Examine the context and activities that foster perspective transformation and influence adult meaning making, providing an experiential account of transformative learning.

**Findings**

- **Perspective transformation:**
  - Complex process that occurs over time
  - Involves some discomfort/vulnerability
  - Engages intrapersonal, interpersonal, and cognitive dimensions

- **Awareness precedes transformation.**

- **Transformative learning occurs both in and outside of the institution, and may be supported by it. Action is required!**

- **Like transformative learning, spirituality shapes meaning and action through vigorous questioning, reflection, and the development of personal standards. As one challenges knowledge premises, perspective transformation may occur.**

- **Perspective transformation, spirituality, and authenticity strongly correlate, increasing awareness and influencing action.**

- **Context/culture, personal experience, and personality influence transformative learning and spirituality.**

- **“Unlearning” is critical and fosters authenticity, while increasing awareness.**

- **Activities that foster transformation:** critical reflection, self-inquiry (personal narrative/journaling), identification of assumptions/expectations/fears, dialogic discourse/contradictions, diverse/international experiences, self-directed/service learning.

- **Time plays a critical role: age, diversity of experience, wisdom, consciousness.**

- **Autoethnography is a transformative process, in and of itself.**

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**Methodology (Autoethnography), Research Questions, and Considerations**

- Autoethnography: relates the personal to the cultural. Research methods: a study of artifacts (physical, verbal, behavioral), self and participant interviews (over 20 interviews), examination of critical incidents (including disorienting dilemmas), metaphor analysis, and conceptual mapping (see samples).

- What does the process of perspective transformation look and feel like for adult learners, and how does it relate to higher education?

- How do one’s spiritual beliefs influence knowledge constructions? Are they transformative and, if so, how? What fosters them?

- How do transformative experiences and spirituality influence perspective and multiculturalism?

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When questioning “other” or “universe,” we must inherently identify and address notions of “self,” discerning what is assumed versus what is authentic. It’s really a matter of perspective. It is from this place, we discover what is unique and what is shared, planting seeds for greater awareness and humanity. — Kate, Researcher/Primary Participant