Cultivating the Globally Sustainable Self: What It Means, How It's Measured, Why It Matters

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Agenda

- Cultivating the "globally sustainable self" - the form that transforms

- Measuring the "form that transforms"

Diana's Story

- Middle-aged doctoral student participating in education abroad program

- Manager, spouse, mother

- Felt like "stepping off a cliff"

Story illuminates:

- Importance of the self in deep learning

- How global learning experiences can challenge existing forms of self-understanding

Characteristics of the Self

- Central construct in our sense of who we are

- Both innate and constructed

- Individuates through interaction with environment (e.g., self-other)

- Movement towards wholeness, (self in relation - self-understanding and self-knowledge)

Theoretical Framework – The self through:

Transformative learning theory

Equilintegration theory – EI theory

(BEVI – Craig)

Transformative Learning Theory

Origins

Freire, 1970, Mezirow, 1978

Later developments

Kegan, 1982, Daloz, 1986, Boyd, 1988

Recent

Numerous theoretical threads

Centrality of the Self in Transformative Learning

*"Transformative learning involves experiencing a **deep, structural shift in the basic premises of thought, feelings and actions**. It is a shift of consciousness that dramatically and permanently alters our **ways of being in the world**. Such a shift involves our **understanding of ourselves and our self-locations**; our **relationships with others** and with the natural world; our **understanding of relations of power** in interlocking structures of class, race and gender; **our body-awareness**, our visions of alternative approaches to living; and our sense of possibilities for social justice and personal joy"*

(O'Sullivan, Morrel, and O'Connor, 2002, p. xvii).

In other words, a profound shift in our:

Sense of self

Being in the world

The Self-Processes of Transformative Learning

Critical self-reflection

Address instrumental demands of outer reality

(Mezirow, Cranton)

Imaginative engagement

Address expressive demand of inner reality

(Boyd, Yorks & Kasl, Dirkx)

The Self in Critical Reflection

Humanistic, social

Instrumental
(Cognitive and rational)

Conscious

Adaptive to demands of outer reality

The Self in Imaginative Engagement

Transpersonal

Expressive dimensions
(affect and emotions)

Embodied

Mythopoetic

Responsive to demands of
inner reality

So,

- Our theoretical understanding of a transforming self has evolved

- We need empirical studies of transformative changes in the self

Operationalizing Transformative Learning Theory *

Hoggan's taxonomy
of transformative learning

AAC&U VALUE Rubrics

Shealy's Beliefs, Events and Values Inventory (BEVI)

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Hoggan's Categories of Transformative Learning Outcomes

Worldview

Self

Epistemology – Ways of Knowing

Ontology – Ways of Being

Behavior – Action

Capacity – Increased Development

Definitions of Hoggan's Constructs

- Worldview – Fundamental change or shift in underlying assumptions or conceptualizations about the way the world works [W]

- Self –Related to self and refers to changes in one's sense of identity, relatedness to others, self-efficacy, empowerment [S]

- Epistemology – Changes in epistemic beliefs, more autonomous, systemic, or authentic or embodied ways of knowing. [E]

Definitions of Hoggan's Constructs

- Capacity – development of cognitive abilities; These outcomes refer to development of cognitive abilities in one or more domains. [C]

- Ontology - Ways of Being [O] Refers to changes in deeply established dispositions and tendencies that affect the way a person affectively experiences life and how they physically and emotionally react to experiences.

Relationship of Hoggan's
Self Constuct to BEVI Scales

Constructs of TL	Scales of the BEVI - Beliefs, Events, and Values Inventory (Shealy, 2016)
Beliefs about the Self •Outcomes related to self •Changes in one's sense of identity •Relatedness to others •Self-efficacy •Empowerment	•**Self Awareness Scale (Self Access Domain):** introspective; accepts complexity of self; cares for human experience •**Meaning Quest Scale (Self Access Domain):** searching for meaning; seeks balance in life •**Identity Diffusion Scale (Core Needs Domain):** indicates painful crisis of identity; feels "bad" about self and prospects •**Basic Openness Scale (Tolerance of Disequilibrium Domain):** open and honest about internal experience

Relationship of Hoggan's Ontology Constuct to BEVI Scales

TL Construct	BEVI Scale
Ontology	Meaning Quest
	Self Awareness
	Physical Resonance
	Emotional Attunement

Relationship of Transformative Learning Theory to High Impact Learning

Constructs of TL	Criteria from AAC&U VALUE Rubrics
Beliefs about the Self • Outcomes related to self • Changes in one's sense of identity • Relatedness to others • Self-efficacy • Empowerment	➢ **Cultural Self-Awareness (Intercultural Knowledge and Competence)** 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. ➢ **Ethical Self-Awareness (Ethical Reasoning)** Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity. ➢ **Reflection and Self-Assessment (Integrative Learning)** Envisions a future self (and possibly makes plans) that builds on past experiences that have occurred across multiple and diverse contexts. ➢ **Global Self-Awareness (Global Learning Rubric)** Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context

Conclusion

- Self as central construct in transformative learning theory

- More holistic theoretical understanding of the self and its transformation

- The BEVI as a promising tool for empirical study of transformation of the self