Four-step transformative learning process

Step 1: Increasing awareness of our own characteristic ways of making meaning in familiar and unfamiliar cultural contexts

Step 2: Increasing awareness of others' ways of making meaning in familiar and unfamiliar cultural contexts

Step 3: Managing our emotions and thoughts in the face of ambiguity, change, and challenging circumstances and people

Step 4: Bridging cultural gaps between ourselves and others—shifting our perspective, attuning our emotions and adapting our behavior in effective and appropriate ways

Michael Vande Berg, Ph.D., © 2016
Learning Taxonomy – Krathwohl’s Affective Domain

**Affective** learning is demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values which are appropriate to the test situation and the field of study.

<table>
<thead>
<tr>
<th>Level and Definition</th>
<th>Illustrative Verbs</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Receiving</strong> refers to the student's willingness to attend to particular phenomena of stimuli (classroom activities, textbook, music, etc.). Learning outcomes in this area range from the simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain.</td>
<td>asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits erect, replies, uses</td>
<td>Listening to discussions of controversial issues with an open mind. Respecting the rights of others. Listen for and remember the name of newly introduced people.</td>
</tr>
<tr>
<td><strong>Valuing</strong> is concerned with the worth or value a student attaches to a particular object, phenomenon, or behavior. This ranges in degree from the simplest acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the internalization of a set of specified values, but clues to these values are expressed in the student's overt behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified under “interest”; that is, those that stress the seeking out and enjoyment of particular activities.</td>
<td>completes, describes, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works</td>
<td>Accepting the idea that integrated curricula is a good way to learn. Participating in a campus blood drive. Demonstrates belief in the democratic process. Shows the ability to solve problems. Informs management on matters that one feels strongly about.</td>
</tr>
<tr>
<td><strong>Responding</strong> refers to active participation on the part of the student. At this level he or she not only attends to a particular phenomenon but also reacts to it in some way. Learning outcomes in this area may emphasize acquiescence in responding (reads assigned material), willingness to respond (voluntarily reads beyond assignment), or satisfaction in responding (reads for pleasure or enjoyment). The higher levels of this category include those instructional objectives that are commonly classified under “interest”; that is, those that stress the seeking out and enjoyment of particular activities.</td>
<td>answers, assists, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes</td>
<td>Completing homework assignments. Participating in team problem-solving activities. Questions new ideals, concepts, models, etc. in order to fully understand them.</td>
</tr>
<tr>
<td><strong>Organization</strong> is concerned with bringing together different values, resolving conflicts between them, and beginning the building of an internally consistent value system. Thus the emphasis is on comparing, relating, and synthesizing values. Learning outcomes may be concerned with the conceptualization of a value (recognizes the responsibility of each individual for improving human relations) or with the organization of a value system (develops a vocational plan that satisfies his or her need for both economic security and social service). Instructional objectives relating to the development of a philosophy of life would fall into this category.</td>
<td>adheres, alters, arranges, combines, compares, completes, defends, explains, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes</td>
<td>Recognizing own abilities, limitations, and values and developing realistic aspirations. Accepts responsibility for one’s behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Prioritizes time effectively to meet the needs of the organization, family, and self.</td>
</tr>
<tr>
<td><strong>Characterization by a value or value set.</strong> The individual has a value system that has controlled his or her behavior for a sufficiently long time for him or her to develop a characteristic “life-style.” Thus the behavior is pervasive, consistent, and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student’s general patterns of adjustment (personal, social, emotional) would be appropriate here.</td>
<td>acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies</td>
<td>A person’s lifestyle influences reactions to many different kinds of situations. Shows self-reliance when working independently. Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence.</td>
</tr>
</tbody>
</table>
A Few Examples of Global Learning Goals

Global Health Minor
Our learning outcomes include, preparing students to:

1. Analyze global health problems, issues and controversies using multiple disciplinary perspectives and conceptual frameworks.

2. Integrate knowledge from academic study and experiential learning toward being active and informed citizens in a global community.

