

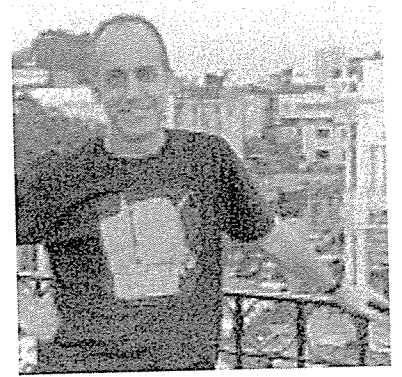


## 2017 “优化教学策略，实现卓越教学” 会议日程

会议地点：英东学术会堂		4月26日
时间	内 容	
7:50-8:50	会议报到 一楼：签到+领会议材料+领取发票 二楼：领取同声传译设备（凭身份证）	
8:50-9:10	开幕式及合影	
9:10-11:40	主题：Active learning through PBL 以 PBL 教学法促进学生的自主学习 主讲人：Kathrin Otrell-Cass 丹麦奥尔堡大学	
11:40-13:30	自助午餐（京师大厦） Lunch	
13:30-14:00	校内老师签到（二楼） Registration	
14:00-16:30	主题：创业思维与思政课教学改革 主讲人：吴现波 山东工商学院	
17:30-20:30	自助晚餐（京师大厦）	
会议地点：英东学术会堂		4月27日
时间	内 容	
8:30-9:00	校内老师签到（二楼）	
9:00-11:30	主题：讨论式教学法的理论与实践 主讲人：杨国华 清华大学	
11:30-13:30	自助午餐（京师大厦）	
13:30-14:00	校内老师签到（二楼） 领取同声传译设备（凭身份证，二楼）	
14:00-16:30	主题：Transformative Learning in Higher Education: A Pedagogy for Individual and Social Change 高等教育中的转化学习：服务于个人和社会变革的教学法 主讲人：Peter Jones 澳大利亚詹姆斯库克大学	
16:30	会议结束	

## 讲座四：高等教育中的转化学习：服务于个人和社会变革的教学法

主讲人简介：Peter Jones 博士，澳大利亚昆士兰的詹姆斯库克大学、人文与社会科学学院主管学习与教学的副院长，社会工作和公共事业高级讲师。在社会工作的教育、研究与实践方面拥有 25 年以上的经验。曾获得过多项詹姆斯库克大学的全纳实践奖，詹姆斯库克大学卓越副校长奖以及两项澳大利亚全国学生学习杰出贡献奖。研究和实践集中在社会工作教育、环境社会工作、社区可持续发展、国际社会工作以及国际学生交流五个领域，并且出版了相关的学术著作。




讲座简介：转化学习理论兴起于成人学习领域，并作为一种主要的教学方法，广泛应用于多个学科领域中的正式及非正式教育情境。此次讲座中，Peter Jones 博士将会讲述转化学习理论的主要特点，并对该理论自提出以来的发展进行探讨。此外，他还将探讨转化学习理论在社会工作专业教育中的发展和应用。

### Lecture 4: Transformative learning in Higher Education: A Pedagogy for Individual and Social Change

**Keynote speaker:** Dr. Peter Jones is the Associate Dean of Learning & Teaching in the College of Arts and Social Sciences and a Senior Lecturer in Social Work & Human Services, at James Cook University, in Queensland, Australia. Dr. Jones has over 25 years of experience in social work education, research and practice. Dr. Jones has been the recipient of a number of JCU Inclusive Practice Awards, a JCU Vice-Chancellor's Award for Excellence and two Australian National Citations for Outstanding Contribution to Student Learning. He was a past Fellow of the Teaching and Learning Academy and is currently a Fellow of the Higher Education Research and Development Society of Australasia (HERDSA). Peter's research and practice interests include social work education, environmental social work, sustainable community development, international social work, and international student exchange. He has published scholarly work in all of these areas.

**Introduction:** Transformative learning theory has emerged as a major approach in the field of adult learning, and one which is being employed in a range of disciplines in both formal and informal educational settings. In this presentation, Dr. Peter Jones will outline the major features of transformative learning theory and discuss some of the ways in which the theory has been developed and enhanced since its original formulations. Dr. Jones will then discuss the ways in which transformative learning theory has been developed and employed in education for social work at an Australian university.

