

Worldview Transformation

metanoia – shift of mind

- mental models are deeply ingrained assumptions, generalizations or pictures and images that influence how we understand the world and how we take action.

1. Mezirow:

Learning is 'meaning-making'—meaning schemes—a process of making sense or giving coherence to our experiences. 1991, 10-13.

A meaning perspective is an integrated psychological structure with dimensions of thought, feeling and will. What one wants to learn, his readiness to learn, the problems he choose to act upon, his receptivity to attempts to inform or communicate with him, the source of legitimation he requirew before he will try out new ideas, his concept of what is band and good and his determination to persevere in taking individual and collective action--all depend upon his meaning perspectrive (Meziro2 1978, 108).

Transformation in meaning perspective is precipitated by life's dilemmas which cannot be resolved by simply acquiring more informaiton, enhancing problem soliving skills or adding to one's competencies. Resolution of these dilemmas and transforming our meaning perspectives require that we become critically aware of the fact that we are caught in our own history . . .

Transformation in meaning perspective can happen only through taking the perspective of others who have a more critical awareness of the psychocultural assumptions which shape our histories and experience. Cultures vary greatly in the opportunities they provide for perspective taking. . . . I belive that there is no higher priority for adult aducation that to develop its potentialities for perspective transformation (Meziro1 1978, 108-109).

Mezirow, Jack. 1978. Perspective transformation. Adult Education. 28, 2:100-110.

_____. 1991. *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.

_____. Understanding transformation theory. *Adult Education Quarterly*. 44: 4:222-32.

2.. External transformation causing paradigm shifts.

3. Surfacing worldview themes and working on them. Problem them of dealing with the affective dimensions of transforming cognitive worldview themes.

THOMAS KUHN

The Structure of Scientific Revolutions 2nd ed.

1. Puts science into sociocultural and historical contexts.
2. Embeds science in a worldview.,
3. Introduces the concept of “paradigm” into the sciences.
A paradigm is ‘universally recognized scientific achievements that, for a time, provide model problems, problems and solutions to a community of practitioners.’
4. Differentiates between ‘normal science’ and ‘scientific revolutions.’

NORMAL SCIENCE

1. Science that seeks to validate and expand an existing paradigm.
 - the dominant paradigm legitimates the questions, data and methods to be used.
 - it provides exemplars to follow.
 - it attracts a community of followers
 - it develops ‘models of reality.’
 - it seeks to fill in the factual and theoretical gaps in the paradigm.
 - it is codified in journal articles and text books.
2. Rise of anomalies that question the existing paradigm.
 - normal research leads to discoveries that do not fit the paradigm.
3. These anomalies, if sufficiently strong, threaten the paradigm and lead to a crisis of faith in the old paradigm.
 - anomalies increasingly challenge the credibility of the old paradigm
 - attempts are made to adjust and patch up the old paradigm.

SCIENTIFIC REVOLUTIONS

1. When anomalies persist, a crisis emerges in the discipline.
 - the credibility of the old paradigm is increasingly questioned.
 - novel theories are introduced as alternatives.
 - comparisons begin between the old and new paradigms.
 - test of verification or falsification are made on both.

2. A paradigm shift takes place.

- the introduction of a new paradigm divides the scientific community into two camps.
- differences arise, not only over reality and theory, but also over the nature of science itself—its legitimate questions, methods and goals.
- scientific ‘revolutions’ are changes in ‘worldviews.’
- the revolution is often led by the young who focus on the crisis areas, not the normal areas.
- choice between the paradigms is not based on solid proof, but on a ‘conversion’ to a new way of looking at things.
- the old eventually dies out

3. Scientific progress is made through revolutions.

- from within normal science, progress seems inevitable
- from without, competition between paradigms questions the very foundations of the other and of science itself.
- to carry out normal science, the community needs to be insulated from politics and the laity.
- scientific revolutions are influenced by politics, laity and history.

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