

Jack Mezirow Transformative Learning Theory



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Transformative Learning Theory (Mezirow) Transformative learning theory was developed by Jack Mezirow in the late 1900s. He used this theory to describe how people develop and use critical self-reflecting to consider their beliefs and experiences, and over time, change dysfunctional means of seeing the world.

Transformative Learning Theory (Mezirow) - Learning Theories

Transformative Learning (Jack Mezirow) Mezirow's original theory has been elaborated upon by others, most notably Cranton (1994;1997) and Boyd (1991). The theory has commonalities with other theories of adult learning such as andragogy (Knowles), experiential learning (Rogers), and Cross.

Transformative Learning (Jack Mezirow ...

Three common themes of Mezirow's theory are the centrality of experience, critical reflection, and rational discourse in the process of meaning structure transformation. It is the learner's experience that is the starting point and the subject matter for transformative learning (Mezirow 1995).

Transformative Learning Theory—An Overview - CALPRO

Mezirow's Ten Phases of Transformative Learning. The Transformative Learning Theory was first articulated by Jack Mezirow of Columbia University after researching factors related to the success, or lack of, of womens' reentry to community college programs in the 1970's, with the resulting conclusion that a key factor was perspective transformation .

Mezirow's Ten Phases of Transformative Learning ... - Google

Transformative learning (Mezirow, 1991, 1995, 1996; Cranton, 1994, 1996) is the process of effecting change in a frame of reference. Adults have acquired a coherent body of experience—associations, concepts, values, feelings, conditioned responses—frames of reference that define their life world.

Transformative Learning: Theory to Practice

Transformative Learning: Theory to Practice. Abstract Critical and autonomous thinking must take precedence over the uncritical assimilation of knowledge. Transformative learning is a route to the development of critical thinking.

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