


Chapter 12

Transformative Praxis as a Mode of Fostering Action Learning

Niroj Dahal

 <https://orcid.org/0000-0001-7646-1186>

School of Education, Kathmandu University, Nepal

Bal Chandra Luitel

School of Education, Kathmandu University, Nepal

Binod Prasad Pant

 <https://orcid.org/0000-0003-4129-575X>

School of Education, Kathmandu University, Nepal

ABSTRACT

Guided by the question, how does transformative praxis work as a means of promoting action learning? In this chapter, the authors discuss the notion of transformative praxis (TP) in their pedagogies as university faculties and practitioners. Likewise, the authors argue that TP is an effective method for promoting action learning (AL). TP is a pedagogical and/or transformative model that focuses on 'praxis' and aims to create a possibility of orientation for learners as opposed to a linear hierarchy of outcomes and/or results. Next, the authors further discussed AL as a problem-solving approach that involves acting and reflecting on the results and/or outcomes to gain insights and improve outcomes. For instance, this chapter also aims to provide a theoretical and some extent practical guideline for educational practitioners to apply reflective research and practice in their educational engagements to gain a multidimensional understanding for promoting active learning. On the whole, the authors attempted to explore TP as a mode for fostering AL.

INTRODUCTION

The concept of TP includes a broad spectrum of scholarly endeavors for social change through reflective research and practice (Luitel & Dahal, 2020). So, reflective research and practice are the process of

DOI: 10.4018/979-8-3693-0607-9.ch012

Transformative Praxis as a Mode of Fostering Action Learning

action and critical reflection that aims to transform individuals, groups, and institutions. Critical pedagogy and theories of social justice inform these types of action learning. Critical reflection, dialogue, and action are cyclical components of TP (Berryman, 2013) wherein critical reflection is the process of examining one's own beliefs, assumptions, and values concerning a particular issue or problem. It involves questioning our taken-for-granted beliefs and assumptions and considering alternative perspectives. Next, dialogue is the process of engaging in open and honest discussions with others about an issue or problem. In this regard, Jenkins (2016) argued that the philosophical and pedagogical framework of dialogue and rationale for TP is a preferred approach and philosophy of teaching and learning. So, it involves listening to and learning from others and sharing our own experiences and perspectives. Thus, action is the process of taking steps to address an issue or problem in a way that challenges the status quo and promotes social justice. It involves taking risks, being creative, and working with others to create change. Instead, TP serves as a versatile method applicable in different domains, encompassing education, healthcare, social work, and community organizing (Abbott & Taylor, 2013). It emerges as a valuable approach for tackling diverse challenges, extending to curriculum development, pedagogy, research and practice, and assessment within educational settings.

In this chapter, the authors offer the details of TP and AL based on the theoretical roots of critical social theories, and real-world actions (DeGennaro, 2018). Indeed, we also look at what TP and AL have in common and what makes them different, focusing on how TP and AL can be used together to have the most effective ways. Through a thorough look at these approaches, we ourselves hope to learn more about how TP and AL can affect learning, change, and social progress in different situations. We also realized that TP and AL are powerful tools for changing people, organizations, and society (Pedler, 2011). By using these methods, researchers, people and/or groups can start a journey of deep learning, critical reflection, and group action to make the world just for all. With this introduction, this chapter further discussed transformative praxis, participatory action research, praxis and practice, praxis and knowledge, the epistemology of praxis, praxis as inquiry, praxis as/for practitioner-researchers, action learning and writing reflectively.

TRANSFORMATIVE PRAXIS

Transformative praxis covers a wide range of scholarly pursuits for social change via reflexive research and practice. Praxis is used to raise the consciousness of researchers, participants, and social actors by constantly embracing a critical stance toward text, discourse, and the lifeworld.

(Luitel & Dahal, 2020, p. 1)

TP aims to alter existing practices through action and critical reflection. While it has not been widely adopted in educational practices, it has potential applications in fields such as social work, community organizing, and healthcare, among others. In brief, the Greek philosopher and Brazilian educator Aristotle and Paulo Freire, coined the term “praxis” to describe the active application of knowledge to describe a method of education that results in social change. Wherein, Freire (1921–1997) advocated that education might not only be about imparting knowledge but also about assisting individuals in critically evaluating their life experiences and acting to improve the world (Dahal & Luitel, 2023). Apart from this, critical reflections, actions and empowerments are the guiding principles of transformative praxis. These prin-

8 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/transformational-praxis-as-a-mode-of-fostering-action-learning/329919

Related Content

The European Union's Foreign Policy Future: Towards an Integrated European Defence

Joseph Jack Place and Callum Tindall (2021). *NATO and the Future of European and Asian Security* (pp. 74-97).

www.irma-international.org/chapter/the-european-unions-foreign-policy-future/286720

An Overview on Shadow Education Among Cities and Rural Areas in Tamil Nadu

Nagadevi Bala Nagaram, Narmada Devi Rathinam, Kala Raja Mohan, Sathish Kumar Kumaveland Regan Murugesan (2024). *Shadow Education in Asia: Policies and Practices* (pp. 234-241).

www.irma-international.org/chapter/an-overview-on-shadow-education-among-cities-and-rural-areas-in-tamil-nadu/354279

Education and COVID-19: Syrian Refugee Children in Ankara, Turkey

Asuman Özgür Keysan (2022). *Policies and Procedures for the Implementation of Safe and Healthy Educational Environments: Post-COVID-19 Perspectives* (pp. 75-87).

www.irma-international.org/chapter/education-and-covid-19/297184

The Impact of Technological Advancements in Financial Markets

S. Boomika and Amit Kumar (2026). *Regulation and Innovation in Financial Markets* (pp. 57-92).

www.irma-international.org/chapter/the-impact-of-technological-advancements-in-financial-markets/391439

Isocenter Verification in Radiotherapy Clinical Practice Using Virtual Simulation: An Image Registration Approach

George K. Matsopoulos, Pantelis A. Asvestas, Vasiliki Markaki, Kalliopi Platoni and Vasilios Kouloulis (2019). *Healthcare Policy and Reform: Concepts, Methodologies, Tools, and Applications* (pp. 863-884).

www.irma-international.org/chapter/isocenter-verification-in-radiotherapy-clinical-practice-using-virtual-simulation/209160