An investigation of the relationship of self-directed learning projects to progress in individuation

by

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CHAPTER 1. INTRODUCTION

Statement of the Problem

Adult education generally identifies its purpose as the facilitation of growth and development in the adult learner. A growing area of interest in the field of adult education is transformative education. Transformative educators view learning as a holistic, integrative process of personal transformation that reflects progress in individuation. The adult learner is considered to be on a journey toward individuation, and the transformative educator attempts to assist the learner in progressing in this life-long learning project.

While transformative education implies progress in individuation as its outcome, studies linking adult learning with individuation are scarce. Recent research into self-directedness in learning suggests that we are developing a more in-depth picture of adult learners in terms of how they go about choosing, structuring and evaluating their learning. However, this research does not address more complex developmental issues such as individuation, and it lacks an understanding of the significance of learning projects to the learner's development. Research that links self-planned learning projects to progress in individuation may help adult educators to develop programs that are more

effective in meeting complex and deeply felt developmental needs.

Background

The field of adult education has as one of its principle goals the facilitation of growth and development in the adult learner. In general, the focus is on the identification of learner needs and the development of problem solving strategies. Adults are viewed as "growing, changing beings, who are in different phases of personal development and [who are] capable of moving towards greater independence, self-direction, and self-actualization" (Darkenwald & Merriam, 1982, p. 86). The task of the adult educator is to assist the learner in his/her attempt to set realistic learning goals and to help these adults live more fulfilling lives.

Transformative education, with its focus on the inner meaning ofpo the adult learner's experience, involves the identification and satisfaction of deeply felt developmental needs. Transformative educators view adult learning as a holistic, integrative process of personal transformation. Personal transformation occurs as the individual thinks, feels, reflects, and acts upon all aspects of self and environment. Transformation may be thought of as a structural reorganization of self. Its outcome is movement

toward more authentic and integrated relationships with self and others.

The adult learner is considered to be on a journey toward the integration of all aspects of self. This journey involves the negotiation of developmental tasks associated with transitions and other life events. The transformative educator assists the learner in identifying needs and developing strategies that will facilitate the negotiation of developmental tasks. It is assumed that successful negotiation of these tasks will, in turn, lead to the integration of all aspects of self.

Negotiation of the tension between needs for autonomy and needs for intimacy is one of the major developmental tasks that appears throughout the life cycle. Progress in individuation is the outcome of the individual's successful negotiation of this tension.

Individuation can be defined from at least two perspectives. In Jungian terms, individuation is the psychological journey toward the integration of all aspects of Self including the spiritual, intellectual, emotional, and relational. "The individual comes to see herself or himself as a unique person, differentiated from the rest of the community, yet part of the community" (Rannells, 1986, p. 11).

From a life-stage developmental perspective, individuation is the process by which "the self balances developmental demands for separateness/connectedness" (Anderson & Sabatelli, 1990, p. 37). This regulation of the tension between self as an individual and self as related to others is a continual process of negotiation and renegotiation of ongoing demands and tasks associated with developmental stages.

The literature offers a number of definitions of individuation. However, for the purpose of this study, it will be defined as a lifelong pursuit toward the integration of all aspects of Self. This pursuit involves a complex developmental process of balancing needs for separateness and connectedness.

Two transformative learning strategies that may be useful for facilitating progress in individuation have recently emerged from the literature. Mezirow's "critical reflectivity" and Boyd and Myers' "discernment/griefwork" are posited as strategies that are designed to assist the adult in bringing about a personal transformation that reflects progress in individuation. Further, the combination of critical reflectivity with discernment may be viewed as a third transformative learning strategy.

While the theories upon which these strategies are based are clearly different in their approach to

transformative education, they have some commonalities. Both theories (Mezirow's theory of perspective transformation and Boyd and Myers' transformative education) focus on the inner meaning of the adult's learning experiences and both suggest personal transformation as a goal of adult education.

A fourth strategy to be considered for its contribution to progress in individuation is self-directedness in learning. The term "self-directed learner" implies that the learner relies on his/her own perception and understanding of inner needs to make choices regarding what, when and how to learn. The individual's inner self directs his/her response to life circumstances.

Allen Tough's research (1971) on adult learning projects and the adults who initiatied self-planned learning efforts involved gathering data regarding frequency and duration of the learning effort and describing general characteristics of the self-directed learner. He also suggested an array of factors that may be related to the adult's engagement in self-planned learning projects. Among these potentially influential factors Tough included past experiences, psychological characteristics, other people, and orientation of the community and society. Tough's research preceded an abundance of studies of the adult as a planner of his/her own learning. While Tough's work was

ground-breaking, recent research has focused mainly on further counting and naming of projects and describing of the learner in terms of demographics, personality, and motivation (Candy, 1989).

Merriam (1989) in a review of adult learning literature found that research and theory building in adult learning has focused on such topics as "why adults participate in learning activities, what adults learn on their own, how they structure learning, or how learning ability changes with age" (p. 1). Caffarella (1988) suggests that recent qualitative studies of self-directed learning have provided "a more in-depth picture of how individual learners go about organizing, doing and evaluating their learning" and that these studies indicate "a fruitful direction for future research on self-directed learning" (p. 5). While it may be that recent research is adding to our knowledge base on self-directed learning, Candy (1989) asserts that research lacks an understanding of the significance of the projects to the learner's development.

It is apparent that we know much about types and frequency of adult learning projects, and that we know something of the demographics, personality, motivation, and stucturing patterns of the self-directed learner. However, Caffarella hints at the complexity of self-directed learning when she describes it as "a mosaic of individual styles of

learning which are embedded in everyday circumstances of life, with the resulting learning process being an interaction between those two forces" (Caffarella, 1988, p. 5).

There is much we do not know about this complex, yet simple, phenomenon of self-directedness in learning. It is clear that we do not know how the self-planned project contributes to the individual's growth and development. In fact, we have little understanding of self-directedness in learning and even less understanding of the meaning of the self-planned learning project for the learner. Without greater understanding, we as adult educators have little hope of effectively assisting the learner in maximizing the effectiveness of this learning strategy.

An investigation of the significance of self-planned learning projects to the learner may provide evidence that self-directedness in learning results in progress toward individuation. The following would be useful questions of this investigation: What significance does the self-planned learning project hold for the learner? Do learning projects contribute in any way to the individual's attempt to negotiate developmental tasks? Are there connecting links between seemingly separate learning projects that an individual engages in during a given time period? In what

ways do self-planned learning projects contribute to the individual's process of individuation?

Methodology

Qualitative case study design can be used to investigate aspects of human behavior and to provide a framework for interpreting the resulting psychological data (Merriam, 1990).

It is true that case study design presents a number of difficulties (Blum & Foos, 1986; Merriam, 1990) related to such aspects as its non-systematic design, limited internal validity, and potential for investigator bias. However, it is also true that this design can be used to gain significant insight into complex processes and to suggest hypotheses for future research.

The purpose of this study is to gain insight into the process of individuation and to explore the relationship between the self-planned project and significant personal growth. The unit of analysis is the process of individuation. Case study design, with its emphasis on gaining insight into complex phenomena, has been used for this research. This study suggests hypotheses and directions for future research in self-directedness in learning.

The process of individuation was operationalized using two frameworks that have been developed to explain

individuation: Anderson and Sabatelli's (1990) emotional interconnectedness and Rannells (1986) six categories of episodes of individuation (discovery of newness, empowerment, turmoil, self-responsibiltiy, integration, and interiority).

Three subjects (female, ages 42-45) were interviewed on three separate occasions. The initial interview focused on exploring one significant self-planned learning project as identified by the subject. Prior to the second interview, subjects were asked to complete a personal timeline indicating significant events, learning projects and relationships that they had experienced during the past 15 to 25 years. The second interview used the timeline as the basis for exploring the context of the significant project. Additionally, the second interview consisted of clarifying themes that had been identified during the initial interview. The third interview was used for verification of data. The interviewer presented the subject with preliminary findings and asked for feedback from the subject regarding this information. Additionally, during the third interview, the subject was asked to describe how her involvement in this research project had affected her.

Transcripts of the taped interviews provided the data to be analyzed for evidence of progress in individuation, as

operationalized by Anderson and Sabatelli (1990) and by Rannells (1986).

Significance of the Study

Research on the developmental outcomes of self-directed learning projects carries significant implications for adult education. For the learner, an awareness of the relationship of learning projects to one's life journey may enhance the learner's ability to choose learning projects that are more congruent with his/her deeper purposes. This awareness could be extended to involve needs assessment that identifies deeply-felt needs as well as communication skill-building that encourages the learner to explore with others one's own learning in relation to his/her life journey. As the learner experiences increased satisfaction in learning, he/she will, no doubt, gain confidence and desire to take on new learning challenges and to thereby continue significant personal growth.

For adult educators, a greater understanding of the natural learning process involved in self-directed learning will help us become more effective in facilitating adult learning in general. To this point, this study may highlight the need for more effective needs assessment and communication skill-building strategies that will assist the learner in maximizing the use of self-directedness in learning.

Additionally, in relating the learning project to developmental outcomes such as individuation, this study may alert the adult educator to the need for an awareness of one's own growth and development. How effective can we be in facilitating growth in others if we ourselves are unaware of our own life journeys? This alert extends to higher education in its preparation of adult educators. What is the field of adult education doing to develop teachers who are aware of their learning needs as they relate to their life journeys?

A final implication of this study concerns the use of the interview method as a way of enhancing the impact of the learning project. It is possible that the interviews conducted for the purpose of gathering data will contribute to additional growth within the subjects. By assisting these individuals in focusing on aspects of the project that they had not considered, the interview may become a strategy to be used to maximize the effectiveness of self-directedness in learning.

Purpose of the Study

This study is to examine the significance of the self-directed learning project for the individual. In particular, this study is to examine whether self-directed learning projects contribute to the learner's journey toward individuation.

Proposition

The self-planned learning project is a vehicle for progress in individuation.

Questions of the Study

1. What significance does the self-planned learning project hold for the learner?
2. In what ways do self-planned learning projects contribute to the individual's progess in individuation?
3. How do learning projects contribute to the individual's attempt to negotiate developmental tasks in general?
4. What are the connecting links between seemingly separate learning projects that an individual engages in during a given time period?

Definitions

Emotional Interconnectedness

Emotional interconnectedness is an index of individuation that describes the individual's levels of autonomy and intimacy. Behaviors associated with autonomy and intimacy are observed in relation to behaviors associated with distancing and fusing (Anderson and Sabatelli, 1990).

Episode of Individuation

An episode of individuation is a unit of the individuation process. Each unit "is integral to the whole process, yet each is a single, developed instance of the continuing process" (Rannells, 1986). Rannells' six categories of episodes of individuation are: discovery of newness, empowerment, turmoil, self-responsibility, integration, and interiority.

Individuation

In Jungian terms, individuation is the psychological journey toward the integration of all aspects of Self (persona, shadow, archetypes of the collective unconscious). It is the process of becoming an individual who is separate from, yet part of, the community (Rannells, 1986). From a life-stage perspective, individuation is the process by which "the self balances developmental demands for separateness [and] connectedness" (Anderson & Sabatelli, 1990, p. 37).

Learning Project

The learning project is "a series of related episodes, adding up to at least seven hours. In each episode, more than half of the person's total motivation is to gain and retain certain fairly clear knowledge and skill, or to

produce some other lasting change in himself...A sustained, highly deliberate effort to learn" (Tough, 1971, p. 6).

Personal Transformation

Personal transformation is a structural reorganization of self that has as its outcome movement toward more authentic and integrated relationships with self and others. It occurs as the individual thinks, feels, reflects and acts upon all aspects of self and environment.

Self-Directed Learner

The self-directed learner is an individual who relies on his/her own perception and understanding of inner needs to make choices regarding what, when and how to learn.

Self-Directedness in Learning

Self-directedness in learning is the capability of the learner to direct his/her learning by making choices based on personal needs.

Transformative Education

Transformative education is a philosophy of adult education that has as its primary goal the facilitation of personal transformation that reflects movement toward individuation.

Assumptions

1. Individuation can be operationalized and observed.
2. Subjects will relate personal experiences and provide honest responses during the interviews.
3. Researcher will accurately identify from the data episodes of individuation and behaviors that indicate movement toward autonomy and intimacy.
4. The instruments (interview and timeline) designed by the researcher are adequate for the purpose of gathering information regarding subjects' self-directed learning projects.

Limitations of the Study

This is considered a pioneering effort. The intent of the study is not to generalize to a given population but rather to explore the topic area. As an exploratory study using a small sample (three case studies) it attempts to identify issues relating to significant personal change in relation to the self-planned learning project. The generalizability of this study is limited given the small sample size and the exploratory nature of the study.

CHAPTER 2. REVIEW OF LITERATURE

Adult Education

"Adult education is a process whereby [adults]... undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values, or skills" (Darkenwald & Merriam, 1982, p. 9). Adult learning is viewed as a complex process of change that involves an "interaction with biological, psychological, and social factors" (p. 87). For the adult learner, this process of change facilitates the fulfillment of needs associated with developmental tasks, transitional markers, critical incidents, and life events (Aslanian & Brickell, 1980). The field of adult education attempts to meet the adult learner's needs for growth and development by facilitating the process of change.

While all philosophies of adult education include dimensions of social and individual change, there is among philosophies a varying emphasis placed upon the social and individual aims of education" (Elias & Merriam, 1980). For example, humanist educators emphasize individual change by focusing on personal growth and development, experiential learning, authenticity, and cooperation. In contrast, radical educators emphasize societal change by focusing on political consciousness, conflictual power relations, and critical thinking.

Whereas humanism and radicalism represent opposing ends of the spectrum, progressivism is representative of the center in its emphasis on the aims of both the individual and society. Progressive education (Elias & Merriam, 1980) advocates learner-centeredness, self-directedness, scientific method, problem solving, and social change. Elias and Merriam assert that "adult education as it has been theorized about and actually practiced in this country has been thoroughly pragmatic, utilitarian and thus progressive" (p. 54). Additionally, they report that "elements of progressive thought are found in the writings of all major theorists in the field of adult education including Knowles, Rogers, Houle, Tyler, Lindeman, Bergevin and Freire" (p. 45).

A theme that appears to run through progressive thought is that of balance. Self-direction and other-direction, rational thought and intuitive thought, societal needs and individual needs, freedom and mastery, learner-centered and other-centered -- each of these duos represent the progressivist's balanced view of education. It appears that progressivism strives for balance.

A review of adult education literature indicates a growing movement toward continuing to develop theory that reflects balance. Theory developed from this movement would balance "opposing" elements such as those already mentioned.

It would also balance such concepts as critical thought/contextual thought, justice/responsibility, and independence/interdependence (Freire & Faundez, 1989; Bell & Schniedewind, 1987; Hart, 1990; Belenky, Clinchy, Goldberger, & Tarule, 1986).

While Hart does not use the term progressivism, she envisions educational theory that promotes balance, and she supports the complement of "an enlightenment of the mind with an enlightenment of the heart" (Hart, 1990, p. 135). From recent theories of feminist pedagogy and from her own educational endeavors, Hart extracts "a liberatory educational process" that fosters "a theoretical consciousness which is capable of understanding and criticizing individual experience in the light of larger social forces, as well as in terms of bringing to life the richness of individual and social differences, thus producing a desire both to dwell in and appreciate and to transcend these differences in a process of mutual understanding" (p. 135).

The individual, in the context of his/her environment, is the primary focus of adult education theory that emphasizes enlightenment of the mind and heart. However, the emphasis on the aims of society is clearly proportional to the emphasis on the aims of the individual. The goal of such education is "theoretical consciousness," a process by

which the individual becomes involved in making "transitions to higher levels of personal and cognitive functioning" (Knox, 1986, p. 25). The role of the educator is to help "learners process ideas more deeply, confront discrepancies between current and desired proficiencies, recognize differing perspectives, examine assumptions and values, and consider higher-level reasoning" (p. 25).

As adult educators continue to build a theory base and to establish sound practices that fit the variety of needs and interests of the adult learner as well as the society in which he/she lives, an area of research that will be particularly significant is adult learning.

Adult Learning

In her review of adult learning literature, Merriam (1989) reports that much has been written on adult learning and that this research has taken many directions. Examples of areas of adult learning that have been investigated include motivation, content, structure, types of learning, learning ability, intelligence, problem solving, memory, cognitive style, and age factors. Merriam suggests that research on adult learning falls generally into three categories: characteristics of adult learners, credos of adult learning, and theories of adult learning.

While it is beyond the scope of this paper to review in detail each of these categories, a brief overview will be presented.

Characteristics of Adult Learners

Merriam found that research on characteristics of adult learners has been primarily descriptive rather than explanatory. Areas of research include participation, motivation and development of adult learners. In the category of participation, we know, for example, that it is probable that the majority of adults are continuously engaged in some type of "purposeful and sustained learning, including that which is self-planned or self-directed" (Darkenwald & Merriam, 1982, p. 119). We also know that "adult learners are more than likely to be white, middle-class, well-educated, young and have at least a moderate income" (Merriam, 1989, p. 4).

We are also able to make general statements regarding reasons for learning in adulthood and barriers to participation. For example, while adults generally learn in order to solve problems, reasons for adult learning can be "multiple, interrelated, closely connected to life roles, and highly personal" (Darkenwald & Merriam, 1982, p. 136). Generally, the variety of barriers to participation fall into four categories: situational (ie. lack of time and money), institutional (ie., inconvenient time and location),

informational (ie., lack of ability to seek information), and psychosocial (ie., belief that one cannot learn).

Credos of Adult Learning

Credos of adult learning are the principles that adult educators generally consider to underlie good adult education practice. Merriam (1989) suggests that Brookfield's six principles of adult practice "might form the basis of a distincitve theory of adult education" (p. 6). These principles of good adult education practice, in general, emphasize voluntary participation, respect for the individual's self-worth, cooperative/collaborative teacher-learner relationships, activity and reflection on activity as central processes, and increased critical reflection, self-direction and sense of empowerment as goals (Brookfield, 1986).

Theories of Adult Learning

Theories of adult learning are useful for suggesting implications for practice and for providing models that can incorporate new knowledge while offering new directions for research. Merriam (1989) reports that current theories have been built around three topics: characteristics of adult learners, adult social roles and responsibilities, and changes in consciousness. She highlights six theories of adult learning that she believes "at least attempt to

explain adult learning as a unique phenomenon" (p. 8). These theories are: Knowles' andragogy, Cross' characteristics of adults as learners, McClusky's theory of margin, Knox's proficiency theory, Mezirow's perspective transformation, and Freire's conscientization. Merriam concludes that "few of the theories have been empirically tested at all, and none is supported by a substantial body of research" (p. 8), but that "each has some intuitive validity" (p. 9).

Directions for Future Research

While Merriam makes it clear that research in adult learning is plentiful, she asserts that if we as adult educators intend to extend the knowledge base of the field of adult education and to improve practice, our research must focus on what distinguishes adult learning from pre-adult learning. Merriam identifies three areas to investigate in approaching this problem: the context of learning, the persons doing the learning, and the act of learning itself. She also suggests that we must move away from merely describing adult learning to "developing theory that will enable us to understand how adults learn" (p. 9).

As adult educators attempt to understand how adults learn, it is important to consider that "significant learning and personal development go hand in hand" (Billington, 1990, p. 54). To this point, Billington states

that a growing number of psychologists are proposing "that development must be the primary goal of education" (p. 54). In fact, it is Billington's assertion that "our world needs people who can cope with rapid change, complex social problems and uncertainty -- which means people at the more advanced stages of adult development" (p. 61).

Billington identifies self-directed learning as a stimulus for adult development when she states: "Self-directed learning in a facilitative environment can facilitate [developmental] growth" (p. 60). Concurrently, Merriam identifies self-directed learning as an area in which research may lead to a greater understanding of adult learning in general. Caffarella (1988) would add that qualitative studies of self-directed learning have provided "a more in-depth picture of how individual learners go about organizing, doing and evaluating their learning" and that these studies indicate "a fruitful direction for future research on self-directed learning" (p. 5).

Summary

Research in adult learning has been extensive and has focused on characteristics of the adult learner, credos of adult learning, and theories of adult learning. While the diversity of studies of adult learning have added much to our knowledge base, much more is needed if adult education

is to become a unique field of study, set apart from learning in general and pre-adult learning in particular.

Billington's assertion that learning and personal development go hand in hand coupled with the idea that our society needs people who can cope with change suggests that development must be the primary goal of education. Self-directedness in learning has been identified as a stimulus to development. It has also been identified as a particularly fruitful area for research that is attempting to build theory or add to existing theories of adult learning.

Self-Directedness in Learning

Definition

Self-directedness describes the capability of the individual to direct "his/her personal life through reasoned choice" (Penland, 1981, p. 31). The term "self-directed learner" implies that the learner relies on his/her own perception and understanding of inner needs to make choices regarding what, when and how to learn. The individual's inner self directs his/her response to life circumstances, and "learning emerges from the happenings and the environments encountered in everyday life" (p. 25).

Mocker and Spear (1982) suggest that self-directed learning "represents the ultimate state of learner autonomy"

(p. 11). Penland (1981) concurs with this and adds that in self-directed learning the learner is the authority. It is the learner who designs the goals and methods of learning. "The learner uses the transactions and negotiations of everyday life for self-instructional development, and a full range of teaching and learning devices are encountered in the process" (p. 37).

Mocker & Spear (1982) emphasize that the natural environment in which self-directed learning occurs is a powerful and important influence on self-directed learning. As the individual operates amid the transactions and negotiations of everyday life, "it is the individual's perceptions of and interaction with that environment which give meaning to information and experience" (p. 23).

