WHAT TL CAN TEACH US ABOUT INTRODUCING EDUCATORS TO OER

TRANSFORMATIVE LEARNING

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DEFINITIONS

“Transformative learning refers to the process by which we transform our taken-for-granted frames of reference (meaning-perspectives, habits of mind, mind-sets) to make them more

- inclusive,
- discriminating,
- open,
- emotionally capable of change,
- and reflective

so that they may generate beliefs and opinions that will prove more true or justified to guide action.”

--Jack Mezirow
• Studied U.S. women returning to postsecondary study or workplace after an extended time out.

• Goal: to “identify factors that characteristically impede or facilitate” women’s progress in re-entry.

1975

1. A disorienting dilemma.
2. Self-examination with feelings of fear, anger, guilt, or shame.
4. Recognition that one’s discontent and the process of transformation are shared.
5. Exploration of options for new roles, relationships, and actions.
6. Planning a course of action.
7. Acquiring knowledge and skills for implementing one’s plans.
8. Provisional trying of new roles.
10. A reintegration into one’s life on the basis of conditions dictated by one’s new perspective.
TL HAS BEEN APPLIED TO...

- Academic Librarianship (Hooper & Scharf, 2017)
  - Applications for instruction and reference services
- Agriculture (Duveskog, Friis-Hansen, & Taylor, 2011)
  - Farming school in Kenya, impacts of participatory and group learning
- Archeology (Sandlin & Bey, 2006)
  - Archeologists learning critical practices, specifically environmental concerns
- Critical Media Literacy (Tisdell, 2008)
  - Teaching critical media literacy to adult learners, issues of diversity and equity
- Feminist Theory (Cooley, 2007)
  - Women’s enclaves as sites of adults learning/practicing 3rd wave feminism
- Health Care (King, 2009)
  - Democratic process, empowerment and voice during health care training
- Religious Studies (Clare, 2006)
  - Putting faith into action, bridging ethical ideology & ethical actions
- Spirituality (Chin, 2006)
  - Bah’ai women working to construct a social identity & inclusive worldview (not acquiring a religious practice)

...AND MORE!
Self reflection exercise

the ten stages

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Journal & Reflect: 10 minutes

- when and where did you first hear about OER?
- What were your first impressions of OER?
- Do these stages reflect your journey? Give examples.
- Did anything (does anything) seem impossible when you think about using OER in your institution?

Pair & Share: 10 minutes

- In small groups of 2 or 3, trade notes and discuss your findings
Challenges to Open Education –

(25 minutes)

If we assume that Open Education is a paradigmatic shift that requires a disorienting dilemma, how can we create those? What helped you to move through these stages? What support can we provide others in these stages?