



THE OPINIONS OF TEACHERS ON ERASMUS+ KEY ACTION 1: A CASE STUDY

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The aim of this research is to classify the opinions of the principals and teachers working in High School on Erasmus+ Key Action 1 Project as the reasons of joining this Project, the preparations before the Project and the benefits of the Project. The research is a qualitative study with a multiple holistic case study design. Data were collected via interviews by using half structured interview forms. At the end of the research, conclusions were emerged under three themes. The first one was that the main reasons for joining the project were to see European Union countries. The second one was that preparations of high school principals and teachers before participating to the Project were searching EU countries cultural properties on internet, preparing CD and brochures for telling our education system. And the final one is that benefits of the Project were comparing education system and teachers of EU countries.

Key Words: Erasmus+ KA1 Project, Teachers, Principals.

TRANSFORMATIVE LEARNING THEORY AND EDUCATIONAL EXPERIENCES OF ADULTS

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Mezirow (2000) describes Transformative Learning Theory as a learning way that 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. Kegan (2000) also states that informative learning changes what we know; transformative learning changes how we know. Therefore, transformative learning theory gives emphasis on the importance of personal context and meaning-making in the process of transformative learning and how the principles of transformative learning theory fit into the experience of adults. This study aims to explore how transformative learning fits into the experiences of doctorate students as adults considering the educational processes they have experienced. The data has been collected following the course sessions about the nature and principles of transformative learning theory in the context of Teaching and Learning Theory and Models. The data was obtained by focus group interview and the results cover how the research participants describe their lived experiences of key aspects of transformative learning and perspective transformation.

Keywords: Transformative Learning, adults, doctorate students.



4th World Conference on Educational and Instructional Studies WCEIS - 2015

05-07 November 2015

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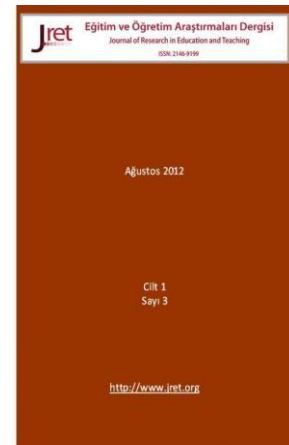
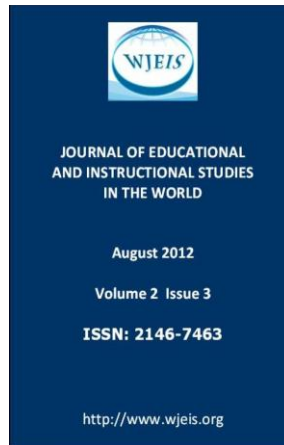
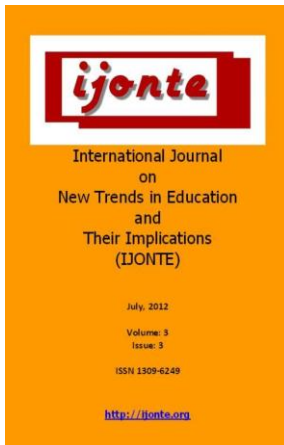
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