

Psychology of Learning

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Lecture – 40

Learning and Pedagogy (Contd.)

Hello viewers, welcome back to this NPTEL course on Psychology of Learning. Now, in this session we will discuss about how transformative learning has been a major part and how it has been it has still been it is still been evolved, it is still evolving and it is the latest model of pedagogical approach and it is more holistic. And we have just started discussion of the how it is based on Mezirow's 10 stages of learning transformative learning anyway.

So, now, this two there are again learning when we talk about we have been till now we have been discussing about different pedagogy to enhance our learning and effectiveness. Now similarly in 2000 Ison and Russell they have identified learning when it comes learning there are two levels of learning, two order of learning one is that the basic level another is that the higher level.

So, they have identified that the two levels of change that are driven by the learning two levels of change for the first order change the type of change that occurs with traditional pedagogies where the lecture and testing etcetera that content knowledge the basic knowledge in an information. So, in first order learning students may learn in about the content for a taste, for accreditation, for degrees, for you know all kinds of thing all I will can job oriented things. So, but when you talk about the second order of change that brings impact both on our academic life, on our personal life, our thought process, our actions, our civic responsibilities all this. So, two types of learning impact that is one is the change in our knowledge information, preparation or accreditation, our degrees and our job skills etcetera and second is that how to bring changes in our lifestyle, in our behaviour, in our thought process, your practices etcetera like in our major changes in our personal life.

So, so this primarily oriented towards the towards the community, towards to serving towards serving the community, serving as a global citizen, serving as a civil as a civilian as a responsible citizen. So, all these things so here the service learning experiences that assist student. So, transformative learning try to bring those knowledge information experience from the very beginning that is how to prepare our students to be a to develop to groom to become a responsible citizen global citizen. So, from the grass root level from the school level itself how can we bring transformation in the not just in the knowledge domain, not just in the job skills, not just in the content knowledge and information etcetera, but in their behaviour, in their mindset, in their attitude, in their in their outlook towards the in the outlook their world view, their contribution towards the society, towards the community etcetera. So, first order change takes place primarily at the cognitive level like at the knowledge domain, knowledge domain, content domain etcetera, but the second order change that brings changes in their complete personality, in their character strengths, in their values, in their ethics, in their perspectives towards life, towards humanity, their responsibility towards society, towards mankind and their total world view you can say the total world view which brings changes in their metacognition, their self reflection, their you know larger goals in life ok.

So, this is the this is the basic now objectives of learning, learning at the content level and learning at the context and process levels like you like learning at the global level. So, here you can say so, third order we introduced telling actually in 2011 he introduced another there is also a third level of learning that is to bring the third level or third order change that is the epistemic learning. Epistemic learning that is learning that that changes the students world view. So, learning at the content knowledge, cognitive level learning, at the performance level, at the behavioral level and learning at the third level that is epistemic learning or the knowledge level that is the learning perspective towards creating learning changes that towards creating a different noble novel realistic practical and responsible students world view towards that is if I am that is I am an I am a responsible member citizen of this not just for this country, but a planet earth from their global world to all together. So, what would be my rights responsibilities duties or businesses towards the world and so, all whatever he thinks the broader the broad he thinks the student would think in broader perspective not just limited mindset with limited job limited content with limited locality or community or self interest, but from the world perspective.

So, worlds to bring that change in the students learners world perspective world view. So, that is the Mezirow actually said that reflection is generally used as a synonym for the higher order. So, reflective practices, reflective thinking, reflective introspection all these this is the only that is the very important vital you can say cognitive tool to bring that changes in our higher order thinking process. So, reflection is generally used as a tool for bringing that reform transformation in our higher order thinking process or mental processes. So, and it allow the students to gain new understanding, new appreciation, new perspective you know new rational thinking, new you know imaginary the imagination, new perspective all all together which is completely different which is completely global which is completely holistic which is completely existential in nature ok.

So, that is a reflection and it requires and so, reflection is not just reflecting on our own action or thought. It is a complete analysis additional or re analysis of our things. So, and transformative learning for bringing the transformative learning, transformative learning actually is a new pedagogy still evolving it is still the researchers are still conducting and exploring the new facets of transformative learning. And transformative learning and in transformative learning reflection is a very important tool cognitive tool not just to bring changes in a cognitive structure, reframing the changing the frame of references, enhancing our meta cognitive ability, but also sensitize us towards the social responsibilities, global condition, global situation giving us a world view our responsibilities duties towards the planet earth, how to be sustainable, how to maintain the balance ecological balance, economic balance and social balance, how to maintain that sustainable balance in our environment. So, environment how to be you know how to be ethical, how to be very sensitive sensible towards the ecological perspective and environmental perspective, the reasons of all the climate change disaster the issues and the challenges that we are facing, what could be the solutions as such all these reflective exercises are very much strategic or at the potential tool potential tool and which can be integrated incorporated in the education curriculum. Because these are the actual strategy of education strategy of bringing the transformative learning to be a successful learner and to bring that to make this transformative learning a part of curriculum, part of teaching learning practices process and the relation because it is the again it is a continuous process.

