



Why do people change?

## Mezirow's Transformative Learning Theory

In childhood, learning is formative (derived from formal sources of authority and socialization) In adulthood,
learning is
transformative, as
adults are more
capable of seeing
distortions in
their own beliefs,
feelings, and
attitudes

#### Transformative Chronology (Lebo, 2013)

- 1 a 'disorienting dilemma' (Mezirow, 2000) or 'cognitive crisis' (O'Sullivan, 2002).
  - 2 ) looking for and trying out alternative ways of knowing.
- (3) changing one's frame of reference by adopting an alternative worldview.



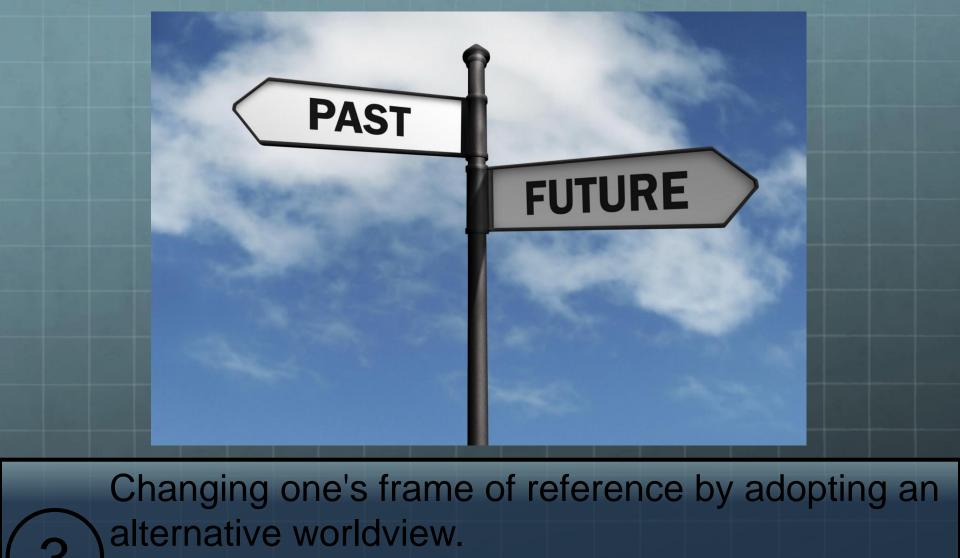
#### Cognitive Crisis

"The warmest winter I ever spent was in Canada.
Why are New Zealand homes cold and damp? It's just not right."



Looking for alternative ways of knowing.

"The internet has so much information, but it's confusing and often contradictory. Maybe it's time I rang an EDA."



Nobel Prize



Looking for alternative ways of knowing.

Knock. Knock. "Hi, I'm Nelson from Council."

I'm here for our appointment."



"Look, if you had, one shot, or one opportunity...
Would you capture it, or just let it slip? Yo."



In order for change to be sustainable it must be owned by the learner.

(Sterling, 2001)



"The learner is more important than that which is being learned."

- Unknown

"Andragogy focuses on adult learning strategies and centers attention on the process of engaging adult learners within the structure of the learning experience."

