TEACHING FOR TRANSFORMATION:
A HANDBOOK FOR ADULT EDUCATORS

An Independent Learning Project
Presented by
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To
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In partial fulfillment of the requirements for a degree of
Master of Education
with a concentration in humane education.

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Abstract

This Independent Learning Project offers an understanding of how adults learn best and information on ways that education can lead to transformation. It uses scholarly and scientific research to develop a handbook to help educators of adult audiences teach effectively and promote positive personal and social change. It can be utilized by persons entering the field of adult education, as well as current educators seeking to enhance their practice. The document “Teaching for Transformation: A Handbook for Adult Educators,” examines principles of effective teaching and learning for transformation. How traditional teaching differs from transformative teaching is considered and readers are given definitions and strategies for transformative learning, humane education, and andragogy. After introducing the above definitions, the handbook discusses principles of andragogy, including learning styles, teacher qualities, communication skills, creating a positive learning environment, setting clear goals and outcomes, and creating effective lesson plans.

Teaching strategies for fostering transformative learning are presented, including questioning, discussion, self-directed, project, service, and arts based learning, storytelling, role-playing, simulations/case studies, peer education, reflection/meditation, journaling, interviews, guest speakers, and collaborative learning. The topic of empowerment is introduced; addressing ways educators can exercise power responsibly, empower students, give feedback, offer positive choices and success stories, provide support, and reflect on their own practice of teaching. Quality assessment and evaluation methods are also discussed. References are provided, along with a list of resources of relevant books and websites readers can refer to and explore for more information.
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Chapter One

Rationale

Throughout history, countless studies, articles, and books have been devoted to learning how to best influence people. Copious amounts of time and money have been spent researching how to initiate change in behaviors and attitudes of people around the world. From marketing companies, to psychologists, to rehabilitators, to teachers – each is concerned with figuring out how to change behavior. Whether the goal is to persuade consumers to purchase a particular product, to help a patient deal with obsessive compulsive disorder, to encourage a client stop using heroin, or to ensure students score high on the next test, knowing what triggers behavioral change is a highly powerful tool.

By covering topics such as human rights, animal protection, environmental ethics and cultural issues, humane educators seek to create a more just and sustainable world through humane education. To do so, humane educators need to learn teaching methods that motivate people to make just and sustainable choices and lasting behavioral changes. Humane educators aren’t satisfied with simply imparting knowledge onto students, nor do they wish to indoctrinate. They aim to foster critical thinking and problem solving skills in students and seek action through change in beliefs, values, and choices. Scientific research can tell us how values and behaviors develop, how they can spread through society, and how people can be influenced to positive, just, and compassionate action.

Action is imperative. Humane education teaches the lesson of love and reverence for the “grace of great things” (Palmer, 1998, p. 106). It is a lesson that desperately needs to be taught, for we stand to lose not only our reverence for these great things, but
for the first time in history, we are losing the great things themselves. Entire species, natural resources, rainforests, glaciers, and clean air and water are all disappearing. If we cannot compel ourselves and following generations to see the grace of these great things, they are likely to vanish. “Humane education examines the challenges facing our planet – from human oppression, to environmental degradation, to animal cruelty, to escalating materialism – and invites people to live intentional, examined, and meaningful lives that solve the problems we face” (Weil, 2009, p. 3).

Traditional education has not taught these lessons thus far. In fact, it may be teaching just the opposite. Our present national curriculum “produces physical, moral, and intellectual paralysis” (Gatto, 2002, p. 14). Our students are “indifferent to the adult world and to the future, indifferent to almost everything except the diversion of toys and violence” (Gatto, 2002, p. 17). It is this disconnection of self from the earth and each other that needs our intense focus. As author Derrick Jensen stated in the preface to *The Power and Promise of Humane Education* (Weil, 2004):

> As midwives attending to the births of their students, teachers carry an awesome responsibility, with correspondingly awesome possibilities. Education, if it is to be worthy of its true meaning, can, should, and must be at the forefront of resistance to the routine dehumanization of our industrialized mass culture. (para. 1)

Humane educators have a responsibility to teach the interconnectedness of each person’s actions on the world and all living beings.

In the course of my studies at the Institute for Humane Education (IHE), I’ve learned about the current state of our educational system and the critical need for its
reformation. Humane education wishes to see children and adults educated not only about history and math, science and literature, but also in love and kindness, integrity and respect. Instead of indifference, insensitivity, and disrespect, humane educators want to instill compassion, caring, and reverence. Ernest L. Boyer (as cited in Littky, 2004) has said:

It is my urgent hope that in the century ahead students in the nation’s schools will be judged not by their performance on a single test, but by the quality of their lives. It’s my hope that students in the classrooms of tomorrow will be encouraged to be creative, not conforming, and learn to cooperate rather than compete. (p. 4)

We want our students to pay heed to the grace of great things...before it is too late. Baba Dioum, an environmentalist, has said, “For in the end we will conserve only what we love. We will love only what we understand. We will understand only what we are taught” (Dioum, 1968). As a humane educator, I want to help people understand, I want to help people care. And I want to help create change by teaching students to use knowledge to act.

During my tenure at IHE, I also became aware of the heavy burden of the humane educator: how to educate people about truly horrific topics in such a way that they will not shut down, but will actually become engaged and initiate personal and lasting behavioral change. Joan Baez has said, “Action is the antidote to despair” (Weil, 2009, 42). I feel very strongly that the goal of every humane educator should be, “how can humane education lead to action?” I believe it is important to do research about this topic in order to teach effectively and promote personal, prosocial change through humane
education. “The great aim of education is not knowledge but action” (Herbert Spencer as cited in Carnegie, 1936, p. xix). I believe we can change the world by changing ourselves.

Goal

The goal of this Independent Learning Project (ILP) is to develop a handbook to help humane educators teach effectively and promote prosocial behaviors in adult students. Using research that has been published on topics such as transformative learning, effective teaching methods, adult learning theory, etc., I aim to create a guide for educators that offers insight into how adults learn best and ways to help education lead to action. The ultimate ambition of humane educators is to educate, empower, and inspire people to action. Upon completion of my M.Ed., it is my aspiration to teach at the college level and it is my hope to learn from my ILP research how to best empower my students (as well as other educators through my handbook) to promote positive personal and social change.

I define humane education as a means to develop and enhance positive, prosocial attitudes (such as kindness, empathy, integrity, respect, critical thinking, justice, responsibility, compassion) towards all living beings and the environment. As Thomas and Beirne (2002) have stated:

Being a humane educator means fostering these virtues and helping to instill compassionate values in the next generation. In this way, humane education is intended to uncover and prevent the ills embedded in various cultural habits and beliefs by creating awareness of suffering and offering new choices. (p. 195)
Readers of this handbook would hopefully gain confidence and clarity, have a list of handy resources, relevant background research, practice with objective setting, assessment guidelines, and useful teaching strategies.

**Problem Statement**

The problem addressed in this project is a general information gap. Students, teachers, and education community members need to learn more about effective ways of promoting prosocial behavioral changes in themselves and others. Teachers, activists, non-profit groups, etc. are taxed with small budgets and resource and time constraints. Each wants to know how to teach most effectively and use their money and time most wisely. Valuable techniques to promote behavioral change can be learned using results from available research and resources.

**Population**

The population I envision benefiting from my ILP is teachers of adult (18+) audiences of college or adult education/community classes, in both informal and formal settings. The handbook could be used by teachers of almost any subject who are looking to promote positive attitudes and behaviors of students.

**Methodology**

My goal for this ILP is to conduct a review of literature from various sources including academic articles, books, websites, transcripts from published interviews with educators, etc., and develop a handbook for humane educators of 18+ audiences using research which will answer the following questions:

- How do adults students learn best?
• What are the most effective teaching methods to influence behavior/promote prosocial behavior in adults? What causes people to change? When does education lead to action in adults?
• How can we evaluate humane education programs for effectiveness?

Limitations

A daunting amount of information exists including thousands of scholarly articles and hundreds of books published on the subjects wished to be covered in this project. This ILP wishes to cull major points from existing research and provide a handy and useful guide whereby humane educators can turn to one comprehensive document detailing effective teaching methods for adults. Thereby, due to space and contextual constraints, a condensation of theories, practices, material, and resources will be presented.

Also, humane education itself is such a new field that a limited amount of data exists on the effectiveness of programs specific to humane education, so data will likely be extrapolated from the general field of education.

Finally, human beings are unique, complex creatures with differentiating backgrounds and experiences so a “one size fits all” approach may be unrealistic, but it is my hope that the research I uncover and resources the handbook provides will help initiate prosocial change in as many adult students as possible.
Chapter Two

Introduction

This chapter will discuss research that has been published regarding prominent, accepted theories of adult learning including andragogy, self-directed learning, transformative learning, experiential learning, and norm activation. Through scholarly articles regarding these educational methods, it will attempt to answer the questions of: How do adults learn best? When does education lead to action? What are some of the most effective methods to promote prosocial behavior in adults? How can we evaluate educational programs for effectiveness? Lastly, it will briefly discuss criticisms and opposing points of view on the information presented.

How Do Adults Learn Best?

Scholars, researchers, and teachers have been attempting to answer the question of “how do adults learn best?” as far back as the 1920s, when the field of andragogy (the methods or techniques used to teach adults) emerged. Almost a century later, there is no singular study, nor one definitive theory that answers this question. What does exist is a mosaic of studies, theories, articles, websites, and books that are available to draw upon and which form the existing base of adult learning.

According to Sally Russell in her essay, *An Overview of Adult-Learning Processes*, “for the teaching to be as effective as possible, knowledge about adult learning principles is essential. Understanding why and how adults learn…will increase the chances of teaching success” (2006, p. 349). In order for educators\(^1\) to be successful in initiating change in student knowledge, attitudes, skills, and behaviors, they must have

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\(^1\) For purposes of this paper, the term “educator” or “teacher” shall signify an instructor of adult (18+) students, unless otherwise noted.
an understanding of effective teaching methods. Russell stated the adult-learning process is best facilitated when

- The learner participates completely in the learning process and has control over its nature and direction.
- It is primarily based upon direct confrontation with practical, social, or personal problems.
- Self-evaluation is the principal method of assessing the progress or success (p. 350).

In their 2008 article *Teaching Strategies for Moral Education: A Review*, Schuitema, ten Dam, and Veugelers stated “a problem-based approach to instruction, cooperative learning, and dialogic learning (discussion) are the most commonly suggested teaching strategies” (p. 83) for successful moral education. Underlying these strategies is the assumption that “learning must be made meaningful to students. Moreover, students should be able to direct their own learning process and be actively involved in knowledge-building” (p. 83). Another researcher cautioned “unless learners feel that what they are learning is applicable to their lives, they will not be motivated or able to use what is taught” (Haugen, 2006, p. 98).

The authors of the article *Improving Course Evaluations to Improve Instruction and Complex Learning in Higher Education* reported adult student learning will be most effective when:

1. instruction is problem- or task-centered,
2. student learning is activated by connecting what they already know or can do with what is to be newly learned,
3. students are exposed to demonstrations of what they are to learn,
4. they have
opportunities to try out what they have learned with instructor coaching and feedback, and (5) they integrate what they have learned into their personal lives. (Frick, Chadha, Watson, & Zlatkovska, 2010, p. 116)

A universal tenet of adult education is that learners should be given an opportunity to apply the learning. Information that goes into the learner’s memory will likely be remembered if the teacher provides opportunities in the session for activities such as application exercises and discussions” (Russell, 2006, p. 350). “The creative application of what has been studied causes long-term retention (Dunn, et al., 2010, p. 196). Students should be given choices of alternate ways to demonstrate and apply learning.3

Another universal tenet of adult education is that students have different learning styles4 and in order to facilitate effective teaching, instructors should incorporate a variety of teaching methods in their lessons. Commonly known strategies include auditory, visual, and kinesthetic approaches.5 Less than 30 percent of students retain new and difficult information by simply listening or reading printed text (Dunn, et al., 2010, p. 197). Including diverse instructional methods such as “simulations, inquiry, direct instruction, assessments, cases, stimulations, independent studies, and collaborative learning...offers the greatest support of the learning needs of students” (Turner, 2008, p. 11).

Additional considerations for effective facilitating are the physical and non-physical environment in which the learning occurs. “Time of day and environmental

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2 “Many writers (of adult education literature) propose that adult learning should be practical or experiential in nature, an idea that began with Dewey (1938) and has stayed with us over the decades” (Cranton, 2006, p. 4)
3 Examples of which will be discussed in Chapter 3
4 “It is widely accepted in adult education theory and practice that learners have varying preferences and styles of learning” (Cranton, 2006, p. 98).
5 A more detailed discussion and examples of these and additional learning styles will occur in Chapter 3.
lighting, seating, and noise levels (Bernice 2007; Dunn, et al. 1986; Shea, 1983) can either inhibit or promote learning” (Dunn, et al., 2010, p. 195) and “room temperature…should be as comfortable as possible” (Russell, 2006, p. 352). The emotional climate is reported as being extremely important. “Respect is a vital component to the adult learning process in any context, and without it, learning is less meaningful for participants” (Haugen, 2006, p. 97). “Any teacher who can make a learner believe that she/he is capable of learning a skill/knowledge has already met an important goal of the teaching/learning experience” (Russell, 2006, p. 352). Learners should feel as if they are respected, equal (to other students and not inferior to the educator), important, and un-judged. Educators need to provide a safe, open, and inclusive learning environment for the instruction to be most effective.

Adult education needs to be collaborative and participatory, and places high demands on the instructor. According to existing adult education literature, educators should have a love for the subject being taught, share enthusiasm and passion, use humor, be knowledgeable, consider the needs of learners and their learning styles, be good listeners, structure and organize learning activities in a clear way, motivate learners, establish a supportive learning climate, challenge students’ perspectives to encourage critical thinking, promote involvement, and provide positive feedback (Cranton, 2006, p. 101).

Adult Education for Personal and Social Change

A number of prominent adult educators believed in the concept of adult education for personal and social reformation, all of whom continue to influence adult education
theory and practice through their works. Dewey\(^6\) and Lindeman\(^7\) believed that education was instrumental in creating social change and reform. Freire\(^8\) argued that adult education is an important tool to raise people's consciousness through critical reflection and action (Guo, 2006, p. 108). “When people become aware of their oppression and take action to change their situation, they are not only making changes in their own lives but in the social structure that allows the oppression to exist” (Cranton, 2006, p. 174).

Research substantiates the relationship between perspective transformation and action. One such study found “a transformation in fostering citizen action toward a sustainable society to be more than an epistemological change in worldview; it also involved an ontological shift, reflective of a need to act on the new perspective” (Taylor, 2008, p. 10). Students can feel empowered “if they sense inclusiveness, have a voice, are given a chance to participate, have information and are given opportunities to build capacity and skill sets conducive to social action and change” (McGregor, 2009, p. 260). The following learning models examine the prospect of personal and social change through the lens of adult education practices.

*Self-Directed Learning*

Adult learners are believed to actively construct knowledge in a process which is facilitated by the instructor, as opposed to being lectured to about predetermined knowledge (Wright & Grenier, 2009, p. 255). The educator should act as a learner’s guide rather than a subject/content expert. The “traditional view of learning, focused on knowledge and procedures of low cognitive challenge and the regurgitation of superficial

\(^6\) John Dewey (1859-1952) was an American philosopher, psychologist and educational reformer whose ideas have been influential in education and social reform.

\(^7\) Edward Lindeman (1885-1953) was an American educator, notable for his pioneering contributions to the field of adult education.

\(^8\) Paulo Freire (1921-1997) was a Brazilian educator an influential theorist of critical pedagogy.
understanding,” does not facilitate critical thinking or personal change (Danielson, 2007, p. 15).

Self-directed learning is a process by which students take the primary initiative for planning, carrying out, and evaluating their own learning experiences by setting their own learning goals, locating appropriate resources, deciding on which learning methods to use and evaluating their progress. “As a result of the challenge of taking responsibility, the students become agents in the learning situation, considering their own needs and interest in learning” (Silén & Uhlin, 2008, p. 464).

This approach stimulates intrinsic motivation and makes learning more personally relevant. In addition, “letting students experience responsibility for their learning helps them to develop self-directed learning skills and to prepare for lifelong learning as independent learners” (Kicken, Brand-Gruwel, Merriënboer, & Slot, 2009, p. 440). The authors of a Teaching in Higher Education article regarding self-directed learning maintained:

If the students get the impression that they can influence their learning situation and gain the competence to do so, they take responsibility and make their own decisions. If they feel abandoned and left alone, unable to manage, their behaviour will instead be characterised by dependence, looking for strategies to survive, ‘right answers’ and cue seeking. (Silén & Uhlin, 2008, p. 464)

With this model of teaching, instructors introduce learning experiences that lead the student away from being teacher dependent and towards being self-directed.

