

Introduction:

This activity is meant to be facilitated after completion of [Transformative Learning Theory](#). It guides participants through an activity where they will examine their own journey of transformation and identify a personal transformative learning experience from their past.

Facilitator Notes:

This activity can be facilitated after completion of [Transformative Learning Theory](#) or following a thorough explanation of Transformative Learning Theory.

This activity was facilitated in a graduate course and may need to be adapted for other audiences.

Objectives:

As a result of this activity, participants will be able to:

1. Recall a personal transformative learning experience and articulate who they were prior and who they became as a result.

Time:

45 minutes.

Group Size:

Small Group.

Materials:

Participant Instructions and PowerPoint slides in [Downloads](#).

Intercultural Development Continuum Stages:

- Acceptance

AAC&U Intercultural Knowledge and Competence Goals:**Cultural Self-Awareness**

- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

Knowledge of Cultural Worldview Frameworks

- To demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.

Other Skills:

Mentorship & Leadership.

Activity Instructions:



1. Re-introduce Transformative Learning Theory if time has passed between the initial discussion of [Transformative Learning Theory](#) and this activity.
2. Instruct participants to think of a time when, as an adult, some aspect of the way their “self” was fundamentally structured shifted. Stress to participants that the change could be in any combination of their ontology (way of being in the world), identity (sense of who they are in relation to others), or epistemology (processes of meaning-making or learning).

Instruct them to use the graphic organizer (on the slides as well as in the Participant Instructions) to think through their transformative learning experience. Let them know that some people find it helpful to start at the disorienting dilemma, but they can enter the diagram at any point and move in any direction.

Tell participants that they can feel free to doodle, sketch, jot down notes, write in narrative form, speak to themselves, or use whatever other brainstorming techniques they find useful.

Lastly, tell them to be prepared to share both what they discover about themselves and, on a metacognitive level, what this process of self-discovery was like.

3. As the facilitator, you may ask participants to first share their stories in partner pairs, or simply ask participants to share their stories to the entire group.
4. Debrief as an entire group with the following questions:
 - What did you notice about any similarities or differences between your Transformative Learning “story” and fellow participants’ stories?
 - What is your biggest take-away from thinking through a Transformative Learning experience in this way?
 - What was the most challenging thing about this activity? Why was it hard?
 - Is the way your story turned out the only possible response to that disorienting dilemma? How might it have happened differently? What do you think are common reactions to transformative learning opportunities (other than growth/development)?