


TEACHING STUDENTS FOR TRANSFORMATION

ALEX CROMWELL AND SANDRA CHELDELIN

WELCOME FROM ALEX CROMWELL AND SANDRA CHELDELIN

Agenda:

- Introductions
 - Overview of session
 - Context of Transformative Learning in the Academy
 - Application to Interpersonal Conflict Resolution
 - Questions and Discussion
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AT THE END OF OUR SESSION

How will you use this information for your own teaching?

- How can or do you apply principles from your field to facilitate transformative learning?
- How can or do you apply principles specifically and facilitate transformative learning in your courses?



TRANSFORMATION IN THE ACADEMY

Key Changing Paradigms:

1985: Sandy Astin's Achieving Educational Excellence


1990: Ernie Boyer's Scholarship Reconsidered

1995: Barr and Taag's From Teaching to Learning: A new Paradigm for Undergraduate Education

2008: George Kuh's High Impact Educational Practices

- Source: Bassis: *A Primer on the Transformation of Higher Education in America* in National Institute for Learning Outcomes Assessment

TRANSFORMATION IN AN INTERPERSONAL CONFLICT CLASS

- CONF 320: Interpersonal Conflict Analysis and Resolution (Fall 2011, Spring 2013 & 2014)
 - Goal was to facilitate personal transformation for students in their conflicts
 - They each identified a conflict in the beginning of the semester to work on transforming throughout the semester
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TRANSFORMATIVE LEARNING

- Occurs when a person has a shift in their “frame of reference” (Mezirow, 1997)
- This happens as a result of critical reflection and discourse
- One way this shift comes about when we encounter a disorienting dilemma or “high-intensity dissonance”
- High-intensity dissonance is a powerful experience that completely goes against previous experiences (Kiely, 2005)

TRANSFORMATIVE LEARNING AND CONFLICT RESOLUTION/TRANSFORMATION

- Conflict transformation also emphasizes creating a shift in thinking in support of transforming conflict



SHIFTS IN CONSCIOUSNESS IN CONFLICT RESOLUTION

- One of the major theories of change in peacebuilding evaluation (Nan, 2010)
- Carstarphen (2004) defines a *shift* as:
 - a positive, qualitative change in the relationship between conflict parties, including changed attitudes towards oneself and the other party, the conflict issues, and the conflict situation as a whole—that paves the way for reconciliation and conflict resolution

SHIFTS IN CONSCIOUSNESS IN CONFLICT RESOLUTION


- Mindfulness & Managing Emotions (Goleman, 1995)
 - Difficult Conversations (Stone, Patton, & Heen, 1999)
 - Nonviolent Communication (Rosenberg, 2003)
 - Getting to Yes (Fisher & Ury, 1981)
 - The Anatomy of Peace (2006)
 - Listening skills (Bolton, 1986)
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MINDFULNESS AND MANAGING EMOTIONS

- Developing self-awareness of thoughts and feelings through reflection
- Realizing the role our thoughts and perceptions play in fueling conflict
- Developing strategies for being more aware of and managing these thoughts and emotions
 - Meditation, journaling


DIFFICULT CONVERSATIONS

3 Key Shifts

1. From certainty to curiosity
 2. From an either/or approach to the “and” stance
 - Not about who is right or wrong, or who is at fault
 3. From sending a message to a learning conversation
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NONVIOLENT COMMUNICATION

2 Key Shifts

1. From Judgment to expressing observations, feelings, need, requests
 2. From rage, disconnect, & violence to compassion, connection and peace
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GETTING TO YES

2 Key Shifts

1. From positions to interests
 2. Separating people from the problem
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- A decorative footer consisting of several overlapping geometric shapes. On the left, there is a red triangle pointing downwards. To its right is a larger, light green triangle pointing upwards. Further right is a smaller, darker green triangle pointing downwards. The rightmost portion of the footer is a solid, light green rectangle.

THE ANATOMY OF PEACE

There is a choice in how we see people and respond to them

The goal is to create a Shift from viewing a person as an object to seeing them as a person with wants, needs, cares, and desires.




STUDENTS TRANSFORMING THEIR CONFLICTS

In the examples in the handout, do you see evidence of transformation? If so, in what ways?



APPLICATION OF TRANSFORMATIVE LEARNING TO OTHER DISCIPLINES

- Philosophy as a way to personal human development
 - Humanities as a way to empathy
 - Critical thinking initiation as new ways to consider issues
 - Thinking creatively to broaden imagination
 - Ethical thinking as a way to consider social justice
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FOR DISCUSSION

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