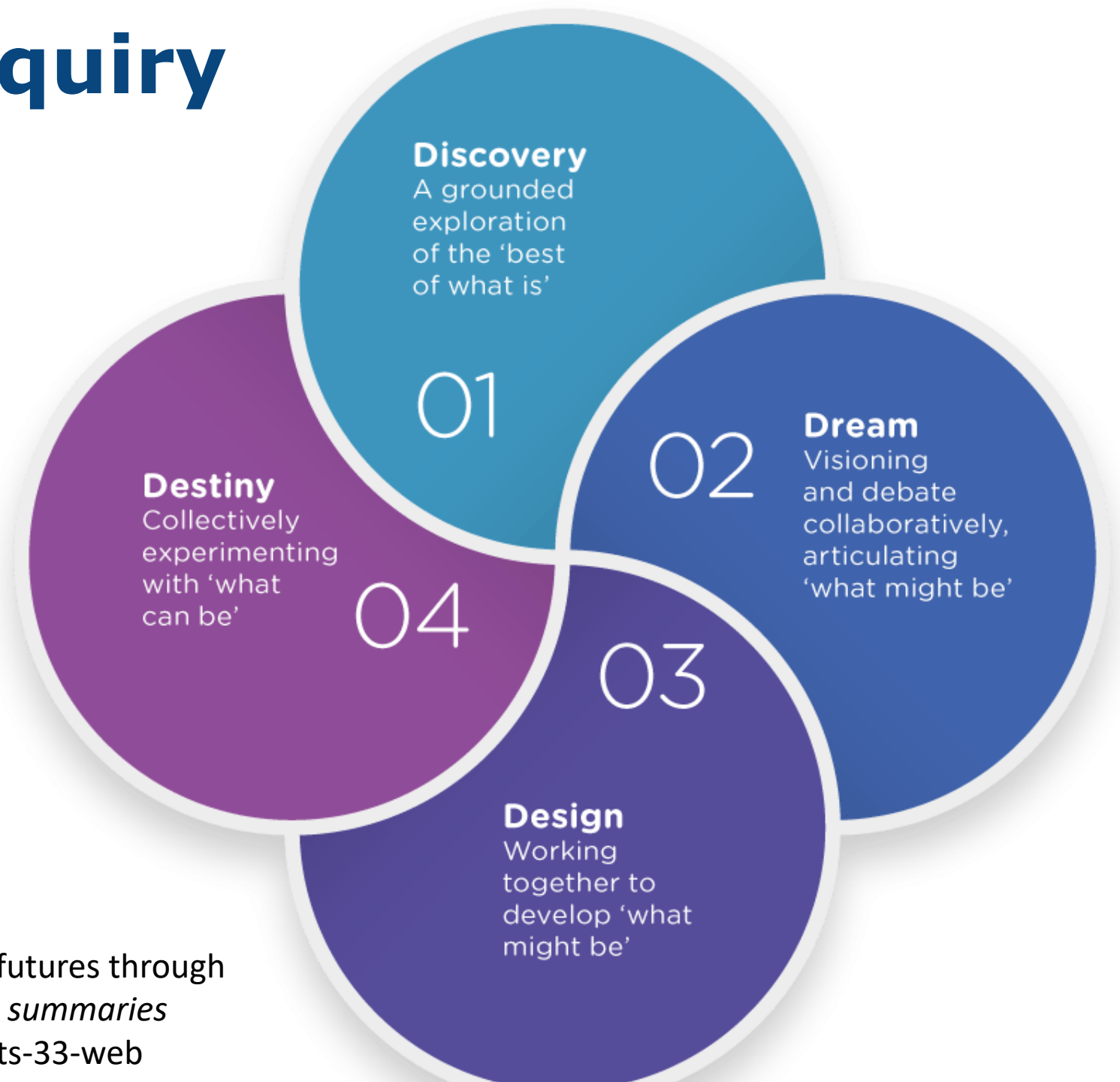
Why does appreciative inquiry work?

- Sharing positive experiences encourages discussions about what works
- Sharing success with others builds the confidence of the person who is sharing
- Colleagues in the discussion know and trust that person, making the success story credible and possible in their community
- Engaging in professional conversations about what is working builds positivity and hope – this encourages engagement in positive actions
- Generating a positive vision for the future as a community influences the behaviours in the community now, and the chance for positive change in the future



Appreciative Inquiry

Once the focus of the inquiry is defined, the 4 Ds can guide the process of inquiry.