Caffarella (1988) concludes that self-directed learners "do not plan their learning activities in a highly systematic fashion, progressing from learning goals and objectives to action and evaluation" (p. 5). Rather, as the individual encounters various life circumstances, he/she initiates activities that will serve to satisfy the needs that are currently attracting attention. "The individual tends to link these together into the sequential activity of several related episodes which defines a learning project" (Penland, 1981, p. 25).

The Learning Project

Tough (1971) defined and researched the "the learning project." Caffarella (1988) suggests that the cornerstone of Tough's work on the learning project is Houle's work on self-directedness in learning. Houle's (1963) The Inquiring Mind used case study research to investigate the significance of learning for adults who engaged in a high number of educational activities and who expressed a great desire to learn. Houle identified three primary orientations that represent the focus of learning to the adult. These were: goal-oriented (learning as a means to an end), activity-oriented (learning as a social activity), and learning-oriented (learning for knowledge).

While Houle's case study research may have inspired Tough, Tough took a more quantitative approach in his studies of self-directedness in learning. Tough's (1971) research on adult learning projects and the adults who initiated self-planned learning efforts involved gathering data regarding frequency and duration of the learning effort and describing general characteristics of the self-directed learner. He also suggested an array of factors that may be related to the adult's engagement in self-planned learning projects. Among these potentially influential factors Tough included past experiences, psychological characteristics, other people, and orientation of the community and society.

Tough's research preceded an abundance of studies of the adult as a planner of his/her own learning. In addition, his research model has been used for the majority of descriptive research on this topic (Caffarella, 1988). However, while Tough's work was ground-breaking, Candy (1989) contends that recent research has focused mainly on further counting and naming of projects and describing of the learner in terms of demographics, personality, and motivation.

Directions for Future Research

Caffarella and O'Donnell (1987) analyzed self-directed learning research in an effort to provide a framework for organizing current and future research. The framework consists of these categories of studies: verification, nature of the method, nature of the individual, nature of the philosophical position, and policy issues (Table 1).

Caffarella and O'Donnell's analysis persuade them to suggest several directions for future research. In particular, they call for additional studies on the nature of the individual and the nature of the philosophical positions and for more in-depth qualitative studies "to expand our repertoire of design and methodologies in the study of self-directed learning" (p. 209).

Table 1. Categories of current research in self-directed learning (from Carrarella & O'Connell, 1987)

Category	Current Research Topics
Nature of the Method	The planning process Types of planners Types of learning Resources Competencies related to the method
Nature of the Individual	Demographic data Learning style Readiness for self-directed learning Locus of control Personality characteristics
Nature of the philosophical position	No actual research was found in this category
Policy issues	Role of the adult educator Educational institutions Society

Candy (1989) is specific in the direction he believes this research should take. He asserts that there is a lack of understanding of the significance of the learning project to the learner's development. He concludes that much of the research in self-directedness in learning has taken an empirical approach and that this approach is inadequate for providing us with a deeper understanding of the process. Candy further suggests that an incongruency exists between

topic and approach and that we could gain greater understanding of self-direction in learning, particularly the significance of the learning project to the learner's development, if we take an approach that emphasizes "active enquiry, independence in the learning task and individuality in constructing meaning" (p. 98).

At least two recent studies have used qualitative approaches to understand the meaning of self-directed learning. First, Rannells Saul (1990) used case studies to investigate the impact of a course designed to raise to consciousness deity images that would assist women in the analysis of current life situations. This study involved the analysis of data gathered from in-depth interviews and journal entries. Rannells Saul reports that the use and recognition of a strategy that suppports diversity and choice in assignments and interpretations, "affirms and encourages students to enjoy the uniqueness that each brings into learning and to strive for the development of the full potential of each person" (p. 13). In general, Rannells Saul's findings indicate that the strategies of self-directed learning are effective in enhancing adult learning in terms of developmental growth.

A second study that used a qualitative approach to research self-directed learning is Billington's (1990) investigation of the effects on ego development of a

doctoral level learning environment that emphasized the non-authoritarian elements of support, trust, respect and self-directed learning. Her study involved a quantitative approach that was supported by qualitative data. Specifically, Billington used in-depth interviews "to provide supplementary information and to give life to the results of the statistical analysis" (p. 58). Billington found evidence to support the claim that self-directed learning facilitates personal growth and an increased sense of self as locus of control.

Both Rannells Saul and Billington have used a qualitative approach to support self-directed learning as a strategy for enhancing personal growth. However, a significant element of Rannells Saul's work is the linking of self-directed learning to the developmental process of individuation. Rannells Saul reports that strategies of self-directed learning "enriched the opportunity for progress in individuation" (Rannells Saul, 1990, p. 19). Further, she asserts that her research "supports the idea that individuation in the Jungian tradition is a useful perspective with which to examine women's learning" (p. 19).

Summary

Self-directedness in learning is a learning strategy that is based on the learner's ability to make personal choices regarding what, when and how to learn. Learning

occurs in the context of the natural, daily environment of the learner and involves the perception of one's needs and the interaction with one's environment. The outcome of self-directedness in learning is the creation of meaning. It has been suggested that a qualitative approach may be especially congruent with this research. Further, it has been proposed that continued research linking adult developmental issues (ie., individuation) with adult learning may provide a useful base from which to build theory.

The complexity of self-directedness in learning is revealed when Caffarella (1988) describes it as "a mosaic of individual styles of learning which are embedded in everyday circumstances of life, with the resulting learning process being an interaction between those two forces" (p. 5). Clearly, there is much we do not know about this complex, yet simple, phenomenon. A review of the literature suggests that we have some understanding of self-directed learning in terms of structure, motivation, and frequency. Additionally, there is some evidence of a relationship between self-directed learning and personal growth (Rannells Saul, 1990; Billington, 1990). However, we do not know how the self-planned project contributes to significant growth in the individual. In fact, we have little knowledge of self-directedness in learning in terms of the learner's

inner experience and even less understanding of the meaning of self-planned learning for the learner.

Certainly, many adult educators are attempting to build a theory of adult learning that emphasizes the inner experience of the learner. The recent abundance of literature relating to the concept of transformative education is evidence of this growing interest. In fact, adult educators are increasingly using the concept of transformation to define the function of adult education. However, transformation and transformative education are still vague and lofty concepts to most adult educators. Not surprisingly, Boyd and Myers (1988) assert that the need exists to discuss the nature of transformative education in both theory and practice.

Transformative Education

Transformation

Belenky et al (1986) describe transformation as a process of constructing knowledge: "Constructivists seek to stretch the outer boundaries of their consciousness by making the unconscious conscious, by consulting and listening to the self, by voicing the unsaid, by listening to others and staying alert to all the currents and undercurrents of life about them, by imagining themselves

inside the new poem or person or idea that they want to come to know and understand" (p. 141).

Boyd and Myers (1988) view transformation as a process of "acknowledging and understanding the dynamics between [one's] inner and outer worlds. For the learner this means an expansion of consciousness and the working toward a meaningful integrated life as evidenced in authentic relationships with self and others" (p. 261).

Freire's (Freire & Faundez, 1989, p. 8) educational theory of conscientization describes the capacity of the individual to transform self. Freire states: "Increasing awareness of one's situation involves moving from the lowest level of consciousness where there is no comprehension of how forces shape one's lives to the highest level of critical consciousness" (p. 8). The individual becomes aware of his/her capacity to transform his/her life both within the self and within the sociocultural reality. This involves an "in-depth analysis of problems, self-awareness, and self-reflection" (p. 8).

King (1989) asserts that transformation is the ultimate goal of education. In his view, moments of transformation can be defined as times "in our lives when our thinking changed radically; when our consciousness was raised; when we came to see ourselves and the environment around us in very different terms" (p. 514).

In his cyclical model of experiential learning, Kolb identifies the role of transformation in the learning process. Kolb's model suggests that "learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p.38). The central axes of Kolb's model are identified as "the grasping of the experience and its transformation" (Bullough, 1989, p. 86). Experience is taken in and transformed into a new perspective as the individual moves through stages of concrete experience, reflective observation, abstract conceptualization, and active experience.

Life stage theorists provide useful frameworks for understanding transformation as a developmental change. Development is described as a stage-related process "of continuous change that pervades the entire life span" (Blocher, 1987, p. 77) and is the product of both learning and maturation. From this perspective, development consists of "a series of structural reorganizations which involve the whole person, including our patterns of cognition, character development, introspection, interpersonal relationships and motivation. With each movement to a more mature developmental stage we learn to view and interpret our experience through a more complex, hence a more realistic, frame of reference" (Billington, 1990, p. 55). Billington cites Kuhn's (1970) paradigm shifts and Campbell's (1988)

transformations of consciousness as illustrations of this process.

In summary, transformation may be described as significant personal change that occurs as the individual thinks, feels, reflects and acts upon all aspects of self and environment. This process involves a penetrating analysis and understanding of both conscious and unconscious elements of self and environment. The outcome of a transformative experience is a structural reorganization of self and movement toward more integrated and authentic relationships with self, others, and the environment. Additionally, life stage theories provide useful frameworks for understanding transformation.

Transformative Learning Processes

Two recently emerging concepts that are posited as transformative learning processes are Mezirow's (1990) "critical reflectivity" and Boyd and Myers' (1988) "discernment."

While it is beyond the scope of this paper to critically review these strategies, a discussion of each strategy as well as the theories from which they have been derived will be helpful in building a case for their use as transformative learning processes.

Critical Reflectivity. Mezirow's learning process of "critical reflectivity" fits within the framework of the

theory of emancipatory education. Emancipatory education is "an organized effort to...facilitate transformative learning in others" (Mezirow, 1990, p. xvi). It "has as its purpose to draw attention to and to correct those distortions that manifest themselves in individually experienced patterns of thought and action" (Hart, 1990, p. 136). This purpose involves providing the learner "with an accurate, in-depth understanding of his or her historical situation" (Mezirow, 1981, p. 6).

Mezirow based much of his theory of "perpective transformation" on Jurgen Habermas' theory of cognitive interests (Table 2). Habermas presented three areas of cognitive interest: the technical, the practical, and the emancipatory. These learning domains "are grounded in different aspects of social existence: work, interaction, and power" (Mezirow, 1981, p. 4). Mezirow suggests that the three domains "imply three different functions for adult education" (p. 4). Mezirow's theory of perspective transformation and the concept of critical reflectivity are built around the learning domain characterized as "emancipatory." This learning domain involves "an interest in self-knowledge, that is, the knowledge of self reflection, including interest in the way one's history and biography has expressed itself in the way one sees oneself, one's roles and social expectations" (p. 5).

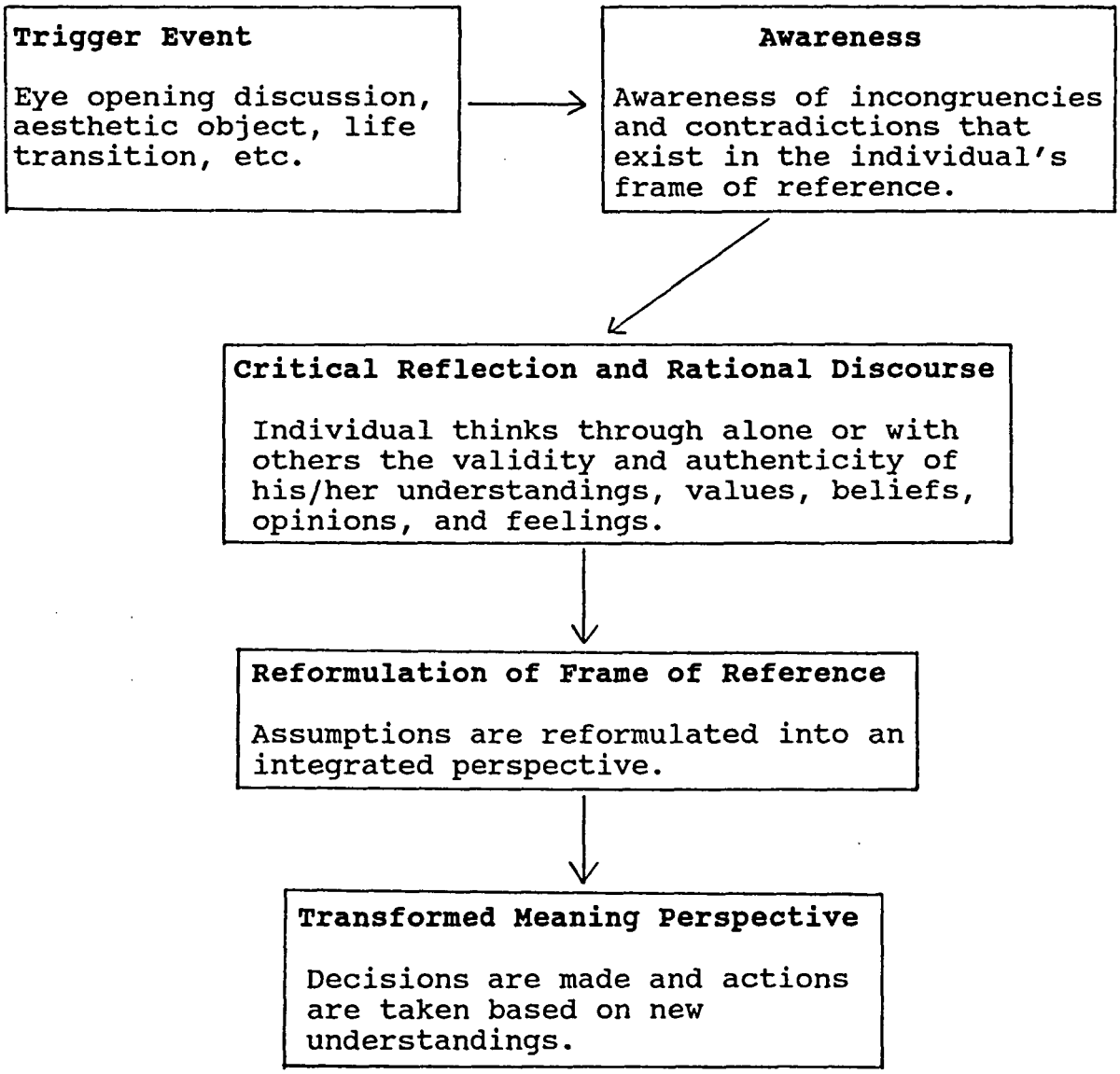
Table 2. Adult learning domains (from Mezirow, 1981)

Cognitive Domain:	**The Technical**
Social Context:	Work
Mode of Inquiry:	Empirical Analysis
Process:	Controlling or manipulating one's environment
Goals:	Technical Control Manipulation of environment Establishment of causality
Cognitive Domain:	**The Practical**
Social Context:	Interaction
Mode of Inquiry:	Systematic Inquiry
Process:	Interpreting and explaining the meaning of communicative experience
Goals:	Clarification of conditions for communication and intersubjectivity
Cognitive Domain:	**The Emancipatory**
Social Context:	Power
Mode of Inquiry:	Critical Analysis Critique of Ideology Psychoanalysis
Process:	Interest in self-knowledge in order to gain "emancipation from libidinal, institutional, or environmental forces which limit our options and rational control over our lives..." (p. 5).
Goals:	Accurate and in-depth knowledge and understanding of self (one's history, biography, roles, social expectations) Recognition of correct reasons for problems

"Perspective transformation is the process of becoming critically aware of how and why our presuppositions have come to constrain the way we perceive, understand, and feel about our world; of reformulating these assumptions to permit a more inclusive, discriminating, permeable, and integrative perspective; and of making decisions or otherwise acting upon these new understandings" (Mezirow, 1990, p. 14). For Mezirow, transformation is a cognitive/affective activity that may be initiated by trigger events that lead to disorienting dilemmas (Table 3.) Examples of trigger events are eye-opening discussions, life transitions, aesthetic objects, or "one's own efforts to understand a different culture that challenges one's presuppositions" (Mezirow, 1990, p. 14). These events lead to reflection on the incongruencies and contradictions that exist in the individual's frame of reference or "meaning perspective". Transformation occurs as the individual is able to think through, usually with others, the validity and authenticity of one's understandings, values, beliefs, opinions and feelings. Critical thinking and rational, reflective discourse are methods that underlie Mezirow's learning theory.

Mezirow concludes that reflectivity is crucial to the process of perspective transformation. Reflectivity has two levels: consciousness and critical consciousness (Table 4).

Table 3. Perspective transformation (from Mezirow, 1990)



At the conscious level there are three dimensions of awareness: affective, discriminant, and judgmental.

Table 4. Levels of reflectivity (from Mezirow, 1981)

Level I - Dimensions of Conscious Reflectivity: Awareness of habits of perception, thinking, and acting.	
Affective Reflectivity:	Awareness of how we feel about our habits.
Discriminant Reflectivity:	Awareness of our habits.
Judgmental Reflectivity:	Awareness of value judgments about our habits.
Level II - Dimensions of Critical Reflectivity: Awareness of our awareness of habits of perception, thinking, and acting.	
Conceptual Reflectivity:	Awareness of the inadequacy of certain concepts for judging or understanding.
Psychic Reflectivity:	Awareness of one's hasty judgment.
Theoretical Reflectivity:	An awareness of functional cultural or psychological assumptions as the reason for hasty judgment or conceptual inadequacy.

"Affective reflectivity refers to our becoming aware of how we feel about the way we are perceiving, thinking or acting or about our habits of doing so" (Mezirow, 1981, p.12). Discriminant reflectivity refers to the awareness of our perceptions, thoughts, actions and habits of doing things.

"Judgmental reflectivity involves making and becoming aware of our value judgments about our perceptions, thoughts, actions and habits in terms of their being liked or disliked, beautiful or ugly, positive or negative" (p. 12).

At the critical consciousness level we become aware of our awareness and are able to critique it. There are three dimensions of awareness at this level: conceptual reflectivity, psychic reflectivity, and theoretical reflectivity. Conceptual reflectivity is the process of reflecting on whether certain concepts (ie., good and bad) are adequate for understanding or judging. Psychic reflectivity is the process "which leads one to recognize in oneself the habit of making precipitant judgments about people on the basis of limited information about them" (p. 13). We become aware of our hasty judgment of people and situations. Theoretical reflectivity is the awareness that "the reason for this habit of precipitant judgment or for conceptual inadequacy is a set of taken-for-granted cultural or psychological assumptions which explain personal experience less satisfactorily than another perspective with more functional criteria for seeing, thinking and acting" (p. 13). Theoretical reflectivity is the central process of perspective transformation.

It appears that critical reflectivity is similar to such lifestage strategies as Blocher's (1987) review and

reassessment. Blocher suggests that the process of reviewing and reassessing past experiences and relationships may be a useful strategy for moving through the adult developmental stage associated with midlife transition. Blocher states: "This [midlife] transition involves a review and reassessment of one's past achievements and commitments and a reorganization of the priorities with which the individual approaches his or her remaining years" (p. 92). Blocher further describes this review and reassessment as a process of "working through the [transitions] in a thoughtful and thorough way" (p. 92). In addition, Levinson (1978) suggests that one of the areas of focus associated with the midlife transition is the task of dealing with polarities such as attachment versus separation.

Mezirow's critical reflectivity may be considered as a thoughtful and thorough way to work through midlife transitional issues such as attachment and separation. Therefore, this process is posited as a transformative learning strategy.

It should be noted that while Mezirow's work has been frequently cited in adult education research, critical analysis of his theory has been limited (Collard & Law, 1989; Clark & Wilson, 1991). However, at least four areas of debate have been mentioned and may be worth noting. These are: 1. Mezirow's uncritical assimilating of

Habermas' theoretical shift into his own theories (Collard & Law, 1989); 2. the underestimated aspect of social power regarding causes of distortions (Hart, 1990); 3. the overemphasis on the rational, cognitive aspects of learning (Hart, 1990); 4. the minimizing of the effects of context on meaning (Clark & Wilson, 1991).

While all of these issues are important, most relevant to this discussion are concerns regarding the overemphasis of rational aspects of learning and limited emphasis on context. Hart emphasizes these concerns when she asserts that "the fostering of solidary relations among all the participants in a context of caring is...as vital a component of an overall liberatory educational practice as the fostering of critical reflectivity" (Hart, 1990, p. 135). Further, Hart implies that Mezirow's theory of perspective transformation would be enhanced with the recognition that non-cognitive processes make a powerful contribution to "critical abilities by subtly freeing the courage and the curiosity to know and understand" (p. 136).

Discernment. Boyd and Myers' (1988) view of transformative education is rooted in analytical psychology, particularly the work of Carl Jung. In Jungian terms, transformation is "an event requiring an evolving integration between two unique journeys, an inner journey into Self as well as an outer journey into the existential

world" (p. 280). Transformative education involves "helping individuals work towards acknowledging and understanding the dynamics between their inner and outer worlds. For the learner this means the expansion of consciousness and the working toward a meaningful integrated life as evidenced in authentic relationships with self and others" (p. 261).

It is Boyd and Myers' belief that "discernment" is the primary mode of operation of transformative education. Discernment is presented as a personal way of knowing that is "more extrarational than rational, less under the jurisdiction of the ego" (p. 274). Discernment, composed of the processes of receptivity, recognition and grieving, is "the primary condition for the possibility of personal growth" (p. 276). In addition, a four-phase process of grief work (numbness, protest, despair, restabilization) is identified as the central dynamic of the discernment process.