3. Demonstrate the capacity to critically reflect on one’s own values, ethics, assumptions and actions in the context of cultures, collaborations and institutions.

4. Demonstrate the capacity to collaborate across differences (e.g. cultural, social, personal, economic, values, religious).

PLHRT 4940: Healing Plants and the People Who Use Them
Upon completion, this course will enable you to...

1. Articulate the diverse perspectives of our collaborators and the ways in which they interact with and communicate about plants.

2. Communicate, record, and describe uses of local plants for diverse purposes (food, healing, and shelter) and understand the cultural contexts in which healers engage in their practices.

3. Collaborate with others to identify plants, create a garden of healing plants, and learn the stories of healers (Belize).

4. Collaborate with others to explore some of the uses of plants in the central NY area from the perspective of herbalists and make some preparations using them (Ithaca).

5. Demonstrate some proficiency in the cultural literacy of the southern Belize Maya region and the greater Ithaca area, as it relates to our collaborators and their perspectives.

6. Contribute, participate in, and experience eating local food made from plants.

7. Develop your communication skills through writing—analytically, creatively, and reflectively.

8. Use conversation, visual/audio information, and/or written materials to enhance your reflection and understanding of the world around you.

9. Demonstrate the capability to work both independently and in cooperation with others and use strategies to deal with dissonance and difficulty as it arises.

10. Attend carefully to the world we live in so as to inform your decisions about how to interact, how to choose, and how to build on your own strengths.
STEP ONE: LISTEN

Listen in such a way as to open your heart and connect with the person who is speaking. Try to discover the moral principle from which they are speaking or an experience or feeling that you share.

Listen to what your instinct tells you about what could be happening to the speaker. Be empathetic. Try to understand what lies at the core of their words. Could their words be reflecting their fear, uncertainty, anger, frustration, or some other kind of truth? What might their voice inflection be telling you? Be careful not to make assumptions about the speaker, but be mindful that things are not always as they appear.

Listen to what the person is literally saying. In trying to understand what might be behind their words, we don’t want to miss what the person has actually said.

Listen by attending. Communicate that you are listening through your body language. This involves facing the person directly, maintaining appropriate eye contact, nodding in approval or agreement when you feel it, and reflecting the emotion or information from the speaker through appropriate facial expressions.

STEP TWO: AFFIRM

Express a connection between what the speaker said and what you heard. It could be a feeling, an experience, or a principle that you have in common with the other person.

Be genuine and truthful in your affirmation. It’s generally best to speak spontaneously from the heart rather than to develop "pat" answers. Affirming is not a natural process for many of us, but it gets easier with practice.

Affirm by paraphrasing the content of what was said by the speaker. Often these remarks illicit a "Yes" or "That’s right" from the speaker. If you can put what the speaker says into your own words it shows that you listened but also gives the speaker the opportunity to correct or clarify what he or she meant.

STEP THREE: RESPOND

Respond in an honest, respectful, and thorough manner. If the person asked a question, do your best to reply honestly. If you agree with their statements, tell them that. Reacting with respect rather than defensiveness is important because it is admirable when a question or statement is addressed rather than "blown off."

Reflect the feeling and meaning of the speaker's words. This requires responding to both the content of what is communicated and the associated feeling. A simple formula for expressing meaning is to restate the feeling(s), followed by "because" and a statement that explains the reason(s) for the feeling(s). Here are some examples: "You are furious because your friend made a racist remark. You suspect this means your friend is racist." "You feel sad because your girlfriend broke up with you, and you're afraid that a new relationship will make you feel the same kind of pain."

STEP FOUR: ADD INFORMATION

Share additional information with the speaker. It may help the other person or the audience to consider the issue in a new light or redirect the discussion in a more positive direction. This is a good time to state whatever facts are relevant to the topic. This may involve correcting any mistaken facts they mentioned. This is now possible because you’ve made a genuine connection and the speaker is probably more open to hearing your facts than they would have been if you had started there. Some other possibilities include offering resources (such as books, organizations, or specific people) or adding a personal anecdote.