Researching Transformation
Chad Hoggan
Department of Educational Leadership, Policy, and Human Development
North Carolina State University
cdhoggan@ncsu.edu

The Need

Much of the literature addressing significant learning and change in adulthood is steeped in disciplinary assumptions and jargon. This model provides a common vocabulary to allow for cross-disciplinary communication and to orient researchers to facets of change to which they might otherwise be blind.

Typology

<table>
<thead>
<tr>
<th>Worldview</th>
<th>Self</th>
<th>Epistemology</th>
<th>Ontology</th>
<th>Behavior</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of Change (degree to which it changes Worldview, etc.)</td>
<td>Self-in-Relation</td>
<td>More Discriminating</td>
<td>Change in Affective</td>
<td>New Behaviors</td>
<td>Cognitive Development</td>
</tr>
<tr>
<td>Breadth of Change (range of contexts affected by change)</td>
<td>Empowerment/Responsibility</td>
<td>Utilizing New Ways of Knowing</td>
<td>Experience of Life</td>
<td>Consistent with New Perspective</td>
<td>Change in Level of Consciousness</td>
</tr>
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<td>Relative Stability (permanence of change)</td>
<td>Identity/View of Self</td>
<td>Personality Changes</td>
<td>Change in Ways of Being</td>
<td>New Skills (necessary for implementing new perspectives, etc.)</td>
<td>Development of Spiritual Capacities</td>
</tr>
</tbody>
</table>

Level 1 Analysis

- **Depth** of Change (degree to which it changes Worldview, etc.)
- **Breadth** of Change (range of contexts affected by change)
- **Relative Stability** (permanence of change)

Level 2 Analysis

| Typology of Transformative Learning Outcomes |
|-------------------------------|-----------------|---------------|
| Transformative Learning Outcome | Depth / Evidence of Deep Impact | Breadth / Evidence of Impact on Multiple Life Contexts | Relative Stability / Evidence that Change is not Temporary |
| Worldview | | | |
| Self | | | |
| Epistemology | | | |
| Ontology | | | |
| Behavior | | | |
| Capacity | | | |

Level 3 Analysis

- **Worldview**
  - (shown above)
- **Self**
  - Self-in-Relation
  - Empowerment/Responsibility
  - Identity/View of Self
  - Personal Narratives
  - Meaning/Purpose
  - Personality Changes
- **Epistemology**
  - More Discriminating
  - Utilizing New Ways of Knowing
  - More Open
- **Ontology**
  - Change in Affective
  - Experience of Life
  - Change in Ways of Being
  - Change in Attributes
- **Behavior**
  - New Behaviors
  - Consistent with New Perspective
  - New Skills (necessary for implementing new perspectives, etc.)
- **Capacity**
  - Cognitive Development
  - Change in Level of Consciousness
  - Development of Spiritual Capacities

Example:

**Higher Education**

- **Self**
  - Identity
- **Worldview**
  - More Complex Worldview
  - New Awareness/New Understandings
- **Epistemology**
  - More Discriminating
  - Discipline-specific
- **Ontology**
  - Attributes (specific to discipline)
- **Behavior**
  - Professional Practices
  - Skills
- **Capacity**
  - Cognitive Development

Example:

**Religious Radicalization**

- **Self**
  - Empowerment
  - Personal Narrative
  - Meaning/Purpose
- **Worldview**
  - Change in Tacit Assumptions, Beliefs, Attitudes
  - New Awareness/New Understandings
- **Epistemology**
  - Adoption of New Way of Knowing (new authority for truth claims)
- **Ontology**
  - Attributes (Committed?)
- **Behavior**
  - Actions consistent w/new perspective
- **Capacity**
  - Sense of Connection w/Greater Purpose

Level 4 Analysis

Nuanced Descriptions for Each Subcategory

For instance, in the Radicalization description for Spirituality, there is a relationship that needs to be explored between the **Deepened Sense of Connection** with a Higher Power and a **lessened sense of connection with and dehumanizing of other people**.

Similarly, both clusters of learning outcomes have **Worldview**: New Awareness/Understandings. It is necessary to describe the specifics for each.