Goals of transformative education, in Boyd and Myers' view, include the following:

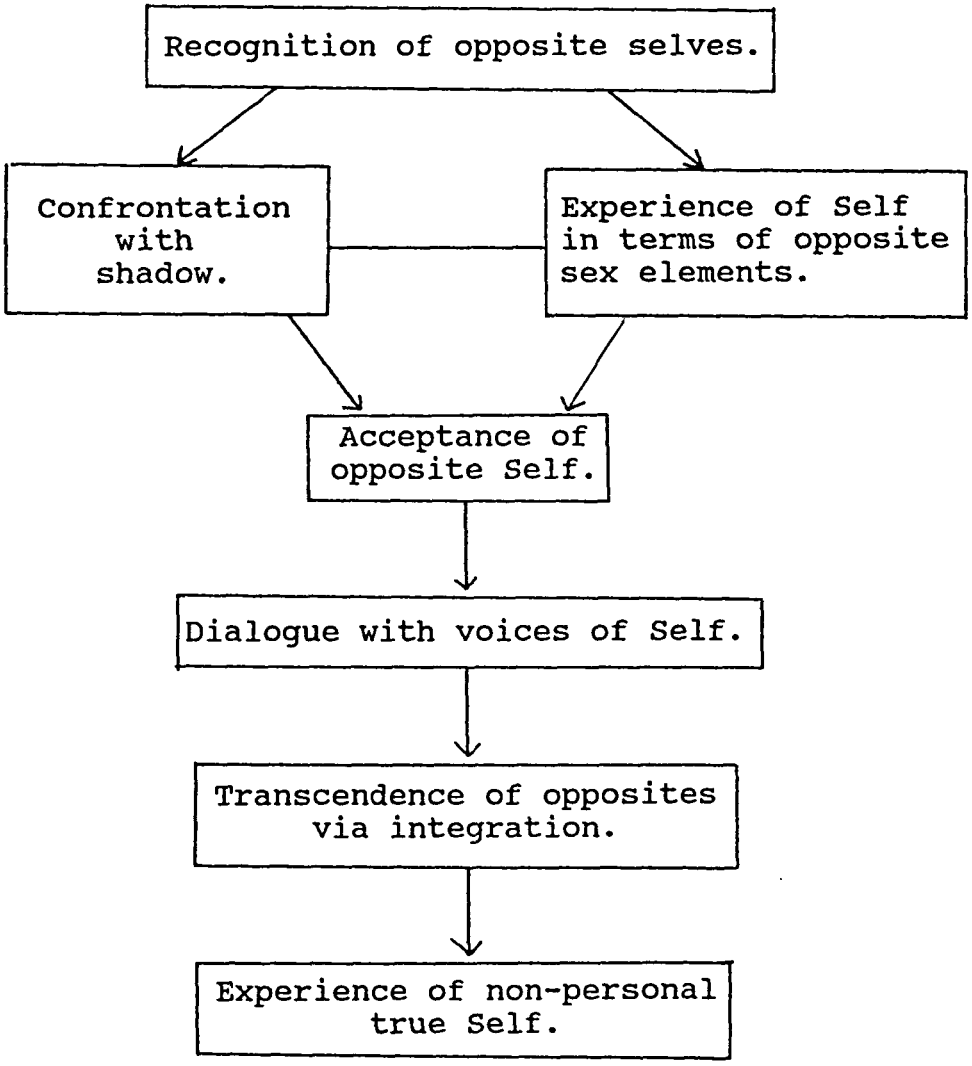
1. To develop readiness to venture into Self;
2. To identify the symbols in our environment and expressions of meaning which are critical to learning;
3. To understand the way in which cultural symbols impact our lives;
4. To reintegrate the symbols meaningfully into one's life;

5. To understand, integrate and develop a dialogue with all voices of the Self;
6. To release spiritual energy necessary for the inner journey's dialogue;
7. To move towards wholeness as evidenced by personal integrity.

Apparently, much of the focus of this view of transformative education is actually the process of individuation as put forth by Jung. O'Connor describes Jung's individuation as "the process by which a person becomes a psychological individual; that is, a separate, indivisible, unity or whole. The mechanics of this process is the task of bringing into consciousness the unconscious contents of the mind (that is, self awareness), thereby facilitating their differentiation and ultimately their integration" (O'Connor, 1985, p. 74). This process involves the recognition of the opposites inherent in each individual. In particular, "the shadow figures" and the "anima" and "animus" must be recognized as parts of the whole personality. "It is the transcendence of opposites via their integration, the internal recognition and acceptance that we are composed of opposites, that results in the true experience of Self (p. 75)."

The first step in this view of the process of individuation is the recognition of and confrontation with the shadow (Table 5). The shadow is that part of ourselves that we refuse to acknowledge. It is "the sum of all

Table 5. Jung's individuation (from Fordham, 1968)



personal and collective psychic elements which, because of their incompatibility with the chosen conscious attitude, are denied expression in conscious life . . ." (p. 35).

It is Jung's belief that each individual projects his/her shadow unto others. For instance, if we greatly detest or greatly admire a certain individual, it could be said that we are simply projecting a part of ourselves onto that person. We are seeing ourselves in the other. Confronting the shadow involves recognizing and withdrawing projections.

The second step of individuation involves the experience of Self in terms of opposite sex elements. The conscious recognition of the anima or animus in ourselves prepares us for the integration process during which the voices of Self (shadow, anima/animus, and others) will lead us to experience the transcendence of opposites. At this point, a shift occurs in the individual's center of psychic gravity. No longer is the ego at the center. Rather, the true center of one's being is experienced as "a non-personal and not exclusively personal centre -- the Self -- where the individual microcosmic psyche is connected to the macrocosmic, where Atman and Brahman are united, where what is above is also below" (O'Connor, p.75).

The discernment process, central to Boyd and Myers' transformative education theory, parallels Jung's individuation process. As stated earlier, discernment involves receptivity, recognition and grief work (Table 6).

Table 6. Discernment (from Boyd & Myers, 1988)

Receptivity to Self (openness to uncomfortable feelings)

↓

Recognition and awareness of ownership

↓

Initial, tentative dialogue with extra-rational

↓

Experience of authenticity

↓

---------- Beginning of Holistic Transformation ----------

↓

Individual senses disorder at deep level of Self.

↓

Individual experiences a loss of prior assumptions and ways of seeing reality.

↓

Individual begins to let go of assumptions.

↓

Grieving process is triggered. Individual experiences any or all of the following:

Numbness - Panic
Yearning for lost reality - Protesting new reality
Disorganization - Despair
Restabilization - Reintegration

Receptivity is an openness to Self's symbolic initiatives. It is experienced as a building of emotional momentum, during which uncomfortable feelings are allowed to arise.

Recognition is an awareness that there is something in a situation or relationship that needs to be looked at and that this something involves the individual personally. Recognition involves the acknowledgment of ownership. It is at this point that tentative dialogue with the extra-rational begins and that the individual begins to experience authenticity.

Grieving, the beginning of the holistic transformation, is initially experienced as a moment of crisis during which the individual senses a disorder at a deep level of Self. The individual begins to experience a "loss of prior ways of seeing reality" and a "loss of fundamental assumptions which until now had brought certainty and security" (Boyd & Myers, p. 277).

As the individual is able to let go of his/her prior assumptions, the grieving process is triggered. During the first phase of grief work, alternating feelings of numbness and panic begin to occur. The second phase brings alternating feelings of yearning for a lost reality and protesting the possibility of a new reality. Phase three is experienced as movement between disorganization and despair.

Phase four is experienced as movement between "a hope-filled sense of restabilization and reintegration of identity" (Boyd & Myers, 1988, p. 279).

Parkes' study of bereavement research supports grief work as a process of transformation (Parkes, 1987-88). She identifies bereavement as a category of psycho-social transition, and she presents bereavement research that analyzes the ways in which bereavement changes the individual's internal meaning of structures and attachments.

In addition, griefwork as a facilitator of tranformation, finds support in life-span developmental psychology. Baltes (1987), in a summary of concepts related to life-span development, suggests that development occurs as a process of gain/loss. "The process of development is not a simple movement toward higher efficacy, such as incremental growth. Rather, throughtout life, development always consists of the joint occurence of gain (growth) and loss (decline).

From this discussion, it appears that Boyd and Myers' process of discernment with its focus on facilitating progress in individuation may be posited as a transformative learning strategy.

Critical Reflectivity and Discernment: A Composite Transformative Learning Strategy. Transformative education focuses on the inner meaning of the adult's learning

experiences. Personal transformation, the goal of adult education, can be viewed as a structural reorganization that is associated with life stage tasks. The outcome of transformation is movement toward more integrated and authentic relationships with self, others and the environment. The developmental process associated with this movement is termed individuation. Mezirow's critical reflectivity and Boyd and Myers' discernment have been posited as useful strategies for facilitating progress in individuation.

Boyd and Myers (1988), in their attempt to clarify the notion of transformation, offer an analysis of the differences and similarities between Mezirow's perspective transformation and their own view of transformative education. Areas of differences generally point to Mezirow's view of change as being limited to the content of the ego and the personal unconscious with no consideration for content located in the collective unconscious. However, the two theories taken together may suggest a third or composite transformative learning strategy. Mezirow's critical reflectivity combined with Boyd and Myers' discernment presents a powerful picture of the use of knowledge and imagination to create progress in individuation.

Fordham (1968), in her interpretation of Jung's work, implies this composite picture when she suggests that Jung believed knowledge makes "people look at things they have taken for granted, and question them; it can arouse their sense of values, and show them that the creative power of imagination is not limited to artists and writers" (p. 118). Further, Fordham suggests that Jung saw a power in knowledge to stimulate people to look at their innermost selves and to identify personal difficulties and developmental needs. However, Jung also warned that knowledge is limited without the experience of the collective and personal unconsciousness. While knowledge, then, can stimulate and initiate an inner-search, it is only as the individual experiences the voices of the unconscious that he/she is able to integrate all elements of Self. "The integration of unconscious contents is an individual act of realization, of understanding and moral evaluation" (p. 121).

Summary. Transformative learning strategies are currently emerging as adult educators build learning theory that increasingly emphasizes the inner experience of the learner. Two strategies (critical reflectivity and discernment) and a strategy that is a composite of these have thus far been posited. The need exists for continued research on these strategies.

Self-Directedness in Learning as a Transformative Learning Strategy. A fourth strategy to be considered for its effectiveness as a transformative learning process is self-directedness in learning. The self-directed learner chooses what, when, and how he/she will learn and places an emphasis on personal satisfaction of needs. It would not be surprising, then, to find that significant developmental outcomes (ie. progress in individuation) are related in some way to this process.

Billington (1990) and Rannells (1986) provide support for the use of this strategy as a way to enhance personal growth. Additionally, Rannells suggests that there is a link between self-directedness in learning and progress in individuation. Further research describing the relationship between self-directedness in learning and developmental growth, particularly progress in individuation, is called for.

Theoretical Framework

It is difficult to operationalize and research individuation because there is no clear and integrated description of this term (Anderson & Sabatelli, 1990). For example, Erikson's definition of individuation (Erikson, 1980; Franz & White, 1985) emphasizes the establishment of individual identity. Defining individuation in terms of autonomy, he sets it in contrast to attachment. For

Erikson, individuation involves the development of the socially connected, autonomous person while attachment involves the development of the interpersonally connected, intimate person.

Individuation has also been described as the state of feeling differentiated or distinguishable to some degree from other people and objects (Maslach, Stapp, & Santee, 1985).

Clearly these definitions emphasize separation. In contrast, Jung views individuation as a developmental process of personality formation during which the focus is on separating from others while at the same time remaining connected to self and others (Fordham, 1968). Anderson and Sabatelli (1990) concur with this view when they state that individuation involves balancing the tension between separateness and connectedness.

While these views of individuation contribute to our understanding of this complex process, the obvious differences in the definitions of the term make it difficult to operationalize individuation. This study will define individuation as a lifelong pursuit toward the integration of all aspects of self. This pursuit involves a complex process of balancing needs for separateness with needs for connectedness. Fortunately, Anderson and Sabatelli (1990)

and Rannells (1986) offer research frameworks that are based on this view of individuation.

Anderson and Sabatelli's (1990) article entitled "Differentiating Differentiation and Individuation" provides not only a framework for operation but also a more inclusive view of individuation. Their report presents a conceptual framework that defines individuation as an individual development process involving the building of background knowledge about self in relation to others. Anderson and Sabatelli summarize Allison and Sabatelli (1988), Bagarozzi and Anderson (1989) and Shapiro (1988): "Individuation involves continuous, ongoing demands to regulate the tension between personal autonomy (self as individual) and connectedness to significant others (self as related to other), which must be continually negotiated and renegotiated" (p. 33).

Anderson and Sabatelli assert that while individuation and differentiation are clearly two separate concepts, they are related. Differentiation is defined as a family system process involving distance regulation. Well-differentiated families encourage a balance between individuality and intimacy among members by participating in genuine dialogue that emphasizes fairness, trust and on-going relatedness. Anderson and Sabatelli suggest that "less functional differentiation patterns inhibit individuation ...

Concomittantly, individuation difficulties place demands on family systems' patterns of distance regulation" (p. 36).

From their family systems' approach, Anderson and Sabatelli (1990) suggest that "individuation is reflected in an adult's abilities to function autonomously within the family system while maintaining an age-appropriate and intimate connectedness" (p. 40). They have identified three primary indices of self/family interconnectedness: functional, financial, and emotional. These are defined in Table 7. Each of these forms of interconnectedness refer to a specific way that the individual is connected to significant others. Anderson and Sabatelli believe that "reasonable insight into the individuation process, namely, how the self balances developmental demands for separateness/connectedness, may be reflected in the examination of these various indices of self/family interconnectedness" (p. 37). They further assert that measurement of individuation must recognize that the age appropriate level of individuation "progresses developmentally from asymmetrical, dependent relationships with significant others during childhood, toward symmetry, interdependence, and mutuality during adulthood" (p. 36).

In its exploration of individuation, this study will utilize only one of the three indices, that of emotional interconnectedness. While financial and functional indices

Table 7. Progress in individuation (from Anderson & Sabatelli, 1990)

Childhood ---------- Adulthood

Normative progress toward independence indicates individuation

Asymmetrical, dependent relationships.	------>	Symmetrical, interdependent relationships.
Financial Dependence Dependent on family/ parents/system for money, material goods, etc.	------>	Financial Independence Financial autonomy and self-sufficiency.
Functional Dependence Family/parental/system management of personal and practical affairs.	------>	Functional Independence Self-management of personal and practical affairs.
Emotional Dependence Loyalty to parents in response to parental demands for conformity.	------>	Emotional Interdependence Loyalty to self while maintaining intimacy with others who demand conformity.

Definitions of Levels of Interconnectedness

Financial Interconnectedness: Monetary ties between individual and family/parents/system indicating the level of financial autonomy and self-sufficiency.

Functional Interconnectedness: Functional ties indicating level of individual vs. system management of personal and practical affairs.

Emotional Interconnectedness: "Emotional bonds that regulate autonomy and individuality by effecting the degree of approval, loyalty, obligation, guilt, and anger experienced by individuals as they express their individuality and the actions that result from the experience of these feelings" (Anderson & Sabatelli, 1990, p. 37).

are certainly important in the measurement of individuation, this study is attempting merely to find evidence of progress in individuation. It is not attempting to measure the specific degree of progress.

Model of Progress in Individuation

In their attempts to operationalize the concept of individuation, Anderson and Sabatelli (1990) and Rannells (1986) present two distinct frameworks that may be combined to create a more complete picture of individuation. Both frameworks provide a concrete way of viewing individuation, and both suggest that individuation may be measured in terms of self in relation to others.

Emotional Interconnectedness. It has been noted that while Anderson and Sabatelli (1990) identified three indices of individuation, this research project will utilize only the index labeled "emotional interconnectedness."

Within the emotional dimension, the ability to balance autonomy and intimacy is indicated in how the individual responds to tension as he/she attempts to express individuality. Anderson and Sabatelli's discussion suggests a number of questions that may be useful for operationalizing the concept of individuation: Does the individual's need for autonomy take precedence over the family system's demands for connectedness? Does the

individual seek autonomy at the expense of connectedness or does he/she seek connectedness at the expense of autonomy? How does the individual deal with the tension that results when the system's demands for loyalty coincide with the individual's needs for autonomy? Does the individual deal with feelings of guilt and anger in a way that promotes intimacy or does he/she take a reactive stance by distancing from or fusing with the system?

Episodes of Individuation. A second framework for studying individuation may be found in the work of Rannells (1986). Rannells' review of Jungian literature suggests to her that individuation is a form of the development of consciousness. She has developed a theoretical framework for researching consciousness development. This framework consists of "episodes of individuation" that she suggests may be useful for identifying progress in individuation. "Each episode represents a unit of the individuation process: each is integral to the whole process, yet each is a single, developed instance of the continuing process" (p. 221). Rannells has identified six categories of episodes of individuation: discovery of newness, empowerment, turmoil, self-responsibility, integration, and interiority. These terms are defined in Table 8. Rannells used these concepts as indicators of individuation in her research on women's

Table 8. Categories of episodes of individuation (Rannells, 1986, p. 221)

Discovery of Newness: "The discovery of latent talents, attitudes, feelings and interests that exist within one's self."
Empowerment: "An increased sense of power and autonomy, a new affirmation of self-worth and confidence."
Turmoil: "An inner state of confusion, chaos, pain, the severity of which depends upon the situation."
Self-responsibility: "Decision making that shows she is taking a new responsibility for and interest in herself and her future."
Integration: "The experiences of a togetherness (where there was none before) within herself and/or with parts of her world."
Interiority: "The deepened relation to her inner self."

identification with female deities and progress in individuation. She concludes that "the notion of individuation can be investigated in an educational setting. Students identifed incidents of their experiences that indicated they had made decisive progress in understanding themselves, making decisions about activities and attitudes that were consistent with Jungian definitions of progress in individuation" (Rannells, 1986, p. 224).

This research project will operationalize individuation by blending Rannells' concepts of discovery of newness, empowerment, turmoil, self-responsibility, integration and interiority with Anderson and Sabatelli's concepts of autonomy and intimacy. Individuation will be defined as a lifelong process of balancing needs for autonomy and intimacy. This process involves episodes of discovery of newness, empowerment, turmoil, self-responsibilty, integration, and interiority. The model that will be used to explore the relationship between self-directedness in learning and individuation is displayed in Table 9.

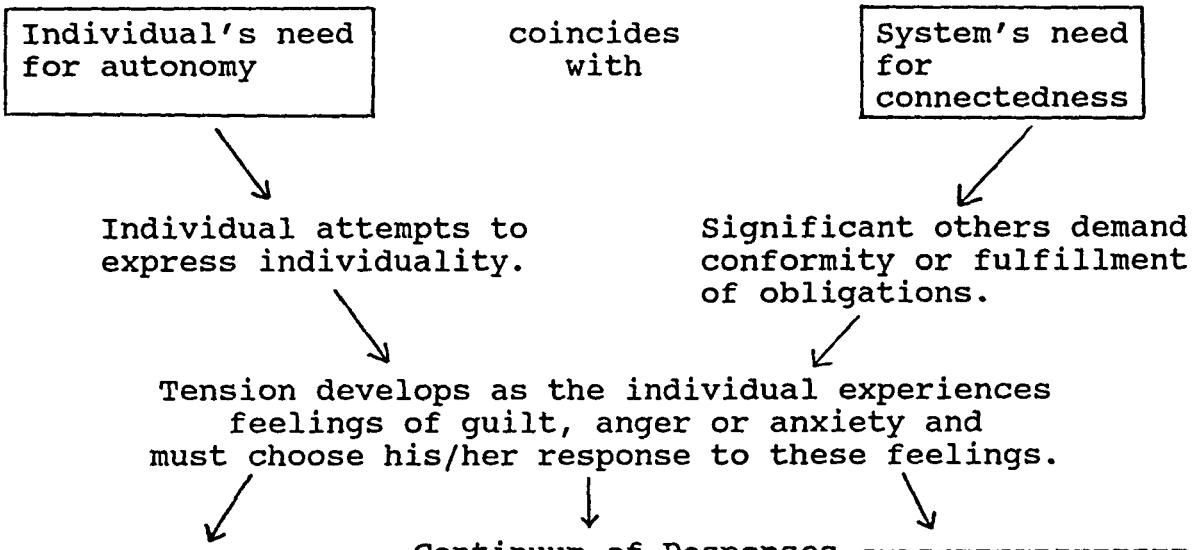
Summary

Individual and societal needs, rational knowledge and irrational imagination, reflection and action -- the field of adult education is being built on polarities such as these. For the transformative educator, these concepts combine to form a powerful vision of the future of adult education.

While progressivism, the dominant educational force, has always recognized opposing dimensions of adult education, it appears that transformative educators are ready and willing to confront the dichotomies and transform them into an integrated whole.

Transformative education seeks to facilitate significant growth and development in the individual (and

Table 9. Progress in individuation (from Anderson & Sabatelli, 1990; Rannells, 1986)



Choice:	Choice:	Choice:
Autonomy at the expense of intimacy	Balance of intimacy and autonomy	Intimacy at the expense of autonomy
High level of distancing and anger	High level of individuation	High level of fusion and guilt
---General Behaviors that Characterize Response to Tension--		
Rebellious defiance Cutting off Pseudo-commitments to the system	Discovery of newness Empowerment Turmoil Self-responsibility Integration Interiority	Conformity Dependency Seeking system approval Avoidance of conflicts Limited outside commitments

perhaps in society as a whole) by focusing on the inner meaning of the adult's learning experience and by addressing the deeply-felt needs that appear in the context of both the individual's environment (society, community and family) and the individual's inner world of self (persona, shadow, personal unconscious, and collective unconscious).

