

# Transformative Learning: Shifting Active Learners to Active Learning Facilitators



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**01 Introduction**

**02 Teacher Training**

**03 Results**

**04 Conclusion**



# 1. Introduction

Mahidol University and MU-school Monitoring Project



# Mahidol University Kanchanaburi Campus (MUKA)



## **School of Interdisciplinary Studies**

Consists of AC, AG, BA, CB, ED, FT, GS, and SLA Division



## **Located in Kanchanaburi Province, Western, Thailand**



## **2016 - present**

### **Funded MU-school Monitoring Project**

from Office of the Higher Education  
Commission, Ministry of Higher Education,  
Science, Research and Innovation

# Schools under MUKA monitoring



**Wat  
Trirattanaram  
Charity School**

K1-K3  
and Grade 1-6

1



**Ban Wang Sing  
School**

K1-K3,  
and Grade 1-12

2



## 2. Teacher Training

Transforming Active Learners into Active Learning Facilitators

# School Needs

## Ministry of Education Policy

Student-centered Learning  
Active Learning Classroom  
Fostering students' 21<sup>st</sup> Century Skills  
School Quality Assessments

## School Context

Located in Western Part of Thailand, Sai Yok District, Kanchanaburi Province approximately 200 km far from Bangkok and 60 km from the center of Kanchanaburi Province

## Limitations

Lack of confident to facilitate the Active Learning Classroom  
Lack of experience as Active Learners in person  
Experienced as Passive Learners

## Strengths

Both schools have passed the Quality Assessment  
Teachers consistently have attended many training on classroom management related to the Ministry Policy

## Focus Group Discussions

1. Banwansing School
2. Wat Tirattanaram Charity School



# Transformative Learning

## Activities

### 1. Disorienting Dilemma

- Activate Event
- Elaborating Existing Frames of Reference
  - Self-examination
  - Self-questioning

### 2. Critical Reflection

- Cognitive-reflection
  - Self-reflection
  - Dialogue

### 3. New Perspective

- Think-aloud Technique
- Conceptual Mapping
  - Goal Setting
  - Planning
  - Performing

(Poohongthong, 2017 adapted from Marizow, 2000)

## Expected Outcomes

### 1. The teachers understand

- Active Learner characteristics
- Active Learning Classroom Environment
- Role of Active Learning Facilitator

### 2. The teachers can

- Plan their Active Learning classroom
- Facilitate their Active Learning class with confident





# 1. Disorienting Dilemma

## Activate Event

1

Elaborating Existing  
Frames of Reference

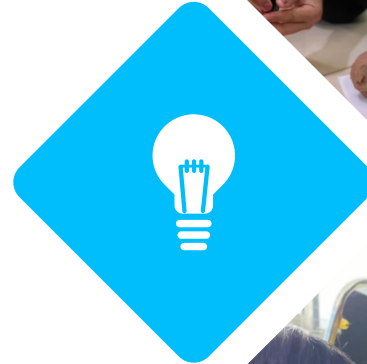
2

Self-examination

3

Self-questioning

Teacher joined and performed as a students in an Active Learning Classroom.