Norm Activation and Prosocial Behavior
A potentially powerful motivator of prosocial behavior is norm activation (Goldstein, Cialdini, & Griskevicius, 2008, p. 472). Norm activation refers to “a process in which people construct self-expectations regarding prosocial behavior. These behavioral self-expectations are termed ‘personal norms’ and are experienced as feelings of moral obligation” (Harland, Staats, & Wilke, 2007, p. 323). The “conviction that individual efforts will make a difference, an indispensable element in motivation, can be a critical factor for creating a feeling of personal obligation and affecting behavior” (Harland, et al., 2007, p. 325). The researchers of a 2009 study published in the Journal of Social Psychology stated:

Our results suggest that one must be aware of the consequences of behavior before feeling responsible to engage in this behavior or acknowledging that one’s own contribution may be useful. In turn, responsibility feelings increase feelings of moral obligation to act prosocially, and these feelings of obligation induce prosocial behavioral intentions. These results are in line with studies that have proposed that awareness of consequences affect ascription of responsibility and that responsibility indirectly affects intentions and behavior (Black, et al., 1985; De Ruyer & Wetzels, 2000; Diamond & Kashyap, 1997; Steg, et al., 2005; Stern, 2000). (De Groot & Steg, 2009, p. 443, emphasis mine)

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9 Many other theories exist regarding methods of promoting prosocial behavior in adults. For example, a substantial number of research studies have shown that a very effective way to get adults to perform a certain behavior is to have them believe others like them are doing it (Nyborg, et al., 2006; Bearden & Etzel, 1982; Griskevicius, et al., 2006; Hochbaum, 1954; Craig & Prkachin 1978; Altheide & Johnson, 1977; O’Connor, 1972; Bandura, Grusec, & Menlove, 1967; Park & Lessig, 1977; Murray, et al., 1984; Carli, Ganley, & Pierce-Otay, 1991; White, Hogg, & Terry, 2002; Suedfeld, Bochner, & Matas, 1971; Reno, et al., 1993; Cialdini, et al., 1990; Krupka & Weber, 2004; Goldstein, Cialdini, & Griskevicius, 2008). While I believe data such as this is extremely useful and relevant for activists and such, I hold personal reservations about how inclusion of this material in this learning project could possibly be viewed as manipulation/coercion when paired with educational strategies.
In other words, individuals can change their behavior (activate a personal norm) by being made aware of the consequences of that behavior and taking personal responsibility for those consequences.

The Norm Activation Model has been successfully applied in predicting a variety of prosocial behaviors, such as donating bone marrow (Schwartz, 1970, 1973), donating blood (Zuckerman & Reis, 1978), volunteering (Schwartz & Fleishman, 1982; Schwartz & Howard, 1980), and helping in emergency situations (Schwartz & Clausen, 1970; Schwartz & David, 1976) (De Groot & Steg, 2009, p. 425). There has also been an increasing amount of empirical support for the Norm Activation Model in the environmental context, such as energy conservation (Black, Stern, & Elworth, 1985; Tyler, Orwin, & Schurer, 1982), willingness to pay for environmental protection (Guagnano, 2001; Guagnano, Dietz, & Stern, 1994), recycling (Bratt, 1999; Hopper & Nielsen, 1991; Vining & Ebreo, 1992), and general proenvironmental behavior (Nordlund & Garvill, 2002; Schultz, et al., 2005). Proenvironmental behavior is believed to be a special case of prosocial behavior because, often, the individual performing the behavior receives no direct benefit (De Groot & Steg, 2009, p. 426).

The article “How Personal Norm Activation Can Protect the Environment” details how beliefs activate norms and how Norm Activation Theory “can generate innovative solutions to the most challenging social dilemmas” (Vandenbergh, 2005, p. 1101). Norm activation has been developed and tested empirically by social psychologists and is used to identify how changes in beliefs can activate personal norms (Vandenbergh, 2005, p. 1110). The norm activation model is particularly useful in the field of humane education.
which is concerned with the interrelated issues of human rights, environmental ethics, animal protection, and cultural issues.

*Learning for Transformation vs. Learning for Information*

Transformative learning involves changing how people know and see the world. It is “a shift of consciousness that dramatically and permanently alters our way of being in the world” (O’Sullivan, 2003, p. 327). This shift of consciousness occurs when learners examine and revise their beliefs, judgments, values, and behavior. If a learner can become aware that something is a certain way, then he or she can become aware that it *could be* some *other* way. When such an awareness develops, learners are better able to recognize the need for more humane, just, and equitable social structures (Taylor, 2006, p. 84). Jack Mezirow, a pioneer of the transformative learning theory, believed transformative learning is a process of “perspective transformation” that has three dimensions: psychological (changes in understanding of the self), convictional (revision of belief systems), and behavioral (changes in lifestyle)” (Mezirow, 1978, p. 101).

Achieving insights as well as acting on these insights are distinctive features of the transformative learning framework (Duarte, 2010, p. 5).

One of the fundamental ways in which transformative learning is fostered is through the practice of critical reflection. Critical reflection refers to the analyzing and questioning of our experiences. Learners are encouraged to “examine the social, cultural, political and historical assumptions that underlie their understanding of their experiences” (Merriam, Cafarella, & Baumgartner, 2007, p. 382).

A recent research study showed critical reflection “not only allows the learner to apply knowledge beyond the classroom – a major concern of nearly all adult learners –
but also has the capacity to change the learner’s perspective on the meaningfulness of experience” (Stevens, Gerber, & Hendra, 2010, p. 401). The researchers stated the reflective process challenges the learner “to act on the newly constructed knowledge” increasing the learner's “awareness of the ways she or he learns from experience” and developing their capacity for transformative learning (p. 401). Reflection and critical thinking encourage a deeper understanding of complex issues, and also the realisation that it is possible to take a more active role in addressing problems for which we believe there is no solution. This insight can empower students to play a more active role as future professionals, contributing meaningfully to the betterment of society. (Duarte, 2010, p. 6)

Transformative learning “goes beyond the passive acquisition of abstract knowledge in the classroom. It is aimed at creating a conscious commitment to engage in action that will contribute to positive social change” (Duarte, 2010, p. 4).

Learning Through Service

According to John Dewey, a noted educational reformer, experiential learning (or service learning) is the idea that “there is an intimate and necessary relation between the processes of actual experience and education” (1938, p. 19-20, emphasis mine). It is a process of making meaning from direct experience; a method of learning that integrates immersion activities with reflection. Dewey has been quoted as saying, “Education is, not a preparation for life; education is life itself” (Littky, 2004, p. xviii).

Studies have shown that increased compassion, empathy, altruism, moral development, civic engagement, and pro social behavior are a direct result of service
learning (Plante, Lackey, & Hwang, 2009, p. 28-29). Research on service learning has found that participation gives the learner

- a sense of belonging and social connection; tolerance and acceptance of diversity;
- cognitive and social competences (communication, empathy, perspective-taking, cognitive complexity, problem-solving skills, interpersonal/pro-social behaviour)
- and self-esteem; (and) academic motivation and achievement (cognitive engagement in school, learning motivation, improvements in grade point average). (Plante, et al., 2009, p. 35)

Service based learning experiences “seek to instill values of understanding, connection, and solidarity with other people” (Plante, et al., 2009, p. 40).

Students gain a more concrete understanding of how other people’s thoughts and actions vary according to their culture, history, situations, and financial status (Plante, et al., 2009, p. 40). Experiential learning is an ideal pedagogical approach to foster reflection (Duarte, 2010, p. 7). Research results show that participation in service learning programs enables students to gain alternate perspectives much more successfully than they would through completing an interview project or research paper. The “role and place of feelings (of empathy, compassion, etc.) is considered significant in the process of passing from moral judgment to action” (Çiftçi Aridağ, & Yüksel, 2010, p. 710).

Program Evaluation

Course evaluations traditionally used in adult education are rarely empirically related to student learning achievement (Frick, et al., 2010, p. 116). Students should be evaluating whether the instructor was effective in accomplishing the learning goals.

Instead, typically students
are not asked to seriously consider their own development as a consequence of
development as a consequence of their experiences in the classroom, as much as they are asked about whether the
professor’s teaching style held their attention, classes were organized, the course
met their expectations, the work load was consistent with other courses, and the
professor was fair. (Griffiths, 2010, p. 32)

A conventional course evaluation does not tell instructors “anything about how to
improve their teaching in ways that are likely to also improve student mastery of course
objectives” (Frick, et al., 2010, p. 116).

One example of an alternate method of course evaluation is an instrument
developed to assess what the creators call “Teaching and Learning Quality” (TALQ).
“What is noteworthy about the TALQ is that a priori scales have been constructed
according to instructional theories and other important variables which have been
empirically associated with student learning achievement” (Frick, et al., 2010, p. 116).
Rating scales of instruction included activation (student recalls past learning or
experience in order to relate it to what is to be newly learned), demonstration (student
solves real-world problems and/or does real-world tasks), application (student tries out
what he/she has learned and receives feedback), progress (student’s perception of her/his
gain in knowledge or skill), and integration (student incorporates what he/she has learned
into her or his own life).

Similar evaluation instruments can serve as a “concrete evaluation tool for
assessing tangible student learning rather than simply measuring the factors that are
related but not essential for effective teaching, including organization of the class or
ability to command attention as a function of teaching style” (Griffiths, 2010, p. 35).
Authentic evaluation involves asking learners to reflect on their prior knowledge, their subsequent learning, and their current understanding.

*From Theory to Practice*

The authors of the article *A Note on Pedagogy: Humane Education Making a Difference* examined whether a critical thinking course on the sociology of non-human animal abuse (including use of non-human animals for food, clothing, experiments, etc.) might result in attitudinal and behavioral changes among adult learners. The researchers stated the results of the study showed “strong evidence for the conclusion that instruction in the sociology of animal abuse -- and, more generally, in humane education -- can help students develop more favorable *attitudes* towards animals” and that “comparison of other data also provides evidence supporting the conclusion that the animal abuse course also succeeded in changing students’ *behavior* towards animals” (Beirne & Alagappan, 2007, p. 8, emphasis mine). This study is just one example of ways that education can lead to action in adult learners.

When instructors incorporate adult education best practices, encourage reflection, critical thinking, and foster transformation, research proves that change is indeed possible. “The work of learning is not so much an accumulation of knowledge but a means for the human to use knowledge, to craft and alter the self” (Britzman as cited in Hurst, 2009, p. 38). These learning models and knowledge of effective teaching methods are fundamentally important to educators to promote positive personal and social change.

*Criticisms and Opposing Points of View*

The learning theories discussed in this chapter have received criticism for reflecting white, Western values of independence and autonomy and ignoring other
sociocultural and multicultural contexts and values (Baumgartner, Lee, Birden, & Flowers, 2003, p. 10). Change and transformation can only occur when learners have opportunities to change. Otherwise, new information and critical reflection may only lead learners to the conclusion that they are helpless to change.

Regarding norm activation, critics point to the immeasurable factors and variables which can affect whether an individual decides to act on new information. Though scientific studies have shown empirically proven behavioral traits in certain situations, humans are still subject to capriciousness, impulse, and unpredictability.

Additional criticisms of the cited learning theories call attention to the lack of discussion regarding the “soulwork” of learning that transforms. Understandably, the spiritual aspect of this context of learning is difficult to quantify, yet it is a significant aspect that bears addressing. Taylor (2008) calls attention to a holistic approach that recognizes the role and importance of spirituality, feelings, relationships with others, and other ways of knowing such as intuition and somatic, in the process of transformative learning (p. 11).

Essentially, an educator can do nothing to ensure that change, or action, or transformative learning takes place. Learners must decide to undergo the process themselves; otherwise, educators are venturing into indoctrination, manipulation, and coercion (Cranton, 2006, p. 133). Still, educators adhering to these theories of practice do not leave the possibility of students engaging in critical self-reflection, increasing self knowledge, and potentially transforming perspectives to chance. It is the educator’s responsibility to help students articulate and examine beliefs and assumptions that have been previously assimilated without questioning (Cranton, 2006, p. 135) and offer them
positive, prosocial choices to empower them to create a more humane self and world (Weil, 2004, p. 20).

Summary

The aforementioned educational models encourage students to think independently and question the assumptions underlying established belief systems, discourses, and practices. They offer the insight that although these beliefs, discourses and practices are often promoted as “the norm,” “the right way,” or “the only way,” they are in fact simply ideological constructs, deployed and maintained to serve the interests of the powerful (Duarte, 2010, p. 5). “Critical thinking is essential to create reflective thinkers who are able to use critical judgment to solve problems, and not just passively accept the status quo because they feel too powerless to challenge it” (Duarte, 2010, p. 5).

This review of literature offers an understanding of how adults learn best and information on ways that education can lead to action. This Independent Learning Project will use scholarly and scientific research to develop a handbook to help educators teach effectively and promote prosocial behaviors in adult students.
TEACHING FOR TRANSFORMATION:

A HANDBOOK FOR ADULT EDUCATORS

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GOALS OF THIS HANDBOOK
I. Goals of This Handbook

The goal of this handbook is to serve as a “best practices of teaching” resource for adult educators (instructors of adult 18+ students). It draws on scientific and scholarly research to discuss adult learning principles and methods of teaching for transformation. Transformative education, put very simply, is learning that transforms; it is “understood as a uniquely adult form of metacognitive reasoning.”

My aim is to collect and distill the vast amount of existing information on these topics into a manageable document that I hope will be useful to students in adult education and teachers of 18+ audiences. The handbook could be used by teachers of almost any subject who are looking to promote true learning and prosocial attitudes and behaviors of students.

Students, teachers, and education community members need to learn more about effective ways of promoting prosocial behavioral changes in themselves and others. Teachers, activists, non-profit groups, etc. are taxed with small budgets and resource and time constraints. Each wants to know how to teach most effectively and use their money and time most wisely. Valuable techniques to promote effective learning and positive behavioral change can be understood using results from available research and resources.

My intent in this handbook is to explain the concepts of transformative education and humane education (I define humane education as a means to develop and enhance positive, prosocial attitudes such as kindness, empathy, integrity, respect, justice, responsibility, and compassion towards all living beings and the environment) and to present strategies and techniques to foster and support transformative learning. I anticipate that readers of this handbook will gain confidence and clarity regarding concepts of teaching for transformation, have a list of handy resources to refer to, a compilation of teaching “best practices,” useful teaching strategies, and examples of assessment guidelines.

It is my hope that this handbook will offer educators insight into how adults learn best and ways to help education lead to action.

“The great aim of education is not knowledge but action.”
-Herbert Spencer,
as quoted in How to Win Friends and Influence People


TRADITIONAL vs. TRANSFORMATIVE TEACHING
II. Traditional vs. Transformative Teaching

A. What is Real Learning?

Think about your past educational experiences, from childhood to adulthood. What were they like? How did your teachers make you feel? Did you feel valued? Respected? Was what you were learning relevant or useful to your life? Did what you learn change you as a person?

Before I began the Master of Education program at the Institute for Humane Education, I never really considered the above questions. I did know, even as a child, that memorizing facts and spitting them back out on cue was what was expected and that it didn’t really teach me anything. I knew that I would probably never use in real life a lot of the things we were forced to “learn.” Even though I scored in the top percentile of the standardized tests in middle school and was admitted into the ROGATE (Resources Offered for Gifted and Talented Education) Program, I was always just a mediocre student and my report cards reflected my apathy towards my learning.

“Education is about opening doors, opening minds, opening possibilities. School is too often about sorting and punishing, grading and ranking and certifying. Education is unconditional – it asks nothing in return. School routinely demands obedience and conformity as a precondition to attendance. Education is surprising and unruly and disorderly, while the first and fundamental law of school is to follow orders. Education frees the mind, while schooling bureaucratizes the brain.”

-William Ayers, Editor of Teaching for Social Justice

College also completely represented regurgitation and disassociation for me. I again struggled through classes I wasn’t remotely interested in but were “required.” I passively sat through lecture after lecture, taking copious notes, studying for tests, and then promptly forgetting what was to me, useless information. As an English major I was passionate about literature but it wasn’t until my last two years of college that I was able to take literature courses exclusively. I suddenly became a straight “A” student because I was learning about what I wanted to learn about and what was meaningful to me.

“Think about how people learn best. We learn best when we care about what we are doing, when we have choices. We learn best when the work has meaning to us, when it matters. We learn best when we are using our hands and minds. We learn best when the work we are doing is real and relevant.”

-Dennis Littky, Author of The Big Picture: Education is Everyone’s Business

Although my course content finally reflected my interests, I was still subjected to the capriciousness of my professors. The authors of On Being a Teacher: The Human Dimension ask readers to think about a remarkable teacher they once had. Through fifteen years of school, I had not one. What I do remember about my teachers, especially my teachers in higher education, is that most were dispassionate, uninteresting, critical, haughty, and dismissive. In my experience, school was a game in which you figured out what the teachers wanted and gave it to them. School taught me how to conform. It taught me not
to question authority or disagree with my teachers and it wasn’t my opinion that mattered, it was what the experts thought that was important. According John Gatto, a former New York State Teacher of the Year and author of the book *Dumbing Us Down*, vi what traditional education actually teaches students is lessons of confusion, class position, indifference, surveillance, conditional self-esteem, and emotional and intellectual dependency.