Transformation means complete change complete change not only in the thought process in the ideas and knowledge etcetera, but in our mindset in our paradigm in our emotional emotion

motivation in our behavior etcetera. So, that is it to make the transformative let the transformative learning feasible possible in the society in 21st century society or for the future society, then we have to vigorously exercise practice this reflective thinking reflective analysis. Because it is an another set of with every reflection every reflective activity every reflection we are engaged with the again additional analysis of further analysis of all new more components and domains. So, that is where transformative learning that is means it assessment will be included in the problem based learning n number of pedagogies we can use it, the effective assessment assignments, then sustainable habits of developing sustainable habits of mind, then pedagogy, then innovative pedagogy, then the case studies, then the experiential learning all kinds of things should be integrated in should be incorporated. And peer to peer learning authentic assessment and social relevant, socio economic utility of all the learning experiences, collaboration all kinds of things should be integrated properly, then only we can make the thing to make transformative learning possible.

As it is a very vast very exhaustive very completely you know life life changing events life changing perspectives on world views, then it requires all the all the aspects all the key aspects to be you know to be incorporated. As you can see there are n number of benefits n number of benefits transformative learning it is time consuming, it is time taking, it is difficult, it is very exhaustive, but however, at the end of the day if you could achieve it then it brings immense benefits, immense opportunities. First thing is active part it it it ends up it it you know realizes the active participants of the citizen students authentic motivation. Motivation is not self centered which is not fake, which is not which is not which is not materialistic, it is authentic motivation like it brings the brings the best of brings out or the nurture of the best flourish nurture the best within every individual, every learner, every student. And it is again it occurs it ensures ongoing improvement day by day continuous improvement in case of a learner, in case of a student, in case of an employee, positive employee engagement, positive character strengths, positive outcome, then retention of the talent utilization, then being developing sustainable habits, sustainable societies, all kinds of meeting our global challenges, all it is a complete continuous process of life changing experiences.

So, and for this you know for transformative learning this critical pedagogy theory is very very important because you know critical pedagogy theory also gives a kind of changing our world view, changing our perspective towards the world, towards the other countries, towards the planet earth altogether. So, transformative learning is an extra rational postmodern epistemology primarily based on critical pedagogy theory because critical pedagogy theory actually tries to ignite the you know ignite the values, morals, conscience of every student towards their responsibility towards the society by igniting their curiosity, by igniting their authentic by igniting the teachers mind for engaging the students in authentic dialogue, raising their voice, you know addressing the social being vocal about the social challenges, inequalities etcetera and how to be a creative learner, how to create the innovative practices, how to bring the reforms in the society. So, in this process we are not just developing learning or accumulating the epistemological knowledge and information, but also we are trying to utilize it, use it for the social benefits, support the common benefits, for the global benefits. So, here the learners they as unless and until you become the critic, unless and until the learners become the critic of each other's perspective, of the existing practices, of the social issues, how can we how can we resolve the issues, how can we how can we built a new world, new planet, new community, new you know new workplace, new system. So, it is a come to bring the not just come bring the reform, but to develop a new system which would be more sustainable.

So, here is the course knowledge is subjective and through reflection one's own knowledge truth is sought after like not all we are learning it acquiring the knowledge not just for the sake of only earning our livelihood, for leading our personal life, having leading a healthy life, happy life in our own sphere, but for doing something contribute significantly towards the society. So, Sterling recommends the transformative learning actually to occur in the large scale in case of the large classes in the students. So, unless and until transformative learning takes place among the mass, among the large classes, among the majority of the students and it must be in order to happen it then we all the students large scale as large classrooms should be broken down into the small groups, collaborative groups, projects etcetera. So, if you want to bring the transformation at each individual level then we have to break it down break down the large pool of students learners into into small groups and assign them with experiential learning, with social causes, social challenges, social projects etcetera. So, so that is for that matter the faculty members would also be would create that kind of educational environment, conducive educational environment both online and offline, how to engage them, how to again how to inform them, how to educate them, how to enable them to identify the potential authentic potential problems, issues, challenges that we are facing ok.

