

## The Transformative Dimensions of Global Learning Experiences

### An Overview

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### Key ideas to a transformative approach to global learning

- Global learning experiences can disorient our ways of making sense of our selves, others, and the world around us
- Transformative learning involves working through these disorienting experiences through critical reflection and imaginative engagement
- Outcomes of transformative learning include transformed meaning perspectives, sense of self

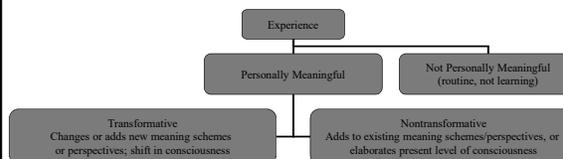
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## Transformative Learning Theory

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### Relationship of Experience-based Learning to Transformative Learning

(Merriam and Clark)



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### Definition of transformative learning

- *The expansion of consciousness through*
- *the transformation of basic world views and*
- *specific capacities of the self. . . .*

Dean Elias, 1997

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### Transformative process initiated when:

- Struggle to making experience meaningful
- Frayed and outworn meaning perspectives
- One's sense of self called into question

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### Transformative learning occurs through two processes

- Critical reflection on our assumptions, beliefs and values related to what we are trying to learn
- Imaginative engagement of emotion-laden experiences and images that arise within the learning experience

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### Outcomes of transformative learning demonstrate:

- A fundamental shift in our meaning perspective or frame of reference
- An expansion of consciousness



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**Applied to global learning,  
transformative processes**

- Expand or enlarge our conscious awareness of our world and how we see it
  
- Increase our abilities as persons or selves to engage in and adapt to an increasingly diverse culture and environment

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**Nature of Global Learning as a Kind of  
Mythological Journey of the Self**

The Odyssey

The Divine Comedy

Lord of the Rings

Star Wars

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**Timeless Stories of How We Come to Be  
Who We Are Intended to Be**

Departure and discovery

Encounter

Return

**Assessing Transformative  
Dimensions of Global Learning**

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### Hoggan's categories of transformative learning outcomes

- Worldview
- Epistemology – Ways of Knowing
- Self
- Behavior – Action
- Development – Increased Capacity
- Ontology – Ways of Being

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### Cross-walking of:

- Transformative Learning Theory
- (Hoggan, 2016)
- AAC&U Rubrics for Global Learning
- Beliefs, Events, and Values Inventory (BEVI)

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**Self:** Outcomes related to Self refer to changes in one's sense of identity, relatedness to others, self- efficacy, empowerment. .

Subthemes were

- |   |  |
|---|--|
| • Self-in-Relation to Others/World (72) | • More Authentic (27)                            |
| • Identity or View of Self (52)         | • Emancipatory (19)                              |
| • Self-Knowledge (36)                   | • Self-Efficacy (9)                              |
| • Empowerment or                        | • Change in Personal Narrative (8)               |
| • Responsibility (31)                   | • Change in Meaning or Purpose in One's Life (7) |
|   | • Change in Personality (4)                      |

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**Worldview** refers to changes in underlying worldview assumptions or conceptualizations.

- Changes in Assumptions, Beliefs, Values, Expectations (in 136)
- Reorganization of Understandings (78)
- More Comprehensive or Complex Worldview (57)
- New Awareness (of something external to oneself) (26)
- New Cognitive Understanding (7)
- More Functional Worldview (7)

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Cross-walk excerpt: TL & BEVI	
CONSTRUCTS OF TL	BEVI SCALES
<p><b>Beliefs about the Self</b> (Outcomes related to self refer to changes in one's sense of identity, relatedness to others, self-efficacy, empowerment and so forth)</p>	<ul style="list-style-type: none"> <li>● Self Access - <b>Self Awareness</b>: introspective; accepts complexity of self; cares for human experience</li> <li>● Core Needs - <b>Identity Diffusion</b>: indicates painful crisis of identity; feels "bad" about self and prospects</li> <li>● Tolerance of Disequilibrium - <b>Basic Openness</b>: open and honest about internal experience</li> <li>● Self Access - <b>Meaning Quest</b>: searching for meaning; seeks balance in life</li> </ul>

Cross-walk excerpt TL & AAC&U rubrics	
TL CONSTRUCTS	AAC&U RUBRICS
<p><b>Beliefs about the Self</b> (Outcomes related to self refer to changes in one's sense of identity, relatedness to others, self-efficacy, empowerment and so forth)</p>	<ul style="list-style-type: none"> <li>● Intercultural knowledge and competence - <b>Cultural self-awareness</b> Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</li> <li>● Ethical reasoning - <b>Ethical self-awareness</b>: Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and :discussion has greater depth and clarity.</li> </ul>

Conclusions

Global learning that is transformative:

- Enhances
  - Self-awareness
  - Self-understanding
- Fosters
  - Deep personal change
  - Deep organizational and social change
- Integrates
  - Head and heart
  - Cognition and emotion

### Self-knowledge as a goal of global learning

- Differentiation of our multiple inner realities
- Learning to dialog and development relationships with our inner realities
- Gradual transition from a more ego-based sense of self to a more transcendent or communal sense of Self
- Increasingly authentic relationships with the “other”

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### Relationship of transformative learning to the BEVI

*. . . We have to go beyond, far beyond, the veneer of rationality which . . . is an illusion in any case . . . We must go on a journey deep into the human mind and heart – and blaze a new path . . .*

Charles Hopkins, 2016  
From the forward to  
*Making Sense of Beliefs and Values:  
Theory, Research and Practice*

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*Beliefs and values are at the very heart of why we humans do what we do – and who we say we are – to ourselves, others, and the world at large. [It is vitally important that we understand] the complex interactions (e.g., among affect, cognition, context, culture, and development) that culminate in a unique constellation of beliefs and values for every human being. . .*

Shealy, 2016

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### Application Examples of Proposed Assessment Process

Work in Progress

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### Consider nature of

- Investment of time
- Encounter with difference

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### Manifestation of transformative learning

- Psychosocial outcomes (BEVI)
- Meaning perspectives (AAC&U)

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