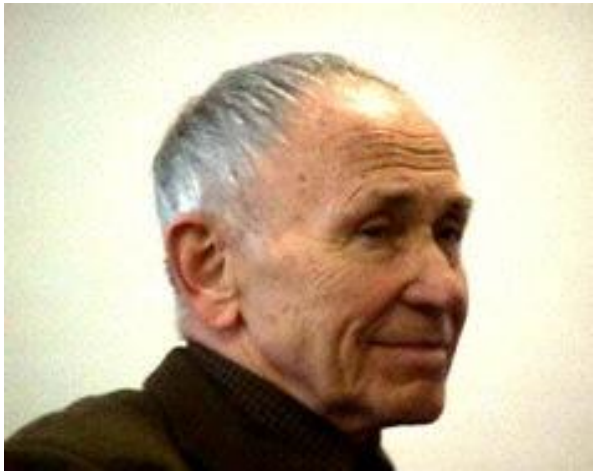
Transformative learning



Jack Merizow's theoretical analysis of adult learning

"A process by which individuals engage in critical self-reflection"

Transformative learning theory

May not always be the model for education, but its importance should not be overlooked

Future leaders should strive to understand it even if they choose not to adopt it

Agenda

I. Disorienting dilemma in medical learning

II. Alternative perspectives

I- Disorienting dilemma
(Cognitive conflicts?)

Easy access to all information

Rapid development of new technologies

Development of algorithmic medicine

New needs-expectations of the learners

New expertise for the teachers

Could be a catalyst for a change in
the perspectives on the learning processes

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

Making and implementing plans that bring about new ways of seeing the teachers-learners roles

Are our learning processes adapted to the professional proficiency required to meet the future medical needs and societal demands?

II- Alternative perspectives

(new ways of learning-teaching)

Examining, questioning, revising how learners construe, validate, reformulate the meaning of their knowledge and experience

Develop needs and expectations

Critical self-reflection

Learning become more effective when ‘adult learners’ build their own interpretations rather than act on the judgements of ‘others’

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



⇨ self-directed collaborative learning

Facilitator’s role

Set objectives which include autonomous thinking

Foster learners' critical reflection

First step: provide the learners with the means to self-analyse

The problems they are facing in a field

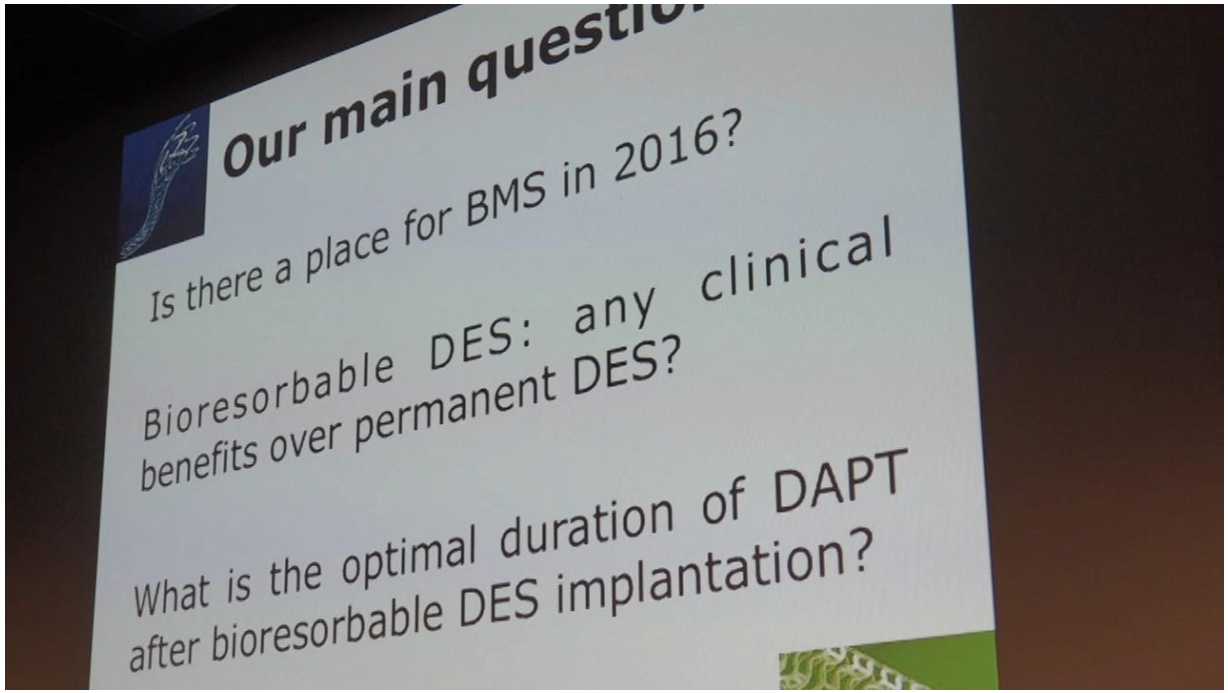
Their current level

(what information I have, what I don’t know, what I need…)