# 2. Critical Reflection

Dialogue; self-reflection



**Active Learner Characteristics**

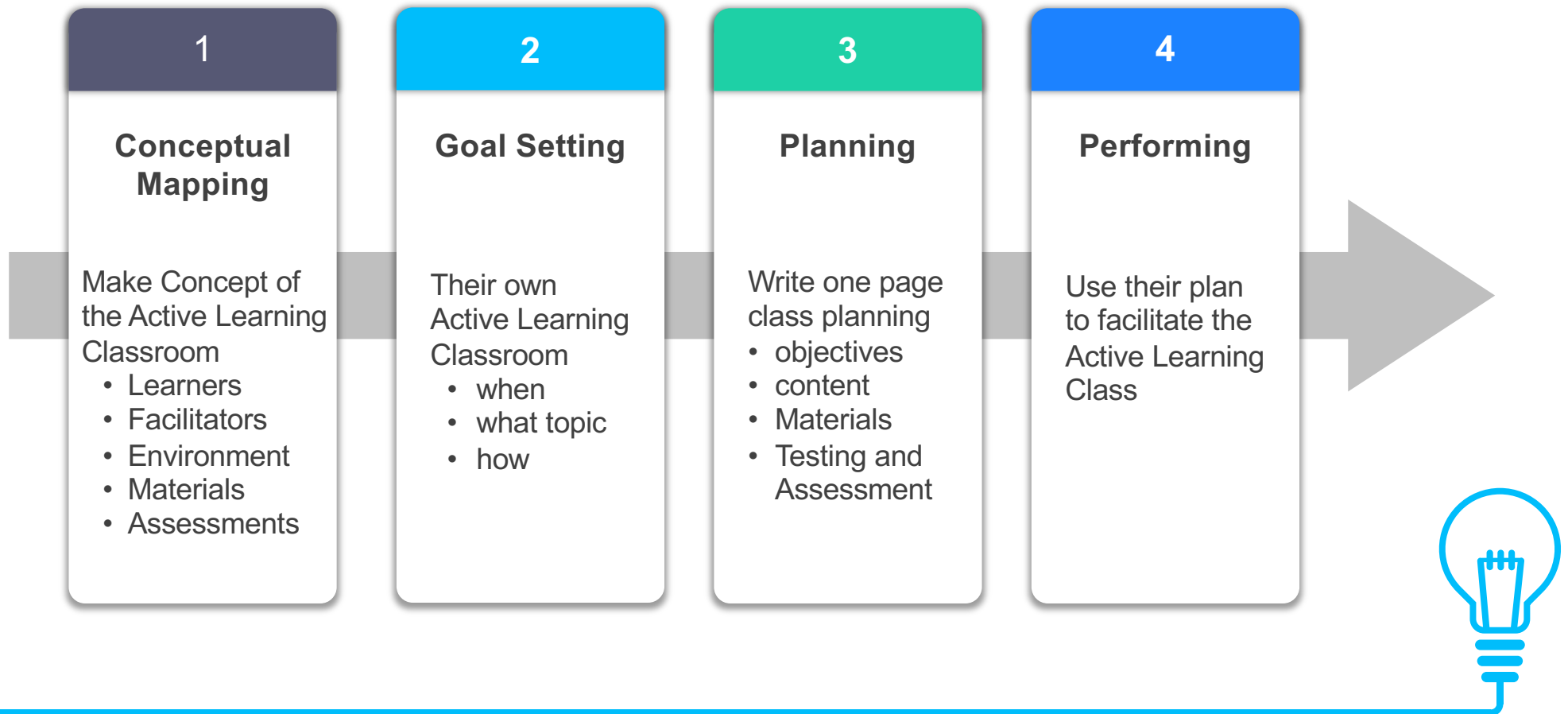


**Active Learning Classroom**



**Active Learning Facilitator Role**

# 3. Transforming New Perspective





## 3. Results

Active Learners vs Active Learning Facilitators

# 1. Activate Event

Most of the teachers were



early 30s - late 50s



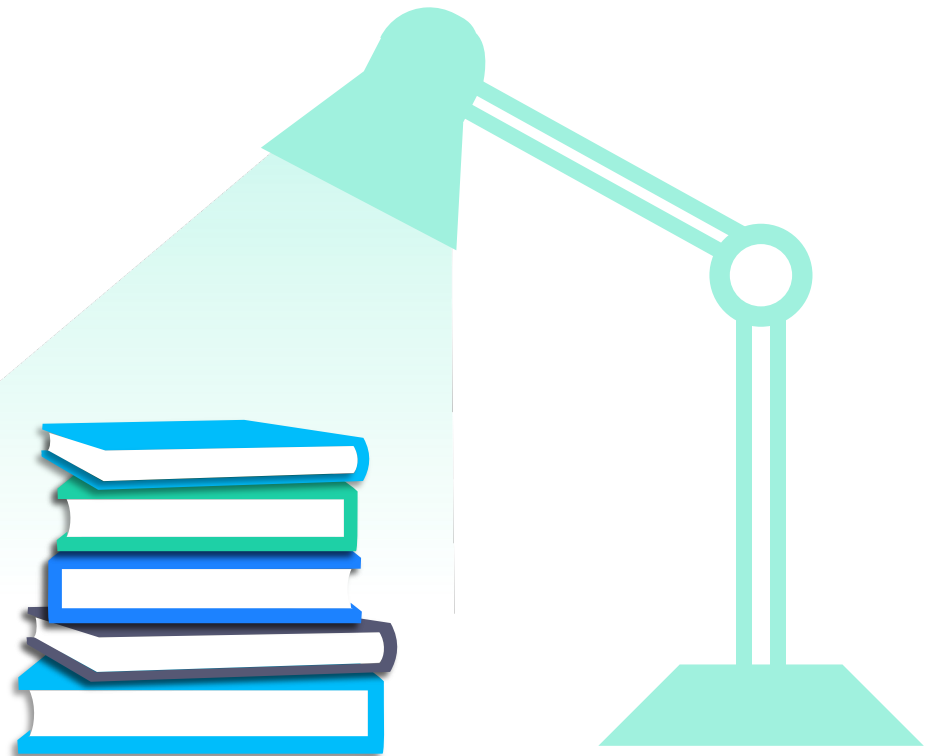
experienced as Passive Learner  
when they were students



about 98% graduated bachelor's Degree



studied ways to plan classroom based on  
the previous Ministry Curriculum Framework



## 2. Critical Reflection

Active Learning Classroom was ...