# 讲座四：高等教育中的转化学习：服务于个人和社会变革的 教学法（英文版）



Transformative Learning  
in Higher Education:  
A Pedagogy for Individual  
and Social Change

Dr Peter Jones  
James Cook University  
Queensland, Australia

© James Cook University  
2014

---

---

---

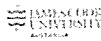
---

---

---

---

---



Presentation Outline

- Jack Mezirow and the features of transformative learning theory
- Further developments and new directions for transformative learning
- Applying transformative approaches in Australian social work education
- The potential for change – individual and social

---

---

---

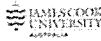
---

---

---

---

---



Transformative Learning Theory

- Transformative learning theory emerged from the work of Jack Mezirow (1923-2014)
- Refers to a form of adult learning that produces a significant change in the way we see and make meaning of the world
- It is grounded in a 'constructivist' interpretation of learning
- It includes an articulation of the nature of 'meaning structures', or 'frames of reference', which operate as perceptual filters

---

---

---

---

---

---

---

---

### The Disorienting Dilemma



- Mezirow argued that transformative learning often occurs in response to an unsettling experience, or disorienting dilemma, which causes the learner to reflect on their existing frame of reference
- In other words, a learner has an experience which is not easily accommodated within their existing worldview.
- The learner is therefore led to critically reflect on taken for granted assumptions which constitute this existing frame of reference
- As a consequence of this reflection, the learner becomes aware of the limited nature of their frame of reference and begins to actively explore ways to shift their worldview toward one that is more open and inclusive

---

---

---

---

---

---

---

---

### Meaning Structures and Frames of Reference



- Built up over time through processes of socialisation and acculturation
- Usually acquired in an uncritical manner and may therefore reflect dominant social and cultural concerns
- When a frame of reference becomes consolidated and entrenched over time, it constitutes a personal paradigm, or worldview, which becomes increasingly less amenable to change.
- Individuals' frames of reference or worldviews often include distorted views of reality

---

---

---

---

---

---

---

---

### Transformative Learning



- Transformative learning, then, is the process by which such meaning structures are changed in the direction of more open, inclusive and integrative frames of reference.

---

---

---

---

---

---

---

---

Transformative Learning in  
Social Work Education



- Social Work Education in Australia
- A normative, values-driven approach
- Examples of transformative practice:
  - Use of Self in Social Work
  - Eco-Social Justice
  - International Exchange and Intercultural Learning

---

---

---

---

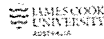
---

---

---

---

The Transformative Process



- Critical reflection and rational discourse are key elements of the transformative process
- Critical self-reflection of assumptions, including critical self-reflection on one's own assumptions and the ways in which one's worldview may be limited and distorted, is most significant.
- critical reflection is not a solitary activity but rather takes place through discourse, or "*the process in which we have an active dialogue with others to better understand the meaning of an experience*" (Mezirow 2000, p. 14)

---

---

---

---

---

---

---

---

New Developments and Directions for  
Transformative Learning



- A range of different directions and emphases:
  - Jungian
  - Ecozoic
  - Spiritual and extra-rational
  - Emancipatory

---

---

---

---

---

---

---

---



Transformative Learning in  
Social Work Education



- Social Work Education in Australia
- A normative, values-driven approach
- Examples of transformative practice:
  - Use of Self in Social Work
  - Eco-Social Justice
  - International Exchange and Intercultural Learning

---

---

---

---

---

---

---

---

Individual and Social Transformation



- Reporting on a Research Project
  - The potential for individual transformation
  - Facilitating transformative learning
  - The potential for social transformation
  - Linking the individual and social

---

---

---

---

---

---

---

---

Conclusions and Future Directions



- Transformative learning theory offers a powerful explanatory tool
- Transformative learning theory offers a pedagogical guide to teaching practice
- Transformative learning theory offers a way to link individual and social experiences and change processes

---

---

---

---

---

---

---

---

Conclusions and Future Directions



• Future research directions:

- Cross-cultural settings
- Longitudinal studies of impact
- Impact of cohort demographics – gender, age, ethnicity etc.
- Persistence of reported transformation