The purpose of transformative education is to facilitate significant personal change. This process involves thinking, feeling, reflecting, and acting upon all aspects of self and environment. The outcome is a structured reorganization of self. This reorganized self reflects the integration of all aspects of self and appears as a unified, individuated whole person who exists in community with others. Inherent in this process is the negotiation of developmental tasks (ie. balancing separateness/connectedness). Several strategies have been suggested as facilitators of the process of individuation. Mezirow's critical reflectivity, Boyd and Myers' discernment, a composite of these two strategies, and self-directedness in learning have all been posited as strategies that facilitate progress in individuation in the adult learner. These processes must be researched more thoroughly.

Clearly, adult educators must bring the lofty and intangible ideas of transformative education into focus if

they hope to gain widespread acceptance of them in the field of adult education. The struggle to bring this holistic, integrative theory into practice includes identifying, defining and exploring transformative strategies.

Additionally, transformative educators must attempt to gain insight into significant developmental processes such as individuation. Anderson and Sabatelli's emotional interconnectedness and Rannells' episodes of individuation have been identified as useful frameworks for operationalizing individuation. The combination of these two frameworks provides a valuable model for researching individuation in an educational setting.

Without a greater understanding of complex developmental processes and transformative learning strategies, adult educators may have little hope of effectively assisting learners in meeting their deeply-felt needs. Continued research in this important area of adult education is imperative.

CHAPTER 3. METHODOLOGY

Research Design

A qualitative case study (psychological and interpretive) design was used for this research project. Psychological case study is characterized by a focus on the individual as a way of investigating some aspect of human behavior. Concepts and theories borrowed from psychology are used to frame the study. The end product will be an interpretation of psychological data (Merriam, 1990). This study will attempt to build theory by identifying patterns, meanings, and commonalities. It is a contemporaneous study and as such is designed to gain a snapshot view of an individual at a given point in time.

Qualitative Case Study Research Design

Rationale for Qualitative Research. Most research in self-directed learning has been conducted within an empirical framework and is lacking in understanding of the complexity of self-direction in learning (Candy, 1989). A more appropriate method for research in self-directed learning is a qualitative approach such as the case study design.

In her comparison of "traditional/scientific" research with less traditional qualitative research, Merriam states that traditional research framed in the "scientific"

paradigm "is based on the assumption that there is a single, objective reality -- the world out there -- that we can observe, know, and measure...In contrast, qualitative research assumes that there are multiple realities -- that the world is not an objective thing out there but a function of personal interaction and perception" (Merriam, 1990, p. 17).

Case Study Design. Case study is a qualitative research approach that may be used to answer the questions "What is going on? Is there a relationship between X and Y?" (Dixon, Bouma, & Atkinson, 1987, p. 107). It is inductive in nature, focuses on process and meaning, and involves "an intensive, holistic description and analysis of a single instance, phenomenon, or social unit" (Merriam, 1990, p. 21). Case study research has the potential for suggesting hypotheses and new variables not yet identified in the literature and for operationalizing concepts for further verification research. Merriam suggests that qualitative case study research is an ideal design for understanding and interpreting observations of educational phenonmenon" (p. 2).

Blum and Foos (1986) suggest a number of advantages of the case study design. First, case studies accept any and all information. This openness increases the potential for discovering new data and for generating hypotheses. Second,

the detailed examination of a single individual helps us gain a more in-depth understanding of that individual. Third, the flexibility of the case study allows us to examine several dependent variables at one time.

Blum and Foos (1986) and Merriam (1990) concede that qualitative case study design presents a number of difficulties. While the case study technique is comprehensive, it is usually not systematic in its examination of the individual. Internal validity is limited because of the lack of control over unplanned variables and because there is certainty of investigator bias. Reliability is difficult because there are no adequate controls over the information that is gathered. "Much of the biographical information included in a case history is provided by the participant...some events are more likely to be remembered than others. Some may even be intentionally suppressed...In many cases, there is no simple way to check the accuracy or reliability of these memories of prior events" (Blum & Foos, 1986, p. 219).

Blum and Foos assert that while the use of this design is risky and requires the researcher to have an open mind and a cautious approach, the case study can be a rich source of information that provides insights and suggests hypotheses.

Merriam suggests that the decision to use a case study design is dependent on both the nature of the research problem and on an understanding of the strengths and weaknesses of case study design. With its reliance upon the investigator as the primary instrument for data collection and analysis, case study research "can produce brilliant insights about a phenomenon, or it can produce a pedestrian, incorrect, or even fraudulent analysis. In selecting research design, something is gained and something is sacrificed. One can only weigh the design's benefits against its limitations and select accordingly" (Merriam, 1990, p. 35).

Characteristics of the Researcher. One way to minimize the limitations of case study research is to recognize the significance of the investigator as the primary instrument for data collection and analysis. Merriam (1990) suggests three characteristics of the ideal case study researcher. First, the researcher must have a tolerance for ambiguity. Case study data does not fit neatly into preconceived boxes. Second, he/she must be able to gather and analyze information. This involves being sensitive to context and multiple variables and having a keen sense of timing. Third, the researcher must possess good communication skills.

This study has been conducted by a researcher who displays characteristics necessary for effective case study research. In addition, the researcher is a self-directed learner who is well aware of the importance of choosing a research topic and design that will meet her educational, professional, and personal needs. The case study design in particular has been chosen not only for its appropriateness to the topic but also for its significance to the researcher's progress in individuation.

Summary. The purpose of this study is to explore the significance of self-directed learning projects for the individual, gain insight into the process of self-directedness in learning and develop hypotheses for future research. It is a study that attempts to identify patterns, meanings and commonalities for the purpose of understanding theory. Additionally, this is a contemporaneous study -- it is designed to gain a snapshot view of an individual at a given point in time. Qualitative case study research design utilizing an interactional setting is an appropriate choice for this research because of its emphasis on meaning. In addition, the researcher has the characteristics necessary for minimizing limitations that are inherent in case study research.

Analytic Strategy

Yin (1989) suggests that "the ultimate goal [of data analysis] is to treat the evidence fairly, to produce compelling analytic conclusions, and to rule out alternative interpretations" (p. 106). He asserts that to do this reseachers should use a general analytic strategy to guide them in developing the research design and in choosing specific techniques of data collection and analysis.

This study approached the problem by using a theoretical orientation to guide the case study analysis. Specifically, the basic proposition (the self-planned learning project is a vehicle for progress in individuation) was traced in the case studies and used as a guide for analysis. In each case, the purpose of the case study is to show evidence of growth that resulted from the subject's involvement in the project.

Yin suggests advantages for the use of a this strategy. First of all, "the proposition helps to focus attention on certain data and to ignore other data" (p. 107). Secondly, "the proposition helps to organize the entire case study and to define alternative explanations to be examined" (p. 107).

Establishing Validity and Reliability

The quality of research can be judged for its representation of a logical set of statements (Yin, 1989). Relevant tests for judging the quality of research design

are: construct validity, internal validity, external validity and reliability. Construct validity is concerned with choosing appropriate operational measures for the concepts being studied; internal validity deals with the problem of making correct inferences and ruling out rival explanations; external validity "deals with the problem of knowing whether a study's findings are generalizable beyond the immediate case study" (p. 43); and reliability deals with assurances that the operations and procedures of the study can be repeated with similar results.

Yin (1989) offers several strategies for effectively dealing with validity and reliability issues associated with case study design. He suggests that appropriate strategies should not only be included in research design but should also "be applied throughout the subsequent conduct of the case study" (p. 41).

This study addresses issues of validity and reliability by applying the following strategies: multiple sources of evidence, chain of evidence, pattern-matching, hypotheses-generating, replication logic, case study protocol, and creation of a case study database. Table 10 provides a listing of each strategy along with pertinent details regarding application, phase of research and test type.

Table 10. Application of case study strategies

Case Study Strategy	Application	Phase of Research	Test
Multiple sources of evidence	Interview and timeline	Data collection	Construct validity
Creation of Case Study Database	Transcripts from taped interviews	Data collection	Reliability
Chain of evidence	Frequent reference to transcripts	Data collection	Construct validity
Hypotheses-generating	Several hypotheses were developed	Data analysis	Internal validity
Replication Logic	Use of three case studies	Research design	External validity
Case Study Protocol	Use of interview guideline and timeline	Data collection	Reliability

Multiple Sources of Evidence

The primary advantage of using multiple sources of evidence "is the development of converging lines of inquiry"(Yin, 1989, p. 97) that will result in a more convincing and accurate report in which potential problems of construct validity are addressed.

While this study used the interview as the primary data collection instrument, a timeline was used as an additional instrument for gathering evidence. The interview was used to gather data directly related to the project and the timeline was used to gather data regarding past learning projects, significant relationships and life events.

Creation of a Case Study Data Base

Yin (1989) asserts that "every case study project should strive to develop a formal, retrievable data base, so that, in principle, other investigators can review the evidence directly and not be limited to the written reports. In this manner, the data base will increase markedly the reliability of the entire case study" (p. 98-99).

Components of the data base for this study are: transcripts from audiotaped interviews and data gathered from a timeline completed by each subject.

The interviews have been, for the most part, transcribed verbatim. However, secondary data (as determined by the researcher) was summarized and included

within the text of the transcript. The transcribed data was used to document the connection between specific pieces of evidence and issues associated with the project. Frequent references to the transcripts have been made throughout the final report.

The timeline that was completed by each subject included information regarding learning projects, relationships, and life events experienced from approximately age 21 until the present. This document was used to provide information regarding the overall context of the learning project under investigation. It also served to develop an awareness by each subject of factors contributing to the choice and outcomes of the learning project.

Chain of Evidence

A chain of evidence allows an external observer "to trace the steps in either direction (from conclusions back to initial research questions or from questions to conclusions)" (Yin, 1989, p. 102). Yin states that construct validity will be addressed if the research is able to ensure that the evidence that was collected is the same as the evidence reported.

This report has maintained a chain of evidence by making generous citations to relevant portions of the database.

Hypotheses-Generating

The purpose of this technique is to develop ideas for further study (Yin, 1989). Several hypotheses have been developed as a result of this study and are included in Chapter 5.

Replication Logic

Yin (1989) suggests that external validity will be gained by replicating the initial case study. For this report, three case studies have been analyzed and data from each study was compared and combined to build a stronger case for the proposition that self-planned learning projects are a vehicle for progress in individuation. The replicating procedure is not one of repeating the exact case study for the purpose of reliability. But rather it enhances the strength of the results of the initial case study and subsequent studies.

Case Study Protocol

The purpose of a case study protocol is to increase the reliability of the study. With thorough and accurate documentation, it is more likely that the study could be repeated and the same findings and conclusions would be reached (Yin, 1989). Documentation of all procedures is included throughout this report.

Procedures of the Study

This research project consists of three case studies each designed to develop a snapshot view of the individual's use of a self-planned learning project to bring about significant personal growth.

Population. Approximately 40 adults participating in an adult education program sponsored by a church located in a middle to upper middle class community.

Subjects. Three subjects were selected based on purposeful sampling (Merriam, 1990). The following criteria were used in this selection: female, 40-45 years of age, expressed enjoyment of learning, indication of an openness to sharing personal experiences and a willingness to meet with the researcher for a minimum of one hour on three separate occasions.

Two instruments (interview and timeline) were used in this study to obtain data regarding the significance of the learning project to the individual's growth and development. The interview was used to gather information directly related to the learning project. The timeline was used to gather information related to the context in which the project had taken place.

The initial interview questions were designed to identify a recent self-planned learning project that the subject felt had been personally significant. Additionally,

these questions were designed to explore the details of the project as well as to begin uncovering significant personal changes and discoveries that might be related to the project.

Two pilot interviews were conducted to determine if the initial interview questions were clear and if they did in fact get at the intended issues.

All subjects were obtained by requesting volunteers for the project from an adult Sunday school class. All of the women were between the ages of 42 and 45 at the time of the interviews. All were college graduates, and all had been involved in a number of diverse learning projects (formal and informal). All had children, and had chosen to interrupt careers for several years in order to raise their children. All were estimated to be in the upper-middle class of the community. All lived within a radius of five miles of each other in a mid-size midwestern town.

Two of the subjects were married and the third had been divorced several years. Two had returned to the workplace, one was anticipating beginning part-time employment within a few months. One of the subjects was known to the researcher as a casual acquaintance from a previous class. However, there had been little personal interaction between this subject and the researcher prior to the initial interview.

Interviews with two of the subjects were conducted in their homes. Interviews with the third subject were conducted in the home of the researcher. In each case, the setting was chosen by the subject. All settings were conducive to quiet conversation and interruptions were minimal. The average interview lasted one hour. At the end of a 60-minute audio tape, conversation was brought to an end by the researcher.

Prior to the initial interview, a preliminary conversation was held to establish rapport, review the consent form, explain the agenda for the interview, and to answer questions. When the subject seemed ready to proceed, the tape was started and the interview was begun. For this initial interview, the researcher followed the general guideline of questions but asked additional questions as needed for clarification.

At the end of the initial interview, instructions regarding completion of the timeline were given. A sample based on the researcher's life was used as an example. This sample was reviewed with the subject, and the subject was given the opportunity to ask questions regarding completion of the timeline.

Each interview was transcribed and reviewed by the researcher prior to subsequent interviews. Elements of particular interest during this phase of the data collection

included feelings associated with the project, difficulties experienced during the project, relationships connected with the project, areas needing further clarification, and specific remarks that indicated evidence of progress in individuation. Follow-up questions were developed based on the initial transcript.

The second interviews were preceded by general conversation lasting approximately five minutes. This included an explanation of the agenda for the second interview. The first part of this interview focused on the timeline. This included a brief discussion of subject's response to the experience of completing the timeline. The subjects were each asked to briefly review the information on the timeline with the researcher and to point out significant elements.

The second and greater portion of the interview was guided by follow-up questions designed by the researcher upon completion of the intitial interview. At the end of sixty minutes, the interview was brought to a close. Subjects were told that the third and final interview would consist of the researcher providing feedback to the subject regarding outcomes of the project (ie. areas of growth). Subjects were also told they would be asked to provide verbal feedback for verification purposes to the researcher regarding the findings.

The third interview was preceded by general conversation lasting approximately five minutes. This, again, included an explanation of the agenda for the third interview. There were four purposes for this interview: to verify preliminary findings, to explain the individuation model, to gather additional data regarding project outcomes, and to discover what effect the experience of being involved in the research project had on the subject.

The interview began with the researcher providing a brief explanation of the model of progress in individuation. This included a definition of individuation as a balance between separateness and connectedness, a description of tension between needs for autonomy and intimacy, and an explanation of distancing, fusing, and balancing behaviors. Subjects were told that this research project was attempting to identify where the individual might be located in terms of placement on the model before and after the learning project. It was also explained that the study would attempt to fit outcomes of the learning project with the six criteria for progress in individuation.

Preliminary findings were then reviewed with the subject. Areas of growth connected with the project were presented by the researcher and subjects were given the opportunity to respond. Verification was sought by asking

questions such as "Is this accurate to you? How does this fit with your thinking? Does this make sense to you?"

The final focus of the third interview was on the experience of being in the research project. Subjects were asked "How did the process of being involved in this study affect you?"

It should be noted that in case study 3, this discussion was preceded by approximately fifteen minutes of discussion during which the subject offered additional information that had come to mind during the past week regarding outcomes of the project. This discussion also included four additional clarification questions presented by the researcher.

Throughout the data-collection phase of the project, each case was analyzed based on the criteria presented in the model of progress in individuation. Data was categorized according to the six dependent variables: discovery of newness, empowerment, turmoil, self-responsibility, integration, interiority. Additionally, the analysis included evidence of movement from distancing toward intimacy and from fusion toward autonomy.

Direct quotation was used most often to support the analysis, however, summarization was used as necessary. If a given quotation or summarization had relevance to several criteria, it was included in each. The data at times seemed

difficult to work with, but as it was reviewed by the researcher, it gradually fit into various categories and a snapshot profile of the growth that had resulted from the project emerged.

Instrumentation

Interviews were used to collect data regarding one significant learning project conducted by each subject during the past 12 months. Each subject was interviewed for approximately one hour on three separate occasions. All interviews were taped and later transcribed.

During the initial interview, the researcher followed an interview guideline of open-ended questions. When appropriate, subjects' comments were pursued with individualized questions. Prior to the second interview, subjects were asked to complete a personal timeline that was used to gather information regarding past relationships, life events, and learning projects.

The second interview consisted of a brief review of the timeline. In addition, a set of questions designed by the researcher based on the initial interview was used for the purpose of clarifying themes presented during the initial interview.

The third interview was a verification interview during which the researcher presented preliminary findings to the subject. The subject was asked to respond to and clarify

this information. Additionally, during this final interview, the subject was asked to describe her response to the experience of being involved in this research project.

Interview Formats

Interview 1. The initial interview began with several minutes of introductions for the purpose of establishing rapport. This was followed by a review of the consent form. The interview itself was guided by a series of questions (Table 11) that were developed for the following purposes:

1. Identification of a significant self-planned learning project that the subject has conducted within the past 12 months.
2. Gaining a general understanding of the learning project
3. Gathering data regarding the subject's perception of the outcomes of the project.

Upon completion of the initial interview, the researcher reviewed the taped interview for the purpose of identifying aspects of the subject's comments that needed clarification and themes that required deeper exploration. Follow-up interviews were less structured and focused on clarification and exploration of these themes.

Interview 2. Researcher and subject reviewed the completed timeline together. Questions that had been designed by the researcher based on the initial interview were used for the balance of the second interview.

Table 11. Interview guideline.

I am interested in exploring with you a significant self-planned project that you have recently conducted for the purpose of gaining knowledge or developing a new understanding or skill. Tell me about the different kinds of projects you have been involved in during the past 12 months.

Tell me about those that are important to you, and rank them in the order of importance. (Subject and researcher will agree on a learning project to be used as the basis of the following probe.)

Describe your experience of being involved in this project. What prompted you to get involved in it? What did you learn? What was significant about this project?

Describe yourself while you were involved in this project.

How did your involvement in this project affect significant others? What was the response by significant others to the project?

What feelings did you experience in connection with the project? What was your response to these feelings?

What difficulties did you experience in connection with the project? What was your response to these difficulties?

What personal strengths did you rely on to initiate and complete the project? What weaknesses were you able to identify as you became involved in the project? How did this project affect your personal growth?

Suppose you had not decided to get involved in this project. How would you be different today?

What would be the ideal outcomes of a project such as this for you personally?

What projects are you now considering?

Interview 3. The researcher explained the model of individuation and defined key terms. Preliminary findings were presented, and subjects were asked to verify this information. Subjects were also asked to place themselves on the model in terms of "old self" and "new self." Findings regarding specific areas of growth were presented to the subject for the purpose of gathering additional information as well as for clarification and verification. Finally, subjects were asked to respond to the question: "How has the experience of this project affected you?

Data Analysis

Introduction

Information gathered from the interviews and from the timelines was used as the data base for analysis. Interviews, for the most part, were transcribed verbatim, however, secondary information (as determined by the researcher) was summarized.

The unit of analysis was the process of individuation.

The general analytic strategy was to follow the theoretical proposition that led to the case study. The basic proposition (the self-planned learning project is a vehicle for progress in individuation) was traced in the case studies and used as a guide for analysis. In each case, the purpose of the case study was to show evidence of

growth that resulted from the individual's involvement in the project.

Individual case study data were analyzed for evidence of episodes of individuation (Rannells, 1986) and for evidence of movement from distancing/fusing toward intimacy/autonomy (Anderson & Sabatelli, 1990). Episodes of individuation were organized according to six categories: discovery of newness, empowerment, turmoil, self-responsibility, integration, and interiority.

Rannells' research on womens' experience in learning (Rannells, 1986; Rannells Saul, 1990) used case studies to illustrate progress in individuation. "An undergraduate course with an abundance of female deity symbols was chosen for the research....Data were gathered through participant observation, an in-depth interview near the end of the class sessions, and the three written class assignments -- a paper, journal writing and a creative project....Case studies were then available for the interpretation of each woman's work with individuation" (Rannells, 1986, p. 219-220).

Rannells provides examples of each form of individuation. It should be noted that a degree of ambiguity exists among these examples. Some overlap between terms is evident. Consider this statement that Rannells Saul identifies as empowerment: "'I'm growing! The last time

I felt so powerful was alone in Europe. It's come back to me. Oh! How I love myself!'" (Rannells Saul, 1990, p. 16). It is also possible to associate this statement with two other forms of individuation: discovery of newness and integration. Rannells herself cites the need for continued research designed to clarify these concepts (Rannells, 1986).

Additionally, it should be noted that Rannells identifies and describes individuation within the context of the overall class experiences and each individual's life experiences. This contextual analysis increases the validity of her findings.

Discovery of Newness

Discovery of newness has been defined as "the discovery of latent talents, attitudes, feelings and interests that exist within one's self" (Rannells, 1986, p. 221). Rannells Saul (1990) provides an example of this form of individuation from a student who expresses an acknowledgment of a new way of thinking about herself -- a new acceptance and liking of self. She finds evidence for this in the following statement from the student: "'I've discovered new attitudes toward things I've seen in myself a long time. I think I'm much more accepting of the things that I thought were dislikable about myself...'" (p. 16).

Empowerment

Empowerment has been defined as "an increased sense of power and autonomy, a new affirmation of self-worth and confidence" (Rannells, 1986, p. 221). Rannells reports evidence of empowerment in the following student comments: "'You know, I'm growing! The last time I felt so powerful was alone in Europe. It's come back to me! Oh! How I love myself!'" (p. 223).