“Over 30 classroom years as a schoolteacher, and 18 more as a student, I became convinced that the familiar curriculum/testing cycle of institutional school decisively unplugs [students] from humane goals, substituting memory for meaning and procedures for philosophy.” vii

- John Gatto,

Author of *Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling*

I once believed that conventional testing was necessary to make sure students did their work; it was way to hold them accountable. I’ve come to realize that there are actually effective ways to promote learning, that traditional standardized testing only evaluates how well a student can memorize, and unless the student makes a personal, meaningful connection with what was learned, it will quickly be forgotten. Students can love learning when the teacher makes an effort to involve them in the process of choosing what they learn about, the way in which they learn it, and when they are helped to personalize the subject in such a way that it seems useful, relevant, and important to getting them what they want in life.viii

“Compulsory education -- which is, for the most part, the kind of education we have in the United States -- is powerful...most of us are required to sit and learn what our nation wants us to learn. Much of that education is about specific subjects, the collective knowledge of our culture and species. But we are also taught, directly and indirectly, the belief system of our culture, and our nation's philosophy of life. When we finish school, we are not just educated people in certain subjects, but also the product of a specific educational philosophy.” ix How true learning could increase if students had control over their own learning instead of being subjected to our current “anti-educational” system.

“For the most part, our entire educational system is not based upon what we know about how people learn. In fact, it is most often based upon what we know about how people don’t learn.” x

- Steve VanMatre,

Author of *Earth Education: A New Beginning*

“Researchers have found that human learning may actually be suppressed by the way (traditional) curriculum is organized and presented.” xi

- Lynn Stoddard,

Author of *Educating for Human Greatness*

I’ve since learned that nonconformity and critical thinking are to be valued, not dismissed. When we are really learning, we feel excited, interested, alert, and alive. Learning occurs when we make connections, find meaning, and really care about what it is that we are learning. It is only then that we can enact personal change.
What if all teachers were proficient communicators? And showed warmth and interest in their students and their subjects and acted as positive role models? What if teachers used different methods of teaching to reach students with different learning styles? What if aural, visual, hands-on, cooperative, and creative approaches, could replace “Professor Park and Bark” direct lecture methods?

“Imposed learning is shallow and temporary, while learning gained from personal inquiry is deep and enduring.”

-Lynn Stoddard,
Author of Educating for Human Greatness

What if students were given feedback on their work and chances to redo assignments until the learning goal is achieved to encourage higher level thought development and confidence? What if students were required to complete portfolios, narratives, or exhibitions to demonstrate personal and useful knowledge and become active participants instead of passive observers? What if, instead of an education for mass mediocrity, we gave students an education for human greatness?

“Schooling is a compulsory experience in which students are expected to acquire the knowledge and skills of the required curriculum. Learning is a challenging process of discovery that requires little external push; the motivation comes from within. It is the personal quest for new information, new meanings, new challenges, new experiences.”

-Jeffrey Kottler, Stanley Zehm, and Ellen Kottler,
Authors of On Being a Teacher: The Human Dimension
B. Learning for Transformation

Transformative learning involves changing how people know and see the world. This shift of consciousness occurs when learners examine and revise their beliefs, judgments, values, and behavior. If a learner can become aware that something is a certain way, then she or he can become aware that it could be some other way. When such an awareness develops, learners are better able to recognize the need for more humane, just, and equitable social structures.\textsuperscript{xiv}

Jack Mezirow, a pioneer of the transformative learning theory, believed transformative learning is a process of “perspective transformation” that has three dimensions: psychological (changes in understanding of the self), convictional (revision of belief systems), and behavioral (changes in lifestyle).\textsuperscript{xv} Achieving insights as well as acting on these insights are distinctive features of the transformative learning framework.\textsuperscript{xvi}

One of the fundamental ways in which transformative learning is fostered is through the practice of critical reflection. Critical reflection refers to the analyzing and questioning of our experiences. Learners are encouraged to “examine the social, cultural, political and historical assumptions that underlie their understanding of their experiences.”\textsuperscript{xvii} Our beliefs and value judgments “are often acquired uncritically in the course of childhood through socialization and acculturation. They mirror the way our culture and those individuals responsible for our socialization happen to have defined various situations. Over time, these perspectives become more ingrained into our psyche and changing them is less frequent. They are a reflection of our cultural and psychological assumptions. These assumptions constrain us, making our view of the world subjective, often distorting our thoughts and perceptions.

“When we come upon a new experience, our meaning perspectives act as a sieve through which each new experience is interpreted and given meaning. As the new experience is assimilated into these structures, it either reinforces the perspective or gradually stretches its boundaries, depending on the degree of congruency. However, when a radically different and incongruent experience cannot be assimilated into the meaning perspective, it is either rejected or the meaning perspective is transformed to accommodate the new experience.

“A transformed meaning perspective is the development of a new meaning structure. This development is usually the result of a disorienting dilemma due to a disparate experience in conjunction with a critical reappraisal of previous assumptions and presuppositions.”\textsuperscript{xviii} It is this change in our perspectives that is at the heart of transformative learning.

Reflection and critical thinking “encourage a deeper understanding of complex issues, and also the realisation that it is possible to take a more active role in addressing problems for which we believe there is no solution. This insight can empower students to play a more active role as future professionals, contributing meaningfully to the betterment of society.”\textsuperscript{xix} Transformative learning “goes beyond the passive acquisition of abstract knowledge in the classroom. It is aimed at creating a conscious commitment to engage in action that will contribute to positive social change.”\textsuperscript{xx}
What are factors associated with teaching for true learning or transformation?xxi

- challenges to students' current perspective or functioning that force students to develop alternate points of view
- the cognitive activity that takes place internally in which students personalize content in light of their language, background, culture, and experience
- the opportunities for practicing and rehearsing new skills and behaviors, with constructive feedback to improve performance
- cooperative and interactive experiences that allow students to work together to solve problems and apply what is being learned, as well as to express their ideas
- introduction to novel ideas and stimulating, enriched environments
- the teaching relationship and the connections you are able to create with students are such that they feel valued and respected
- modeling of effective behaviors and positive choices

“Real learning is experiencing, responding, and changing.”xxii

-Steve VanMatre,
  Author of Earth Education: A New Beginning
C. How Traditional Learning Differs From Transformative Learning

<table>
<thead>
<tr>
<th>Traditional Education:</th>
<th>Transformative Education:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. students as passive observers</td>
<td>1. students as active participants</td>
</tr>
<tr>
<td>2. teacher centered</td>
<td>2. student centered</td>
</tr>
<tr>
<td>3. focus on retrieval of information</td>
<td>3. focus on analysis of information</td>
</tr>
<tr>
<td>4. direct lecture/presentation/park and bark</td>
<td>4. hands on/problem solving activities and assignments</td>
</tr>
<tr>
<td>5. does not incorporate different learning styles</td>
<td>5. incorporates different learning styles</td>
</tr>
<tr>
<td>6. memorization/regurgitation of superficial understanding</td>
<td>6. critical thinking/original thought/deeper understanding</td>
</tr>
<tr>
<td>7. low cognitive challenges</td>
<td>7. high cognitive challenges</td>
</tr>
<tr>
<td>8. information delivery: teacher provides predetermined knowledge/answers</td>
<td>8. information discovery: students construct knowledge, finding answers themselves</td>
</tr>
<tr>
<td>9. students have no involvement or choice in their learning</td>
<td>9. students are involved in their learning decisions and processes</td>
</tr>
<tr>
<td>10. teaching to the test</td>
<td>10. teaching to real world problems and solutions</td>
</tr>
<tr>
<td>11. no connection of material to student’s life or experiences</td>
<td>11. material is connected or is relevant to student’s life or experiences</td>
</tr>
<tr>
<td>12. information is presented as one-sided/from one perspective</td>
<td>12. learners are encouraged to view information from multiple perspectives</td>
</tr>
<tr>
<td>13. acquisition of knowledge</td>
<td>13. use of knowledge</td>
</tr>
</tbody>
</table>

“They say knowledge is power. We say the use of knowledge is power.”

-Eliot Washor,
as quoted in The Big Picture: Education is Everyone’s Business
TEACHING FOR CHANGE:

TRANSFORMATIVE LEARNING THROUGH THE LENS OF HUMANE EDUCATION
III. Teaching for Change:
Transformative Learning Through the Lens of Humane Education

A. What is Humane Education?

I define humane education as a means to develop and enhance positive, prosocial attitudes such as kindness, empathy, integrity, respect, justice, responsibility, and compassion towards all living beings and the environment. Human education is concerned with teaching students awareness, critical thinking skills, social responsibility, and informed choice about topics such as animal protection, environmental ethics, human rights, and consumer/media/cultural issues. It is an educational method that aims to stimulate students at the cognitive, behavioral, and affective levels.

Humane educators aren’t satisfied with simply imparting knowledge onto students, nor do they wish to indoctrinate. They aim to foster critical thinking and problem solving skills in students and seek action through change in attitudes, beliefs, values, and choices. Humane education uses a four-element approach that includes:

- providing accurate information about the interrelated issues of human rights, environmental preservation, animal protection, and culture so students understand the consequences of their decisions as consumers and citizens
- fostering creativity and curiosity and teaching critical thinking so students can discern fact from opinion and resist forms of manipulation whether from advertising, media, peers, or social norm
- inspiring reverence, respect, and responsibility so students will have both the passion for, and the commitment to, bringing about positive change
- offering positive choices for both individual decision making and group problem solving to empower students to become part of a growing effort to develop sustainable, peaceful, and humane systems by which to live

Humane education is “about teaching, practicing, and modeling essential personal and civic life habits and skills that are almost universally understood as making people good human beings.”
B. Why is Humane Education So Important?

“Humane education is the building block of a humane and ethically responsible society. When educators carry out this process with learners, they:

- help them to develop their own personal beliefs and values, based on wisdom, justice, and compassion
- help them to develop a deep feeling for animals, the environment and other people, based on empathy, understanding and respect
- foster a sense of responsibility that makes them want to affirm and to act upon their personal beliefs

“Research has shown that humane education is viewed as having a range of positive spin-offs in terms of pro-social attitudes towards non-human animals and people of a different gender, ethnic group, race, culture or nation.”\[xvi\] These include “decreases in violence, bullying, racism, and the persecution of minority groups.”\[xvii\]
C. How Does Transformative Learning Relate to Humane Education?

Transformative learning “involves experiencing a deep, structural shift in the basic premises of thought, feelings, and actions. It is a shift of consciousness that dramatically and irreversibly alters our way of being in the world. Such a shift involves our understanding of ourselves and our self-locations; our relationships with other humans and with the natural world; our understanding of relations of power in interlocking structures of class, race and gender; our body awarenesses, our visions of alternative approaches to living; and our sense of possibilities for social justice and peace and personal joy.”

This is humane education.

“Humane educators teach the critical thinking skills necessary to evaluate information, as well as foster curiosity and creativity so that their students pursue lifelong learning and solutions to difficult problems. Humane educators inspire their students to think about assumptions and attitudes that are often accepted without question and teach students that they are powerful agents of change through interactive and engaging teaching techniques that model compassion, respect, and openness.”

“As a comprehensive field of study that draws connections between all forms of social justice, humane education examines what is happening on our planet, from human oppression to animal exploitation to ecological degradation. It explores how we might live with compassion and respect for everyone: not just for our friends, neighbors, and classmates, but for all people; not just for our own dogs and cats, but for all animals; not just for our school and home environments, but also for the Earth itself, our ultimate home. It invites students to envision creative solutions and to take individual action so that together we can bring about a world where kindness, integrity, and wisdom are the guiding principles in all our choices and relationships.”

Research substantiates the relationship between perspective transformation and action. By “examining systems that perpetuate problems, these students discover that systems can change, and that their voice and involvement can make a difference.” Humane education “assumes that while none of us has the solution to every problem, students raised with knowledge about these interconnected issues and provided with the tools for problem-solving and the inspiration to make a difference will each contribute in their own ways and through their own professions to the unfolding of a better world.”

“At the Institute for Humane Education, we believe that humane education should explore the interconnected issues of human rights, animal protection, and environmental preservation in an effort to provide the knowledge, tools, and motivation for people to be conscientious choicemakers and engaged changemakers for a better world for all. In the future, I hope that this goal will become the very purpose of education, not an add-on to the curriculum, but the core of schooling.”

- Zoe Weil, IHE President
D. What Does Humane Education Look Like in Practice?

“Students are taught how to analyze products, advertisements, and the media so that that can discern truth from hype and news from public relations, and then make truly informed choices. They are not only provided with accurate information about the challenges that confront us, but are also given the opportunity to meet visionary inventors and leaders who are creating sustainable technologies and systems to meet those challenges, and they are encouraged to work together to generate their own realistic solutions to problems as well.

“Humane education is not an educational reform movement, it is an educational revolution that places all of the challenges of our time under one umbrella. In terms of specific subjects, math classes teach how equations, statistical analysis, and algorithms can be applied meaningfully to solve real-life concerns. Teachers of language arts choose books in which wisdom, integrity, and courage enable protagonists to successfully prevail over injustice. History might explore such books as Jared Diamond’s *Collapse: How Societies Choose to Fail or Succeed*, in order to understand how and why cultures crumble or thrive and explore methods for achieving a sustainable and peaceful society on a global scale.”

Humane educators “might show a film about a young activist who has devoted his life to ending the exploitation of children, or share photographs of animals in the wild and contrast these with images of confined or abused animals. Such visuals often spark in students feelings of respect and appreciation as well as compassion and concern. After inspiring reverence and respect, the next step comes when students decide to take responsibility for their acts and choices. Once they have empathized with those who are suffering, they are usually more open to learning how their individual decisions affect others. Responsibility comes when they turn their reverence and respect into action. Humane educators cultivate awareness and offer healthy, sustainable options to their students. This emphasis on personal choice is what makes humane education so effective as a method of positive change.”

“*Education is the most powerful weapon you can use to change the world*”
-Nelson Mandela
ANDRAGOGY

“to educate,"

from the...
IV. Andragogy

Andragogy

[an-druh-goh-je, -goj-ee]

—noun
1. the methods or techniques used to teach adults.

If educators want to be successful in truly educating and initiating change in student knowledge, attitudes, skills, and behaviors, they need to have an understanding of effective teaching methods. So how do adults learn best? Scientific and scholarly research on adult learning principles identifies ideal conditions and practices that foster transformative learning.

A. How Do Adults Learn Best?

Learning should:

• be based upon direct confrontation with practical, social, or personal problems
• be made meaningful to students
• be collaborative and participatory
• be activated by connecting what students already know or can do with what is to be newly learned
• incorporate a variety of teaching methods to accommodate differing learning styles
• take place in a comfortable, safe, open, and inclusive learning environment

Students should:

• be given control over the nature and direction of the learning process and be actively involved in knowledge-building
• be exposed to demonstrations of what they are to learn
• be given opportunities to try out what they have learned with instructor coaching and feedback
• be offered choices of alternate ways to demonstrate and apply learning
• be made to feel respected and valued

Adult learners are believed to actively construct knowledge in a process which is facilitated by the instructor, as opposed to being lectured to about predetermined knowledge. Constructivism is now acknowledged by cognitive psychologists as providing the most powerful framework for understanding how adults learn. Constructivism recognizes people’s understanding of any concept depends entirely on their experience in deriving that concept for themselves.

The educator should act as a learner’s guide rather than a subject/content expert. The “traditional view of learning, focused on knowledge and procedures of low cognitive
challenge and the regurgitation of superficial understanding,” does not facilitate critical thinking or personal change.iii

“I never teach my pupils, I only attempt to provide the conditions in which they can learn.”  
-Albert Einsteiniii
B. Learning Styles

One important factor in getting and keeping students actively involved in learning lies in understanding learning style preferences. Research has shown that learners benefit when instructors incorporate different learning styles into lessons. Some of the most commonly recognized learning style models are the VAK model, Multiple Intelligence Theory, and the Learning Cycle model.

Fleming's VAK Model is the most well-known learning model. It proposes that learners have an information processing preference of either visual, auditory, or kinesthetic:

- **Visual** -- learning through seeing
  (preference for thinking in pictures; valuing visual aids such as overhead slides, diagrams, handouts, flip charts, demonstrations, PowerPoint presentations, etc.).

- **Auditory** -- learning through listening
  Auditory learners prefer to learn through listening (lectures, discussions, tapes, etc.).