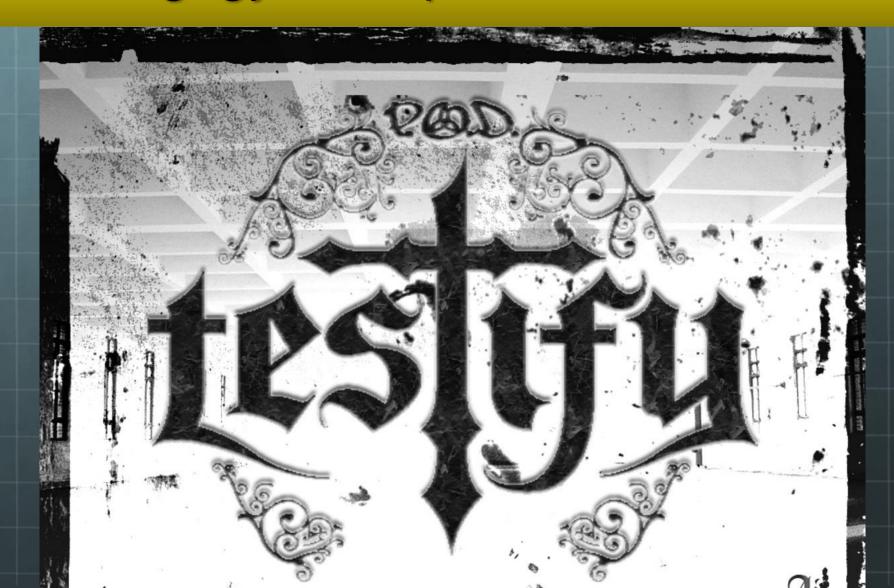
CoreNet Global http://www.aacp.org/meetingsandevents/presenterresources/Documents/AdultLearningTips.pdf

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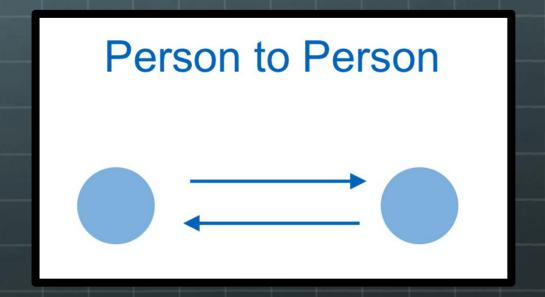
Learning is fundamentally social.

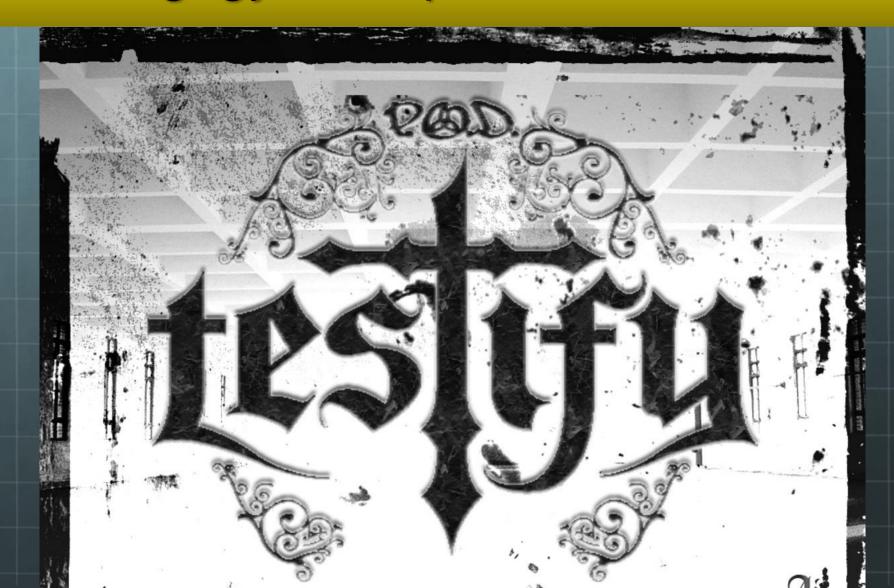
"Successful learning is often socially constructed and can require unlearning old ways. It may require changes to one's identity and core beliefs, which can take time and is challenging, yet powerful."



Learning is an act of participation.

"It's about building and maintaining personto-person connections that bring value."





The depth of our learning depends on the depth of our engagement.