Rannells Saul also reports empowerment in this statement: "'I feel the stirrings of inner reasons to study mythology. I feel enlivened by the goddesses. They give me energy!'" (Rannells Saul, 1990, p. 16.) She highlights the words "enlivened" and "energy" as evidence of a new affirmation of self-worth.

Turmoil

Turmoil has been defined as "an inner state of confusion, chaos, pain, the severity of which depends upon the situation" (Rannells, 1986, p. 221). Rannells Saul (1990) interprets the following statement as an example of individuation in the form of turmoil: "'I have been jilted by misinformation! My anger becomes a mass of boiling emotions of frustration, sadness and more anger because of the very fact that the legacy I [we] was left is phoney'" (p. 18).

Self-Responsibility

Self-responsibility has been defined as "decision-making that shows she is taking a new responsibility for and interest in herself and her future" (Rannells, 1986, p. 221). Rannells describes the experience of self-responsibility in the following analysis: "Kris chose to deviate from a plan proscribed by and for her -- that of obtaining a 'classical education'...An inner well-being and the desire to explore other areas of life were more important that the 'societal expectations' she has held for herself. She made decisions in this area based on her new understandings of her self" (p. 222-223).

Integration

Integration has been defined as "the experiences of a togetherness (where there was none before) within herself and/or with parts of her world" (Rannells, 1986, p. 221). Integration is also defined as a feeling of "wholeness about one's being and/or one's relationship with others and/or the world" (p. 223). Rannells Saul describes two forms of integration, one based on a togetherness with self, another based on togetherness with others.

She identifies "togetherness with self" in the following student statement: "'I need a lot of nurturance like a child too, but it's really important for me to learn or to retouch the child and also the mother in me...I really

want to learn how to (mother myself) and consciously work on it'" (p. 223).

Rannells Saul (1990) identifies "togetherness with others" in this student statement: "'...I felt close to the class as a whole. The trust bonds were forming. And in discussing a small group experience, I felt an immediate sisterhood...'" (p. 15).

Interiority

Interiority has been defined as "the deepened relation to her inner self" (Rannells, 1986, p. 221). Rannells Saul (1990) suggests the the following statement indicates the student is experiencing interiority in terms of a new awareness of and interest in her inner journey: "'I was in touch with the world in a really unified, holistic way. I felt so together that evening [of the guided image experience]...I have developed an awareness of my innerself...My Judaism is something I want to have become a part of me again'" (p. 19).

Procedure for Completion of the Study

1. Conduct review of literature.
2. Define terms of the study.
3. Determine the population.
4. Determine criteria for selection of subjects.

5. Prepare data gathering instruments: interview guideline and timeline.
6. Conduct pilot interviews.
7. Obtain permission for the use of human subjects.
8. Set up interview schedule.
9. Conduct interviews.
10. Analyze data.
11. Write report of research procedures and findings.

CHAPTER 4. DATA ANALYSIS

Introduction

The theoretical framework which combines Anderson and Sabatelli's (1990) indicators of individuation with Rannells' (1986) episodes of individuation was applied to three cases.

Each case study begins with a biographical description of the individual and a description of the project. This is followed by an analysis of growth that has occurred in connection with or as an outcome of the project. The analysis includes citing evidence suggesting a relationship between the project and experiences of individuation. These experiences of individuation are termed emotional interconnectedness and episodes of individuation. A description of the criteria for the study is found in table 12.

It should be noted that there exists a certain amount of overlap among the episodes of individuation. Clearly, additional research is needed to clarify these concepts.

The case studies are based on information gathered from interviews. Direct quotes are used throughout the analysis whenever possible.

It should be noted that while data have been obtained directly from the subjects, it is based on their perceptions. Further, the case studies are presented as the

Table 12. Criteria for the study (from Anderson & Sabatelli, 1990 and Rannells, 1986)

Emotional Interconnectedness

Movement from a distancing stance toward intimacy is indicated as movement away from relationships characterized by:

Rebellious defiance
Cutting off
Pseudo-commitments

Movement from a fused stance toward autonomy is indicated as movement away from relationships characterized by:

Dependency
Conformity
Seeking system approval

Episodes of Individuation (Rannells, 1986, p. 221)

Discovery of newness: the discovery of latent talents, attitudes, feelings and interests.

Empowerment: an increased sense of power, autonomy, self-worth and confidence.

Turmoil: the experience of confusion, chaos and/or pain, the severity of which depends on the situation.

Self-responsibility: decision-making that indicates that the individual is taking responsibility for her future.

Integration: the experiences of a togetherness with self or with parts of one's world; a wholeness about one's being.

Interiority: the deepened relation to one's inner self.

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researcher's interpretations of the data and, as such, are subject to researcher bias and skill in interpreting psychological data.

It is believed that all subjects presented themselves as eager, open individuals who would provide honest responses. And it is also assumed that the researcher has adequate interpretation skills and is aware of potential areas of personal bias.

Two of the case studies presented in this report support the proposition that the self-planned learning project can serve as a vehicle for progress in individuation. While all three women reported experiencing a number of episodes of individuation (ie. discovery of newness, etc.), only two of the studies provide evidence of movement (or potential movement as in Linda's case) toward autonomy and/or intimacy. The potential movement in Linda's case is seen as the likely outcome of her decision during the last interview to break away from the approval of others. In these two case studies, the movement away from fused and/or distancing stances appears to coincide with the experiences of a number of episodes of individuation.

Case Study 1: Linda

Biography

Linda is a 42-year old woman who has been married for sixteen years and is the mother of two children, ages ten and six. She is the second in a family of four children. Her oldest sister is six years older, her brother is three years younger and her youngest sister is eight years younger. Both parents are living. Though her family of origin lives out of state, Linda reports a strong family relationship, made stronger in recent years by her father's illness. She also reports positive relationships with her in-laws.

Linda is intelligent and curious. She is assertive and confident in herself and in her abilities and tends to be outspoken. She strives to do her best and is aware of a tendency to try to please others. She describes herself as, at times, spontaneous, enthusiastic, eager and emotional and, at other times, as blunt and contradictory.

Linda is a college graduate and holds a degree in elementary education. Upon graduation from college, she taught school for a few years, left teaching to work as a sales representative, and then returned again to teaching. With the arrival of her first child, she interrupted her career to stay at home full-time. She plans to resume her

career on a part-time basis now that her children are school age.

Linda's significant life events include several moves between states, the death of a brother-in-law, her own marriage, major surgery, a close friend's divorce, adoption of two children, turning forty, her father's bypass surgery and an all-family cruise. Additionally, she reports that she has had many significant and close friendships over the years with both men and women.

Linda has been involved in a variety of learning projects during her adult life including scuba diving, European and US travel, production of school plays, personal reading, counseling to develop self-esteem, adoption counseling, parenting, Jr. League, and Sunday school as both participant and teacher. Current projects include Jr. Great Books, personal reading, book club and bridge.

Description of the Project

The project Linda chose to talk about was a course offered through the school district designed to prepare participants to facilitate the Jr. Great Books program in elementary schools. Jr. Great Books is a study group for children that promotes critical thinking skills and an interest in classical literature. The facilitator training course is mandatory for anyone wanting to facilitate Jr. Great Books in the school district. Linda did not feel she

personally needed this course because she felt confident in her ability to teach reading and literature. But she wanted to volunteer at her children's school, and she thought Jr. Great Books would be a fun way to be involved, so she agreed to take the course. She participated in the course approximately one year prior to the research interviews.

The course began with a shared inquiry activity in which participants were asked to discuss nursery tales such as Jack and the Beanstalk. Additional discussions were held throughout the course emphasizing increasingly difficult readings. Participants spent time alone reading, in small groups writing open-ended questions, and in the large group discussing a variety of readings and learning about the shared inquiry technique. Questions that the participants had developed were critiqued by class members and by the instructor. Linda reported that most of the students expressed frustration with their attempts to write questions that would meet the instructor's standards.

As a result of this class, Linda reports gaining an enthusiasm for shared inquiry. She is looking forward to continued use of her new skills with her children, husband, book club members, and Jr. Great Books groups.

Emotional Interconnectedness

The growth in terms of emotional interconnectedness that Linda experienced as an outcome of this project can be

described as movement away from a fused stance of dependency on others' approval toward a more autonomous self.

Movement from Fusion toward Autonomy. Throughout the interviews, it became clear that a theme for Linda is her dependency on others for approval. In addition, the review of her timeline indicated a tendency to want to please others. However, the timeline also indicated that Linda has made movement in the past away from this fusion stance toward autonomy while maintaining intimacy with family members and friends. Several examples indicate evidence of this movement.

The first example occurred when Linda, in her early twenties, recognized a strong need to rely on her mother's approval of the men she dated. She stated that she "relied upon her mother's impression of a guy -- her feelings toward him...and it really mattered to me what she thought." This reliance made it difficult for Linda to make commitments to relationships. Through counseling, she was able to understand her need to separate from her parents and to develop increased self-esteem. As a result, Linda chose to distance herself from her parents by moving out of state.

A second example of movement away from dependency and parental approval occurred shortly after the arrival of Linda's first adopted child. During the review of the timeline, she talked about her feelings of inadequacy as a

new mother and about the experience of her own mother coming to help her. "I had a lot of difficulty. This child was not mine, it was my mother's. [My mother would say] 'Make sure you cover his head. Hold him like this.' I couldn't handle it, and I finally got to the point where I realized I couldn't handle it and that with this child I felt more like a sibling, and I really hadn't had a chance to bond with this child. So, I sent my mother home, and I hired a babysitter." While this was a "terribly painful time" for both Linda and her mother, Linda's relationship with her mother grew significantly as a result of Linda's actions: "She accepted me as an adult. I am an equal to her."

These two examples of Linda's movement away from dependency and toward autonomy provide a context for understanding Linda's use of her learning project to facilitate additional movement away from dependency. Evidence of additional movement occurring as a result of the project is found in Linda's acceptance of differing viewpoints. She states: "There isn't always just one answer. There are other ways and different ways of getting there. If that's the way it works for you, that's totally acceptable." This was an exciting discovery for Linda because it allowed her to recognize the validity of her own opinions. However, Linda's still strong need for approval is evident in her interpretation of the process of shared

inquiry. Her interpretation emphasizes that while everyone is entitled to a viewpoint, that viewpoint must be substantiated in some way. "There are so many different viewponts, and they can all be correct, in part, if they can be substantiated."

When asked to clarify the idea of differing viewpoints and the need for substantiation, Linda responded "...there isn't always just one answer. There are other ways and different ways of getting there. If that's the way it works for you, that's totally acceptable...In the idea end of things, coming to an answer to an idea -- if it can be substantiated in your mind, then that's a correct answer." Regretfully, Linda's emphasis on substantiation was not explored beyond this. However, it may be surmised that while Linda felt a need for substantiation of viewpoints (as a need for approval), she also saw that substantiation can come from within ("if it can be substantiated in your mind").

Linda's still strong need for approval is also evident in her response to the teacher of the shared inquiry course. Throughout the course, feelings of self-doubt and frustration emerged as Linda began to recognize her inability to write questions that would meet the approval of the teacher. She expresses her disappointment: "...I couldn't do a better job of this...I wasn't pleasing the

teacher. I wasn't giving the teacher's answers, you see." For Linda, a person who had generally been successful at pleasing teachers, this experience created an incongruency in her self-image. Linda states: "I'd never come across something that I didn't feel I was succeeding in." She expresses her surprise with this situation: "I was incapable of doing this to [her] satisfaction -- that just surprised me. Why can't I get this? Why can't I do this? Why is this so difficult for me?"

It is clear that Linda, throughout her adult life, has dealt with the issues of dependency and need for approval. It is not surprising, then, that she would use a project to continue movement away from a fusion stance toward a more balanced stance of autonomy. Evidence of this movement is seen in Linda's acceptance of differing viewpoints. However, it is also evident that her need for approval continues to be a significant issue.

Episodes of Individuation

Discovery of Newness. Linda reported several significant discoveries that she attributes to her participation in this project. All of these discoveries stem from the overall discovery of an interest in the process of shared inquiry.

While Linda felt competent in her skills as a reading and literature teacher, her project helped her realize that,

rather than guiding the children toward a definite answer, she could look for answers with them. Linda's comments clearly indicate her discovery: "I was amazed. I was just floored with this class. It was shared inquiry -- I'm not guiding the children to find a definite answer. I was instead looking for answers with them. I had to develop questions that I didn't know the answers to, that I didn't have the complete answer to."

Linda expresses her enthusiasm for and interest in this process as she describes her involvement in the class: "The discussion that we had on that first day was just astonishing to me. Here we were, a room full of adults, talking about Jack and the Beanstalk and really getting involved...Was Jack greedy? Was he lazy? and why? -- those kinds of things. It was interesting. So, I was just thrilled. I loved the approach she used right from the start."

For Linda, it was a discovery of a new style of teaching, a style which would give her freedom to explore with the children: "The basic precept was that I have to share with them, they have to share with me. I'm not to come in with preconceived ideas that this is the correct answer...but rather, we're learning together. We're exploring the story. We're studying it together."

Linda's new teaching style is emphasized as she describes what she would have been like without the class: "Without this class, I would have remained the person in charge and knowing the answers and waiting for someone to [repeat] them back to me."

Her interest in the process of shared inquiry led Linda to discover that she did not always have to have the answer and that she could explore and learn with the children. This discovery, in turn, led to a greater awareness and acceptance of differing viewpoints. "There isn't always just one answer. There are other ways and different ways of getting there. If that's the way it works for you, that's totally acceptable." It has been mentioned that Linda's acceptance of differing viewpoints involves a substantiation and that this may indicate her need for approval. The discovery, however, of the acceptability of viewpoints is dramatic for Linda and leads to the next form of individuation.

Empowerment. Several examples provide evidence of Linda's experience of individuation in the form of empowerment.

First, when Linda was asked what impact her awareness of differing viewpoints had on her, she replied: "It liberated me -- what a liberating thing! I had never been the kind of teacher that felt I had to have the answer to

everything...but to realize that sometimes there are no correct answers -- I suppose I knew that all along, but this really brought it to the front."

A second example of empowerment is seen in Linda's enthusiasm for the project and for the opportunity to use shared inquiry. "It is exciting. I really look forward to going to do this and I looked forward to going to class each day...It was really exciting."

Linda also expresses empowerment when she talks about her experiences using the process of shared inquiry in the classroom. "It made me feel wonderful. The kids were enthusiastic...[their enthusiasm] made me feel very warm and excited, and it motivated me to want to continue to do this, and I'm sure my excitement excites them to want to continue."

Turmoil. Turmoil was central to Linda's experience with this project. Turmoil was experienced as discomfort with the shared inquiry process, confusion surrounding her struggle to balance her adult and child behaviors, and frustration and self-doubt with her inability to write questions. The following examples clearly demonstrate Linda's turmoil.

First, Linda describes her initial feeling of discomfort when introduced to the process of shared inquiry. "I like things nicely wrapped up, bundled up. Let's

complete it, let's find a solution, and we're done. And this [shared inquiry] was something that initially was really uncomfortable for me. When [the instructor] cut off that discussion after half an hour, I wasn't satisfied. We didn't come to a conclusion. I wanted a conclusion."

While Linda experienced the discomfort of ambiguity in the adult group, her turmoil in leading the children's group was centered around her difficulty in balancing what she considered to be her child behaviors with her adult (or parental) behaviors. She describes her dilemma: "The child wants to jump in and correct them, but the teacher says 'Don't jump in. Stand back and let them work it out themselves so they can come to a solution.'" Linda described her child as the one who "would interrupt, would disagree, would contradict" and as the one who was "more enthusiastic, eager, excited, spontaneous, emotional." The adult was the formal, rational, objective teacher who followed the guidelines set forth by the instructor of the facilitation course. Linda describes her struggle to let her child participate in the interaction while allowing her adult to follow the rules: "I guess the child in me I equate with the fun. I don't enjoy cutting off the child, but at times it's the appropriate thing to do." The challenge for Linda was in keeping her "opinions back but allowing the

enthusiasm to come through," balancing emotional subjectivity with rational objectivity.

Linda's struggle to allow the child to be a part of her self may be viewed at a deeper level as a dependency on other's approval. She expresses her concern for the way fellow teachers will evaluate her if the child emerges during her facilitation of the process: "I still have this conflict of wondering whether the child in me is an acceptable part of the classroom for other adults. If it came out while I was being evaluated, would that be acceptable? Would that be looked upon favorably or negatively? I don't have an answer to that...Sometimes I have to put on the teacher act when I feel there's an evaluation. I am more formal. I don't know that I have to be, but I am."

Turmoil is also evident from Linda's description of her attempt to learn the "special technique" involved in writing questions "that invited inquiry." She states: "I had a terrible time doing it!...It didn't seem as though it should be such a difficult thing...and it was very difficult. I became frustrated, and doubting my intelligence, and lacking in security." It is probable that the instructor contributed to Linda's self-doubt by sending the implied message that the participants would never get the question-writing process correct. Linda reported that the teacher

distinctly implied this message: "Write your own questions, but your questions aren't acceptable."

Linda's self-doubt is further expressed in her response to a question about the effect of the project on her personal growth. "It humbled me [to realize] that perhaps I'm not as smart as I think I am." This self-doubt continued even to the time of the interviews. When asked how she dealt with her self-doubt, Linda replied "I just wallowed in it for awhile, I guess, and let it roll away...It obviously still affects me and still concerns me...because of that I do not write any questions for this group...I use the questions out of the book because I don't have any way of judging whether my questions are the kind that would be right."

Unfortunately, at perhaps the height of her frustration with writing the questions, the instructor appears to have encouraged Linda to avoid dealing with her turmoil. Linda states: "She let us know that in the [instructor's guidebook] that we would be receiving, it would have all these questions all ready for us so that we could pick them out, and we really didn't have to write our own questions...I never felt confident enough to be able to judge for my self whether or not a question I wrote would be correct according to her standards." Linda describes her feelings in response to the teacher's announcement: "It was

kind of a let down, you know. Here, we've gone through all this -- we're working, we're trying, and then you don't have to write your own questions. I had mixed emotions. It was a let down -- what did we do all this for?...and then it was a relief, on the other side -- whew! -- 'cause I can't do it!"

Self-Responsibility. While it is evident from Linda's description of past experiences that she generally takes responsibility for her future, it is also evident that she tends to depend on others for approval of her decisions. Additionally, while there is evidence of Linda's self-responsibility during her participation in this project, there is also evidence of a lack of self-responsibility.

Linda clearly was taking responsibility for herself when she chose to fully participate in the class activities and to be challenged rather than discouraged by the difficult readings. She states: "[The readings became more difficult] but that didn't seem to lower my involvement. [The instructor] asked for volunteers to read. That made it more meaningful for me. It's more meaningful for me if I'm taking an active part than if I'm just sitting back and listening."

A second example might be described as early stages of self-responsibility. This is seen in Linda's choice to maintain an emotional involvement in a process which was

presented to her as an exclusively objective activity. Although she reports experiencing difficulty in balancing emotion and intellect, her decision to allow her child within to emerge during the interactions indicates she is taking responsibility for herself. She states: "It's a difficult thing for me to do when I feel strongly about an issue -- to keep my emotions out of it. And I realize, of course, that it is to be important, and yet I like to see that enthusiasm in children." Referring to keeping her emotions out, Linda states: "I just can't bide myself like that...I think kids need to see a little enthusiasm...and a desire to learn and an interest in it."

Linda's tentativeness with accepting full responsibility for self is evident in her struggle to decide how much of the emotional, enthusiastic part of herself is acceptable: "I still have to keep in mind that I'm the person in charge of this project. I still have to keep in mind that when [a student] states something and I don't agree with it the child in me would say 'No, that's not right!' And the adult in me says 'Stand back and let them figure this out themselves. Don't be the one in charge.'"

A third example of Linda's self-responsibility is seen in her decision to use the process of shared inquiry outside of Jr. Great Books. She reports using it with her own children, with her Sunday school class and with her adult

book club. More significantly, Linda reports adapting the process to her own teaching style. She states: "I don't go along with it whole heartedly...I pick out the parts of the [shared inquiry process] that I really do appreciate. And those that I can't succeed at, I distance myself from." This statement indicates Linda's limited acceptance of self-responsibility. While she chooses to use some of the ideas of shared inquiry, she distances herself from those aspects of shared inquiry that she can't succeed at. The idea that she can't succeed relates to her inability to please the teacher by writing "correct" open-ended questions.

Linda describes her dilemma: "I couldn't decide which [questions the instructor] was going to like and which ones she wasn't going to like." Linda later reports "because of [the self-doubt] I do not write any questions for this group...I use the questions out of the book because I don't have any way of judging whether my questions are the kind that would be right."

It is important to note that in the final interview at which the researcher's preliminary findings were presented, Linda stated her decision to write her own questions for her next Jr. Great Books meeting. "When I start...again [with] second graders, I'm going to write questions -- I'm going to try my own question-writing again. And I would not have [without this research project]. I had more or less

accepted the fact that this was the way it was. I can't do it so [I] won't even try anymore. I'm going to try again."

Integration. Individuation in the form of integration is evidenced in both a togetherness with others and a togetherness with self.

Linda obviously recognized the togetherness with others that shared inquiry offers: "I wanted a conclusion, and I realized there need not be a conclusion. We can all go away and still ponder this ourselves and maybe never come to a conclusion, a decision, a right answer or anything like that."

Linda describes the togetherness with the children she experienced during the process of shared inquiry. She states: "I like giving the kids an opportunity to search with me. I like the shared part of it. I like working with them and being a part of the process rather than being the answer." This togetherness with others is accompanied by a togetherness with self when Linda states: "[I like the idea of] not setting myself above [the children] or apart from them but with them because I'm really interested too. I still feel there's a child in part of me, and I like that part, so I'm reaching that child in me when I'm doing this with them." She further states: "Children are so free to explore and uninhibited and open to new ideas -- and it's those qualities that I'm seeing [in myself] when I do this."