Towards which new level they want to be guided

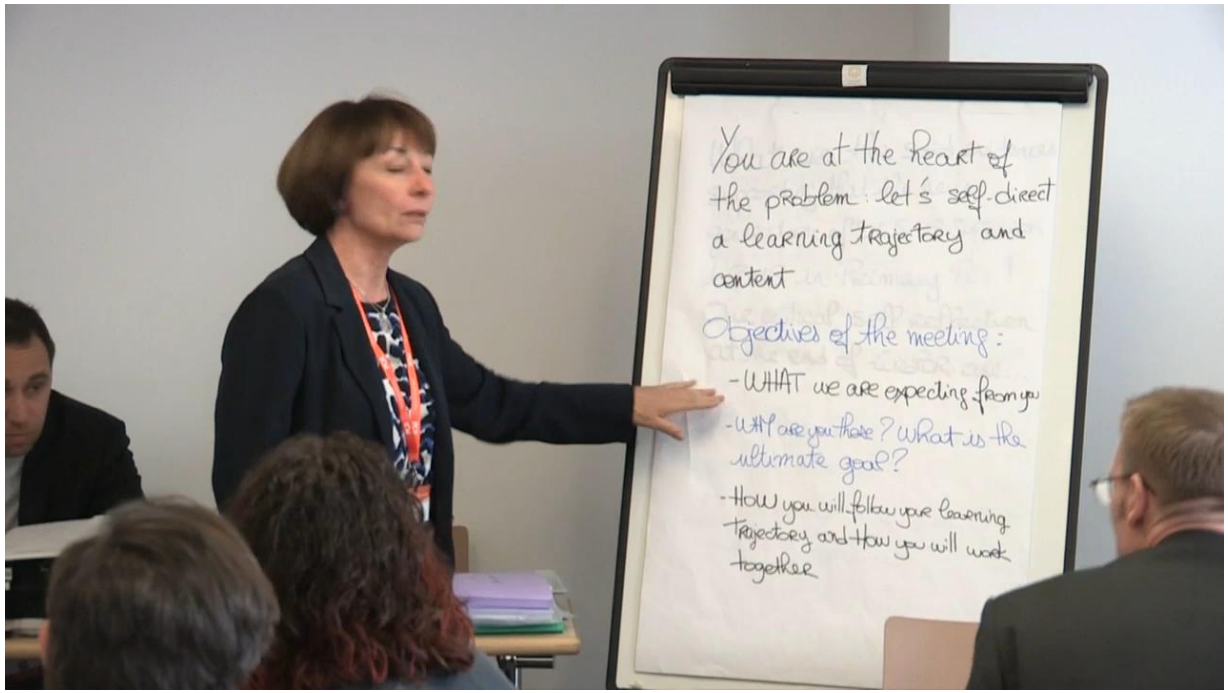
To allow learners to conduct a gap analysis and to self-perceive the outcomes they wish to reach during their learning trajectory

Learners conduct the need assessment by themselves



Learning become self-initiated

Facilitator set objectives which include autonomous thinking



Facilitate the development of sensitive relationships



Encourage self-critical reflection and communicative discourse

Foster learners' critical reflection on assumptions that underlie references and beliefs



Learners construct a collaborative learning on essential about themselves



Learners critically reflect on arguments and alternate points of view



Validate what is being transmited

Role of professional development

Scaffold future educators in gaining awareness of their habits of mind regarding teaching

Critically examining the assumptions that underlie their practice

Developing new perspectives

Strategy for a professional development

Reflective activities and case-studies

Critical-theory discussions

Action plans to safely gain experience

Strategy for a professional development

Develop assessment method and portfolio linked to objectives, aiming to:

Identify unmet needs, gaps, new needs

Continuous improvement of outcomes

Perspectives to gain experience

Connect theory and practice

Introduce progressively new learning processes

Test and compare new concepts and practices with previous processes

Transformative learning theory

May not always be the model for education, but its importance should not be overlooked

Future leaders should strive to understand it even if they choose not to adopt it

"All learning is change, but not all change is transformative"

Jack Merizow

The Journal of Transformative Education

(SAGE publications Ltd, London)

Alec ?

Questioning

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

Is this paradigm still adapted?

Questioning

Do the lectures by “authority figures” have to remain at the core of medical learning programmes ?

Back up

Facilitators' roles

Scaffold learners

- to become critical in assessing information

- to collaborate to build the core of the learning about themselves:

The learner’s roles

Critically reflecting on assumptions that underlie references and examining arguments and alternate points of view

Construct learning and collaborative judgment on essential

The learner’s roles

Effectively participate in a collaborative judgment on essential

Validate what is being communicated to them