- **Kinesthetic** -- learning through doing, moving or touching
  Tactile/kinesthetic learners prefer to learn via experience -- moving, touching, and doing (active exploration of the world; such as in project work, experiments, etc.).
<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Characteristics</th>
<th>Suggested Teaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>• Prefers written instructions rather than verbal instructions.</td>
<td>• Provide lots of interesting visual material in a variety of formats.</td>
</tr>
<tr>
<td></td>
<td>• Prefers to have photographs and illustrations to view when receiving written or visual instructions.</td>
<td>• Make sure visual presentations are well organized.</td>
</tr>
<tr>
<td></td>
<td>• Prefers a time-line, calendar, or some other similar diagram to remember the sequence of events.</td>
<td>• Make handouts and all other written work as visually appealing as possible, and easy to read.</td>
</tr>
<tr>
<td></td>
<td>• Observes all the physical elements in the learning environment.</td>
<td>• Make full use of a variety of technologies: computers, overhead projection, video camera, live video feeds/close circuit TV, photography, Internet, etc.</td>
</tr>
<tr>
<td></td>
<td>• Carefully organizes their learning materials.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Remembers and understands through the use of diagrams, charts, and maps.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Studies materials by reading notes and organizing it in outline form.</td>
<td></td>
</tr>
<tr>
<td>Auditory</td>
<td>• Remembers what they say, and what others say very well.</td>
<td>• Rephrase points and questions in several different ways to communicate intended message.</td>
</tr>
<tr>
<td></td>
<td>• Remembers best through verbal repetition and by saying things aloud.</td>
<td>• Vary speed, volume, and pitch, as appropriate, to help create interesting aural textures.</td>
</tr>
<tr>
<td></td>
<td>• Prefers to discuss ideas they do not immediately understand.</td>
<td>• Write down key points or key words before providing verbal instructions to help avoid confusion due to pronunciation.</td>
</tr>
<tr>
<td></td>
<td>• Remembers verbal instructions well.</td>
<td>• Ensure auditory learners are in a position to hear well (be sure hearing aids are inserted and functional).</td>
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<tr>
<td></td>
<td>• Finds it difficult to work quietly for long periods of time.</td>
<td>• Incorporate multimedia applications utilizing sounds, music, or speech (use tape recorders, computer sound cards/recording applications, musical instruments, etc.).</td>
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<tr>
<td></td>
<td>• Easily distracted by noise, but also easily distracted by silence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Verbally expresses interest and enthusiasm.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Enjoys group discussions.</td>
<td></td>
</tr>
<tr>
<td>Kinesthetic</td>
<td>• Remembers best through getting physically involved in whatever is being learned.</td>
<td>• Permit frequent breaks in teaching session to allow learner to move around room.</td>
</tr>
<tr>
<td></td>
<td>• Enjoys the opportunity to build and/or physically handle learning materials.</td>
<td>• Encourage learner to write down their own notes.</td>
</tr>
<tr>
<td></td>
<td>• Will take notes to keep busy but will not often use them.</td>
<td>• Encourage learner to stand or move while reciting information or learning new material.</td>
</tr>
<tr>
<td></td>
<td>• Enjoys using computers.</td>
<td>• Incorporate multimedia resources (computer, video camera, overhead transparencies, photography camera, etc.) into programs (teacher presentations and student presentations).</td>
</tr>
<tr>
<td></td>
<td>• Physically expresses interest and enthusiasm by getting active and excited.</td>
<td>• Provide lots of tactile-kinesthetic activities in the class.</td>
</tr>
<tr>
<td></td>
<td>• Has trouble staying still or in one place for a long time.</td>
<td>• Have product samples available for practice.</td>
</tr>
<tr>
<td></td>
<td>• Enjoys hands-on activities.</td>
<td>• Encourage return demonstration of procedures.</td>
</tr>
<tr>
<td></td>
<td>• Tends to want to fiddle with small objects while listening or working.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Remembers what they do, what they experience with their hands or bodies (movement and touch).</td>
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<tr>
<td></td>
<td>• Enjoys using tools or lessons which involve active/practical participation.</td>
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<tr>
<td></td>
<td>• Can remember how to do things after doing them once (motor memory).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Has good motor coordination.</td>
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</tbody>
</table>

Source: (Russell, 2006)
Gardner’s Multiple Intelligences theory is another popular model. This theory proposes that individuals have different abilities in each of seven areas:

- verbal/linguistic
- spatial/visual
- musical/rhythmic
- intrapersonal
- bodily/kinesthetic
- naturalistic
- interpersonal
- logical/mathematical

Because traditional education emphasizes only the first two areas, students are often not given opportunities to develop the other areas as ways to understand material. Providing alternative educational activities allows teachers to engage multiple intelligences and increases the number of ways students can learn.

The chart below provides a definition for each of Gardner’s Multiple Intelligences abilities:

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Linguistic intelligence</strong></td>
<td>involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information.</td>
</tr>
<tr>
<td><strong>Logical-mathematical intelligence</strong></td>
<td>consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner’s words, it entails the ability to detect patterns, reason deductively and think logically.</td>
</tr>
<tr>
<td><strong>Musical intelligence</strong></td>
<td>involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms.</td>
</tr>
<tr>
<td><strong>Bodily-kinesthetic intelligence</strong></td>
<td>entails the potential of using one’s whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements.</td>
</tr>
<tr>
<td><strong>Spatial intelligence</strong></td>
<td>involves the potential to recognize and use the patterns of wide space and more confined areas.</td>
</tr>
<tr>
<td><strong>Interpersonal intelligence</strong></td>
<td>is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others.</td>
</tr>
<tr>
<td><strong>Intrapersonal intelligence</strong></td>
<td>entails the capacity to understand oneself, to appreciate one’s feelings, fears and motivations.</td>
</tr>
</tbody>
</table>

The Kolb Learning Cycle Model consists of four learning styles (converger, diverger, assimilator, and accommodator).
The chart below details the learning characteristic of each learning style and provides a brief description:

<table>
<thead>
<tr>
<th>Learning style</th>
<th>Learning characteristic</th>
<th>Description</th>
</tr>
</thead>
</table>
| Converger      | Abstract conceptualization + active experimentation | • strong in practical application of ideas  
|                 |                                               | • can focus on hypo-deductive reasoning on specific problems  
|                 |                                               | • unemotional  
|                 |                                               | • has narrow interests                                                      |
| Diverger       | Concrete experience + reflective observation | • strong in imaginative ability  
|                 |                                               | • good at generating ideas and seeing things from different perspectives  
|                 |                                               | • interested in people  
|                 |                                               | • broad cultural interests                                                  |
| Assimilator    | Abstract conceptualization + reflective observation | • strong ability to create theoretical models  
|                 |                                               | • excels in inductive reasoning  
|                 |                                               | • concerned with abstract concepts rather than people                      |
| Accommodator   | Concrete experience + active experimentation | • greatest strength is doing things  
|                 |                                               | • more of a risk taker  
|                 |                                               | • performs well when required to react to immediate circumstances  
|                 |                                               | • solves problems intuitively                                               |
“There are instruments and questionnaires on the market associated with different learning style theories that can assess what type of learning each individual had a preference for. These instruments can be helpful in giving adult learners some understanding about how they learn best, and the results can also help give the instructor information that can guide lesson and activity planning for a group. However, it would be time and cost prohibitive, not to mention cumbersome for large groups, to assess each individual adult learner and then customize lessons for each learner based on learning style.

“A more practical approach is to be sensitive the different learning styles that the learners may have and to vary training techniques and delivery methods to ensure that different needs are met. This means to use a mix of visual aids and presentations; group discussions; and simulation or other hands-on activities.”

In the case of humane education, for example, if you were presenting a program on modern animal agriculture, “you might create a cage or crate for students to get into to simulate a factory-farmed animal’s life (for kinesthetic learners), you might show a video or pass around photographs (for visual learners), you might tell personal stories about visiting a factory farm (for imaginative and auditory learners), etc.”

“The whole idea is that learning takes place on multiple dimensions and levels. The more different modalities that you can engage in a student’s experience, the more likely that some facet of the lesson is going to stick.”

-Jeffrey Kottler, Stanley Zehm, and Ellen Kottler, Authors of On Being a Teacher: The Human Dimension
C. What Makes a Great Teacher?

“Most professions designate a period of apprenticeship for a novice practitioner. Doctors work as interns and residents before assuming complete responsibility for patients. Attorneys practice as clerks for experienced lawyers or judges and then join a firm or an agency where they practice with attorneys experienced in the different specialty areas. Social workers employed in public agencies work under supervision before they earn a license to practice on their own.

“But teachers, from the moment they are awarded their first license and work as the teacher of record, are considered full members of the profession. The responsibilities of a first-year teacher are just as complex (in some situations, more so) as those of a 20-year veteran. In very few locations do teachers have an experience equivalent to the internship of a doctor or a social worker; they are plunged immediately into the full responsibilities of a teacher. A newly licensed architect, for example, would never be asked to design a major building the first week on the job, all alone. But this is exactly what teachers are asked to do.”

Adult education places high demands on the instructor. According to the author of Understanding and Promoting Transformative Learning: A Guide for Educators of Adults

Educators should:

- have a love for the subject being taught
- share enthusiasm and passion
- use humor
- be knowledgeable
- consider the needs of learners and their learning styles
- be good listeners
- structure and organize learning activities in a clear way
- motivate learners, establish a supportive learning climate
- provide positive feedback
- be trusting
- caring
- authentic
- sincere
- demonstrate high integrity
- assess themselves
- challenge students’ perspectives to encourage critical thinking

The authors of On Being a Teacher: The Human Dimension further state some attributes of a great teacher include:

- charisma
- compassion
- egalitarianism
• ability to work with diverse students
• intelligence
• honesty
• patience
• ability to challenge and motivate
• warm
• empathetic

Quite a list to live up to! Again, think back to some of your “great” teachers. What qualities did they possess?

“Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.”
-Parker Palmer,
Author of The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life

“The single most important resource a teacher has is her own personality, her unique style of interaction.”
-Jeffrey Kottler, Stanley Zehm, and Ellen Kottler,
Authors of On Being a Teacher: The Human Dimension

One of the various socialization techniques that appears to promote prosocial behavior is modeling. Investigators have found that people who have viewed a generous model are more generous themselves than are people who have not viewed a prosocial model. Moreover, the effects of observing a prosocial model have been found to persist over time, i.e., for days or even months, and have been shown to generalize to somewhat new and different situations.

“While your audience will learn from what you say, they will also be influenced by how you behave and express yourself. Are you respectful of the opinions of others? Do you listen sincerely? Do your personal actions, clothing, and general style promote respect for all? Do you demonstrate personal integrity, courage, and compassion?”

“You must model the qualities you wish to instill in your students”
-Jeffrey Kottler, Stanley Zehm, and Ellen Kottler,
Authors of On Being a Teacher: The Human Dimension

“People don’t change their lives because of data. They change it based on an experience, an intimate contact they have with someone they trust.”
-Alan AtKisson,
Author of Believing Cassandra: How to be an optimist in a pessimist’s world.
D. Communication

How content is presented to students has enormous bearing on their understanding. Many teachers are remembered years later for skill in this area -- the clarity of their explanations, their use of analogies to convey a concept, their stories to illustrate a point. Skilled teachers select examples, metaphors, and stories to illuminate new ideas or skills and connect new content to students’ backgrounds, knowledge, and interests.

“Communication is everything we say, write, wear and do. We communicate verbally and non-verbally, through body language as well as spoken language. In order to be a good educator you must be a good communicator. You cannot change anyone’s mind, but you can help someone change his or her own mind by presenting information in a truthful, respectful and non-judgmental manner. Although you will be speaking to students, the ability to listen to them is of equal, if not greater importance. When people feel listened to they are more likely to listen themselves.

“As a communicator, make certain to listen to questions and comments with the same respect and openness you would like to experience yourself. By practicing listening you will feel more connected to your audience, and they will feel more connected to you. Think about some of history’s great speakers and communicators. What makes them so effective?

- Who do you know who is a good communicator? Why?
- Who do you know who is not a good communicator? Why not?

“Following is a list of some characteristics of good communicators.

Good communicators...

- make eye contact
- listen carefully and check to make sure they have understood correctly
- speak from their own experience and their own feelings
- have open body postures which invite interaction
- show respect to those with whom they are speaking
- smile
- are open to others’ views

Good communicators avoid...

- blaming and accusing
- looking away or becoming distracted
- interrupting
- crossing their arms in front of them or using body language that is closed and protective
- interpreting others’ points of view without making sure they understand the others’ perspectives fully
- becoming defensive

lxxii
“The best teachers are those who are able to translate their knowledge, wisdom, and experience into a form of communication that is compelling and interesting.

Although teachers know that content is important...what matters most to students is the style in which such knowledge and wisdom are imparted.”

-Jeffrey Kottler, Stanley Zehm, and Ellen Kottler,
Authors of On Being a Teacher: The Human Dimension
E. Creating a Positive Learning Environment

Due to prior experiences with traditional education, many adult students have bad associations with the idea of “school.” Being in a classroom setting can ignite feelings of inadequacy, anxiety, and frustration. In order for students to succeed in a new learning experience, instructors need to make an effort to create a different kind of learning environment -- one that helps to ease anxieties and helps to build the confidence of each learner.\textsuperscript{lxxv}

Tips for creating a positive learning environment:\textsuperscript{lxxvi}

- Provide a climate of cooperation rather than competition.
- Acknowledge effort as well as achievement.
- Never punish or ridicule a student for taking a risk that did not work out.
- Create a fun environment. Keep an open mind and stimulate discussions. This will increase the students’ willingness to take risks and try new things.
- Provide a comfortable learning environment. Consider the following classroom setting:
  - Ample lighting
  - Good acoustics
  - Adequate ventilation
  - Frequent breaks—one 10-minute break every hour
  - Using the outdoors as a classroom/outside activities
- Students need to feel that they are respected. You can create this impression by doing the following:
  - Greeting every student personally
  - Providing name tags or name tents and wearing one yourself
  - Calling students by name
  - Giving students an opportunity to ask questions
  - Providing an opportunity for students to practice what they are learning
- Redesign the physical space of the classroom to move away from the traditional teacher centered, desks in a row set up.
  - Invite students to design their own room set ups/incorporate student thoughts and ideas into the design of the classroom
  - Use dividers that can be used to arrange the room creatively (such as having different learning stations and instructional areas)\textsuperscript{lxxvii}

“When adults recall their favorite or least favorite teachers years later, they tend to remember those who treated them with respect or those who demeaned them. These memories can often overwhelm other memories of school, such as the teachers who really knew their subjects or who gave wonderful explanations.

“In a respectful environment, all students feel valued and safe. They know they will be treated with dignity, which encourages them to take intellectual risks. High levels of respect and rapport are sometimes characterized by friendliness and openness, and frequently by humor.
“Educators should foster an atmosphere in the classroom that is open, respectful and tolerant. Diversity should be valued, and different abilities stressed and appreciated. Different cultures, religions, and social constructs should be explored and understood in a sensitive and supportive manner. Educators should teach and practice empathy and compassion.

“Of course, respect for others is demonstrated through nonverbal as well as verbal means. When students roll their eyes or when teachers express exasperation in their posture, students quickly pick up the messages. And students are quick to recognize a display of favoritism by the teacher toward some students.

“The educator should create an atmosphere which is open to all viewpoints. No views should be crushed or disregarded -- even the more controversial. Create climate of trust and acceptance in class. The class should be a ‘safe haven’ in which contributions are welcomed and valued. Where learners bring forward worrying (or intolerant or antagonistic) viewpoints, ask other learners to comment. Their reflections are likely to provide a greater spur to further reflection.”

A checklist of things to remember when talking to students:

Your attitudes:

- be nonjudgmental
- be accepting
- be authentic
- be compassionate

Your nonverbal behaviors:

- pay attention
- maintain eye contact
- communicate interest with face and body
- express warmth

Your strategies:

- be supportive
- show empathy
- prove you have heard and understood
- keep your focus on the students
F. Teaching Strategies for Transformative Learning

Teaching is not only an art but also a science; some instructional practices are demonstrably more effective than others. Activities and assignments that promote learning tend to share certain characteristics: they emphasize critical thinking and problem-based learning, they permit student choice and initiative, and they encourage depth rather than breadth. Educators should provide students with opportunities for personal discovery through critical thinking and problem solving and work gradually to deconstruct social values and norms, allowing learners to replace these with their own personal moral values.

Ways to teach for independent and higher learning:

- resist the temptation “to tell”
  We persist in using “stand and deliver” as the prime method of instruction even though there are strong indicators that telling is the least effective way for students to learn. Telling removes the firsthand experience of discovery. We need to shift to discovery learning.

- stop teaching decontextualized content
  Creating meaning by placing course content in real world context is a key factor in long-term memory. For information to be stored in long-term memory, it must make sense and have meaning.

- stop giving students the final product of our thinking
  To foster independence and problem solving skills, we need to give students more of the decision making responsibility.

- problems first, teaching second
  We must model the way problems and tasks are presented in the world if we want students to develop the skills necessary for survival in a world without worksheets and project outlines. Giving students a problem to solve draws them into the task. They become participants instead of observers.

- progressively withdraw from helping students
  Getting the teacher to give them the answer is the path of least resistance. Let them do it own their own and learn while they’re doing it.

- reevaluate evaluation
  If our goal is for students to have skills that will enable them to succeed in the outside world, we must ask them to demonstrate their ability to apply what they’ve learned to real life tasks.

“Education is the process in which people discover new ideas and information, think about these new ideas and information, learn new ideas and information and ultimately create new ideas and information. To be a good educator you must facilitate this process for others.”

-Jeffrey Kottler, Stanley Zehm, and Ellen Kottler,
Authors of On Being a Teacher: The Human Dimension
Examples of teaching strategies for transformative learning:

- Questioning
- Discussion
- Self-directed learning
- Service learning
- Project learning
- Arts based learning
- Storytelling
- Role-play
- Simulation/Case study
- Peer Education
- Reflection/Meditation
- Journaling
- Interviews
- Guest Speakers
- Independent Studies and/or Collaborative Learning.