Linda talks about her acceptance of her child within: "With that child in me, and the sense of ease with which it comes out...and the good feeling that I get, it helps me to realize that the child is an okay part of me."

Another example of integration as a togetherness with self is seen in Linda's acceptance of herself as not knowing everything. She states: "It was a humbling experience -- [becoming] aware that I don't know all there is to know -- and that was okay. Of course, it's always a little let down to find out you're not as smart as you think you are, but at the same time it's a necessity occasionally."

Interiority. During the final interivew at which Linda was presented with preliminary findings, she was particularly interested in discussing the child within and her progress in integrating that part of herself. Linda made these comments: "I think I've come farther with my child...It's always in one place or another. So I would say, at times, it's integrated." Linda's awareness of her inner child and the interest in her progress in integrating this aspect of self indicates individuation in the form of interiority.

This evidence of episodes of individuation suggests that Linda used her project as a vehicle for progress in individuation. Linda's response to activities, events and relationships directly related to the project is seen as

movement away from a fused, dependent stance toward a more autonomous and balanced stance. At the same time, Linda experienced episodes of individuation in the forms of discovery of newness, empowerment, turmoil, self-responsibility, integration, and interiority.

Case Study 2: Carol

Biography

Carol is a 45 year old woman who has been married for 24 years and is the mother of three living children, ages 16, 12 and 10. She is the oldest of three children. Her parents and two younger brothers live out of state, and she sees them about once a year though she wishes she could see them more often.

Carol is a college graduate and holds a degree in elementary education. Her teaching career has been interrupted several times over the years due to her husband's job transfers and due to her decision to stay at home with three children while they were young. When her youngest started kindergarten, Carol began substitute teaching primarily for financial reasons. She recently has left what she considered to be a frustrating job to work part-time as a teacher consultant in the public schools for a local power company. She enjoys this job very much but feels it is only temporary. She eventually wants to attend graduate school to work toward a degree in counseling.

Carol is a soft-spoken, friendly, open person. She describes herself as "the compliant and serving first born." Carol considers herself to be a homebody and to be an easy-going person with a good sense of humor. She is resilient and determined and has developed a philosophy of life that

there is always another way, one always has options. Carol is sensitive to other's concerns. Often this conflicts with her concerns for self, but her religious upbringing calls her to continue to reach out to others. Carol feels she is unique in many ways, particularly in her generosity and in her laid-back attitude toward time. She mentioned several times that she does not wear a watch. However, she also likes to be in control of her time and to be prepared for presentations and events.

Carol's significant life events include graduating from college, several moves throughout the country, her husband's time in the army, travel to Japan, and the birth of three healthy children. Perhaps most significant of all, however, was the death in infancy of her second child. Carol dealt with this loss through counseling and by being actively involved in a support group. However, the child is still very much a part of Carol's life, particularly around the anniversary of his death.

Carol has maintained a number of significant relationships throughout her adult years and has many friends with whom she feels quite close. While her children and husband come first in her life, Carol feels strongly about her responsibility to help others around her. Recently, she has become aware of her own needs and is

working to balance those with the needs of her family and friends.

Carol lists a variety of learning projects on her timeline. Significant among these are parenting classes, Lamaze classes, grief counseling, and craft projects. It is interesting to note that Carol reports that she learns in order to survive and that she tends to throw herself into things almost with a tunnel vision.

Current projects (outside family, friends, and work) include reading about birth order, redecorating a bedroom and dining room, sewing draperies, and a variety of craft projects.

Description of the Project

Carol chose to talk about a teacher certification renewal class she participated in about one prior to this research project. The 16-hour class, titled "Life Planning and Career Assessment," was presented over a weekend. Carol participated in this class because she felt a need to receive professional direction regarding her career. The course covered a variety of topics including goal-setting, stress management, and personality style. Activities included written assignments, one-to-one conversations, group discussions, and resource reading. One particularly significant activity for Carol was completing the Gregorc Style Delineator self-assessment. This instrument provided

Carol with information about herself and helped her recognize others who are similar to her in personality style.

Carol reports that this class provided many benefits to her. She reports that her participation in the course has helped her set goals that lead to reduced stress. It allowed her to clarify her personal mission of helping others. She gained a strong sense of direction regarding her career. She has been able to identify her strengths and weaknesses. She feels an increased acceptance of self as well as of others.

Emotional Interconnectedness

In terms of emotional interconnectedness, the growth that Carol experienced as an outcome of this project can be described as movement in two directions: from distancing toward intimacy and from fusion toward autonomy.

Movement from Distancing toward Intimacy. Movement from a distance stance toward intimacy is seen in Carol's experience of a togetherness with others who have similar personality styles. Prior to this project, Carol saw herself as having a unique personality which caused her to feel a separateness from others. She cited her laid back attitude toward time and her generosity to others as unique personal characteristics. While these are not uncommon characteristics, it is Carol's emphasis on them in her life

that creates, for Carol, her sense of uniqueness. Her tendency to overextend them to a point of exhaustion (in the case of generosity) and to a point of frustration (in the case of time) adds to Carol's feeling of being the only one with these characteristics. Interestingly, Carol reports that she has always wanted to be like others, to fit in with the group, but that she is seldom successful at this: "I'd hate to say it, but I really was more aware of my uniqueness. Maybe because I wanted to be so much like other people -- it was like the things that were different about me were paramount...I'm a part of several groups where I feel very accepted and loved, and, yet, there's really nobody that looks at things the way I do in them."

In response to her disappointment with her failure to fit in with or conform to the group, Carol appears, at times, to cut herself off from the group by emphasizing her uniqueness. This distancing stance is apparent in Carol's statement: "When I think of a certain group that I really want to be a part of...at times I will give up everything to be a part of them. But there is a part of me that once in a while...I do what it is that I want to. I suppose sometimes it could be almost for a shock value." Carol's struggle to be her "unique" self while meeting needs for conformity is clear in this statement: "Sometimes I do feel like I'm working against myself -- I'm denying -- my nature is real

spontaneous...but somehow I feel like people are looking at me and saying 'You're 45 years old. You really should be more mature.' I just like to have fun, and it seems that my idea of fun isn't what other people's idea is."

Carol's personality style was identified for her through a self-assessment instrument, the Gregorc Style Delineator, which was administered to participants of the course. Upon completion of the instrument, participants were asked to stand in one of the corners of the room, each corner representing a different personality style. Carol was identified as having an "abstract random" personality style. According to the instrument, individuals with this style are characterized in the following ways: They live in the moment, time is artificial and restrictive. Emotional attachments, memories, and emotional and physical freedom are important to them. Their thinking process is dominated by emotion, intuition, and perception. Additionally, abstract random styles were described as spacey, overly sensual and smothering.

For Carol, the label and description were significant in two ways. First, she was able to affirm her uniqueness: "There was such a small percentage of us in that corner, and...I always thought I kind of listened to a different drum, and now I knew it. I guess it made me feel a little special...I've always wanted to be more than just average

Joe citizen...in the way I relate to other people and in my life. And I guess I kind of thought 'Oh, well, I am. And I'm glad I am.'"

Perhaps more significantly, this was a powerful experience of connecting with others because Carol could see for the first time that there were others like her. She reports her surprise: "There really is a group of people that have characteristics like me...It's not that I'm alone. I'm not the only one, and I guess maybe I always wondered." The impact of this realization is seen in Carol's new appreciation of and confidence in self: "I could appreciate myself and yet know I'm not the only person...who has the same characteristics...I have found a little more confidence to be myself in the last year."

Movement from Fusion toward Autonomy. Movement from a fused stance toward autonomy is seen in three ways: in Carol's acceptance of differences, in her new focus on self, and in her ability to bring about an ending to a past lifestyle.

First, a significant outcome of the project for Carol was a new awareness and acceptance of differences between herself and her husband. "My husband is a racehorse, and I'm a turtle...[This class taught me] to recognize what you are and to listen to those instincts...It just helped me to understand how some of the basic ways that [my husband and I

are] different can cause some conflict." Carol continues this thought: "In another way, it explains why my husband and I sometimes are coming from different corners because he's very time-oriented and I don't wear a watch. And I'm pretty laid back and relaxed about things, and he's pretty intense. And somehow, while his qualities are really good in what he does...I still can value my own individualness without feeling I need to change."

Recognition of differences allows Carol to separate herself from her husband. For example, in her mind, she can give her husband "permission to go ahead and go to work at 6:30 or 5:30 in the morning" and not take it as a personal threat or an insult. Carol's ability to separate herself from her husband is movement from fusion in the form of dependency toward autonomy.

Second, Carol's new focus on self is seen in her gradual inclusion of her needs alongside the needs of others. Carol's tendency to focus on the needs of others is evident in her statements: "I'm always willing to do something for somebody else, and often that means I don't get something done for myself...I really like to make other people happy." In the past, Carol may have been vaguely aware of this aspect of herself, however, it was her participation in this project which made her acutely aware of her actions. "[My awareness developed] because some of

the activities that we did [were] writing down your accomplishments and changes in your life personally and professionally over the last seven years. And then it did deal with our inner self -- our character traits, the things we admire about ourself, the things we'd like to change...what we are capable of doing." The course made it possible for Carol to get a more accurate picture of herself and to recognize "that it's important for me...to feel personal accomplishment as well as seeing [that I have] helped those around me get there."

Carol's awareness of feelings of anger, resentment and exhaustion associated with taking care of others has grown since completion of the project. In fact, these feelings may have intensified as a result of the completion of the timeline for this research project. Carol talked about how she felt after completing the timeline and recognizing the priority she has given to her husband's career needs over the years: "I confronted my husband, and I said 'When I look at my life, what I've basically done is followed you around and sort of cleaned up'...and, you know, in a way I felt kind of used." Carol is not bitter about her past, though she spoke of the discomfort she felt in realizing the choices she had made: "It's uncomfortable. It's painful, in fact...And then, on the other hand, it's what I chose to do.

And you make your choices, and you just look forward. You can't look back and change anything."

It appears that the timeline exercise added to Carol's awareness of uncomfortable feelings that the "Life Planning" project had already brought out. In fact, since completing the project, Carol has become increasingly aware of her tendency to overextend her generosity to the point of disappointment, resentment, and exhaustion.

Through a variety of activities in which she explored her past and present, Carol was able to understand herself by acknowledging her strengths and weaknesses, her interests, and her beliefs. This process of building a picture of a unique individual allowed her to see herself as valuable: "I discovered what my strengths are -- I enjoy people, and I'm caring. And I enjoy helping people...I think that it helped me to clarify and restate the things that are important in my life. Also, it perhaps made me feel that, in fact, I am a valuable person."

As a valuable person, Carol is now free to include herself on her list of people who need care. While her needs and interests may often be in conflict with those of others, Carol can face the conflict with confidence in herself. This project helped Carol move from a fused stance in which she was avoiding conflicting needs (self vs.

others) to a recognition that she can take care of herself as she takes care of others.

A third area of growth for Carol in terms of movement from fusion toward autonomy is seen in her ability to bring about an ending to a past lifestyle. The "Life Planning" course included a reading and discussion about endings and beginnings. Carol reported that, as an outcome of this discussion, she was able to develop an awareness of her own difficulty with endings: "I don't have trouble with beginnings because I see new situations usually as challenging and exciting and a learning process. But [the article] says that some of us have trouble with endings, and one way of dealing with that is denying that something has ended like a friendship or a life or naivity in life. There's a point in...a lot of peoples' [lives]...where something happens...a child dies...a husband has an affair...a parent has told you a terrible lie -- and from then on it's like the golden was gone."

Carol talked about some of the losses she had experienced throughout her adult life. Most significant was the loss of her second child. And while she felt she had grieved through much of that loss, she was still feeling a yearning for her life before "the golden was gone." In the early years of her marriage, Carol, her husband, and first child lived in a beautiful home and experienced some happy

times: "I was expecting my second child. Everything in our lives up to that point was just -- we lived in a beautiful area with a country club and [my husband's] career was just going - everything was just -- and we just left that and came back here and things basically that next year just went from bad to worse. Everything from his job to the house we had moved into was disappointing and then [our second child] was born so sick. But in my mind, I still longed for that time."

Carol's dependency on her dream, her yearning for a past life, did not cause her to be dysfunctional. Rather, it was a gnawing source of restlessness. "I would dream about that house and how happy we were when we left it." Carol moved from fusion toward autonomy when she chose to return to the house and end the dream: "I...went back. I saw the house. I saw the inside of the house. And it was like 'This is past. This is a part of our past. This is a part of our life that's over.' And while I'm not the same person that left that house, I'm okay with the person I am."

Episodes of Individuation

Discovery of Newness. Carol reported several significant discoveries which can be attributed to her project.

First, this project allowed Carol to discover who she is: her strengths, weaknesses, beliefs, values, and

interests. "It was made fairly clear during that class where my interests really are...I discovered what my strengths are...it helped me to clarify and restate the things that are important in my life...I came away knowing that I had some strengths and I had some things to offer." Carol also reports that this class helped her recognize that it's important for her "to feel personal accomplishment as well as...[to help] those around [her to] get there."

Secondly, Carol discovered that she is, in fact, somewhat unusual, but that she is not alone. Referring to the small number of people in her class that were described as having an abstract random personality style, Carol concludes: "You know, I always thought I kind of listened to a different drum, and now I knew it." Later, she describes her discovery of others that were like her: "Quite honestly, it was kind of a new discovery...maybe there had never been labels put on the different characteristics before...there really is a group of people that have characteristics like me...It's not that I'm alone. I'm not the only one."

Carol's third discovery involves an awareness of differences between herself and her husband: "My husband is a racehorse, and I'm a turtle...I'm pretty laid back and relaxed about things, and he's pretty intense." These and other understandings regarding personality style can be

attributed primarily to the Gregorc Style Delineator which both Carol and her husband completed.

A fourth discovery attributed to this project is Carol's ability to see a new direction in her life, specifically, a future career in counseling. "I think I know what I want to do now...It helped me to come to a conclusion...In fact, what I was hoping for was almost the kind of thing where you go in and take a test that says 'You should be this,' and that's really what I felt the weekend's activities lead to...I felt like I had some direction so that when the time comes...then I feel that I know what I want to do."

A fifth discovery for Carol was an awareness that she has difficulty with endings and that she can accept endings if she takes time to reflect and understand. "I did have a revelation in that class about something I had never understood, but it says [reading from handout] 'Some of us have trouble with endings.' And I do...I did discover that I -- by knowing that I have trouble with endings -- that I could think about why I was trying to not have the ending but also to understand that endings are a natural part of life."

Along with this new awareness, Carol came to recognize herself as passive, slow and reactive in her response to ending relationships. Most significantly, this experience

allowed her to recognize some unfinished business she had regarding her bringing to an end a dream for a lost lifestyle.

All of these discoveries came about as Carol spent time reflecting on and discussing her present situation, how she got there, and the choices she had made. "They even went back to how my relationship with my parents had influenced my career choice. And then we went through what was meaningful about our work, how healthy that environment was for us. And then we looked at what we saw our life's purpose was."

Empowerment. Carol expresses feelings of empowerment that occurred during her participation in the project: "I was always very anxious and eager for the next activity because it seemed like...I was going to learn more about myself and perhaps my direction in life...It was a very positive experience and feeling and an exciting and invigorating experience."

Empowerment is also evident in Carol's response to the realization that counseling was a future option for her. Carol states: "It felt good. I felt like I had some direction...I feel real calm."

Most significantly, individuation in the form of empowerment is evident when Carol expresses her new feelings of value: "I came away from the class knowing that I had

some strengths, and I had some things to offer...[The project] perhaps made me feel that, in fact, I am a valuable person, and I have a better or more positive image of myself."

Carol's sense of value is further emphasized when she states: "[Awareness of my strengths] helps me to feel valuable, feel good about myself, gives me some credence -- like I'm a worthwhile person. It's good for me to be here. I have a reason."

Other episodes of empowerment are seen in Carol's increased confidence and energy: "I feel more confident in the workplace. I feel that there's more of me left over for my family...I feel less stress in my life which I think uses then not so much energy. And I have more energy for other things, physical as well as mental."

Turmoil. While the project made Carol aware of her capacity to give, it also helped her recognize the results of overextending her generosity. For Carol, turmoil was experienced as frustration with others who seldom reciprocate her generosity: "I get upset because I think that once in awhile the favor should be returned, and it isn't necessarily...after awhile, you get feeling like maybe you're used."

Carol talks about other drawbacks to her interest in serving others: "It leaves me tired sometimes -- physically

and emotionally tired because...I do have a lot of close relationships...it's over the phone, it's through letters, sometimes it's in person. And then...sometimes, there's no time left for me. I feel exhausted sometimes."

A second area of turmoil for Carol is seen in her difficulty with endings. Carol tearfully talked about her realization that a time in her life when things were going wonderfully had been replaced by a time during which she had experienced many difficult events. She expresses the pain and acceptance of her lost dreams: "There's that point in most peoples' [lives], I think,...where something happens, maybe a child dies, maybe a husband has an affair, maybe a parent has told you a terrible lie -- and from then on it's like the golden was gone. You look at things a little differently."

Self-Responsibility. Making the decision to participate in a personal growth course is in itself evidence of individuation in the form of self-responsibility. However, once involved in the project, Carol continues to actively take responsibility for herself in many ways.

First, she chose to be challenged by the course activities: "I guess I saw the activities as challenging -- to discover something new about myself." Carol did, indeed, make many new and significant discoveries. With this new

information, in the months after her participation in the class, Carol initiated several changes. She left substitute teaching and accepted a job that fit her needs better. She chose to allow her husband, in her mind, to be himself. She set goals for herself regarding her household responsibilities. She began setting aside time for her own personal interests. She determined that her needs were important and that she wanted more for herself in terms of personal growth. And, finally, Carol chose to put an ending on her lost dream. Additionally, there is strong evidence that Carol experienced self-responsibility when she looked back at the choices she made during the early years of her marriage. Ownership of her past decisions is clearly recognized as she describes how she feels: "It's painful, in fact...And then, on the other hand, it's what I chose to do. And you make your choices, and you just look forward. You can't look back and change anything."

All of these changes came about because Carol made the overall decision: "I just wanted more for myself."

Integration. While Carol's statement "I just wanted more for myself" does indeed indicate self-responsibility, it also is evidence of integration. As a result of this project, Carol experienced a togetherness within herself that allows her to value and develop herself. Her statement "I can still value my individualness without feeling that I

need to change" further exemplifies Carol's renewed interest in self.

Togetherness with others is evidenced in Carol's recognition of others who have similar, yet perhaps unusual, abstract random characteristics. Carol states: "I've always really liked to feel like I was like others...but in a general group, there's usually only one or two other people and maybe nobody [like me]. So [recognizing I'm different but the same] met both those needs [for autonomy and intimacy]. I could appreciate myself, and yet know I'm not the only person [in town] who has the same characteristics."

This integration is further evidenced in Carol's statement: "I kind of quit -- not quit -- being a person, but I became a wife and a mom and...I feel a place in the world again...Like there was a little missing part outside my home, so to speak, as far as the professional world...I feel a spot now...My role is a little better defined as a professional and as an individual. For some reason, I feel that I have a little more contributing role to our family and society."

Finally, Carol experienced integration when she was able to go back to the house of her dreams and put it aside. "I'm kind of at peace with that, kind of a calm. I always had the desire to go back...that's kind of been in a little part of my mind. And now I've done it. It's finished."

Carol affirms her new self when she says: "And while I'm not the same person that left that house, I'm okay with the person I am."

Interiority. Individuation in the form of interiority is seen in Carol's recognition and affirmation of her inner self: "You know, I always thought I kind of listened to a different drum, and now I knew it. I guess it made me feel a little special...This really sounds awful, but I've always wanted to be more than just Joe citizen...in the way I relate to other people and in my life. And I guess I kind of thought 'Oh, well, I am. And, I'm glad I am.'"

Carol also experienced interiority when she returned to her dream house. Having brought the dream to an end, Carol was able to look back and see the significance of the experience: "When I went back to that house, it was clear to me that it was not what we had left,...and what is important to me now is here...it defines for me what I am now, what our family is. And that given the choice between the two, I guess we would choose to be here. Maybe I realize that...I don't think anything is ever as golden as you remember it...so maybe going back adds some perspective, some reality to what I had been thinking...Maybe it's validating that it actually happened...that there was that place, and there [were] those feelings and that time. But it is over, and it has ended, and I see somebody else lives there. That's not

our house anymore...and then I can say 'This is where I belong.'"

Case Study 3: Diane

Biography

Diane is a 43 year old woman. She has two children, ages 16 and 14. Though she was divorced about six years ago, she reports still having a close relationship with her ex-husband's family. Diane also maintains a strong relationship with her own family and, in particular, with her younger sister.

Diane is intelligent and articulate. She describes herself as having strong organizational skills and generally high personal and professional standards. She is caring, open and a good listener. Diane is assertive, determined, and conscientious. She presents herself as a professional and expresses confidence in her intuitive skills as well as in her critical thinking skills.

Diane graduated from college with a degree in journalism. While in the past she has not focused on a journalism career, Diane has had a variety of opportunities to use these skills and to develop others including leadership and organizational skills. For several years, when her children were young, she was active in volunteer activities. Her work as a volunteer and a professional includes being a member of a science center action council, setting up science exhibits, presenting demonstrations, working with the child abuse council, and free lance

writing. Her current work as public relations director for a school district is both challenging and rewarding. In her work she is able to use many of her well-developed talents.