---

---

---

---

---


---

---

---



## 讲座四：高等教育中的转化学习：服务于个人和社会变革的 教学法（中文版）



### 高等教育中的转化学习： 服务于个人与社会变革的教学法

Dr Peter Jones  
詹姆斯库克大学  
澳大利亚 昆士兰

---

---

---


---

---

---

---

---



### 讲座概要

- 杰克·麦基罗 ( Jack Mezirow ) 和转化学习理论的特征
- 转化学习的未来发展与新趋势
- 转化学习的方法在澳大利亚社会工作教育中的应用
- 变革的潜在可能——个人与社会

---

---

---


---

---

---

---

---



### 转化学习理论

- 转化学习理论源自于杰克·麦基罗 ( 1923-2014 ) 的著作
- 指一种成人学习的形式，能够有效地改变我们理解世界及探索世界意义的方式
- 从“建构主义”的视角来阐释学习
- 解释了“意义结构”及“参考框架”的本质，这两者都能够作为感知过滤器而发挥作用

---

---

---

---

---

---

---

---

### 转化学习

- “就其核心而言，转化学习理论非常简单。一个人会通过某件事来逐步意识到自己所持有的观点非常有限或带有偏见，如失去工作感到很痛苦，或出现了意料之外的问题。如果这个人能够批判性地审视自己的观点，愿意接受其他的观点，那么她就能改变自己看待事物的方式和探索世界意义的方式。”

---

---

---

---

---

---

---

---

### 意义结构和参考框架

- 随着时间的推移，意义结构和参考框架会在社会化和文化适应的过程逐步建立
- 通常需要一种不予批判的态度，从而能够反思主流社会和文化所关注的内容
- 当一种参考框架随着时间的推移逐渐变得稳固时，它就构成了个人范式及世界观，并且会越来越难以改变
- 个人的参考框架及世界观中常常会包含自身对现实的偏见

---

---

---

---

---

---

---

---

### 转化学习

- 转化学习是这样一种过程——通过转化学习，意义结构会随着参考框架的方向发生改变，更加具有开放性、包容性和综合性。

---

---

---

---

---

---

---

---

### 迷惘困境



- 麦基罗认为转化学习通常是对有令人不安的经历或处于迷惘困境的学习者进行回应，从而促使他们对已有的参考框架进行反思。
- 换言之，学习者目前的经历难以融入他们已有的世界观之中。
- 因而要对学习者进行引导，让他们对存在于自身参考框架中的某些想当然的假设进行批判性地反思。
- 通过反思，学习者能意识到自身参考框架的局限性，从而开始积极探索相应的方法来改变自身的世界观，并使其变得更为开放和包容。

---

---

---

---

---

---

---

---

### 转化的过程



- 批判性反思和理性对话是转化过程的关键。
- 对假设进行批判性的自我反思极其重要，既包括对自身的假设进行反思，也包括对可能局限和歪曲自身世界观的方式进行反思
- 批判性反思不是一项独立的活动，而是发生在对话之中，或存在于某一过程中，即“我们与他人进行积极的对话，来能更好地理解某种经历的意义”  
(Mezirow 2000, p. 14)

---

---

---

---

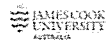
---

---

---

---

### 转化学习的未来发展与新趋势



- 一系列不同的趋向和重点：
  - 荣格
  - 生态纪元 (Ecozoic)
  - 精神的、超理性的 (extra-rational)
  - 解放

---

---

---

---

---

---

---

---

### 社会工作教育中的转化学习



- 澳大利亚的社会工作教育
- 一种规范的、价值导向的方式
- 转化学习实践的案例
  - 社会工作中的自我运用
  - 生态社会的公正
  - 国际交流和跨文化学习

---

---

---

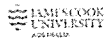
---

---

---

---

### 个人和社会的转变



- 研究项目报告
  - 个人转变的潜在可能性
  - 促进转化学习
  - 社会转变的潜在可能性
  - 将个人与社会相关联

---

---

---

---

---

---

---

### 结论和未来的研究方向



- 转化学习理论提供了一种有力的解释工具
- 转化学习理论对教学实践提供了一种教学法指导
- 转化学习理论提供了一种能够将个人经历、社会经验与转变过程相关联的途径

---

---

---

---

---

---

---