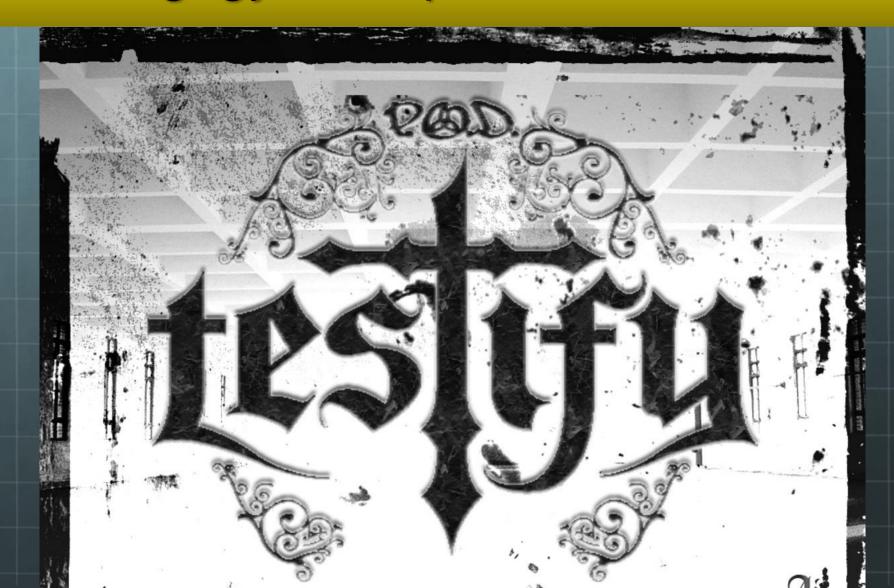
"The more we are actively involved, the more our brains' hardwiring is fired-up and the more we learn."

## Place your hand behind this curtain.



Engagement is joined at the hip with empowerment.





#### Exclusion from active participation equals failure to learn.

#### Your Name Here

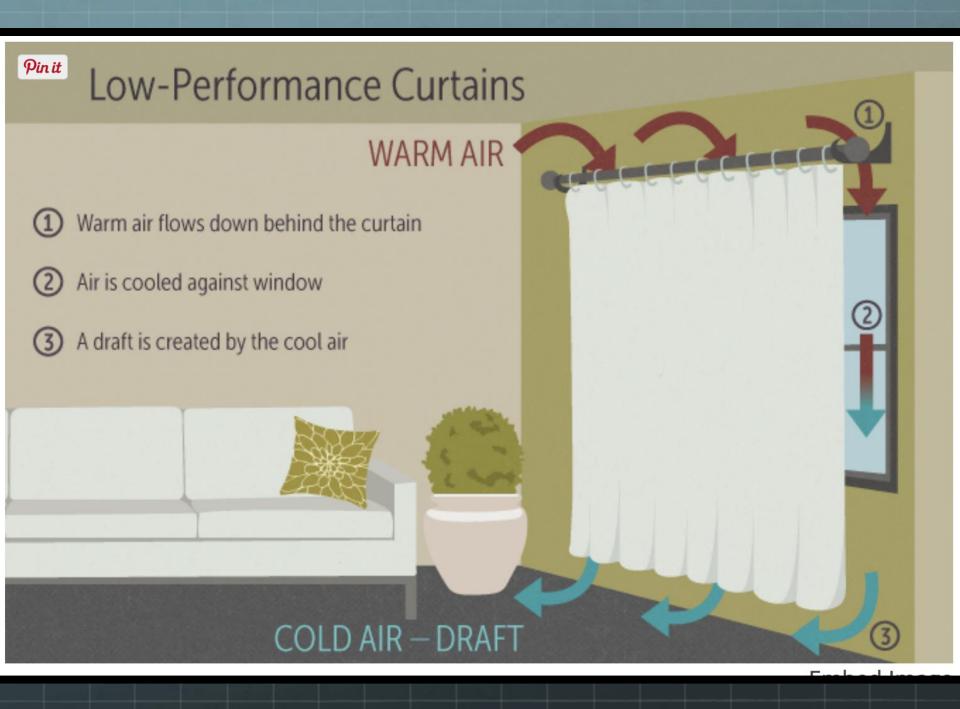
Your address here Your telephone number here Your website and email address here