Diane's significant life events include her marriage and divorce, the birth of her two children, a miscarriage, her father's death, trips with her mom, the process of building her self-esteem after the divorce, and dating.

Among her many learning projects, Diane includes work with a number of organizations such as her sorority, Junior League, the chamber board, and her church.

Diane's current learning projects include work-related presentations, parenting teens, church socials, bridge group, and dinner group.

Description of the Project

The project Diane chose to focus on involved committee work related to her job as public relations director for a local school district. The project was a study of the family structure in her school district. It was conducted over a two and a half year span. Diane and another staff member were assigned the task of determining if the family structure was changing and, if so, how those changes affected children as learners. They chose to form a committee of other staff members, area counselors, and community advisory council members. While the committee members were designated as chairpeople, a three-member

steering committee, of which Diane was a member, actually coordinated the effort. The project involved gathering, analyzing and reporting data as well as making recommendations.

For Diane, this project presented an opportunity to work with a team of committed professionals and to develop a number of personal and professional skills including data collection and analysis, group facilitation, and conflict resolution. It was also an opportunity for Diane to "show off" and extend her strong organizational and journalism skills. Additionally, working closely with the committee people over a period of time allowed Diane to develop an appreciation of the limitations of others and to establish a significant relationship with one of the committee members.

The project is currently being extended as Diane continues to work with others in presenting the findings and to develop strategies that will fulfill the recommendations of the study.

Emotional Interconnectedness

Diane's project clearly provided her with an opportunity to gain confidence in herself as a professional, a parent, and a friend, to become aware of limitations of self and others, and to experience group cohesion. However, Diane's emphasis on the affirmation of her strengths by others and her apparently limited understanding of the

significance of these outcomes to her overall development combine to suggest that movement toward autonomy or intimacy may be, at best, limited. The limited evidence of changes in emotional interconnectedness is found in Diane's experience of group cohesion. In general, while the outcomes of the project for Diane (increased confidence, etc.) are significant, the evidence does not indicate that this project has significantly affected Diane's emotional interconnectedness. It may be that further probing would reveal changes in levels of autonomy/intimacy. However, under the conditions of this study, there is no clear evidence to suggest a change in these levels.

Three outcomes of the project (increased confidence, awareness of limitations, and teamwork) are identified as potentially forerunners to changes in autonomy/intimacy.

Increased Confidence. Looking back, Diane is able to recognize and feel good about her contributions to the project. These contributions include her organizational and writing skills, her intuition regarding recruiting committee members, and her high standards. However, throughout the interviews, Diane continually emphasized the importance to her that her skills and contributions were affirmed by others. She states that it was this affirmation by others of her work and of her personal strengths that allowed her to feel good about the outcomes of the project. This

affirmation was particularly powerful because it came from people whom Diane viewed as professionals and experts in their fields.

Diane reports how she felt when chosen for this task: "I felt it was good that what I consider a support service function of the school district...was put in charge of a district-wide goal. So that was nice for credibility and responsibility...but, personally, it made me feel good that someone thought I could do it."

The importance of this affirmation by others to Diane is also apparent in this statement: "I [see a difference in myself] because others see a difference. That project gave me a fair amount of recognition and a whole lot of credibility...people knew that it was a team effort, but someone had to sit and polish and put the words together and make it look nice...a lot of folks have given me some credit for that."

The most significant affirmations for Diane came from Susan, a woman with whom she worked on the study. Diane reports: "I made a very good friend in Susan...we grew to be friends during the study...I have a tremendous amount of respect for her and value her friendship...[this relationship] definitely came about because of this study...Susan and I have just clicked...we just both value the friendship and the relationship." Diane also suggests:

"Maybe there's a chemistry. I certainly don't discount the fact that there are people that you just hit it off with immediately."

Susan's affirmation of Diane appears to be a critical issue in the development of this relationship. Diane describes Susan in this way: "She's really accepting and a good listener...I feel like I can tell her just about anything...She's just a real good problem solver...She's more skilled at identifying personal characteristics than anyone else I know, that I consider a close friend...so that's very much a part of our relationship...Susan makes me feel real special...she has said some things to me about me that I would think 'Oh, you really think that? Well, how nice. You really think that.' And that's kind of nice to be in a friendship that's so affirming, and I value her opinion so much...You know, I don't have anybody without having a spouse or significant other -- your kids don't do this for you [provide affirmation]...But [Susan will] say 'Your kids are really lucky to have you as a parent.' Just things like that make me feel real good.'"

Diane's emphasis on Susan's affirmation indicates her dependence on others. To understand this assertion, it is important to view this relationship in the context of Diane's divorce recovery process. She talks about the time during her separation and divorce: "My relationships were

definitely dependent. Even though they told me that I was strong and independent, I kept thinking 'But I need to talk to you.'" Diane then reports a move from this dependent stance to a distancing stance: "I remember at the time of the divorce a friend said to me that he anticipated that there would be a time when I would tell people to bug out and that I wasn't going to share all these inner feelings anymore...that definitely happened."

During her early participation in the project, it is possible that Diane was still in this distancing stance. However, the time she spent on the project with Susan, provided Diane with an opportunity to connect with someone again. Susan's openness, her willingness to affirm, her professional background are the things that attracted Diane to the relationship. Susan was a credible person who saw many strengths in Diane. In Diane's view, if Susan saw the good in her, then Diane could begin to see it also. While the friendship indicates a desire on Diane's part to engage in a close relationship (certainly an indication of an interest in intimacy), it appears to stop short of representing significant movement toward intimacy when we consider Diane's emphasis on Susan's affirmation.

Further, Diane's insistence that the relationship wouldn't have occurred without the project and her explanation of "chemistry" as a connecting force between

herself and Susan may indicate limited understanding of the reasons for choices she makes and the significance of this relationship to her own need for approval.

While it is clear that much of Diane's confidence is based on affirmation by others, there is some evidence to suggest that Diane has, to a limited degree, experienced genuine affirmation within herself. Growth in self-esteem is evident in this statement: "I still feel, to this day, I feel very proud of this project -- very proud of the results and also know that I had a significant role in that -- I wasn't a sidelines player. I was on the first string on this one."

Diane's increased confidence clearly represents to Diane an experience of personal growth. However, Diane's statements suggest that this confidence is primarily based on others' opinions of her skills. Further, while Diane's new friendship with Susan appears to represent an interest in moving toward intimacy, Diane's description of the relationship primarily focused on the affirmation she receives from Susan. There was no evidence that would indicate Diane's understanding of how Susan's affirmation might be fulfilling Diane's need for approval. And while Diane clearly feels a closeness with Susan, her statements reveal only a dependency on Susan. We may hypothesize that further probing, different questions, or perhaps another

researcher would serve to gather evidence that would show changes in emotional interconnectedness.

Awareness of Limitations. Diane tends to have high standards for herself both personally and professionally. High standards, an aspect of perfectionism, are an indication of a need to seek system approval. For Diane movement toward autonomy would be indicated in her letting go of this need by accepting limitations, both the limitations of others and her own limitations. As Diane is able to accept these limitations, she would move away from depending on the system for approval. While Diane talked a lot about acceptance of limitations and is aware of her own limitations and those of others, it is not clear from the data whether Diane has internally accepted these limitations. Also, it is unclear whether she understands how her need for approval is related to the high standards she maintains and the acceptance of limitations.

Diane describes her high standards in this way: "Part of it's personal, and part of it's professional...The personal is...I've always been really demanding of myself that I do the best that I can do. The professional part is that I feel that if people are doing a project to represent the school district, then it needs to be the best that it can be...It needs to look good. It needs to reflect all the work that people have done."

When asked how she came to have high standards, Diane reports: "I'm a first born. I think that has a lot to do with it. My father always said 'Do your best'...but he never said to me 'Do your best, and I expect an A+'...I look at that expectation as being very loving." Throughout this project, Diane was able to recognize that her emphasis on high standards was both a positive and negative force. She talked about insisting on a quality job while acknowledging that her insistence contributed to the fact that the project took much longer to complete than expected.

Further, Diane indicates awareness of the limitations of others when she states that it was "okay for people not to have the same degree of commitment or high standards...I think I've become a little more accepting of folks that don't."

Finally, awareness of her limitations is indicated in Diane's statement: "One thing I've learned...is to acknowledge, respect and work within limitations. There was a time in the divorce recovery process, in regaining self-esteem, when I wanted to believe that I could do anything. And so I think part of that is knowing that there are limits." These statements together indicate an awareness of her need on a professional level to accept limitations. However, there is little indication of Diane's efforts to internally accept limitations or to understand the

significance of her high standards. For example, she does not appear to question either her father's influence or the more complex implications of being a first born.

Assuming high standards are an indication of Diane's need to seek system approval, Diane's awareness of limitations of self and others does not in itself indicate a move away from this dependency on the system. However, it may be that this awareness is a forerunner of movement to come.

Teamwork. Working with a team on this project provided Diane with opportunities to move toward intimacy. The team or committee was made up of individuals with diverse personalities, backgrounds, and approaches. Diane believes, however, that this diversity was accepted in part because so many of the committee members were "people-skilled," and were willing to work with diversity, resolve conflict, and accept each other as valuable to the team.

The many hours spent over a long period of time coupled with the team commitment and style clearly allowed Diane the opportunity to connect with team members: "We met literally hours and hours, and we met Saturdays, and we met early in the morning...I've never met with such a single purpose in mind."

For Diane a particularly significant aspect of the teamwork was the conflict resolution. She reports: "Usually

I'm very uncomfortable in conflict situations. I just don't know that I manage them all that well. And these didn't seem like conflicts. That's what you have to call them...They were all disagreements that got worked out...'You look at the data this way, and I look at it this way...Now what can we pull together from all of that?" Diane further reports that while everyone put their personal opinion in, the discussion never focused on personality. She again attributes this to the fact that they worked together a long time and they had members who were skilled in working with others.

The experience of team cohesiveness was an unexpected reward for Diane. In fact, as she and other team members make presentations throughout the area, they are often reminded of the anger and frustration they experienced in their work together. "I have very pleasant memories of unpleasant times...it makes me smile when I think about the arguments we had...and we really argued, but we can laugh about it now." It appears that Diane's experience of being a member of a team may have allowed her to develop increased levels of intimacy. However, it is important to note that Diane's repeated use of "we" when describing her involvement in the project may be indicative of a dependency on the team rather than interdependency. She consistently referred to decisions, feelings and actions in this "we" form, and

nearly every aspect of the project was reported as a team effort. Does Diane's use of the pronoun "we" suggest interdependency or dependency? We cannot say. It would be interesting to find out how other team members, especially those of the steering committee, perceived their involvement. However, to what extent the team acted interdependently versus fostering dependency we cannot say.

Episodes of Individuation

While the data suggest that Diane experienced a number of episodes of individuation in connection with the project, these experiences fall flat to the extent that Diane did not appear to recognize their significance to her personal growth. Additionally, because there is only limited evidence to suggest changes in emotional interconnectedness, we might conclude that while Diane experienced these episodes, she probably has not internalized them.

Discovery of Newness. Diane reported several significant discoveries which she attributes to her participation in this project. Overall, Diane discovered her ability to work on a complex project that involved many different people and required the use of skills she did not know she had.

Diane's sense of discovery is evident when she reports: "I learned so many things...I learned a lot just from the study -- the facts -- I learned about our community, about

our families...But the process of the study is probably personally more significant to me than the results. I consider the results to be a professional achievement that I'm very proud of. The process, I think, had much more personal impact which may have professional relevance like I learned about putting surveys together...and analyzing data. But I also learned to step in -- not being afraid to step in when something needed to get back on track...I learned...to be more accepting of diverse attitudes towards the project...I became far more accepting of what [less committed] people as individuals had to offer...one of the biggest things I gained...I made a very good friend in Susan."

These learning experiences together gave Diane a new or revised picture of herself as a professional and a friend. Analytic skills, group facilitation skills and leadership skills all emerged as significant discoveries in terms of Diane's strengths. Additionally, this project helped Diane further develop her already strong writing and organizing skills. And finally, Diane's new friendship with Susan represents the discovery of a person who is both colleague and friend and with whom Diane can connect on a deeply personal and satisfying level.

Empowerment. A noteworthy aspect of the empowerment Diane experienced as an outcome of this project is that it

appears to be directly related to affirmation by others of Diane's professional and personal attributes. Throughout this project, others clearly affirmed for Diane what she already suspected to be true -- that she is competent in many areas both professionally and personally.

Diane talked about the strengths she brought to the project that were affirmed by others: "I generally have a good sense of organization...and that was affirmed by comments from other people who said 'You're keeping us on task'...I identified some people to work on the study, and it turned out that my hunches were right...Putting reports together was a strength that I could bring in... Standards...I do have very high standards on projects."

Looking back over the project, Diane clearly expresses increased confidence in her abilities: "I feel very proud of this project -- very proud of the results. I wasn't a sidelines player -- I was on the first-string on this one."

Turmoil. The turmoil Diane associated with this project involved frustration, sense of inadequacy, and anger. This turmoil stemmed from the fact that Diane felt inexperienced in so many ways going into the project: "I had never done a study like this before. I had never written a survey...I worked with people I had never worked with before, and all kinds of new things at once."

When asked about her initial response to the project, Diane replied: "How? How are we ever going to get our arms around it?" And we struggled with that for a long time even after the committee was formed." Diane reports that she experienced "confusion, frustration, feeling inadequate at times to do the job that was presented to me and others."

Diane also reports the experience of turmoil regarding group conflict. For Diane, a person who tends to avoid conflict, the project forced her to deal with conflicts that are inherent to committee work. She reports that the differing levels of commitment and the personal agendas caused her to feel very angry with people on the committee at various times.

Self-Responsibility. Evidence of self-responsibility is seen, first of all, in Diane's willingness to offer her commitment and her services to the project. While the project was assigned to Diane and another staff member, Diane took responsibility for what she could do and delegated what she could not do.

Secondly, Diane's self-responsibility throughout the project involved teamwork. Working with others, combining talents and recognizing the need for interdependence were all aspects of Diane's self-responsiblity. Diane reports: "We opted to form a committee...we named someone else to chair it. However, I ended up being the point person for

the study, sort of the coordinator. I met with the chair people. I was the staff liason. I saw to it that things got typed as well as wrote a great deal of it myself. I was an active member of the committee, but...really it was...a three-way coordinating. Three people ended up coordinating it."

Speaking as a committee member, Diane talks about how they chose to carry out the assigned task: "We decided we had this charge...we proceeded to gather data...we were very inexperienced, and we called in the folks from the area education agency to assist us...We opted to survey students, staff and parents...We made this huge report and have made some attempts to talk about it...we're going on with a series of activities that focus...on the importance of relationships and the acceptance of diversity."

Integration. For Diane, the experience of integration as togetherness with self can be seen in her expression of pride when she talks about the project: "I still feel, to this day, I feel very proud of this project -- very proud of the results and also know that I had a significant role in that. I wasn't a sidelines player. I was on the first string on this one." Being on the first string meant, to Diane, working with professionals and using her talents to initiate and complete a significant and complex project. Diane's recogition of self as a competent professional is

evidence of integration as an experience of togetherness with self.

Integration as an experience of togetherness with others is seen in Diane's experience of being a teamplayer. In the past, Diane's committee role was primarily as a leader and delegator. The purpose of this past delegating was generally to help others feel a part of the project. However, the family structure project was so complex that it forced Diane to recognize her limitations and to rely on others for their help. She knew that she could not do this project alone.

A significant aspect of Diane's experience of teamwork is the fact that this team was made up of professional, committed, and assertive individuals. These were people for whom Diane had a great deal of respect and admiration. For Diane, relying on and working with a team of experts, whom she could now consider her equals, was a powerful experience of togetherness with self and others. Each team member had an opinion about issues such as how to complete the project and how to interpret the results. Yet each individual was welcome to voice this opinion and to be an active part of the team. The team experience gave Diane an opportunity not only to see herself as a competent professional but also to struggle with other competent people. The result, a sense of togetherness with others, is clear in Diane's words: "I

have very pleasant memories of unpleasant times...It makes me smile when I think about the arguments we had. And when we make these presentations about this study, we will refer to the fact that we argued and argued about this, and we all laugh. And we really argued. But we can laugh about it now...I can remember that setting when we would disagree about things but I can do it now with a smile."

Interiority. It is difficult to determine if Diane's project involved an experience of interiority. From the data gathered in interviews, there is no evidence of Diane's deepened relation to her inner self or of a greater awareness of her journey. She talked about her dependence and subsequent distancing during the divorce recovery process, and she was able, when it was brought to her attention, to recognize the significance of her new friendship with Susan as an opportunity to reconnect. However, it is not clear from the data whether or not Diane recognizes how the events, relationships and projects in her life, in general, come together to form a journey. Additionally, it appears evident that Diane has only limited acceptance of ownership of the journey. Her ownership is seen as limited because of her continued reliance on external approval.

Summary

While the data suggest that Diane experienced a number of episodes of individuation in connection with the project, there is only limited evidence to suggest changes in emotional interconnectedness (movement toward autonomy/intimacy). Further, the episodes of individuation appear to fall flat to the extent that Diane did not express an awareness or appreciation of their significance to her personal growth. In fact, it is clear that throughout the interviews Diane viewed the outcomes of the project primarily in terms of professional growth and that this picture was dependent on others' expectations and beliefs. Although she did not express the words, "others believe in me, so I believe in myself," this statement might typify Diane's sense of self in relation to outcomes of this project. There is little evidence to suggest that changes affecting Diane's professional, external image are matched with changes affecting Diane's personal, internal image of self.

In looking for reasons for this lack of internalization, we may guess that Diane is so involved in the business of living that she has not taken time to critically reflect in order to internalize the experience of the project. However, the idea that Diane needs to internalize these experiences or to spend time in reflection

in order for individuation to occur may be an assumption (correct or incorrect) based on the researcher's own frame of reference. Perhaps further probing by a researcher with a different frame of reference or a different series of questions may serve to reveal evidence of internalization of these changes.

In looking for reasons for the incongruency between emotional interconnectedness and episodes of individuation, we may guess that one or both of these indicators of individuation are inconsistent or we may assume simply that insufficient data were obtained.

It is interesting to observe that there is no evidence of processes such as critical reflection or discernment on Diane's part prior to the interviews or during the interviews. There is evidence from the final interview, however, that the reflective process may have been initiated as an outcome of Diane's involvement in this research project. She reports: "This [project] is no longer on the shelf...It's something that I'm thinking about, and I'm thinking about how it affected me...the kinds of questions you're asking me are putting me in a position of doing some analysis, as well, and probably gaining even more appreciation for how valuable the experience was because it's one layer, two layers, three layers deeper."

This analysis would conclude that there is some evidence to suggest that the experience of group cohesion represents movement toward intimacy. However, other outcomes of the project (increased confidence, awareness of limitations) must be viewed in relation to external expectations and beliefs, Diane's dependency on others, and her limited understanding of the overall experience. While there is evidence of discovery of newness, empowerment, turmoil, self-responsiblity, and integration, there is little evidence to suggest that Diane has internalized these significant outcomes. Further probing of the project with Diane may reveal more conclusive findings.

Summary of the Case Studies

Based on the evidence described in these three case studies, the self-planned learning project clearly has the potential for facilitating significant developmental growth in the adult learner.

A particularly interesting aspect of these case studies is the fact that only one of the women participated in her project for the expressed purpose of making a change. Carol chose a class in life assessment and career planning because she felt she needed a new direction in her life. This class clearly gave her the opportunity to change. The many experiences of reflection and dialogue may have served as powerful catalysts to this change.

For Linda, participation in her Jr. Great Books project was initially for the purpose of fulfilling the requirements of the school district. Her enthusiasm for shared inquiry coupled with the turmoil of writing "those questions" presented Linda with an opportunity for change. However, her need for the approval of others (in this case, the approval of the instructor) may have served as a barrier to this growth. In the final interview, Linda shows she had made a decision to remove this barrier. She emphatically stated: "I'm going to try my own questions."

Diane participated in the family structure project because it was assigned as part of her job. Her experience of affirmation by others clearly gives her confidence a boost. However, her continued need for and dependency on this approval may indicate that she has not reflected upon and internalized the new information.

While all three women appear to have been significantly influenced by their projects, evidence relating to Carol's experience appears to provide the greatest overall support for the notion that the self-planned learning project is a vehicle for progress in individuation.

CHAPTER 5. DISCUSSION

Overview

This study attempted to address the following questions: What significance does the self-planned learning project hold for the learner? In what ways does the self-planned learning project contribute to progress in individuation?

Adult educators are in the process of building a theory base upon which to establish sound practices that fit the variety of needs and interests of the adult learner. These needs and interests are increasingly being viewed in terms of adult development. The assumption that adult learning goes hand in hand with adult development suggests the need to apply adult development understandings to adult learning theory. Adult development principles, with their focus on the inner experience of the individual, appear to underlie the recent abundance of literature relating to the concept of transformative education. Transformative educators view adult learning as a holistic, integrative process of personal transformation that involves a penetrating analysis and understanding of both conscious and unconscious elements of self. Additionally, transformation is viewed as a structural reorganization of self that occurs as the individual thinks, feels, reflects and acts upon all aspects of self and environment. Progress in individuation has been

identified as an outcome of transformative education. Individuation is defined as the integration of all aspects of self. This integration involves the negotiation of the tension between the need for autonomy and the need for intimacy. The individual is said to make progress in individuation as he/she moves away from distancing behaviors (ie. cutting off) and fusing behaviors (ie. dependency, conformity) toward behaviors indicating balanced autonomy and intimacy. Additionally, progress in individuation can be viewed as episodes of individuation (ie. discovery of newness).