There are many excellent books and websites (for example, The Power and Promise of Human Education, www.teachkind.org, www.edutopia.org, and www.humaneeducation.org) filled with samples of these and other wonderful and imaginative learning activities. Do your own exploring or refer to the Suggested Resources section of this handbook for more information.

1. Questioning

“Questions are effective in establishing an environment where learners can figure out things for themselves and develop a constructive process appropriate for fostering transformative learning. Through thinking about and responding to questions, new avenues for understanding and new ways of seeing things are opened up.

Tips for asking good questions:

- Do not ask questions that can be responded to in a simplistic, yes-no way.
- Use follow-up questions or probes to encourage more specific responses.
- Ask questions that draw on learners’ experiences and interests in relation to the topic.”

“Poor questions may be those that are boring, comprehensible to only a few students, or narrow -- the teacher has a single answer in mind even when other options are possible. Good questions, on the other hand, tend to be divergent rather than convergent, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. High-quality questions, in other words, promote thinking by students, encouraging them to make connections among previously believed,
unrelated concepts or events and to arrive at new understandings of complex material. A teacher’s skill in questioning and in leading discussions makes a powerful contribution to student learning and is valuable for many instructional purposes:

- exploring new concepts
- eliciting evidence of student understanding
- promoting deeper student engagement

“When teachers use questions skillfully, they engage their students in an exploration of content. Carefully framed questions enable students to reflect on their understanding and consider new possibilities. The questions rarely require a simple yes/no response and may have many possible correct answers. Experienced teachers allow students time to think before they must respond to a question and encourage all students to participate. Teachers often probe a student’s answer, seeking clarification or elaboration through such questions as “Could you give an example of that?” or “Would you explain further what you mean?” Such interactions, in addition to encouraging deeper understanding, convey respect for students and their thinking.”

2. Discussion

One of the central methods used in transformative learning is discussion. “The use of discussion acknowledges that social growth is not simply a process of learning society’s rules and values, but a gradual process in which learners actively transform their understanding of morality and social convention through reflection and construction. That is, learners’ growth is a function of meaning-making rather than mere compliance with externally imposed values.”

Teachers make good use of questioning and discussion as an instructional skill by teaching their students how to frame good questions. “They may provide an initial experience -- for example, a brief but anomalous demonstration in science, or some primary source material in history -- and invite students to ask questions about what they have seen. Teachers show students how to frame questions of high cognitive challenge and how to use the questions to extend learning. A well-run discussion uses questions posed by the students. The formulation of questions requires that students engage in analytical thinking and motivates them more than questions presented by the teacher.

“Experienced teachers also cultivate their skills in leading discussions. As a result, class discussions are animated, engaging all students in important questions and using the discussion format as a technique to extend knowledge. In a well-run discussion, a teacher does not hold center stage but rather encourages students to comment on one another’s answers and request further elaboration. In classes accustomed to discussion, students assume considerable responsibility for the depth and breadth of the conversation.

“In a well-run discussion, all students are engaged. The dialogue is not dominated by a few “star” students, and the teacher is not simply waiting for someone to provide the answer she has been looking for. Rather, all students are drawn into the conversation; the perspectives of all students are sought, and all voices are heard. The students themselves ensure high levels of participation.
"In a classroom where a teacher uses questions and discussions to enhance learning, the teacher may pose a single, well-crafted question and then wait for a thoughtful response. Follow-up questions like "Does anyone see another possibility?" or "Who would like to comment on Jerry's idea?" may provide a focus for an entire class period. The teacher gradually moves from the center to the side of the discussion and encourages students to maintain the momentum. At times the teacher may find it necessary to rephrase the question to refocus group attention on the topic. But in the hands of a skilled teacher, discussion becomes a vehicle for deep exploration of content."

Tips for facilitating discussions:

- Find provocative ways to stimulate dialogue from different perspectives -- controversial statements, readings from contradictory points of view, or structured group activities that lead people to see alternatives.
- Avoid making dismissive statements or definitive summaries.
- Be conscious of nonverbal communication such as smiles, nods, and eye contact that can give clues as to what the educator is approving.
- Encourage quiet time for reflection within any exchange.

"Having an open mind, listening carefully and empathetically, seeking common ground, and suspending judgment help learners assess alternative beliefs and as they participate in discourse." - Patricia Cranton, Author of Understanding and Promoting Transformative Learning: A Guide for Educators of Adults

3. Self-Directed Learning

Self-directed learning is a process by which students take the primary initiative for planning, carrying out, and evaluating their own learning experiences by setting their own learning goals, locating appropriate resources, deciding on which learning methods to use and evaluating their progress. "As a result of the challenge of taking responsibility, the students become agents in the learning situation, considering their own needs and interest in learning." This approach stimulates intrinsic motivation and makes learning more personally relevant. In addition, "letting students experience responsibility for their learning helps them to develop self-directed learning skills and to prepare for lifelong learning as independent learners." With this model of teaching, instructors introduce learning experiences that lead the student away from being teacher dependent and towards being self-directed.
Tips for encouraging self-direction:

- Develop lesson plans that allow creativity and learning reinforcement.
- When introducing a new topic, ask students to list five things they know about the topic and five things they want to learn.
- Avoid demonstrating solutions; instead, stress student participation in problem solving.
- Make the classroom experience match real-world conditions by using role-playing, simulations, case studies, field trips, and discussions with peers.

4. Service Learning

Service learning, or experiential learning, is the idea that “there is an intimate and necessary relation between the processes of actual experience and education.” It is a process of making meaning from direct experience; a method of learning that integrates immersion activities with reflection.

Studies have shown that increased compassion, empathy, altruism, moral development, civic engagement, and prosocial behavior are a direct result of service learning. Research on service learning has found that participation gives the learner “a sense of belonging and social connection; tolerance and acceptance of diversity; cognitive and social competences (communication, empathy, perspective-taking, cognitive complexity, problem-solving skills, interpersonal/pro-social behaviour) and self-esteem; (and) academic motivation and achievement (cognitive engagement in school, learning motivation, improvements in grade point average).” Service based learning experiences “seek to instill values of understanding, connection, and solidarity with other people.”

By participating in service learning, students gain a more concrete understanding of how other people’s thoughts and actions vary according to their culture, history, situations, and financial status. The “role and place of feelings (of empathy, compassion, etc.) is considered significant in the process of passing from moral judgment to action.” Experiential learning is an ideal pedagogical approach to foster reflection; research results show that participation in service learning programs enables students to gain alternate perspectives much more successfully than they would through completing a research paper or interview project.

Examples of service learning:

- Field Trips
- Community Service
- Immersion Trips
- Practicum
- Apprenticeships
- Job Shadowing
- Volunteering

Some strategies to foster transformative learning from experiential activities include:
suggesting that students write about the experience in a journal, written paper, or other format
• emphasizing any discrepancies between people’s perceptions of the experience and theoretical positions
• suggesting that learners share and compare other related experiences
• brainstorming to generate insights, thoughts, and feelings derived from the experience
• encouraging participants to develop plans for changes in their practice or personal lives

“Education is, not a preparation for life; education is life itself”
-John Dewey,
quoted in The Big Picture: Education is Everyone’s Business

5. Project Learning

Project learning is “a dynamic approach to teaching in which students explore real-world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups. Because project-based learning is filled with active and engaged learning, it inspires students to obtain a deeper knowledge of the subjects they’re studying. Research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. In addition, students develop confidence and self-direction as they move through both team-based and independent work.

“In the process of completing their projects, students also hone their organizational and research skills, develop better communication with their peers and adults, and often work within their community while seeing the positive effect of their work.

“Because students are evaluated on the basis of their projects, rather than on the comparatively narrow rubrics defined by exams, essays, and written reports, assessment of project-based work is often more meaningful to them. They quickly see how academic work can connect to real-life issues -- and may even be inspired to pursue a career or engage in activism that relates to the project they developed.

“Students also thrive on the greater flexibility of project learning. In addition to participating in traditional assessment, they might be evaluated on presentations to a community audience they have assiduously prepared for, informative tours of a local historical site based on their recently acquired expertise, or screening of a scripted film they have painstakingly produced.

Adopting a project learning approach in your classroom or school can invigorate your learning environment, energizing the curriculum with a real-world relevance and sparking students’ desire to explore, investigate, and understand their world.”

6. Arts Based Learning
Arts based learning can be used as a way of representing ideas and learning or used to represent conflicting or alternative points of view on an issue\textsuperscript{v} (it can be used to describe a transformative learning experience or can be one in itself). Creative methods use the right side of the brain, provoking intuitive responses.

Some examples of arts based learning projects or activities that can be used:

- poetry
- fiction
- photography
- drawing
- acting
- painting
- sculpture
- music
- dance
- film

It is important for the educator to participate in arts based learning projects, since some students may be likely to feel self-conscious or anxious about their ability to be creative.

7. Storytelling

Stories are an ideal means of educating, facilitating understanding and empathy, and inspiring others to action. “A universal and highly effective teaching method dating back to ancient times, storytelling is one powerful humane education tool we all have right at hand. What makes storytelling so powerful?

“All of us have been captivated by a story in one form or another: a [moving] book, a good movie, or the simple recounting of a personal experience by someone who is skillful in depicting a scene, place, or event. The experience of being transported to another realm and the feelings that go along with it are at the heart of the teaching power of stories. Unlike a recitation of facts or a formal lecture, a good story draws us into the lives, emotions, and actions of others (the characters) in what can only be described as a vicarious experience. As a result, we learn -- and feel -- things we otherwise might not.”\textsuperscript{vii}

Stories are also likely to stick with the listener much longer than statistics and research shows that focusing on individuals rather than statistics is more effective.\textsuperscript{vii} For example, “an anti-sweatshop activist who tells the story of one child laboring in a factory in Bangladesh is likely to be more persuasive in changing attitudes than an activist who focuses on the number of sweatshop workers around the world” and “animal activists are likely to be more effective in changing attitudes about testing on animals by describing a week in the life a specific beagle in an laboratory and giving the beagle a name than they are by focusing on how many animals were experimented on each year.”\textsuperscript{viii} The implications of storytelling for humane education are profound: through poignant narratives, students are given insight into the lives of other beings, and the trials they face.
“One thing that can result from the empathy prompted by a good story is a sudden realization, or “light bulb moment,” that makes the moral or meaning of the story crystal-clear. When you combine such understanding with strong feelings of empathy, it's not that unusual to see people inspired to action. One famous example of a story that inspired compassionate action is Black Beauty, by British author Anna Sewell, which depicts the grueling life of a carriage horse in nineteenth century England. Widely distributed in America from 1890-1892 by Massachusetts Society for the Prevention of Cruelty to Animals founder George Angell, the book generated widespread public sympathy for horses that spilled over into support for the newly formed MSPCA, ASPCA, and American Humane Association. Today, Sewell is recognized as one of the most important influences on the early animal protection movement."

"Stories allow for the use of emotionally powerful imagery, providing a shortcut to understanding. They allow people to insert themselves mentally into the situation, making it more vivid." - Nick Cooney, Author of Change of Heart: What Psychology Can Teach Us About Spreading Social Change

Asking students to create their own stories can be an extremely effective educational method. In a traditional classroom learning about the Civil War, a teacher may ask students to write a report on a battle, such as the Second Battle of Bull Run. “And typically, the reports will include barely disguised encyclopedia or Internet accounts of the encounter; students will have learned little from the exercise. Instead of a report, however, suppose the teacher asks students to imagine that they are soldiers (either Union or Confederate) in the battle and to write a letter home. The directions could be fairly specific: describe the terrain, the weather that day, what (if anything) the soldiers had to eat, the events of the battle, what happened to one's buddies, and so on. Students will need not only to learn information about the battle from as many sources as possible but also to do something with the information. They will have to coordinate versions from different perspectives, draw their own conclusions, and personalize the information."  

In The Storyline Method, a topic of study is chosen, the place or setting created, and students collaboratively conceptualize the story. Each student creates an individual character to develop who lives in this time and place. A storyline develops and the students' characters interact with each other in order to respond to key turning-point questions posed by the teacher and other students. Both the student and her/his character are involved in figuring out solutions to the dilemmas they encounter as the story progresses. The students can also conceptualize the story onto an artistic frieze or wall mural. The storyline method uses imagination, perspective shifting, collaboration, creative expression, and critical thought.  

In the Life Story/Autobiography method, students can write, draw, tell, artistically create their story and present it to others. For example, the Institute of Humane Education hosts a week long residency program for its (long-distance learning) adult students. One of the first activities was to ask each student to visually represent and then describe the story of how they came to be enrolled in the humane education program. This process encourages learners to reflect on their own life and learning experiences.
8. Role-playing

Role-playing has long been established as a valuable and successful technique for increasing empathy and the ability to experience another's point of view. Role-play is a method of helping learners see things from a point of view outside of their own perspective. Assumptions, values, and beliefs underlying roles are made explicit and questioned.

9. Simulations/Case Studies

Simulations can also be used to initiate awareness of alternative perspectives. Students should be encouraged to take part in a simulation in a way that puts them in a position or take a stance they would not normally experience. For a humane education example, you might simulate the life of a veal calf or battery hen by arranging desks and chairs as confinement areas for students who play the role of the animals or by having students stand barefoot on a milk or bread crate.

10. Peer Education

In peer education, students research topics and present information to their peers in whatever format they choose. In this method, students come to see themselves as powerful, valid sources of knowledge and experience. “Not only can [students] more easily understand and learn from each other, but they can learn valuable collaboration skills when each student is instructed to learn something different, and they all must share their knowledge to accomplish something together. Listening, asking questions, critiquing and sharing expertise are all skills that can be developed in these types of situations.”

11. Reflection/Meditation

The role of feelings, other ways of knowing (intuition, somatic), and the role of relationships with others is recognized in the process of transformative learning. A tool that can help learners to develop their creative, intuitive responses is meditation. “Meditation is a skill that stills the active mind, to create a space for intuition and insights. There are various meditational techniques that can be used, and these can be tried out and the most popular used. The value of meditation is well documented -- not only in creating a calmer disposition and assisting intuition, but also in improving concentration in schools. Here, learners can relax and be quiet. They should be encouraged to still their minds -- perhaps assisted by quiet music, a nature visit, or simply listening to their own breathing or heartbeat.”

Guided visualizations are a creative way to help students envision possibilities. Often, we become so bogged down by “what is” that we forget “what could be.” “One way to end a humane education presentation is to offer a guided visualization that allows students to imagine the world they want most and to chart their own course towards its realization. You can ask your students to close their eyes and to consider one small choice that they are willing to commit to doing -- or not doing -- to help bring about the vision.”
12. Journaling

Journals and diaries have long been used as a means of self-expression and reflection. Some methods of journaling are:

- dialogue with another person, fictional or real
- life-study journal written from the perspective of another person
- divide each journal page in half vertically and use one side of the page for observations and descriptions and the other side for thoughts, feelings, related experiences, or images provoked by the description

13. Interviews

Have students choose someone they would like to interview related to the lesson topic. For example, one of the assignments the Institute for Humane Education offers is for students to interview someone of their choosing who has suffered from human rights abuses. The person could be an immigrant who left her/his home due to human rights abuses (including war), a migrant farm worker, a person who’s been a political prisoner, etc. Students are asked to recount the individual’s story and what they learned from this experience. The experience of interviewing gives students an up-close, personal, and intimate experience with a person they may never encounter in their typical, every day lives. It can be a powerful thought-provoking and perspective changing event.

14. Guest Speakers

Having a guest speaker is an excellent way to provide current, realistic expertise on a critical topic. “Guest speakers can add interest, bring in new perspectives, experiences and communication styles, and provide expertise in specific content areas. Studies have found that student involvement and critical thinking skills in the classroom can be greatly enhanced by bringing in guest speakers.”

Guest speakers enhance student learning in a variety of ways. “Studies have found guest speakers raise cultural sensitivity, enhance practical and technical knowledge in a particular field, and challenge students’ stereotypes. Experimental research for example, indicated students who listened to a guest speaker with HIV/AIDS viewed people with HIV/AIDS more positively than those who did not.”

15. Collaborative Learning

Benefits from small-group learning in a collaborative environment include:

- celebration of diversity
  Students learn to work with all types of people. During small-group interactions, they find many opportunities to reflect upon and reply to the diverse responses fellow learners bring to the questions raised. Small groups also allow students to add their perspectives to an issue based on their cultural differences. This exchange inevitably helps students to better understand other cultures and points of view.
• acknowledgment of individual differences
  When questions are raised, different students will have a variety of responses. Each of these can help the group create a product that reflects a wide range of perspectives and is thus more complete and comprehensive.

• interpersonal development
  Students learn to relate to their peers and other learners as they work together in group enterprises. This can be especially helpful for students who have difficulty with social skills. They can benefit from structured interactions with others.

• actively involving students in learning
  Each member has opportunities to contribute in small groups. Students are apt to take more ownership of their material and to think critically about related issues when they work as a team.

• more opportunities for personal feedback
  Because there are more exchanges among students in small groups, your students receive more personal feedback about their ideas and responses. This feedback is often not possible in large-group instruction, in which one or two students exchange ideas and the rest of the class listens.