#### **GUEST LAUNDRY & DRY CLEANING LIST**

00001 Inv. No.

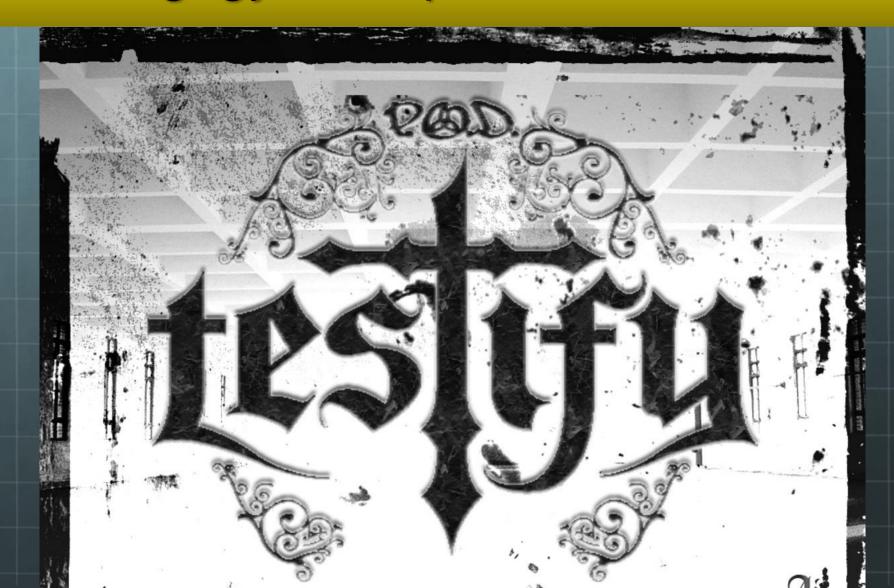
LAUNDRY			DRY CLEANING		
No.	ARTICLE	PRICE	No.	ARTICLE	PRICE
	Handkerchiefs			Blouses	
	Pyjamas, Cotton			Coat, rain	
	Pyjamas, silk/rayon			Coat, top or over	
	Shirts, dress			Dress	
	Shirts, silk/rayon			Dress, formal	
	Shirts, Tuxedo			Jackel or sport coat	
	Jeans, Trousers			Suit, 2-pc	
	Socks, press			Suit, 3-pc	
	Underwear Shorts			Jeans, Trousers	
	Underwear tops			Shirts/Dress/Tuvedo	
	Brassieres			Tie	
	Slips			Jumpsuit/Sport	
	Nightgowns/Robes				
Spec	ial Instructions			TradePri	intingUK.com - Ref

Your list must accompany you package. If incorrect, our count to be accepted as correct. We cannot be responsible for valuables left in clothing. In case of any claim against this order, you must notify the office/front desk within 72 hours. No claims to exceed ten times the laundry or cleaning charges