Two recently emerging concepts, Mezirow's critical reflectivity and Boyd and Myers' discernment, have been identified as transformative learning processes. These strategies may be useful for facilitating significant personal change and, in particular, may serve as vehicles for progress in individuation. In addition to these learning strategies, this study suggests that self-directedness in learning may be a transformative learning process.

Self-directedness in learning has been identified as a particularly fruitful area of research that is attempting to build theory or add to existing theories of adult learning. It is true that Tough and others have provided us with a greater understanding of self-directedness in learning in

areas such as structure, motivation and frequency. However, it is also true that we have little understanding of self-directedness in learning in terms of the learner's inner experience and even less understanding of the meaning of self-planned learning for the learner.

This study attempted to gain insight into the relationship between self-directedness in learning and the process of individuation. Specifically, the study was designed to determine if the self-planned project is a vehicle for progress in individuation.

A model based on two theories of individuation was used to operationalize the concept of individuation. The model describes individuation in terms of emotional interconnectedness and episodes of individuation. Change in emotional interconnectedness is described as movement from distancing/fusing stances toward balanced autonomy and intimacy. Episodes of individuation are experiences of discovery of newness, empowerment, turmoil, self-responsibility, integration, and interiority.

The self-planned learning project experiences of three women, ages 42-45, were analyzed for evidence of individuation as an outcome of the project.

It should be noted that this study is a pioneering effort. While development and learning are intuitively linked, few studies have directly addressed learning

strategies that may enhance the negotiation of significant developmental change such as progress in individuation.

Conclusions

From these case studies, we conclude that a relationship does exist between the self-planned learning project and progress in individuation. The self-planned learning project can be a vehicle for progress in individuation. However, it appears that certain conditions exist in the learning experience and/or within the individual learner that may either enhance or inhibit this outcome.

The analysis suggests, first of all, that individuals who initiate a project for the purpose of bringing about personal change will enhance the likelihood of making progress in individuation. Secondly, the analysis suggests that the processes involved in the project may enhance the project's potential to serve as a vehicle for growth. Third, an individual's need for affirmation may serve as an inhibiting force to this growth. Fourth, the research interview may be considered an intervention that can enhance the outcomes of the learning project. And finally, the model of individuation used for this study appears to be a useful tool for research on individuation in the educational setting.

Conditions: Intent of the Project and Processes Involved in the Project

Carol initiated her project for the purpose of making a change. Additionally the project, a life assessment course, was designed to facilitate change. As such, it involved the processes of critical reflection and dialogue with others. Her progress in individuation is significant. There is evidence that the project served to move her from both distancing and fusing behaviors toward a more centered position of autonomy and intimacy.

For Linda, participation in the project was required. She was not looking for change. However, once involved in the project, Linda became open to change. Her enthusiasm for shared inquiry and commitment to master this process indicate her desire to change. Further, the project was designed to develop skills in the shared inquiry process -- a process similar to critical reflection. The evidence suggests that this project may have served as a vehicle for initiating some limited movement toward individuation, although it appears that this movement was interrupted.

Diane's project was not at all designed to bring about personal change and did not involve critical reflection on personal issues. Very limited evidence was found to suggest movement toward individuation. In fact, it appears there was little awareness on her part of the potential for significant personal change that her project presented. She

was assigned the task. She enjoyed the process. She gained useful skills. Yet, her inner self appears relatively unaffected.

Need for Affirmation as an Inhibiting Force

The fact that Linda could not please the instructor contributed to her difficulty in using the project as a vehicle for progress in individuation. While the project did serve to initiate this process, it seems that without the opportunity during the research interview to critically reflect upon her need to gain the instructor's approval, Linda's growth would stop short of movement toward individuation.

Additionally, Diane's need for affirmation may have served as a barrier to progress in individuation. Her need for approval is apparent when she is willing to take at face value all that the others are saying about her skills and strengths. She does not sift through this information. Perhaps she does not trust her own judgment regarding her sense of self. By not trusting her own judgment but instead relying on the opinion of others, she may be missing an opportunity to experience progress in individuation.

The Interview as an Intervention

The evidence suggests that the interview method may provide an opportunity for enhancing the use of the project

as a vehicle for individuation. Throughout the interviews, both Carol and Linda experienced moments of critical reflection and discernment (receptivity, recognition, griefwork). In the final interviews, both expressed their desire to continue to change. However, Diane's involvement during the interview process, from the researcher's perspective, appeared to be limited to reporting the facts.

Support for the Model

This study lends support for the use in adult learning research of Rannells Sauls' episodes of individuation in combination with Anderson and Sabatelli's levels of emotional interconnectedness. Episodes of individuation appear to coincide in two of the case studies with levels of emotional interconnectedness. Additionally, these experiences are identifiable in the context of the learning project.

Additional Comments

It is noteworthy that while the study was designed to explore a project that the subject considered to be a significant contribution to her personal and/or professional growth, for the most part, the women were unaware of the relationship between the project and their feelings of increased autonomy and/or intimacy. In the initial interview, each of the women identified areas of growth such

as increased confidence, greater professional skill, new career direction, enthusiasm for a new process, and the beginning of a significant relationship. However, the subjects were either not aware of or simply did not express their need for growth in autonomy and intimacy or the fact that the project could address this need. Interestingly, in the final interviews, each of the women agreed, in general, with the researcher's preliminary findings and expressed surprise and excitement that there were so many layers to their learning. Two of the women also talked about how the awareness of this growth may lead them to experience continued growth.

A Note on the Research Design

A possible flaw in the design of the study is suggested by the fact that only one of the projects was actually self-planned in terms of being initiated and carried out by self. In choosing a project to explore with the researcher, the emphasis was placed on identifying a significant project -- a project that the subject felt she had gained much from. The self-planned aspect was secondary. While this may have flawed the study in terms of its implications for self-planned learning, it also presented an opportunity to gain insight into the significance of truly self-planned projects versus assigned/required projects.

Summary

It appears that the self-planned learning project, under certain conditions, relates to progress in individuation by serving as a vehicle for individuation. These conditions may include the intent and content of the project as well as the processes in which the learner is involved during the project.

For example, individuals who choose a project for the purpose of making a significant change may be more likely to experience progress in individuation. Additionally, course content that centers on life planning and career assessment may be more likely to result in significant change. Finally, courses that incorporate processes such as critical reflectivity may be more likely to facilitate progress in individuation. To this point, conditions such as one's need for affirmation may be so ingrained in the individual that the project must involve these processes in order for change to occur.

The evidence additionally suggests that the self-planned project can contribute to the individual's growth by providing an opportunity for the individual to experience episodes of individuation in the forms of the discovery of newness, empowerment, turmoil, self-responsibility, integration and interiority. At the same time, there is indication that the project serves to provide opportunities

for movement from distancing (cutting off) behaviors toward intimacy and/or from fused (dependent, conforming) behaviors toward autonomy.

Implications

The results of this study carry a number of significant implications for adult education. For the adult learner, the study suggests the importance of recognizing one's needs for autonomy and intimacy in choosing projects that will lead to progress in individuation. It is assumed that better choices will lead to increased satisfaction in learning and that this satisfaction will, in turn, lead to greater confidence and desire to take on new learning challenges. Additionally, the recognition of episodes of individuation in one's own life may encourage the individual to take steps to initiate experiences that will result in further experiences of individuation.

For adult educators, the study suggests that the process of self-directedness in learning can be a powerful strategy for bringing about significant personal change. Adult educators, many of whom already incorporate self-directed learning as a strategy, need to recognize the potential of this strategy. Self-directedness in learning may be maximized by an adult educator who skillfully facilitates needs assessment and who is able to assist the learner in communicating with others for the purpose of

understanding his/her deeply felt needs for autonomy and intimacy.

For the adult educator, the facilitation of this complex process, may be enhanced by the ability and willingness of the adult educator to recognize his/her own journey toward individuation. Afterall, how can we expect to guide others on a journey which we know little about?

The study also suggests that growth may be enhanced by the use of the interview as a follow-up to a significant learning experience. In fact, the research interview, which provides the learner with an opportunity to review with another person the outcomes of the project, may itself be a transformative process. As in counseling interviews, the individual in the research interview is encouraged to discover the meaning of her actions. In counseling, the purpose of the interview technique is to facilitate reflection on one's values, beliefs and history so that the individual can make decisions that result in a sense of congruency between actions and beliefs. In this study, change may have been inadvertently brought about as the researcher and subject dialogued about the project and its connection with the individual's relationships, life events, and past projects.

One final implication of the study involves the importance of critical reflection. This process appears to

be essential to progress in individuation. However, because most adults probably do not take time to reflect on their projects, adult educators might consider encouraging the learner to spend time in reflection and dialogue before, during and after the experience of the self-planned project.

Hypotheses

The following hypotheses have been developed as a result of this study:

1. Self-planned learning projects contribute to the learner's growth and development by becoming vehicles for individuation. Certain conditions such as content of the project, intent of the project, significant relationships associated with the project and life style factors may enhance or inhibit this process.

2. Recognition of one's needs for autonomy and intimacy will result in the individual's increased ability to choose more deeply satisfying learning projects. As we become aware of the tension between the two opposing forces, we can choose projects that will help us negotiate these two opposing needs.

3. The use of the interview to explore the impact of the learning project on the individual's growth is an effective strategy for enhancing growth in the individual. The processes of critical reflection and verification feedback, which are inherent in the interview process, are powerful change strategies.

Questions for Future Research

Additionally, a number of questions arise as a result of this study. Can we expect all self-planned learning projects to contribute in some way to progress in individuation? Do both men and women use their projects for progress in individuation? At what age or stage of life is

the self-planned project most likely to result in progress in individuation? What other factors contribute to or inhibit the use of the project as a vehicle for progress in individuation? Do children use their projects as vehicles for individuation or is this a distinguishing characteristic of adult learning? What learning process (ie. thinking, feeling, reflecting, acting) are used during the self-planned project that enhance the outcome of progress in individuation? Do episodes follow a pattern for all people or is the pattern unique to the individual? Does the individual have to be conscious of the significance of the project to his/her life journey in order for progress in individuation to take place?

Closing

Self-directedness in learning is posited as a transformative learning process. The individual who chooses what, when and how to learn based on his/her perception of personal needs may experience movement toward individuation. Continued research on self-directedness in learning is called for to gain support for this process as a strategy for personal transformation.

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APPENDIX A

Informed Consent for Participation in Research Project Conducted by Mary E. Knapp in Fulfillment of Thesis Requirements for Iowa State University.

Please read the following information prior to your participation in this research project.

1. Purpose and Procedures

The purposes of the project are: To get a snapshot view of the process involved during a significant self-planned learning project; To determine if there is a relationship between a self-planned project and significant developmental growth.

Procedures involved: Three interviews lasting approximately one hour each, to be scheduled at your convenience, over the course of approximately five weeks. These will be conducted at an agreed upon location. First interview will focus on a significant learning project that you identify. You will be asked to complete a timeline prior to the second interview. The second interview will consist of reviewing the timeline and clarifying information gathered during the first interview. The third interview will consist of the researcher reviewing with you criteria that have been chosen as evidence of developmental growth.

2. Description of Risks

Researcher will focus on the positive aspects of changes associated with the learning project, however, it is assumed that any exploration of significant events in our lives may bring to the surface some uncomfortable feelings. You are encouraged to report those events that you feel confortable sharing while keeping in mind that your honest responses will be valuable to the project and will be kept in confidence.

3. Benefits

You may gain valuable insight into how you used the project for personal growth. The experience of being involved in this research project may prove to be a learning experience in itself for you.

4. You will have the opportunity to ask questions concerning procedures.

5. You are free to withdraw your consent and to discontinue participation in the project at any time without prejudice to you.

6. All information gathered during the interviews will be kept confidential. Some exact quotes will be used to substantiate claims. A pseudonym will be used in place of your name throughout the project. Audio tapes to be used during the interviews will be erased upon completion of the thesis work.

After reading the above information, please sign below to indicate your consent for participation in this project.

I have read the above information and am aware of the purpose, procedures, risks, benefits, opportunity to withdraw, use of pseudonym for my name, and confidentiality associated with this study.

Name of Subject		Name of Researcher	
Signature of Subject	Date	Signature of Researcher	Date

APPENDIX B

CASE STUDY 1 OUTLINE: LINDA

Project: Jr. Great Books facilitation course (required).

Intent: Develop shared inquiry process facilitation skills; To prepare self for helping out at her children's school.

Processes: Shared inquiry - reading, reflecting, dialoguing; Writing questions.

Emotional Interconnectedness: Movement from fusion toward autonomy is seen in Linda's acceptance of differing viewpoints and ambiguity. She moved from being dependent on the system for the right answer to recognizing there may be many answers to any given question.

Episodes of Individuation

Discovery of Newness: Interest in shared inquiry; New style of teaching; Differing viewpoints.

Empowerment: Liberation from "knowing it all"; Enthusiasm for using the shared inquiry approach; Empowered by children's responses.

Turmoil: Discomfort with the ambiguity involved in shared inquiry; Struggle to balance her inner child with her adult/parent; Self-doubt regarding inability to write questions.

Self-Responsibility: Choosing to participate fully in the class; Challenged to master the questions; Choosing to balance emotion with intellect; Adapting the process to her own teaching style.

Integration with Self: Searching with the children; Accepting the child within herself; Sense of humility at discovering she doesn't know it all.

Intergration with Others: "We can each have our own views." Decreased sense of competetiveness with others.

Interiority: Interest in developing her child within.

Remarks: Linda appeared to have become stuck regarding the internalizing of the idea of differing viewpoints. While she knows different viewpoints are acceptable, she still will not write her own questions and is seeking the teacher's approval of her questions. At the third interview she expressed a strong desire to write her own questions. If she does this and listens to her own voice to determine the appropriateness of the questions, progress in individuation will likely be the outcome.

APPENDIX C

CASE STUDY 2 OUTLINE: CAROL

Project: Life Planning and Career Assessment Course

Intent: Gain career direction.

Processes: Reading, reflecting, writing, dialoguing; Use of self-assessment instruments.

Emotional Interconnectedness: Movement from fusion toward autonomy is seen in Carol's acceptance of differences between self and husband, her new focus on self, and initiation of an ending that would decrease her dependency on a lost dream.

Movement from distancing toward intimacy is seen in Carol's awareness that there are others who are like her.

Episodes of Individuation

Discovery of Newness: Awareness of strengths, weaknesses, values, and personality style; Discovery that she is unique yet not alone; Discovery of differences between self and husband; New sense of career direction; Awareness of her struggle with endings.

Empowerment: Eager to learn more about self; Feeling good about her future career direction; "I am valuable"; Increased confidence and energy.

Turmoil: Frustration with others and exhaustion from service to others - "I feel used"; Pain in acceptance of the lose of a dream.

Self-Responsibility: Challenged by the course activities; Initiation of changes - job change, goal setting, time for personal interests, ending the lost dream, ownership of past decisions.

Integration with Self: "I am valuable".

Integration with Others: "I am like others" (abstract random); "I have a contributing role in society and my family".

Interiority: Recognition and affirmation of self as unique; Acceptance of journey - "The golden is gone...this is where I belong".

APPENDIX D

CASE STUDY 3 OUTLINE: DIANE

Project: Study of the family structure (assigned)

Intent: Fulfill job requirements; Meet the school district's demand for information on the changing family structure.

Processes: Discussion, research (analyzing, organizing, writing).

Emotional Interconnectedness: The evidence does not indicate a significant change in emotional interconnectedness (with the exception of limited movement toward intimacy from the teamwork experience). However, the following areas are identified as examples of outcomes of the project that may be viewed as potential forerunners to changes in emotional interconnectedness.

Increased confidence: Diane's emphasis on others' comments and opinions suggests that her confidence is dependent on affirmation by others.

Awareness of limitations: While the evidence suggests an awareness of limitations, Diane's consistent high standards may indicate limited acceptance of limitations and continued dependence on the system for approval.

Interdependence: While Diane's experience of teamwork indicates a sense of interdependence, her consistent use of "we" may indicate dependency on the group.

Episodes of Individuation

Discovery of Newness: Ability to work on a complex project involving people with diverse attitudes and styles; New skills - group process, research, interpersonal, leadership; Relationship with colleague.

Empowerment: Confidence in her abilities - this is limited because of Diane's dependence on affirmation.

Turmoil: Frustration with the scope of the project and with committee members; Sense of inadequacy; Anger.

Self-Responsibility: Commitment to the project; Willingness to work interdependently.

Integration with Self: Deep sense of pride.

Integration with Others: Teamplayer.

Interiority: No evidence of an experience of interiority.

(Case Study 3, continued).

Remarks: Evidence does not suggest that Diane experienced a change in emotional interconnectedness. It is unclear whether the episodes of individuation have been internalized or even appreciated for their significance to her personal growth. Her new image of self as a professional may only be a mask that she wears because others have suggested it to her. The data is inconclusive -- we cannot conclude that progress in individuation did (or did not) not occur because it is possible that evidence of progress in individuation would be revealed through further probing possibly by a different researcher and/or with the use of different questions.

APPENDIX E

SUMMARY OF QUESTIONS FROM INTERVIEWS 2 AND 3

Case Study 1: Interview 2

Subject was asked to discuss completed timeline with the researcher. Follow-up questions (below) developed from the initial interview were then used as a guide for the second half of the interview.

You mentioned that this project helped you reach your child within. What does that mean to you?

You mentioned becoming aware of differing viewpoints. How was that new?

What does it mean to you that you "don't always need an answer?"

The experience of your son's lack of response -- you said it was a disappointment to you. Can you tell me more about that?

Do you see yourself generally getting energized as challenges are presented?

Was it difficult to hold back your enthusiasm during this project? How so?

What surprised you about the difficulty you experienced in trying to write the questions?

How did you deal with the self-doubt you mentioned in the first interview?

What would it take to get you to use your questions?

How did you feel when the teacher said you really don't need to write your own questions?

You talked about pleasing the teacher -- where does that come from?

Have you ever experienced conflict between pleasing the teacher and pleasing yourself?

Case Study 1: Interview 3

The researcher presented preliminary findings and asked the subject to provide feedback. In addition, the following questions were asked:

Where do you see yourself located on the model of individuation in terms of changes occuring as a result of this project?

What new discoveries have you made about yourself?

How does shared learning fit with your discovery of the child within?

How has this project helped increase your self-confidence?

What areas of turmoil do you see in connection with this project?

In what ways have you taken responsibility for your growth in connection with this project?

What comes next for you in terms of growth?

How has your experience in this research project affected you?

Case Study 2 (Carol): Interview 2

Subject was asked to discuss completed timeline with the researcher. Follow-up questions developed from the initial interview were then used as a guide for the second half of the interview.

What does an awareness of your qualities (ie. caring, good listener) do for you?

When they asked you during the class to stand in the corner that represented your personality style, what were you feeling?

In what ways would you say you are unique?

Tell me more about your feeling as if you were a vessel wanting to absorb information.

What did you see as your life's purpose?

The awareness that there's no time left for you -- has that changed with this project?

What gets in the way of your taking care of your own needs?

How has this project affected your decision to become a counselor?

What kinds of personal needs did you become aware of as a result of this project?

How typical is it for you to seek the advice of others in making a decision?

Case Study 3 (Carol): Interview 3

The following questions developed from the second interview were used as guidelines for the first part of this interview:

What does the recognition of the differences between you and your husband do for you?

What kind of goals are you setting for yourself?

Has your awareness of your judgmental attitude been a result of this class?

How is your awareness of your feelings of resentment and anger connected with your participation in this class?

How was it that you were able to put an end to your dream of a perfect life?

What was the voice inside you saying during this process?

How are you different as a result of having gone back to that house?

What does it mean to you when you say "I'm okay with the person I am?"

What does it mean to you that "this is where I belong?"

The then researcher presented preliminary findings and asked the subject to provide feedback. In addition, the following questions were asked:

How is the image of being different but the same new for you?

Were you more aware of your uniqueness or you similarities with others before the class?

Where would you place your old and new self on this model of individuation?

How has the experience of being involved in this research project affected you?

Case Study 3 *(Diane): Interview 2*

Subject was asked to discuss completed timeline with the researcher. Follow-up questions (below) developed from the initial interview were then used as a guide for the second half of the interview.

How was the experience of being on a team new for you?

What does being on a team mean to you?

Describe your relationships with other team members -- significant experiences? first impressions?

How would others describe you in relationships with them?

Is their anything that you've discovered about yourself from these relationships?

How would you characterize the way you generally handle conflict?

What was your comfort level during group conflicts while working on this project?

Are the relationships that were forming during this project typical for you in terms of closeness or was there something more significant about them?

In general, how did this project affect your sense of self in a relationship?

Why is it important to you to have the high standards you spoke of before? In other areas of your life, do you tend to have these high standards? Where do you think you developed high standards? How do you feel when others don't share these standards?

In looking at this project, how was it that you developed more acceptance of others?

In what areas did you feel inadequate in regard to this project?

What does "acceptance of diversity" mean to you?

What is it about being "credible" that's important to you?

Case Study 3 (Diane): Interview 3

The researcher presented preliminary findings and asked the subject to provide feedback. In addition, the following questions were asked:

Do you see a change in yourself as a professional as a result of this project?

Do you see a change in your image of yourself as a teamplayer?

Do you see a change in your image of yourself as a single parent?

How has your image of yourself as a friend changed as your relationships with team members have developed?

If tension arose in a team situation, how would you handle it? Is this a change for you?

How has the experience of being involved in this research affected you?