Tips for using small groups:

• Divide the class into small groups of three to six students, depending on the class size.
• Provide any necessary supplemental material, such as reference manuals, graphs, or checklists to each group.
• Introduce the topic and any ground rules for the exercise.
• You may want to instruct each group to designate a spokesperson.
• Be sure to move about the room, answer any questions, and provide a positive presence and feedback.
• At the end of the activity period, ask the designated group representatives or volunteers to present their answers/findings.
• Lead a discussion to summarize all points and facilitate understanding.
CREATING EFFECTIVE LESSON PLANS
IV. Creating Effective Lesson Plans

The teacher should convey what the students will be learning, why it is important, and what the students will be doing to achieve the learning objectives. Get students involved in planning, teaching, and evaluating lessons. You can find great examples of lesson plans on websites such as www.edutopia.org and www.humaneeducation.org.

A. Setting Clear Goals and Outcomes

Think about what it is you want your education program to achieve. One reason that setting clear goals and outcomes is important is because those goals will drive the design of the program. Second, this can also be helpful to the individual learners. One finding from research on adult learning is that adults are more goal-oriented than traditional age students. They have clearly-defined goals for themselves, and they want to be able to see clearly how an education program will help them reach those goals. Setting clear goals also has a third purpose which is to guide the design of the evaluation. Goals will define what it is that needs to be measured and tracked so that it will be possible to learn what the true impact of the program or learning initiative is.

Tips for making the benefits clear to the learner:

• Provide students with a clear understanding of the learning objectives.
• At the beginning of the session, ask students, “What do you want to get out of this course?” List their responses on a flip chart and post them on the wall. Revisit the list throughout the training, and again at the end of the class. Check off each expectation that they have met.
• Provide students with self-evaluation techniques such as simulation exercises, observing role models of superior performance, group teachback (i.e., peer learning), and role-play.
• Relate the course material to the students’ personal and professional life experiences.
• Ask “how” questions such as “How will you use this at work/in your life?” or “How do you see this helping you in your job/life?”
• As an end-of-the-course summary, ask students, “What actions are you going to take next?” “What did you learn?” “How are you going to put your learning into practice?”
B. What Should Lesson Plans Include and How Can They Be Improved?

“To enable reasonable differentiation of instruction, lesson plans should include the topic or theme and its required and optional objectives, a short global beginning to catch students’ attention, multisensory resources to accommodate different perceptual strengths, alternative ways of demonstrating mastery of the objectives, and some choice among homework assignments.”

“Lessons should be well planned to break tasks down into manageable units, developing a process that unfolds and builds on learning. This is done by analysing the task, and splitting it into segments. Build lesson plans that include: theories, thinking time, building concepts, task structure and rules, and active experimentation. This can be done by including homework that gives an opportunity to consider and work on theories, and practical projects and activities through which abstract information (e.g. discussion items) can be tested or developed. Opportunities to test and put learning into practice must be included.”

An effective program encompasses:

- clear goals/objectives
- current/accurate information
- an atmosphere of openness/acceptance
- opportunities for critical thinking/responsible decision-making
EMPOWERMENT
V. Empowerment

A. Exercising Power Responsibly

“Some manifestations of sovereign power (exercised from above by a clear authority figure) are obvious and usually avoided or rejected by adult educators; for example, talking down to students, allowing no interruptions or questions, and maintaining complete control over resources, information, and rewards. Nevertheless, this isn’t quite as straightforward as it appears. Teachers are perceived to have a role of authority...we can assist learners to recognize that they, too, are agents of power and have the capacity for subverting dominant power relations.”

Tips for exercising power responsibly:

- reduce the trappings of formal authority such as standing in front of the group and using a title
- avoid being in the position of providing all of the answers, having the right answer, making all decisions, and controlling everything that learners do
- ensure that students are aware they can access resources is available through the internet and library; do not be the only source of material and information
- lessen the disempowering effect of grading by using some combination of strategies such as learning contracts, self-evaluation, peer evaluation, and flexible learning projects
- involve students in controlling the learning environment — both the physical arrangement of the room and the group norms and activities
- remain open and explicit about all strategies; learners should know what the educator is doing and why
- develop open and authentic connections with students in which respect and loyalty are meaningful components
B. Empowering Students

Tips for empowering students:

- using participatory planning in which students decide on some or all of the topics for a course, workshop, or other educational activity
- encouraging learners to suggest additional topics or substitute topics, to lead discussions, bring in resources, and otherwise participate in the ongoing development and modification of the sessions
- providing choices of methods, for example, suggesting that a topic could be dealt with in groups or in a large discussion or setting up the option of online discussion for those who prefer it
- suggesting that learners select criteria for evaluation activities
- encouraging students to directly engage in self-evaluation where this is possible
- regularly asking learners for their perceptions of the learning experience and sharing one's own perception

"What students can learn and understand is based on their prior knowledge and experiences; they build their understanding on what they already know. For example, their current understanding of [the topic] influences what else they can learn and understand about the topic. Experienced teachers know that it is not sufficient to present information to students; they must represent it in such a manner that it relates to students' prior knowledge and engages them in developing their own understanding. The teacher's role in this complex undertaking is to structure the learning environment -- the activities and tasks, the materials, and the student groupings -- so that it reflects the essential constructivist nature of human learning."

Tips for drawing on adult learners' experience:

- Use an icebreaker at the beginning of the session. Not only will it allow students to get to know each other, it will allow you to learn more about your students' backgrounds and/or experiences.
- Maintain your role as a facilitator; avoid preaching, lecturing, or injecting your own thinking.
- Let students share their knowledge and feel a sense of accomplishment through their own contributions.
- Allow students to choose their own learning projects. Learners become more enthusiastic when they are able to follow a project of their own choosing, and agree on a common goal.
- Use techniques such as problem-solving activities, group-centered discussions, role-playing, and critical-incident processes (e.g., analyzing what works and what does not work).
- Avoid questions that require a simple yes or no answer. Use open-ended questions to draw out relevant student knowledge and experience.
Students can feel empowered “if they sense inclusiveness, have a voice, are given a chance to participate, have information and are given opportunities to build capacity and skill sets conducive to social action and change.”

XXXIII
C. Providing Feedback to Students

Teachers continuously provide feedback to students on their learning -- “sometimes subtly and informally, through, for example, a quizzical look as a student attempts an explanation or nods of encouragement as a student works through a math problem. Other forms of feedback are more formal and systematic, such as comments on student papers or individual conferences with students. It is essential that teachers provide feedback equitably, that all students receive feedback on their work. It is not equitable for a few star pupils to receive detailed and constructive suggestions on their papers, while others receive only negative feedback or little attention to their work. Feedback must be informational, drawing students’ attention to errors they can correct, and with sufficient distance between current and desired performance such that students have a reasonable expectation of being able to achieve the goal.”

“An important part of any adult learning program is making sure that the learners receive regular feedback on how they are doing. This can be particularly important when engaged in higher level learning (such as problem solving, decision making, critical thinking, and creative thinking) or learning activities that are experience-based (where students learn by doing). The feedback should not only be frequent but also immediate. It should be given during the same class or at the next session to have maximum effect.”

To be effective, feedback should be:

- Accurate
- Equitable
- Constructive
- Substantive
- Specific
- Timely

“Peer feedback may also be helpful. When used well, peer feedback is extremely powerful; students normally respect the opinions of their peers. But if students have not learned the skills of providing feedback, it may not be accurate or supportive; feedback that undercuts a student’s sense of value does not promote learning. A classroom culture should be developed where appreciative responses are the norm.”
D. Offering Positive Choices and Success Stories

“It’s critical that (educators) go beyond a description of current problems and offer possible responses and solutions both on a personal and a social level...Remember that you are there to teach and empower, not to dictate behavior.”

“What makes humane education so effective as a method of positive change is its emphasis on personal choices. Humane educators don’t tell students which choices to make, but they teach them that their choices matter.”

If choices are not readily available, students can be helped to find ways to create access to more choices in general. Real world activities help students realize they have the power to bring about change.

Change does happen. Introduce students to success stories. Ask them to discover their own. Use quotes, books, movies, and stories to convey the power each student has to create change. Stories about movements like the anti-nuclear and civil, women’s, gay and lesbian, and animal rights; the abolishment of slavery, child labor, even indoor smoking, etc., are all concrete examples of people working successfully to be believed and to make a better and more humane world a reality.

Examples like slavery, segregation, child labor, and sexism prove that “when a large enough group of people believed the new story (that is it not ‘normal’ or ‘right’ to enslave, segregate, discriminate, etc.) our culture ‘shifted’...the point is that our entire notion of reality, the metaphorical ground upon which we stand, our life anchors and plans, are made up of stories that can and do change over time.”

When the story changes, our reality changes. This is powerful, powerful stuff. “The good news is that if we redefine our cultural norms, retell the stories that make up the reality that we follow, then humanity’s behaviors will change to conform to the new stories.”

“(It became) evident to me that...paradigm shifts could be created, not by telling others what to believe or do, but by informing, encouraging critical thinking, challenging prevailing beliefs, and providing practical tools.”

-Dani Dennenberg, Founder and Director of Seeds for Change Humane Education and former IHE faculty
E. Providing Support

Providing accurate information and encouraging critical thinking creates new knowledge and awareness that can sometimes lead to a troubling sense of futility. In the case of humane education, changing entire global systems seems no easy task. The current state of our educational system, the way we treat our environment, the creatures within it, and the entire economic and capitalist system that connects all of these components that is all-encompassing and insidious.

“In transformative learning and emancipatory education, we recognize and work with discrepancies and distortions in the way we see the world. This can be a liberating and joyous process, but it can also have a dark side. [There is] grieving involved in letting go of assumptions or values that have long been a foundation for our way of being in the world. Family and social life can be disrupted; people can feel lost and isolated. The educator who fosters transformative learning has a moral responsibility to provide and arrange for support.

Some suggestions for providing support to learners:

- demonstrate interest in and concern for student learning and development
- share anecdotes from our own lives and learning
- be accessible to students outside of the classroom
- be receptive to helping students with problems and issues in whatever way the educator is comfortable (providing personal consultation, or making referrals to outside student services or counseling services)
- follow up with students, asking whether they need help or are feeling comfortable
- suggest out of classroom activities such as going on a retreat, attending a meditation center, taking up yoga, becoming part of any common-interest activity, etc. (which can provide support even though the activity may not be directly related to the learning process)
- use small-group activities or discussions during which learners can get to know each other and develop alliances
- foster liaisons by referring learners to each other when they ask questions, share concerns, or encounter problems
- provide resources (for example, the Institute for Humane Education recommends that each student read a book entitled Healing Through the Dark Emotions as well as participate in an online community to share concerns and receive peer support)
F. Teaching Ourselves

“It is important to recognize how embedded our (own) perceptions are within our cultural norms, situations, and systems. Examining these many cultural issues will enable each of us to teach more honestly and help others to think more critically.”

It is essential to have awareness of self as an educator. Also, if you are to foster transformative learning among students, it is important that we experience and model the process yourself.

Some tips for growth and self-development methods:

- keeping abreast of current content knowledge
- keeping a teaching journal
- setting up a teaching discussion group with colleagues
- taking a workshop on reflective or transformative teaching
- reading inspirational books on teaching
- observe a colleague who has a different teaching style than your own
- exchange teaching journals with a colleague
- read about research on teaching
- work with a “critical friend” and ask each other questions about practice
- create a discussion group to review and question books about teaching in adult education
- join one or more listservs related to teaching (for example, the Society for Teaching and Learning in Higher Education, or the Commission of Professors of Adult Education)
- participate in conferences, such as the Adult Education Research Conference, the International Transformative Learning Conference
- start an “unconference” (a participant-driven professional development gathering where attendees are active participants running the conference as opposed to passively observing)

Describing and questioning your perspectives on your practice helps increase self-awareness and sets the stage for a more comprehensive consideration of assumptions and beliefs about being an educator.

Questions to consider for self-awareness in teaching:

-Psychological perspectives (how educators see themselves, their self-concept, needs, inhibitions, fears, and anxieties):

- What ten words might you use to describe yourself as an educator?
- What values do you hold in your personal life that inform your teaching?
- How do you bring yourself — your beliefs, values, assumptions, and preferences into your teaching?
- What personal needs does being an educator fulfill?
- How does your personality suit being an educator?
- What inhibitions or fears do you have in relation to your work?
• What metaphor would you use to describe your teaching?

-Epistemic perspectives (the way you acquire and use knowledge):

• Where and how did you gain your knowledge about teaching?
• How would you describe your learning style and teaching style?
• What is the most important thing for a teacher to know?
• What is your philosophy of practice?
• How much do you know about being an educator?
• What would you like to learn about teaching?
• Are you a good teacher?
• What do others – students, colleagues, friends – say about your teaching?
• What is it about teaching that is most interesting?
• How do you know when you have done well?

“Teachers are not only on the receiving end of professional expertise and growth; as they gain experience, educators can find ways to make a substantial contribution to the profession, such as the following:

• conducting research in their classrooms and sharing the results with their colleagues through conference presentations or articles
• supervising student teachers/ acting as a “mentor” to new teachers
• participating in or leading study groups with their colleagues
• writing articles for professional publication

Research has clearly demonstrated that reflection on practice improves teaching. Using a framework (for an example of a Self-Evaluation Checklist, see Appendix A) to guide such reflection enhances the value of the activity and makes teaching more purposeful, thoughtful, and rewarding. It is through critical reflection that teachers are able to assess the effectiveness of their work and take steps to improve it. By trying to understand the consequences of their actions and by contemplating alternative approaches, teachers expand their repertoire of practice.”
ASSESSMENT AND EVALUATION
VI. Student Assessment and Teacher/Course Evaluation

A. Assessment of Students

In order for a teacher to assess students in a conventional classroom, a test is used after the teaching has been completed to determine how much of the content students have retained. But what this traditional method of assessment is really demonstrating is superficial understanding and how well a student can memorize and regurgitate information. So what should we assess? We should assess what students need to become active and engaged citizens of the world in which they will live -- reflective experience and applied experience.

“A performance task can simultaneously facilitate student learning and measure demonstrated ability. Thus teaching, learning, and assessment all take place as the student performs the task. The ultimate goal of teaching is the development in students of transferrable skills and knowledge. Arguably, if they complete a sufficient number of performance tasks, students will not only master the content knowledge and skills for a particular course, but they will also gain the practice they need to be better critical thinkers when they face novel scenarios or problems, either within the same domain or across domains.”

Project/performance based assessments “are designed to help students enhance their understanding of all concepts presented through frequent, purposeful feedback and provide students with opportunities to revise work products and develop deeper understandings about the ways they learn.”

Performance task features:

- real-world scenario
  Students assume roles in a scenario that is based in the “real world” and contains the types of problems they might need to solve in the future. The more the students can imagine themselves in the scenario, the more engaged they are likely to be. The scenario might directly relate to their likely careers (e.g., students in a journalism program might be asked to write a magazine article). Or they may need to apply their knowledge in areas unrelated to a vocation and in a way that represents a significant transfer of knowledge and skills (e.g., by voting in an election or selecting day care for their children).

- authentic, complex process
  The scenario reflects the complexity and ambiguity of real-world challenges, where there might not be a “right” or “wrong” answer, where solutions might not be obvious or given, where information might be conflicting or partial, and where there might be competing frameworks or positions from which to view the situation. To complete the task, students go through a process that approximates what they would do if they were actually facing that situation.

- higher-order thinking
  The task requires students to engage in critical thinking, analytic reasoning, and problem solving. The focus is on analyzing, synthesizing, and applying evidence in
order to arrive at a judgment or decision. There may be cognitive conflict, in that the solution may cause other problems. There often is an element of creativity involved as well.

- transparent evaluation criteria
  The learning outcomes drive the creation of the task. They and the evaluation criteria are made clear to students, in part so they can evaluate their own work and in part so they can get diagnostic feedback on their strengths and weaknesses.

  Students can be assessed on a wide range of activities and assignments as individuals and/or groups. “Performance assessments share a common purpose: to give students the chance to show what they know and can do and to provide teachers with the tools to assess these abilities.”

Some sample forms of assessment:

- Portfolio (students keep examples of their work and document their learning over time)
- Projects (film, music, poem, short story, fiction, play, art, photography, sculpture, drawing, etc.)
- Observation/Oral questioning
- Presentations
- Essays/papers
- Self-assessments
- Exhibition (a public presentation of a student’s learning)

Exhibitions are “conversations about learning.” They can take the form of a public presentation of a student’s learning. Exhibitions can be a main method of assessment. Each student can give an exhibition of their learning, progress, gaps, and answers questions and receives feedback from their panel which can consist of the student’s advisor, peers, other staff, and/or invited community members.

“Exhibitions are the best way to measure learning because they put [students] right in the midst of their learning, which makes a lot more sense than asking them to sit quietly for an hour and fill in test bubbles with a pencil. And because exhibitions are interactive, they propel the [students] to learn more. That is what matters.”