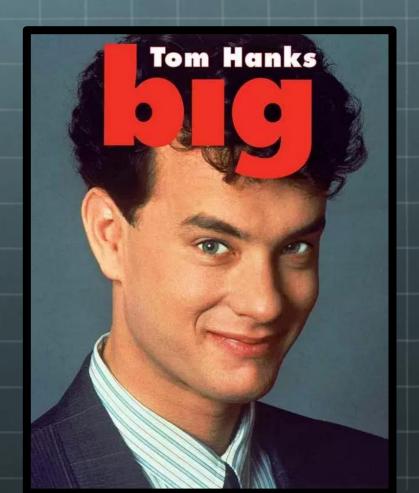


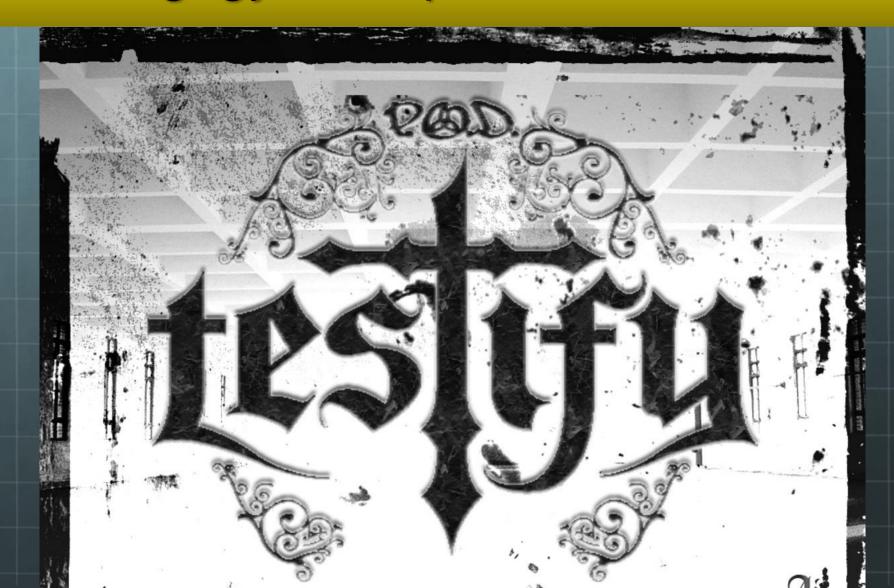
WIIFM (what's in it for me) is critical.



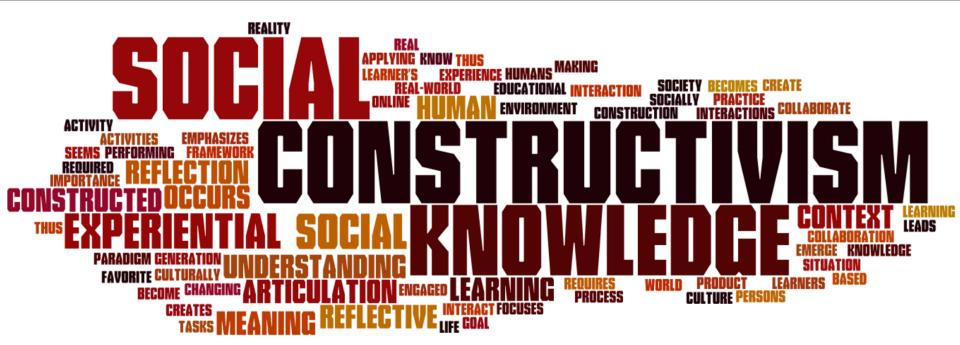


Big picture first, then the details.



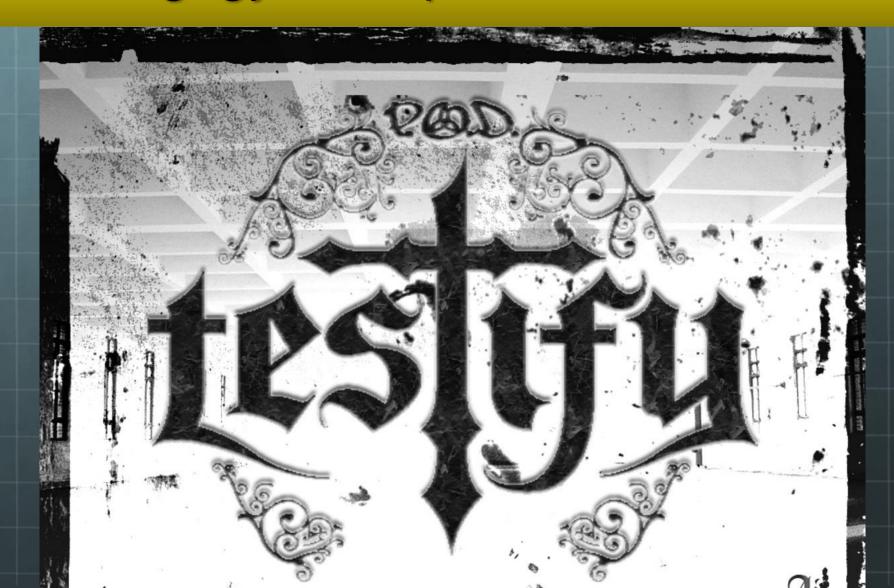


Where does this new learning fit in relation to the other stuff I know?