And how to conduct the research, how to carry on the projects and the case studies etcetera which would be socially relevant authentic and valuable for human existence. So, Sterling listed that an intensive residential experience as an environmental factor can enhance the transformative learning. So, that is why Sterling suggests for an intensive residential teaching learning experience, experiential learning for every student. So, let them be based in the reality, let them be situated in the learning. So, ideally here the situated learning in the reality.

So, then that situated reality oriented learning can enable them to understand the reality per se and the problems that we are facing then only we can slowly tune them towards bringing the transformation. So, and for that it can be a it can be we can also combine the pedagogy in terms of both synchronous, asynchronous, online, offline, virtual, experiential learning all kinds of activities that we can engage them. And having the dialogue, having the you know blended flip also all innovative pedagogy all kinds of opportunities we can blend perfectly blend to enable them to stimulate them to make them very active thinkers and agents of change for the society. So, that is why students must do some you know acknowledge what are their equal partners or them open for change, open minded and willing to determine their own reality accept their mistakes, accept their weaknesses and to strive to learn new things, critical reflection. And we will share the live events with others, learn from experiences and show the maturity in dealing with the change, adaptability, social adaptability all kinds of the positive changes.

So, that they can be more you know more adaptable, more potential, more resilient, how to develop them as a resilient responsible citizen ok. So, similar blended you know we have already discussed about the blended approach. So, blended approach both in the technical and vocational educational education is very much important because it can so, because here also both the things can be mixed together technical vocational and theoretical approach all the things can be mixed together can be perfectly integrated blended and it gives a kind of holistic learning. So, transformative learning theory always and this is as a way to inform such development of TVET. TVET is the technical and vocational education and training.

So, transformative learning so, that complete 360 degree transformation can take place in the virtual in the blended mode only. In terms of providing them the individual study materials,

online learning or internship, guided learning approach, workshops, some you know some innovative projects etcetera etcetera. So, and again transformative learning is primarily based on this Mezirow's theory, Mezirow's theory and transformative learning can both be cognitive and imaginative because like for example, cognitive change bringing the change in the cognitive level at the moment and being imaginative that means, what we look for a sustainable future. So, that can also be imaginative that means, we imagine we imagine the future how sustainable our future would be, what would be a future that we would look for, how it would be it would be more sustainable, would be more useful for the humanity etcetera. So, it is both cognitive bringing that cognitive changes restructuring our cognitive framework as well as being imaginative that is focusing imagining the future status.

So, it can be both collaborative, it can be individually based projects, it can be case study related case study projects, case study related things, it can be critical reflection of ongoing process of continuously, consciously, unconsciously reviewing everything, every evaluating the things, it can be community oriented, it can be collaborative, it can be inquiry based training. So, all the transformative learning it incorporates all types of learning exploration to this to critical analysis to you know to inquiry based to imagination, creative creative thoughts, analysis all kinds of it is a very exhaustive process because transformative learning always focuses on bringing complete transformation, complete positive change in the society among the students. And for that matter we need to educate the we need to orient our orient our learners or the students from the very beginning. So, now, Nerstrom actually he has also developed Nerstrom developed a transformative learning model actually following primarily the Mezirow's phases of transformative learning. Now, he has identified here experience as the important factor, assumptions as an important factor, challenge the perspective or developing the new experience in transformative learning takes place.

Experiences that varieties of experiences, experiences stems from our environment, from our interaction and there are different sources of information and experience gives us teaches us many things. It gives us many knowledge information and it also teaches us about the positive attitude, skills, insights all these things. So, experience is a learning repository again assumptions, assumptions from the experience we form, we received, we construct, we assume, we hypothesize, then we validate it. This is the assumption experience is followed by assumption. Again it is followed by the challenging perspective that is new experiences both cognitive and affective combined with reflection may lead us towards the challenging our own deeply held assumptions.

That means, how it can bring changes in our thought process in thought pattern that is that giving the new perspective. Then that after that only the transformative learning takes place adopting and acting upon with a new perspective, new world view, new skill set, new reality that is new experience and expertise that brings the transformative learning. So, for this five major themes emerge from this research on Nerstrom's theory that is first is examine the prejudice. We are supposed to examine our own biases, our own prejudices and self stereotypes as self beliefs etcetera. Then incidental experiences that is with the sub theme of the increase self confidence in your personal values.

We need to reevaluate our own personal values cultivate the new cultivate social involvement lasting friendships etcetera. Incidental experience that we learn from the experiences then program structure of fostering the transformative learning. The with the sub themes of the cohort and residential learning and to traditional learning models. That means, taking the sub theme taking the sense from the experiences to the residential learning to the you know to the

different cohort effect of different sub themes, some ideas, then reconceptualization of the learning etcetera. Then transformative learning takes place these are the all the stages of transformative learning.