-Dennis Littky,
Author of The Big Picture: Education is Everyone’s Business
B. Teacher/Course Evaluation by Students

Student completed teacher/course evaluations traditionally used in adult education are rarely empirically related to student learning achievement.\footnote{clviii} Students should be evaluating whether the instructor was effective in accomplishing the learning goals. Instead, typically students “are not asked to seriously consider their own development as a consequence of their experiences in the classroom, as much as they are asked about whether the professor’s teaching style held their attention, classes were organized, the course met their expectations, the work load was consistent with other courses, and the professor was fair.”\footnote{clix} A conventional course evaluation does not tell instructors “anything about how to improve their teaching in ways that are likely to also improve student mastery of course objectives.”\footnote{clx} One example of an alternate method of course evaluation is an instrument developed to assess what the creators call “Teaching and Learning Quality” (TALQ). Rating scales of instruction include:\footnote{clxi}

- activation - student recalls past learning or experience in order to relate it to what is to be newly learned
- demonstration - student solves real-world problems and/or does real-world tasks
- application - student tries out what she/he has learned and receives feedback
- progress - student’s perception of his/her gain in knowledge or skill
- integration - student incorporates what she/he has learned into her/his own life

Evaluation instruments such as this serve as a “concrete evaluation tool for assessing tangible student learning rather than simply measuring the factors that are related but not essential for effective teaching, including organization of the class or ability to command attention as a function of teaching style.”\footnote{clxii} Students should be fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Authentic evaluation involves asking learners to reflect on their prior knowledge, their subsequent learning, and their current understanding.

See Appendix A for an example of a “Student Assessment of Teaching and Learning.”\footnote{clxiii} This evaluation tool “requires students to make judgments about classroom events/conditions/activities from the perspective of the extent to which they enhance personal learning. This outcomes-based focus is quite different than more traditional evaluation instruments that typically ask students to rate the faculty, course materials, etc.”
C. Teacher Self-evaluation

“As concerned educators, we are constantly searching for the most effective tools and techniques to use in our classes, programs, and presentations. We seek the most exciting materials and innovative approaches to enhance our interactions with the (students) we teach. Certain, essential questions are always with us: What are the best ways in which we can teach [students] to think and act humanely? Is my approach the most effective one? How can I make the best use of my time with the [students]? What could I be doing differently?

“Our first source for information about the effectiveness of our educational programs is readily available: ourselves. Our own judgments and feelings about what takes place between us and the [students] we teach can prove invaluable in making a critical appraisal of our approach. Our own hunches about how positive or negative the experience was for the [students] and for us -- can provide us with valuable insights into our teaching performance. A second important source for critical feedback can be found in the [students] we teach. Observe their reactions to us and to the message and materials we present. Nothing is more indicative of a failed interaction than a group of unenthusiastic students.”

Questions for analyzing an activity or assignment:

• What is the concept you intend for your students to learn or explore?
• How does this activity “fit” within the prior learning and future learning of the students in the class?
• Does the way this activity is organized advance student understanding?

Post-reflection questions:

• In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
• Looking at samples of student work, what do those samples reveal about students’ levels of engagement and understanding?
• To what extent did your classroom procedures and use of physical space contribute to student learning?
• Did you depart from your original lesson plan? If so, how and why?
• To what extent were the different aspects of your instructional delivery (activities, grouping of students, materials, and resources) effective?
• If you had the chance to do this again, with the same group of students, would you do it the same way, or would you do it differently? How?

See Appendix B “Teacher Self-Evaluation Instructional Checklist” for a more detailed list of self-evaluation criterion.

The more we understand successful teaching methods, the more effective we can be in promoting transformative learning and prosocial beliefs and behaviors. Transformative and humane education is a primary catalyst and vehicle for change -- change that has never been more necessary and more urgent. These educational
strategies encourage students to think independently, articulate and examine beliefs and assumptions that have been previously assimilated without questioning, and potentially transform perspectives.

This handbook offers readers an understanding of how adults learn best and information on ways that education can lead to action. Whether you are a student, a teacher just entering the field of adult education, or are an adult educator seeking to enhance your practice, I hope this handbook has proved useful to you. When instructors incorporate adult education best practices, encourage reflection, critical thinking, and foster transformation, research proves that change is indeed possible.

“The work of learning is not so much an accumulation of knowledge but a means for the human to use knowledge, to craft and alter the self.”

-Deborah Britzman,
as quoted in “What Might We Learn From Heartache? Loss, Loneliness, and Pedagogy”
VIII. Appendices

Appendix A

STUDENT ASSESSMENT OF TEACHING AND LEARNING

Part 1 - Enhancement of Student Learning

Directions: Please carefully reflect upon your experiences as a learner in the course that you are evaluating. Read each item carefully and circle the response that best reflects your assessment of the course teaching and your learning. Please do not simply rate your instructor; instead, consider the degree to which each item enhanced your learning as a student. Use the scale provided below in assessing each item.

<table>
<thead>
<tr>
<th>Clarity with which the course objectives are communicated</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity with which student responsibilities and expectations are explained</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Use of class time</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Teaching and learning techniques used during the course</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The instructor's enthusiasm for teaching, learning, and the subject taught</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The interpersonal climate in the classroom (patience, courtesy, respect)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Encouragement for students to express their ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Directions and explanations given for course content</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The kind and number of thought-provoking questions asked</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The extent to which students are encouraged to compare and contrast ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The degree to which the instructor helps students organize information and understand relationship among various topics</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Encouragement for students to ask questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback about learning provided during teaching and learning activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The degree to which students are encouraged to apply course content to solve problems or to understand real life situations</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The quantity/quality of feedback provided on graded work</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

SCALE

1 = Learning NOT enhanced
2 = Learning SOMETIMES enhanced
3 = Learning ALMOST ALWAYS enhanced
Part 2 - Types of Learning
Directions: Read each item carefully and circle the response that best reflects your assessment of the course teaching and your learning. Please do not simply rate your instructor; instead, rate the degree to which each type of learning is emphasized in this course. Use the scale provided below in assessing each item. (Do not rate how much you have learned, rate the amount of emphasis given to each type of learning).

<table>
<thead>
<tr>
<th>Type of Learning</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning factual information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical analysis and/or problem solving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing knowledge of self and others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Real world or experiential knowledge application</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

TEACHER SELF-EVALUATION INSTRUCTIONAL CHECKLIST

_____ Learning objectives clearly state what students are expected to know, understand and be able to do.

_____ Multiple guided practice opportunities are offered to learn the same content in different contexts.

_____ Instructional emphasis is placed on the unifying concepts which represent foundational knowledge and the “big ideas” of a subject.

_____ Attention is placed on how information is organized and is presented with a depth of foundational knowledge to support building students’ expertise.

_____ Opportunities are planned to engage students’ prior knowledge of a subject.

_____ Instruction is enhanced with progressive formalization and tasks which seek student participation and input.

_____ Connections to previous learning are consistently emphasized.

_____ Instruction includes structured and unstructured opportunities for discussion to draw out preexisting knowledge.

_____ Visual, audio, kinesthetic instructional methods are presented which tap into students’ multiple intelligences.

_____ Choice of instructional methods include opportunities for differentiation among content taught, processes for learning and student product.

_____ Inquiry-based, hands-on and authentic activities are integrated into learning experiences.

_____ Students have multiple opportunities to indicate how well they achieved learning objectives.

_____ Students are asked to demonstrate an in-depth understanding of concepts.

_____ Students are asked to demonstrate concept attainment in different contexts.

_____ Assessments and assignments are congruent with learning objectives.

_____ Students have opportunities to assess their own learning and provide peers with constructive feedback.
Tests and other forms of learning assessments are designed to teach and provide opportunities for feedback and revision.

Use of instructional compacting (pretesting for what students already know and focusing more instructional time on concepts and content students have not yet mastered).

Students' diversity, cultural values and background are honored.

A positive, supportive social network is established and each student is viewed as a valued member of the classroom community.

Students have some input and influence over the learning process.

Learning activities provide students with frequent opportunities to collaborate and learn with peers.

Instructional activities are connected with out-of-school learning experiences.

Time is made for creative and important learning experiences which motivate and engage students.
SUGGESTED RESOURCES
IX. Suggested Resources

In order to keep this section manageable, I had to leave out a great deal of useful resources; included is just a sampling of some of the great information available to date.

The Institute for Humane Education maintains a comprehensive list of resources on different humane education topics, many of which have been included below.

Also included are a few resources pertaining to K-12 education as some activities/lesson plans and information can be applicable and adaptable to adult students.

Selected Books

Adult Learning Principles and Their Application to Program Planning
by Donald Brundage and D. Mackeracher
(Ontario Institute for Studies in Education, 1980)

Becoming a Critically Reflective Teacher
by Stephen Brookfield
(Jossey-Bass, 1995)

Believing Cassandra: How to be an Optimist in a Pessimist's World
by Alan AtKisson
(Earthscan Publications, 2010)

Change of Heart: What Psychology Can Teach Us About Spreading Social Change
by Nick Cooney
(Lantern Books, 2010)

Creating a World That Works for All
by Sharif M. Abdullah
(Berrett-Koehler Publishers, 1999)

Critical Thinkers: Challenging Adults to Explore Alternate Ways of Thinking and Acting
by Stephen Brookfield
(Jossey-Bass, 1987)

**Designing Games and Simulations**
by Cathy Greenblatt
(Sage, 1988)

**Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling**
by John Taylor Gatto
(New Society Publishers, 1992)

**Earth Education: A New Beginning**
by Steve Van Matre
(Institute for Earth Education, 1990)

**Earth in Mind: On Education, Environment, and the Human Prospect**
by David Orr
(Island Press, 1994)

**Earthkind: A Teacher’s Handbook on Humane Education**
by David Selby
(Trentham Books, 1995)

**Educating for Character: How our Schools can Teach Respect and Responsibility**
by Thomas Lickona
(Bantam, 1991)

**Educating for Human Greatness**
by Lynn Stoddard
(Peppertree Press, 2010)

**Educative Assessment: Designing Assessments to Inform and Improve Performance**
by Grant Wiggins
(Jossey-Bass, 1998)

**Effective Teaching and Mentoring: Realizing the Transformational Power of Adult Learning Experiences**
by Laurent Daloz
(Jossey-Bass, 1986)

**Evaluating Teaching: A Guide to Current Thinking and Best Practice**
by J. Stronge, Ed.
(Corwin Press, 1997)

**Experiential Learning**
by David Kolb
(Prentice-Hall, 1984)

**Field Notes on the Compassionate Life: A Search for the Soul of Kindness**
by Marc Barasch
(Rodale Press, 2005)

**Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipatory Learning**
by Jack Mezirow & Associates (eds.)
(Jossey-Bass, 1990)

**I'd Rather Teach Peace**
by Colman McCarthy
(Orbis Books, 2002)

**Key Resources on Teaching, Learning, Curriculum, and Faculty Development: A Guide to Higher Education Literature**
by Robert Menges and B. Mathis
(Jossey-Bass, 1988)

**Learning in Adulthood: A Comprehensive Guide**
by Sharan Merriam, Rosemary Caffarella, and Lisa Baumgartner
(Jossey-Bass, 1991)

**Lies My Teacher Told Me**
by James Loewen
(The New Press, 2008)

**Making a Difference: Outcomes of a Decade of Assessment in Higher Education**
by Trudy Banta and Associates (eds.)
(Jossey-Bass, 1993)

**Most Good, Least Harm: A Simple Principle for a Better World and Meaningful Life**
by Zoe Weil
(Beyond Words/Atria, 2009)

**On Being a Teacher: The Human Dimension**
by Jeffrey Kottler, Stanley Zehm and Ellen Kottler
(Corwin Press, 2005)

**One Makes the Difference: Inspiring Actions That Change Our World**
by Julia Hill
(Harper Collins Publishers, 2002)

**Problems as Possibilities: Problem-Based Learning for K–16 Education**
by L. Torp and S. Sage
(Association for Supervision and Curriculum Development, 1998)

**Reflective Faculty Evaluation: Enhancing Teaching and Determining Faculty Effectiveness**
by J. Centra
(Jossey-Bass, 1993)
Revamping Faculty Evaluation Methods: Rewarding Student Centered Learning
by C. Chambliss
(Ursinus, 1996)

Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice
by Ralph Brockett and Roger Hiemstra
(Routledge, 1991)

Self-Directed Learning: A Guide for Teachers and Learners
by Malcolm Knowles
(Association Press, 1975)

Teaching 2030: What We Must Do for Our Students and Our Public Schools—Now and in the Future
by Barnett Berry
(Teachers College Press, 2011)

Teaching for Social Justice
by William Ayers, Jean Ann Hunt, and Therese Quinn, Eds.
( Teachers College Press, 1998)

Teaching for Tomorrow: Teaching Content and Problem-Solving Skills
by Ted McCain
(Corwin Press, 2005)

Ten Best Teaching Practices: How Brain Research, Learning Styles, and Standards Define Teaching Competencies
by Donna E. Walker Tileston
(Corwin Press, 2000)

The Big Picture: Education is Everyone’s Business
by Dennis Littky
(ASCD, 2002)

The Power and Promise of Humane Education
by Zoe Weil

The Self Organizing Revolution: Common Principles of the Educational Alternative Movement
by Ron Miller
(Holistic Education Press, 2008)

The Third Side
by William Ury
(Penguin Books, 1999)
Transformative Learning in Practice: Insights from Community, Workplace, and Higher Education
by Jack Mezirow and Edward Taylor, Eds.
(Jossey-Bass, 2009)

Turning Point: 35 Visionaries in Education Tell Their Stories
Lisa Delpit, Riane Eisler, John Taylor Gatto, et al.
(AERO, 2010)

Understanding and Facilitating Adult Learning
by Stephen Brookfield
(Jossey-Bass, 1996)

Understanding and Promoting Transformative Learning: A Guide for Educators of Adults
by Patricia Cranton
(Jossey-Bass, 2006)

Weapons of Mass Instruction: A Schoolteacher’s Journey Through the Dark World of Compulsory Schooling
by John Taylor Gatto
(New Society Publishers, 2008)

What Great Teachers Do Differently: Fourteen Things That Matter Most
by Todd Whitaker
(Eye on Education, 2004)

What Works in Schools: Translating Research Into Action
by Robert Marzano
(ASCD, 2003)

Wounded by School: Recapturing the Joy in Learning and Standing Up to Old School Culture
by Kirsten Olson
(Teachers College Press, 2009)
Websites

**Adult Learning Documentation and Information Network (ALADIN)**
[www.unesco.org/education/aladin/](http://www.unesco.org/education/aladin/)
An international network of adult learning information and documentation centers. In addition to providing access to online resources, including websites, publications, abstracts and bibliographies, and full-text journals, ALADIN also maintains a listserv on adult learning issues and developments.

**Adult Learning Focused Institution (ALFI) Initiative**
[www.cael.org/alfi.htm](http://www.cael.org/alfi.htm)
Helping traditional colleges and universities better understand and address the characteristics and needs of adult learners through its Adult Learning Focused Institution (ALFI) Initiative. Through this effort, ALFI seeks to assist colleges and universities in improving learning opportunities for working adults and the employers who support their education.

**Alternative Education Resource Organizations**
[www.educationrevolution.org](http://www.educationrevolution.org)
A non-profit organization whose mission is to help create an education revolution to make student-centered alternatives available to everyone.

**American Association for Adult and Continuing Education (AAACE)**
[www.aaace.org](http://www.aaace.org)
An association for adult and continuing education professionals. Its mission includes "fostering the development and dissemination of theory, research, information, and best practices...and advocating relevant public policy and social change initiatives." AAACE's website provides contact information for getting additional background on AAACE publications, meetings and conferences, and public policy initiatives.

**Anti-Defamation League Curriculum Connections**
[www.adl.org/education/curriculum_connections/](http://www.adl.org/education/curriculum_connections/)
Lesson plans and activities on topics such as anti-semitism, hate, holocaust & genocide studies, immigration, bullying, indigenous people, disabilities, racial diversity and gender issues.

**Association of Professional Humane Educators (APHE)**
[www.aphe.org](http://www.aphe.org)
Provides professional development opportunities and networking for educators who promote humane attitudes toward people, animals and the environment.

**Cloud Institute for Sustainability Education**
[www.cloudinstitute.org](http://www.cloudinstitute.org)
Offers professional development, curricula and consultation for K-12 teachers interested in empowering youth to enact sustainable practices.

**Coalition of Adult Learning Focused Institutions**
[www.cael.org/alfi//coalition.html](http://www.cael.org/alfi//coalition.html)
Strives to improve programs and services for adult learners by making educational opportunities more accessible and by removing obstacles to degree completion. Coalition members assess their programs on a regular basis and share best practices with other institutions.

**Council for Adult and Experiential Learning (CAEL)**

[www.cael.org](http://www.cael.org)

A national nonprofit organization and leader in pioneering learning strategies for individuals and organizations.

**EdChange**

[www.edchange.org](http://www.edchange.org)

A resource for news, professional development, teaching ideas, research and other resources related to creating "more multicultural, culturally competent, inclusive, and equitable schools and organizations through training, assessment, and resource development."

**Education Resources Information Center (ERIC)**

[www.eric.org](http://www.eric.org)

Provides free public access to education research and information through an electronic database of over 1.2 million bibliographic records of journal articles and other education-related materials and, if available, includes links to full text spanning the period 1966 to the present.