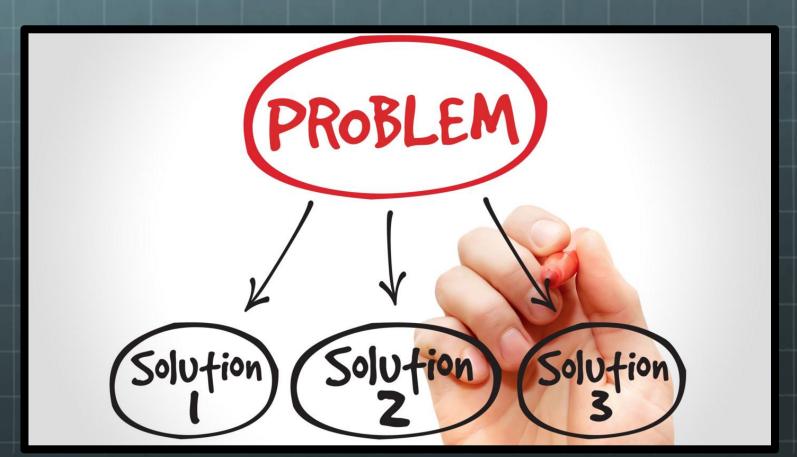


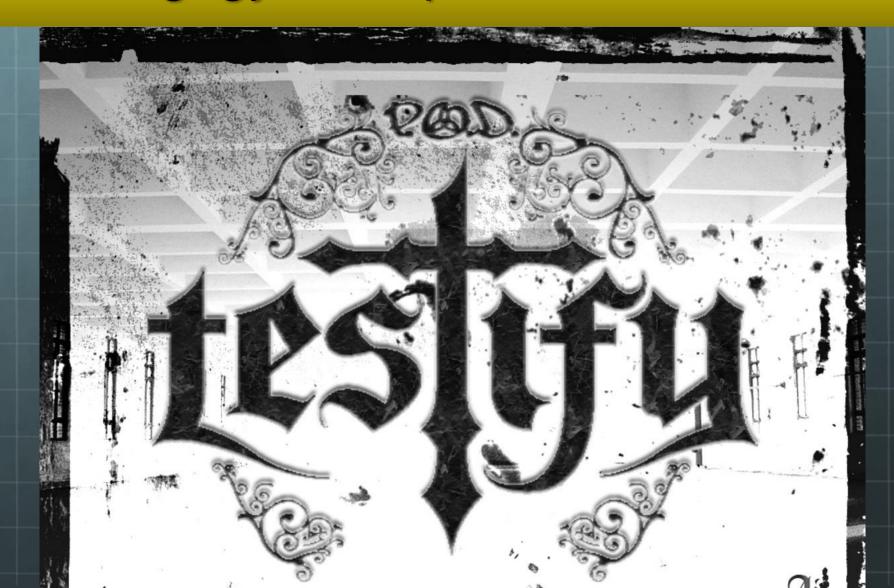
# Andragogy Principles Malcolm Knowles Sell me on why I need to know this.



