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**Transformative learning
to change students perceptions
of the teacher as a communicator**

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the issue:

PREPARING PEDAGOGICAL STUDENTS FOR SUCCESSFUL COMMUNICATION IN THE CLASSROOM

STUDENTS' PREPARATION IS VIEWED AS TRANSFORMATIVE
ADULT EDUCATION ACCORDING TO MEZIROW'S CONCEPT.

the issue:

IT IS BASED ON THE UNDERSTANDING THAT STUDENTS, AS ADULT LEARNERS, TRANSFORM THEIR FRAMES OF REFERENCE THROUGH CRITICAL REFLECTION ON THE ASSUMPTIONS UNDERLYING THEIR INTERPRETATIONS, BELIEFS, AND VIEWPOINTS.

BY USING THEATER IN THE EDUCATION OF FUTURE TEACHERS, THE GOAL IS TO DEVELOP CRITICAL THINKING AND CHANGE ATTITUDES TOWARDS THE PROFESSION.

**TRANSFORMATIVE LEARNING
IS AN EDUCATIONAL APPROACH WIDELY
USED IN UNIVERSITIES AND ADULT
EDUCATION**

IT STIMULATES:

- CRITICAL THINKING**
- ACTIVE REFLECTION AMONG STUDENTS**
- COMBINED WITH A HIGH DEGREE OF EMOTIONAL ENGAGEMENT**

The **first step** in transformative learning is becoming aware of one's own beliefs and limiting understandings

The **second step** is critical reflection on the identified limiting and problematic beliefs by asking questions such as, "Why do I believe this?", "What makes me think this way about the student?".

The **third step** involves engaging in dialogue and discussion with other students and the instructor about these beliefs (attitudes), which helps uncover other perspectives and possible viewpoints on the situation

The **fourth step** is experimenting with new roles and ways of acting—trying out different behaviors, new ways of thinking, and acting in different contexts and situations.

The **fifth step** in the transformative learning process is integrating the new understandings (beliefs, attitudes) into real-life behavior. At this stage, the focus is on transferring what has been learned in the classroom to students' everyday lives and consolidating and practicing the acquired skills in new situations.

The process of going through these five steps of transformative learning in communication skills is **significantly facilitated by the application of drama methods** (educational drama, drama in education).

Using drama in training students for communication in the classroom allows them to:

Become aware of certain behavioral constraints, prejudices, and stereotypes in their perceptions of students—beliefs that act as limiting factors;

Through **interactions with their peers** while role-playing different situations, they have the **opportunity to experiment with new behaviors, observe various communication styles, and change their attitudes toward the profession and interacting with students.**

methods:

An empirical study was conducted on the opinions of students from pedagogical programs at Sofia University (Bulgaria) and ESE (Portugal)

The aim is to collect quantitative data on students' perceptions of the teacher's role and their willingness to engage in active communication in school.

A survey method was used, involving the creation of an online questionnaire that examines students' views on how prepared they feel to communicate with students and their preferred methods for developing communication skills in their training.

discussion:

Students in both Bulgaria and Portugal

- recognize the importance of teacher communication for achieving good educational outcomes.
- They are motivated to establish positive relationships with students and to support their personal development through communication.
- Overall, students are satisfied with their university education and believe it provides them with the necessary preparation.
- They find practical, hands-on training to be the most beneficial.
- Among the students surveyed, role-playing and educational drama are seen as particularly useful for developing communication skills.

discussion:

Students in both Bulgaria and Portugal

However:

- they still feel uncertain about their ability to handle behavioral issues in the classroom
- Bulgarian students express uncertainty about communicating with children with special educational needs.

results:

- A comparison has been made between the educational practices for preparing students in Portugal and Bulgaria.
- Intercultural determinants of the subjective perception of the teacher as a communicator have been highlighted.
- Guidelines have been formulated for improving the professional preparation of students in different national and educational contexts.

SOURCES:

- Fleming, T. (2018) Mezirow and the Theory of Transformative Learning. In: Critical Theory and Transformative Learning - Chapter: Mezirow and the Theory of Transformative Learning. Publisher: IGI Global, Editors: Victor Wang, DOI: [10.4018/978-1-5225-6086-9](https://doi.org/10.4018/978-1-5225-6086-9)
- Mezirow, J. (1997) Transformative Learning: Theory to Practice. New Directions for Adult and Continuing Education, 74, 5-12. Intercultural determinants of the subjective perception of the teacher as a communicator have been highlighted.

THANK YOU FOR YOUR ATTENTION.