**Education for Liberation Network Lab**

[www.edliberation.org](http://www.edliberation.org)

An interactive database of lesson plans and educational materials on social justice issues.

**Educators for Social Responsibility**

[http://esrnational.org/](http://esrnational.org/)

Offers lessons & activities about social justice issues, has a magazine and offers other support for educators and schools.

**Edutopia**

[www.edutopia.org](http://www.edutopia.org)

An in-depth and interactive resource, Edutopia.org offers practical, hands-on advice, real-world examples, lively contributions from practitioners, and invaluable tips and tools.

**Facing the Future**

[www.facingthefuture.org](http://www.facingthefuture.org)

Brings global issues education curriculum and training to teachers, so that they can help develop students’ capacity and commitment to create thriving, sustainable and peaceful local and global communities.

**Green Teacher**

[www.greenteacher.com](http://www.greenteacher.com)

Offers online articles and activities for teachers regarding environmental and global education inside and outside of schools.
HEART
http://teachhumane.org/heart/
HEART's mission is to foster compassion and respect for all living beings and the environment by educating youth and teachers in humane education.

Heritage Institute
www.hol.edu
Offers distance, online and on-site continuing education courses for teachers who are interested in creating a better world.

Institute for Humane Education
www.humaneeducation.org
IHE is a non-profit organization which seeks to build a powerful educational movement through which everyone gains the skills, knowledge and motivation to solve challenges and create a humane, healthy world for all. IHE trains people to be humane educators, offers workshops and presentations, and advances comprehensive humane education worldwide.

International Council for Adult Education (ICAE)
www.icae.org.uy/
A global partnership of adult educators and related organizations that promotes lifelong learning as a necessary component for people to contribute creatively to their communities and live in independent and democratic societies. The organization's website provides information about Convergence, its quarterly journal on "issues, practices, and developments in the broad field of adult and nonformal education" and links to other adult learning information sources.

National Center for Education Evaluation and Regional Assistance (NCEE)
http://ies.ed.gov/ncee/
NCEE conducts unbiased large-scale evaluations of education programs and practices supported by federal funds; provides research-based technical assistance to educators and policymakers; and supports the synthesis and the wide spread dissemination of the results of research and evaluation throughout the United States.

Open Learning Exchange (OLE)
www.ole.org
Committed to ensuring that every child throughout the world will have access to a quality basic education by 2015, consistent with the UN Millennium Development Goal. OLE networks with grassroots organizations committed to this goal, and provides curriculum, resources and other tools.

Rethinking Schools
www.rethinkingschools.org
Publications, links and other resources for promoting social justice issues with youth.

Roots and Shoots
www.rootsandshoots.org
Jane Goodall's comprehensive humane education program engages and inspires youth through community service and service learning.
Royal Society for the Encouragement of Arts (RSA)  
www.thersa.org  
Encourages public discourse and critical debate by providing platforms for leading experts to share new ideas on contemporary issues, seeks to develop and promote new ways of thinking about human fulfillment and social progress. See the “RSA Animate” section for innovative videos (http://comment.rsablogs.org.uk/2010/10/14/rsa-animate-changing-education-paradigms/).

Teaching Tolerance  
www.tolerance.org  
Provides educational materials for promoting respect for differences and appreciation for diversity. Includes a searchable database of a variety of activities and lesson plans focused on issues of social justice.

Teach Kind  
www.teachkind.org  
Free humane education materials and policy resources for K-12 and college education. Includes lessons and activities focused on animal protection issues.

Teachable Moment  
www.teachablemoment.org  
Offers lesson and activity ideas to help foster critical thinking about current global issues.

The Big Picture Company  
www.bigpicture.org  
Strives to catalyze vital changes in American education by generating and sustaining innovative, personalized schools that work in tandem with the real world of their greater community.

Understanding Prejudice - Teaching Ideas  
www.understandingprejudice.org/teach/  
Teaching ideas, materials and resources (appropriate for elementary students through college students) on issues of prejudice, such as racism, sexism, and heterosexism.
NOTES
X. Notes

1 http://jtd.sagepub.com/content/1/1/58.abstract


7 Ibid.

8 Ibid.

9 Sowing Seeds Workbook is created and distributed by the Institute of Humane Education. www.teachkind.org/...%20sans%20resource%20section.pdf


12 Ibid.

13 Ibid.


21 Ibid.


xxvi http://www.worldanimal.net/resources/humane-education-resources/9

xxvii http://www.worldanimal.net/docs/HET%20Humane%20Education%20Methodology.pdf


xxix “Humane Education for a Humane World” Institute for Humane Education print publication


xxxiv Changing the World through Education http://humaneeducation.org/sections/view/publications

xxxv “Humane Education for a Humane World” Institute for Humane Education print publication


xxxvii www.dictionary.com


xvii Ibid.


iii Ibid.

“Innovations in Education”

iv http://www.indstate.edu/cirt/id/pedagogies/styles/model.html


lx For an example of a self-assessment tool to discover your VAK learning style, see http://agelesslearner.com/assess/learningstyle.html
For an example of a self-assessment tool to discover your dominate intelligences: http://www.personal.psu.edu/staff/b/x/bxb11/MI/rimi2.htm or http://www.edutopia.org/multiple-intelligences-learning-styles-quiz
As an educator, it is helpful to discover and think about your own learning styles which can help you relate to and understand the preferences of your students.


lx Sowing Seeds Workbook is created and distributed by the Institute of Humane Education. www.teachkind.org/...%20sans%20resource%20section.pdf


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Ibid.


Ibid.


Ibid.

Ibid.

Ibid.


[http://www.edutopia.org/project-learning-introduction](http://www.edutopia.org/project-learning-introduction)


Ibid.

Ibid.


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[“Promoting Student Service Learning through Web Guest Speakers in Distance Education”](http://www.itdl.org/Journal/Sep_10/article04.htm)

[“Avoiding the Pitfalls of the Invited Speaker”](http://www.calstate.edu/itl/exchanges/classroom/1207_Sniezek.html)

[http://www.thirteen.org/edonline/concept2class/coopcollab/index_sub3.html](http://www.thirteen.org/edonline/concept2class/coopcollab/index_sub3.html)


Ibid.


http://www.nhes.org/sections/view/63


Sowing Seeds Workbook is created and distributed by the Institute of Humane Education. www.teachkind.org/%20sans%20resource%20section.pdf


cxlv Institute for Humane Education Cultural Issues University Reader (unpublished)


“Another DIY movement is the advent of the “unconference,” a participant-driven professional development gathering. Attendees of these events…are not just passive consumers of information, but are also active participants in the day. Rather than sit through a day of pre-programmed lectures, we were all invited to suggest a topic for discussion as is the case with unconferences. There was a big white board that showed 5 rooms and 5 time slots. Anyone who had a suggested topic could put their suggestions on the board and – presto! A day of brainstorming and practical discussions about topics by and for the people in attendance. Again, something shifts when a group of motivated people get in the same room and direct their own experience: They share what’s working and what isn’t. They support each other. It’s both inspirational and incredibly practical.” http://www.edutopia.org/blog/diy-edcamps-makerfaires-tedx


clix http://www.edutopia.org/assessment-for-understanding-taking-deeper-look


clix Ibid.


clix Griffiths, E. (2010). Clearing the misty landscape: Teaching students what they didn’t know then, but know now. College Teaching, 58, 32–37.


clix Ibid.
Griffiths, E. (2010). Clearing the misty landscape: Teaching students what they didn’t know then, but know now. College Teaching, 58, 32–37.


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Chapter Four

Summary

This Independent Learning Project (ILP), “Teaching for Transformation: A Handbook for Adult Educators,” examines principles of effective teaching and learning for transformation. How traditional teaching differs from transformative teaching is considered and readers are given definitions and strategies for transformative learning, humane education, and andragogy. After introducing the above definitions, the handbook discusses principles of andragogy, including learning styles, teacher qualities, communication skills, creating a positive learning environment, setting clear goals and outcomes, and creating effective lesson plans.

Teaching strategies for fostering transformative learning are presented, including questioning, discussion, self directed learning, project learning, service learning, arts based learning, storytelling, roleplaying, simulations/case studies, peer education, reflection/meditation, journaling, interviews, guest speakers, and collaborative learning. The topic of empowerment is introduced addressing ways educators can exercise power responsibly, empower students, give feedback, offer positive choices and success stories, provide support, and reflect on their own practice of teaching. Quality assessment and evaluation methods are also discussed. References are provided, along with a list of resources of relevant books and websites readers can refer to and explore for more information.

Regarding the methods used to complete this ILP, I did not anticipate the wealth and abundance of information that would be available to sift through. I read books, reviewed websites, and scanned hundreds of scholarly articles in preparation for this
project using various keywords such as prosocial behavior, character education, social consciousness, successful communication, compassion building, empathy research, social value orientation, moral reasoning and behavior, effective teaching methods, norm activation, teacher effectiveness, perceived social consequences, successful educational delivery methods, theory of planned behavior, motivational research, learning sciences, adult learning theory, interpersonal reactivity index, social influence theory, values education, and successful behavior modification. My original intention for the bulk of this project was behavior modification, but after much time and effort spent, I came to the realization that inclusion of such material (i.e. how to get people to do what you want them to do) was indicative of manipulation and coercion when paired with educational strategies concerned with the encouragement of independent and critical thinking.

Scholarly information and resources regarding humane education (as I define it) for adult learners in particular were scarce as anticipated, but growing. It was encouraging to see recent publications by scholars and educators writing about the need to include non-human animals, the environment, and other people in humane education efforts. I was also (pleasantly) surprised to see books, organizations, journals, and conferences solely dedicated to the concept of transformative learning.

This ILP offers an understanding of how adults learn best and information on ways that education can lead to action. It uses scholarly and scientific research to develop a handbook to help educators teach effectively and promote positive personal and social change.
Conclusion

The more we understand successful teaching methods, the more effective we can be in promoting transformative learning and prosocial beliefs and behaviors. Admittedly, many of the mechanisms by which people learn are still unknown to us. How is it, for example, that a relatively brief talk can change the cognitive and/or emotional orientation of another enough to alter behavior? What happens that prevents this change? We don't quite know. There are complex physiological, psychological, and social processes involved. Learning research is drawn out of studies about the psychological, social, and physiological dimensions of the educational process. It has yet to be precisely (or singularly) defined. (O’Conner, n.d., para. 1 & 2)

Still, scholarly literature and scientific research continue to attempt to tell us how attitudes and behaviors develop, ways in which we can effectuate prosocial change, and provide educators with a range of working models and strategies. It is my hope that this project has contributed to the available knowledge base by culling existing information and distilling it into a manageable “best practices” handbook for adult educators.

I do not think I could have chosen a more pertinent and appropriate topic for my ILP. As it is my aspiration to teach at the college level upon completion of my M.Ed., this project has proven to be personally relevant and extremely useful to me, both as a student and as a potential adult educator. My ultimate goal is to show others, through education, the vital importance of thinking independently and critically and the desperate need for respect and responsibility for the world and its inhabitants. I would like to teach people to understand how important each and every person is to contributing to a
peaceful and sustainable world and I would like to empower and inspire people to action. I believe that transformative teaching and humane education are fundamental tools to accomplish these goals.

I have been extremely fortunate that my entire graduate experience has been a reflection of this project, in that the research I conducted mirrors the ideologies and methodologies utilized by the Institute for Humane Education (IHE) in their program. Have I been transformed by my education? I am certainly not the same person I was when I began this program a few years ago. My universe has expanded, my circle of compassion extended, my life enriched immeasurably. My time at IHE has rewarded me with a heightened social consciousness, a wide-awakeness that I was lacking before. I feel as if I’ve been unplugged from an artificial reality and am seeing the world for the first time as it truly is, instead of how others wish me to see it.

My mentors at IHE have opened my heart and mind to the world. They have revealed “the universe below the surface, the ocean in the raindrop” (Ayers, Hunt, & Quinn, 1998, p. 57). They have also shown me that the most effective teachers are also learners. Author Henri Nouwen wrote that “those who touch us most deeply are not the moralists, advice-givers or academics, but those who reveal their own vulnerability, their own healing, and their own self-discoveries” (Human Rights Campaign Foundation, n.d., p. 6). Each IHE staff member has willingly revealed her or his own vulnerabilities -- teaching me the invaluable lesson of not striving for the impossibility of perfection, but striving to be the best person that I can be, and to do the most good with the least amount of harm. I have been shown the bigger picture and through readings, films, assignments, activities, and magnificent role models have been connected to “a rich and vibrant
community of resistance to the insanity of normalcy” so that it no longer feels like I stand “alone against our culture” (Jensen, 2004, p. 141).

There are countless transformative lessons that stand out for me since I began this program. The first is the realization of the absolute interconnectedness of all things. I have been enabled to see the connection between everyone and everything, everywhere. Another lesson is what real learning and educating looks and feels like. I have been shown by my teachers that as a student, and as a person, I am valued, appreciated, and worthy of respect. I have been taught that education does not have to be punitive and can actually be enjoyable. IHE has freed my mind and I have learned to recognize the power of situations and systems and the importance of working for positive systemic change. I have learned that not only is there power in numbers, there is power in one.

Through IHE, I am learning to live in a place inside myself, instead of inside systems, or other people’s ideologies. I am learning to be true to myself, to live with integrity and kindness. My own growth has affected how I perceive my ability to nurture other people’s growth by showing me that our souls are “educable” (Barash, 2005, p. 103). IHE has shown me a path that leads to a different vision of the world, one that is filled with hope and possibility. I have been shown that knowledge, however painful and unsettling it can sometimes be, can be used as power:

When we take on the mantle of responsibility, we are no longer victims of whatever we may feel is victimizing us: corporations, government, advertisers, peer pressure, or social expectations. Instead we become creators of a better life for ourselves and a better world for all. (Weil, 2009, p. 66-67)
Along with this sense of courage and empowerment, I have been taught that through humane education we can create a new beginning. The most important lesson I take away from this program is that if we change the story, we can change the world. This is true transformation.

This handbook is intended to be informative and useful to students of adult education, adult educators of any field, and community education members. Specifically, it would be useful for anyone interested in effective adult learning principles and methods of teaching for transformation. I hope that this handbook will provide strategies and techniques that promote true learning and positive, prosocial behavior in adults.

Transformative and humane education is a primary catalyst and vehicle for change -- change that has never been more necessary and more urgent. Knowledge of effective teaching methods is fundamentally important for educators to promote positive personal and social change. When instructors incorporate adult education best practices, encourage reflection, critical thinking, and foster transformation, research proves that change is indeed possible.
References


Sherry Gilkin
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Education and Honors

Master of Education: Humane Education
Cambridge College, Cambridge, MA 2011

Bachelor of Arts: English
Rowan University, Glassboro, NJ 1998

Associate of Arts: Liberal Arts with English Track
Gloucester County Community College, Sewell, NJ 1995

Sigma Tau Delta, International English Honor Society Member
NJ Commission on Higher Education E.O.F. Program Academic Achievement Award Recipient
Rowan University E.O.F. Award Recipient
Rowan & GCCC President’s List, Rowan & GCCC Dean’s List

Key Qualifications

Compassion, Kindness, Empathy, Desire to learn; Communication, Organization, Training, Project Management, Writing, Proofreading/Editing, and Interpersonal Skills; Computer Skills: Microsoft applications including Access, Excel, Explorer, Outlook, PowerPoint, PhotoDraw, Publisher, and Word.

Employment

County of Gloucester – Department of Health & Senior Services West Deptford, New Jersey

- **Senior Clerk Typist** 2003-present
  Design division newsletter and marketing materials; design program presentations; provide information and referrals; track program expenditures

- **LINCS Coordinator** 2002-2003
  Developed, enhanced, and maintained the Local Information Network Communication System and Community Health Alert and Information Network; developed and implemented strategies to improve capacity of the Health Department to rapidly reach all critical community stakeholders; rapidly disseminated public health messages; managed and operated the communication
networks on a 24/7 basis; developed and maintained relationships with public health care partners to assist in information and data dissemination and exchange

• **Tobacco Program Coordinator 2000-2002**
  Developed and implemented first county tobacco program; performed grant writing, grant reporting, and budget management; served as a resource for the public on tobacco education; partnered with private and other public agencies to promote prevention; performed assessments and outreach; designed surveys and publications; conducted internal and external presentations; promoted smoking cessation, tobacco control ordinances, smoke-free workplaces and restaurants; maintained tobacco information ‘hotline;’ coordinated tobacco age of sale enforcement program; recruited, provided training and supervision of youth volunteers; conducted inspections of licensed tobacco retailers; filed complaints against violators and prosecuted in municipal court.

• **Clerk Typist 1996-2000**
  Served as Administrative Assistant to Director of Health; designed marketing materials; edited quarterly newsletter; inventory manager; composed statistical reports; assisted in grant writing and editing process; performed payroll entry; computer training for staff

• **Student Assistant 1992-1996**
  Worked in a clerical capacity for the Directors of the Personnel Department, Safety Department, County Administrator, Board of Chosen Freeholders, and Clerk of the Board