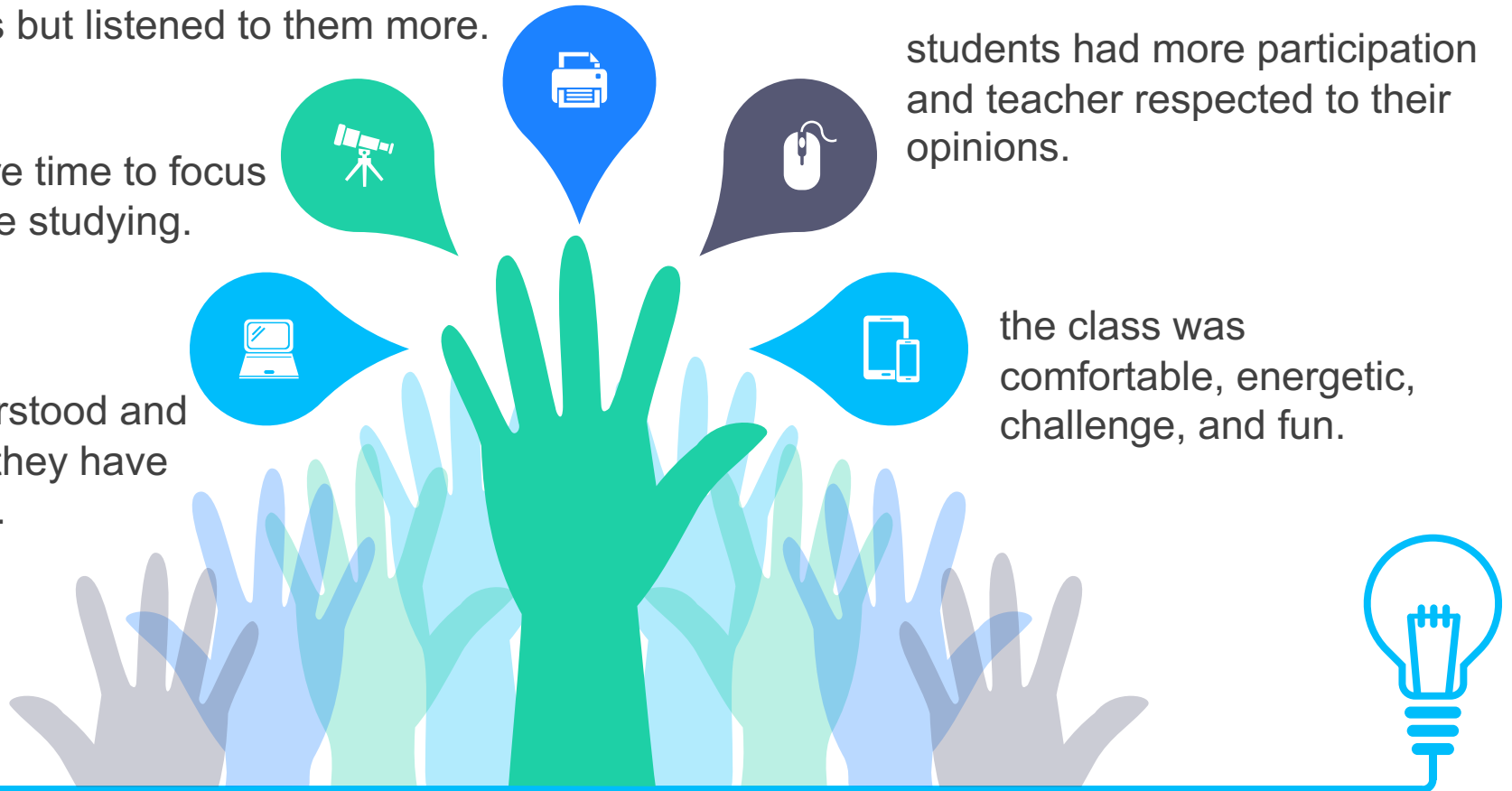
teacher talked less but listened to them more.

students had more time to focus on what they were studying.

students understood and recalled what they have learned easier.

students had more participation and teacher respected to their opinions.

the class was comfortable, energetic, challenge, and fun.



# 3. Transforming New Perspective

Teachers had clear concept of Active Learning Classroom.

1



They could facilitate an Active Learning class and they intended to revise other lesson plans which support more active learning environment.

4

2

They aimed to manage an Active Learning lesson in this semester.

3

They wrote a one-page lesson plan of the subject they taught.