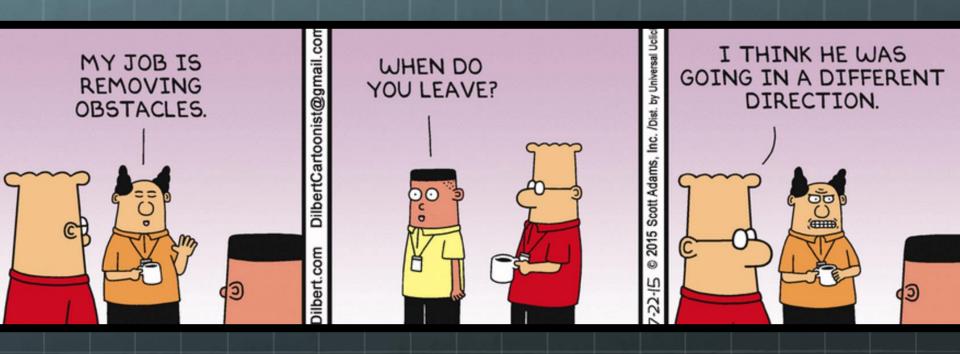


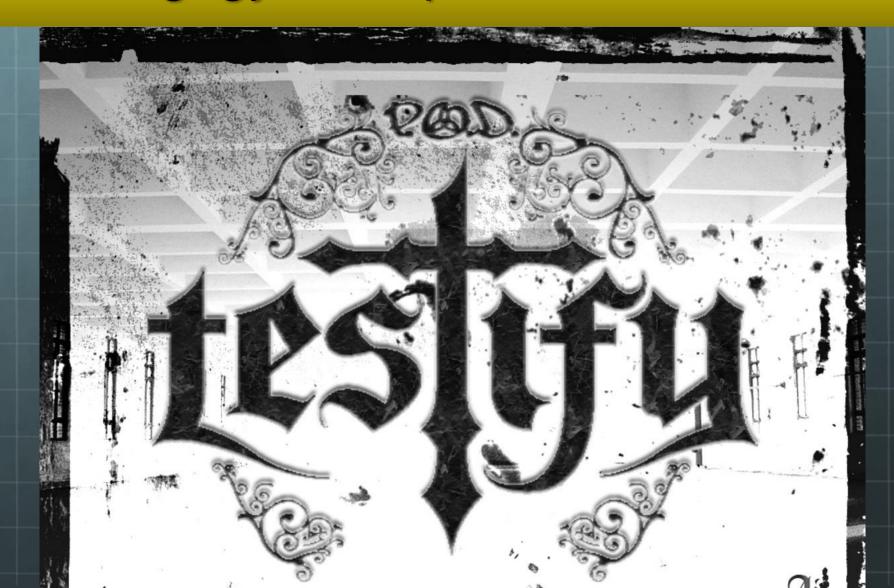
We are problem-centered rather than content-oriented.





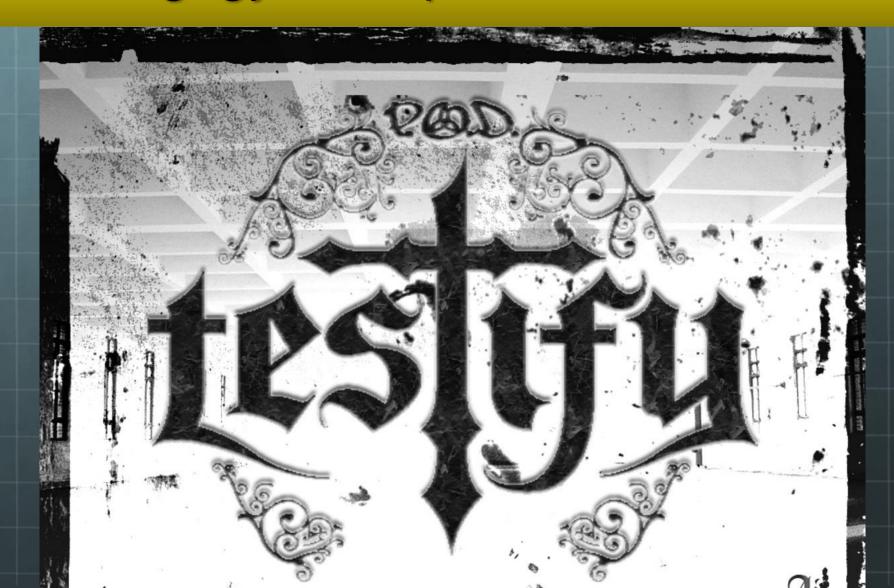
Remove the obstacles and barriers to my learning please.





Repetition increases my retention of critical information.





# The Takeaway