Now, the latest version of these transformative though you can say like the you know Master's need hierarchy theory the it was initially it was self actualization. Now, it has after the after Master then researchers they have added another that is transcendental. So, from the transformative to more the next stage is the contemplative learning and pedagogy. So, the again latest version of that transformative learning another stage or another stage upward to in the upward direction that is the contemplative learning and pedagogy. How can we adopt the pedagogy to promote contemplative learning? What should be the pedagogy of contemplative learning all this and all these things.

So, now a days we are talking about you know contemplative learning and pedagogy which is of the highest you know highest epistemic learning, knowledge, aptitude and how the highest state of mankind and how can we achieve it. So, contemplative education is a philosophy of higher education and it integrates lot many things, it integrates introspection, it integrates reflection, it integrates experiential learning into the academic studies, it integrates supporting the academic social engagement, it integrates self understanding, it integrates cultivating developing sustainable skills, generate skill, life skills, technical skills for engaging constructively with others and it also needs to develop the critical capacities to critically evaluate everything. So, it leave it requires lot many things. So, increasingly it recognizing the for example, slowly and steadily when we are analyzing the you know analyzing our economic system, our social system, our educational system more and more we identify the gaps, the lapses, the inequalities, the all kinds shortcomings etcetera we do we try to get into the depth of that. So, deeply contemplate about the reasons behind these the issues, the challenges we are facing and how to resolve it.

So, there are three main ways that the contemplative practices are incorporated. Firstly, first thing is that the initial stage we just try to change it bring the in the remedial manner, remedial manner in terms of you know remedial means to bring the change within our self. Then secondly, at the physiological stage to bring the change in the physiological stage in the psychological and philosophical and religious foundation and how this can contemplation can be practiced contemplative practices to bring the changes in to the in our physical physiological state, psychological philosophical and religious state foundation. And the last stage is contemplative orientation will be played in the classroom, in the society, in the community. So, firstly remedial manner how can we feel better, how can we change our self that is the remedial practice contemplative practices primarily you know this individual practices nowadays we are we are advocating, we are using it, exercising it, practices all about the all across the country, all across the planet that is the yoga, meditation, deep breathing these are the scientific as well as the spiritual practices, contemplative practices to keep our self healthy physically, psychologically, mentally, spiritually to make our self healthy free of any kind of stress, any kind of bondage, any kind of burden anything.

So, that is at the individual stage that we can start with. Then thereafter it is a it is a like remedial practice, then thereafter focusing on the overall harmonious development as well as the development of spiritual bent of mind, extensive, global perspective, worldviews etcetera. And the contemplative orientation how can we develop a pedagogy and orientation and curriculum and curriculum framework and education system, holistic development, harmonious development all kinds of system by which can be incorporated, which can be

started, which can be integrated as a part of the core curriculum in from the very grass root level from the school level. So, this is also it is a pathway of flourishing and well being. So, contemplative learning, contemplative education as actually takes us from the from our present towards the sustainable future, towards the better future.

And so, it is it ensures learning pathway for flourishing, flourishing of nurturance and flourishing of each and every individual, society and not just flourish from flourishing and nurturance of their potentialities, but their well being. Well being is beyond our temporary happiness or hedonic happiness, it is about the well being means financial well being, emotional well being, social well being, psychological well being all round development. So, it is a pathway for flourishing taking the individuals and the society towards in the process of flourishing and developing towards the sustainable happiness, sustainable well being and a sustainable future. So, therefore, contemplation is both as an art, as a science that the practices are being scientifically experimented, validated as well as the it is an art, it is a skill also, it is a thought process also. And this is a working model of contemplative education which has been which has been you know which has been supported by the researchers.

Now, as you can see this is the core component, this is the core element of contemplative education model, where and we are also we are also applying it in our day to day practices and to some extent in our education system also like we by introducing you know all these all these attributes of you know all our our heritage, our Indian knowledge system, our old practices, our ayurvedic things, our you know primitive practices and the historical things, traditional practices, traditional knowledge system and our you know in the knowledge repository, Ayurveda then and all kinds of the traditional knowledge that we have that is there it is very much inherent in our history, in our past and how to revive those things, how to apply it, how to practices so that we can move towards an sustainable future. The core element of this contemplative education is that mindfulness, being mindful, being present at the moment without judging, without thinking or without judging anything just to be present and enjoy the moment at the moment being mindful meditation. Contemplative pedagogy, how can we introduce a platform for the teachers, for the learners, for the students, for the employees to deeply contemplate on any issue, any topic, any work, any challenge, any objective, any goal. So, contemplative pedagogy that means, critically even after critical evaluation how deeply we can analyze it contemplative pedagogy self then self understanding and reflection. Yes, reflection is a reflective analysis, self understanding, introspection these are the tools these are the metacognitive tools to bring that change in our mindset frame of mind, frame of reference, then compassion, embodiment means when we not only observe, we understand, we observe it, we apply it and we embody it means we actually practice it, we adopt not only we adopt, but also we totally embrace it and practice it and exercise it.