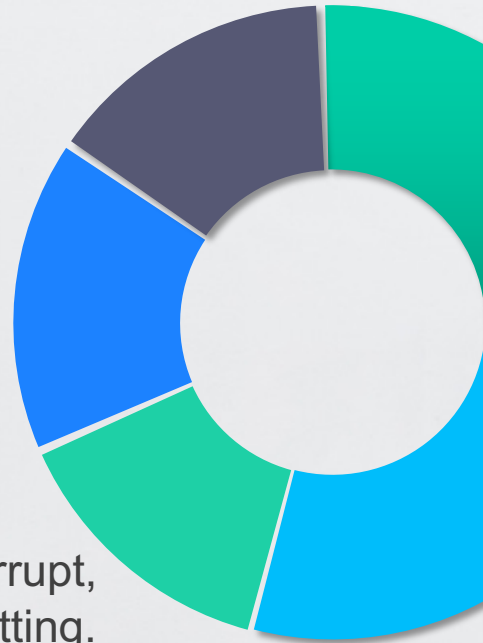
# Teacher's Opinions

"I enjoyed to participate in the class because I had many things to do and learned along to lesson."

"I had chances to share my ideas and opinion with friends while we were doing tasks."

"I think I had more responsibility to finish the task and I wasn't afraid to fail and kept on trying."

"The facilitators didn't interrupt, interfere, or control my setting. They supported me to learned in my own way."



“

While performing as a students in Active Learning Classroom, I missed some points, sometimes I needed helps but sometimes I needed a moment to figure it out by myself...

... I think I should let them take time to learn. If they ask for help, I will support them ...

... I had much more understanding to my students and knew what they really need.

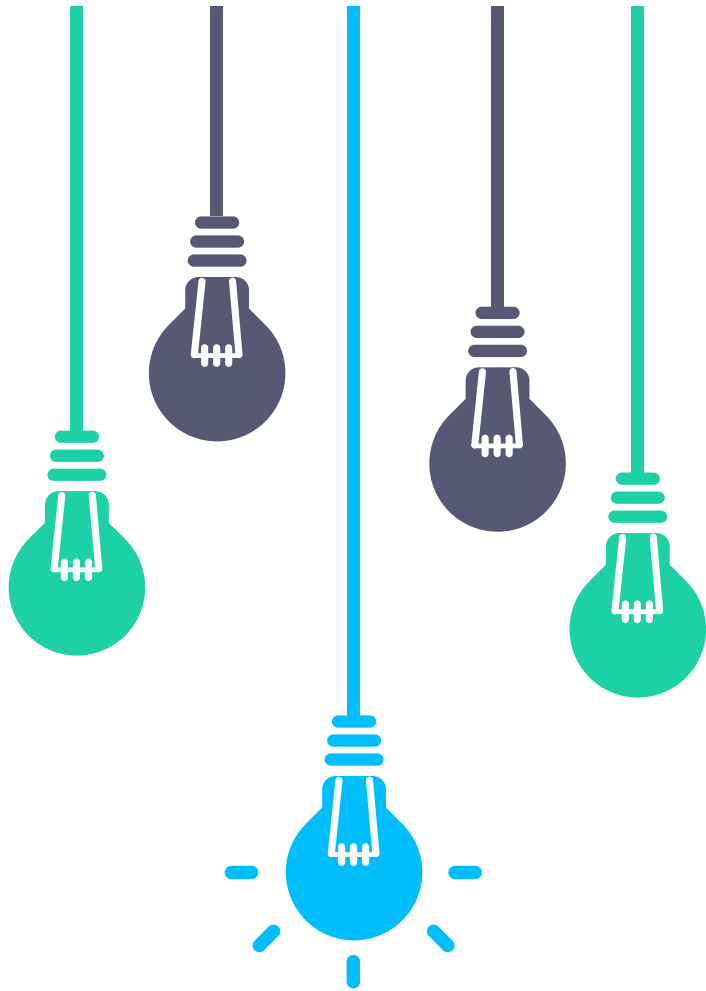
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## 4. Conclusion

The relationship of Active Learners and Active Learning Facilitators



# Conclusions



Shifting teaching to learning is the new role of a modern teacher or instructor who can facilitate to promote active learning class.



In the traditional model of instruction, teachers' role is the leader who pass knowledge to the passive learners. In contrast, the modern teacher should role as facilitator who encouraging active learners to consider their learning styles.



Creating, supporting, and giving appropriate guidance are the major task of a modern teacher.



The modern teacher have to change their vision of teacher's role and involve students into their own learning process.



Transformative Learning is the most appropriate way to change the adults because they need to reflect themselves and understand the reality, then actively participate them into their own learning process.

(Balthazar, 2019, Kudryashova, et all., 2016, and Patton, 2015,)



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# Thank You

Insert the Sub Title of Your  
Presentation