CULTURE

HISTORY

SCIENCE

COMMUNITY

FAMILY

Collaborative Narrative

Storytelling

Collaborative narrative enables individuals and groups to join stories from within their personal and cultural context with stories from outside of their experience to construct meaning (Lauritzen and Jaeger, 1997).

Lauritzen, C.; Jaeger, M.J. *Integrating learning through story: The narrative curriculum*. Delmar Publishers: 1997

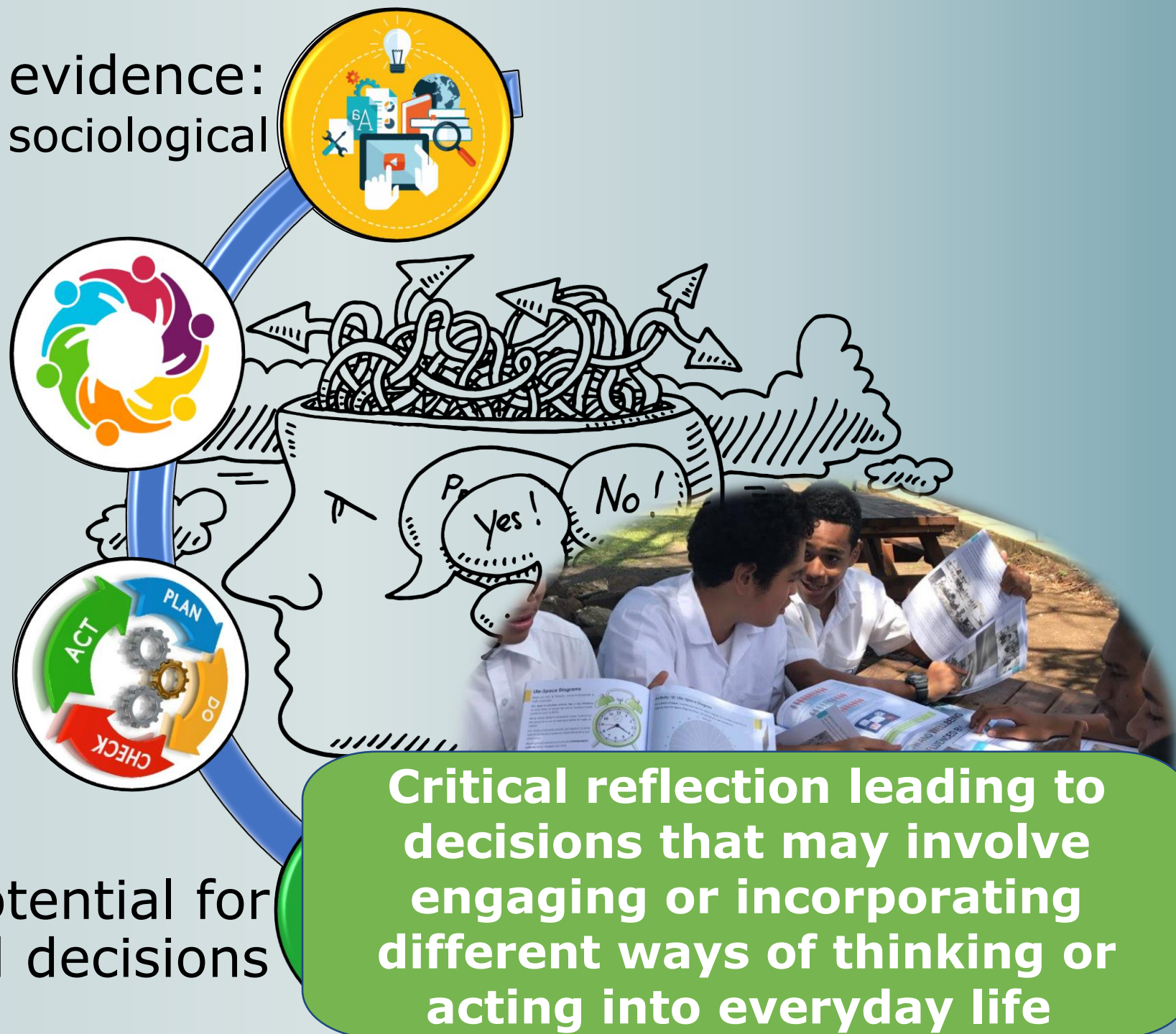


Access to evidence:
local, traditional, scientific, sociological

Opportunities for
discourse and learning

Opportunities for
evaluation and testing
of potential actions

Increased potential for
evidence-based decisions



**Critical reflection leading to
decisions that may involve
engaging or incorporating
different ways of thinking or
acting into everyday life**

What would a workshop look like in
your team that used

Appreciative Inquiry
to explore and develop potential
new ideas for practice?