So, these are the practice core element of contemplative education. Then again on the one side it is on the one side it has the ethics values that is related to core ethos of the holism, core ethos of the well being, mental health, positive attributes, ethics, values, equity, sustainability and social transformation these are on the one side. And another side it is the teaching research perspective, research evidence based research, scientific underpinnings of the attributes, then teaching and learning, curriculum, social emotional learning, staff development, training, intervention all these aspects. It is these are the core philosophy, vision and mission and these are the practices and the interventions, but at the center these are the basic things. So, these are the examples of you know examples of the wider field of field that it field of education that in which this these practices model of contemplative education can be practiced

contributes significantly and these are the then wider contributions.

These are the wider contributions and these are the for the timing what are the practices that we are engaged in and these are the wider perspective, there are wider implications of the broader scope of these things. Now, contemplative that is a contemplative learning is a like the big tree. It is a holistic, it is holistic in nature, it creates a new vision of life and humanity. It cultivates the realizations of oneself, was development of positive characteristics, consigns, compassion, empathy, resilience all kinds of thing. It develops the consigns of human consigns, collective consciousness, collective morality, values and ethics of the society. It also create try to create an equilibrium a balance in the society.

So, everybody should lead and happy life equality justice prevails. So, that is the mindfulness and contemplative pedagogy is an approach towards teaching and learning that encourages the instructors and the learners to be to be in the present moment to experience the present moment, to fully engage in the teaching learning processes to change the frame of reference and the mindset and to work for the future and to work for the future focus for the future activities. So, so that so now of course, education technology and this globalization, education technology, this these things also helps us a lot in terms of you know sharing the resources, giving us giving us the world perspective, overview of the holistic knowledge information as a instantly with the with the click of a button. So, it also technology has enhanced with help plus in getting the information quickly and analyzing it, but and the contemplative pedagogy now shifts the focus of teaching and learning to incorporate first person approaches which connect students to the lived embodied experiences and of the learning. So, here how this through how transformation can take place within the individual, within the individual learners, student and citizen through deep contemplations.

So, contemplative pedagogy it also relates to critical pedagogy to its also relates to transformative learning. So, it is a it is a these the contemplative pedagogy, transformative learning and critical pedagogy these are complementary. It is a cyclic process and complementary and supplementary each other and ultimate goal is how to ignite the individual learners, students mind, thought process, emotions, behavior and his habits of minds and how to make you more aware conscious and value oriented, ethical, more value oriented, more responsible towards not just towards the individual self, but towards the community, towards the humanity and towards the future.

So, that is why all these things that we have discussed that may my core components meditation, mindfulness, deep breathing, journaling, reflective practices, reading things, deep listening activities, practicing certain things that means, practicing certain things and scientific training and orientation to you know to incorporate body, mind, spirit by allowing the space like how these physical exercises, mindful exercises, Yoga, Pranayam, meditation how all these things how it can bring harmony within our individual self by keeping our body, mind and spirit all together in a in one line. So, so how to coordinate how to integrate perfectly our body, our mind, our soul, our spirit and our practices.

So, this is all about the contemplative learning. Contemplative practices can help the students in many ways not just in academic things, but in so what also in life leading the life, leading the life resolving the conflicts, conflicts developing the positive attributes, connecting to others, self enquiry giving more meaningful giving helping us and getting the more meaningful life, giving meaning to their life, meaningful life, leading a meaningful life, larger you know holistic perspective, valuable, you know value oriented goals, more and more happiness,

sustainable happiness and you know meaningful work, meaningful karma all together towards the society. It is not just for us for ourselves, but for towards others. It is not just me, it is we, it should be we, it is not I and me, it should be we. How all of us of we can live together and how can combinedly, collectively we can achieve our well being that is more sustainable, that is more futuristic, that is more permanent. So, this is all about contemplative learning and all types of learning and pedagogy, how pedagogy and learning are very much embedded, well integrated and these are all the we have to just discover, we have this is to identify, you have to just practices and we have to just you know unleash our potential it is.

So, that is for the betterment of human lives, betterment of society and planet earth. Thank you very much. Now, this is the end of this chapter, that is, learning and pedagogy. Thank you very much.