

Soul Work and Adult Learning

**Guest Presentation for
EAD 960**

**Proseminar in Higher, Adult, and Lifelong Education
“Spirituality in Higher and Adult Education”
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Agenda



- Brief biographical background
- Spirituality as a focus of concern in higher and adult education
- Overview of a spirituality of soul



Biographical background

- Married, with children
- Associate Professor, Co-Director of MCCTE
- Second youngest within a Catholic family of 10 children
- Raised on small dairy farm in N. Wisconsin
- Undergraduate degree: medical microbiology
- About 15 years work in the health professions/education
- Graduate work: UW-Madison, Adult & Cont Ed
- University of Nebraska: 1988-1996

Scholarly interests: Teaching and learning in higher and adult education



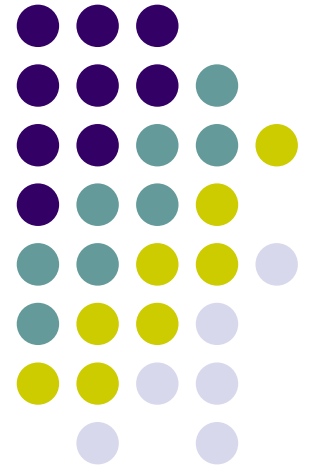
Transformative dimensions

Phenomenology

Research – practice relationships

Spirituality of higher and adult education

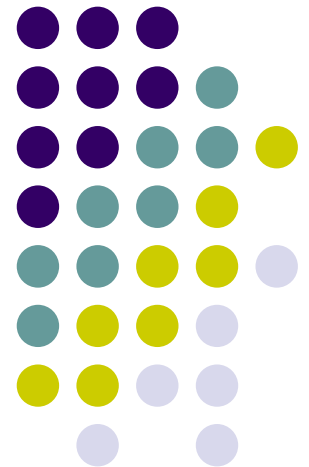
- Quote from Miller and Scott
- Definitional issues:
 - Secular vs religious spirituality
(Berry, 1988)
- Relationship of education to spirituality



What I Mean by the “Spiritual”:

A steady enlarging of our capacity
for relating to:

- One’s self
- Those closest to us
- Difference
- The wider community
- The whole of humanity





A Jungian perspective to learning and spirituality stresses the imaginal or expressive point of view

“What is essential is invisible to the eye”



Starting Assumptions

Adult learning as meaning making

The self as location and object
of meaning making

Meaning making as soul work

Representation of Meaning



Propositions

(Intellectual, Rational)

Images and fantasies

(Affective, emotions)

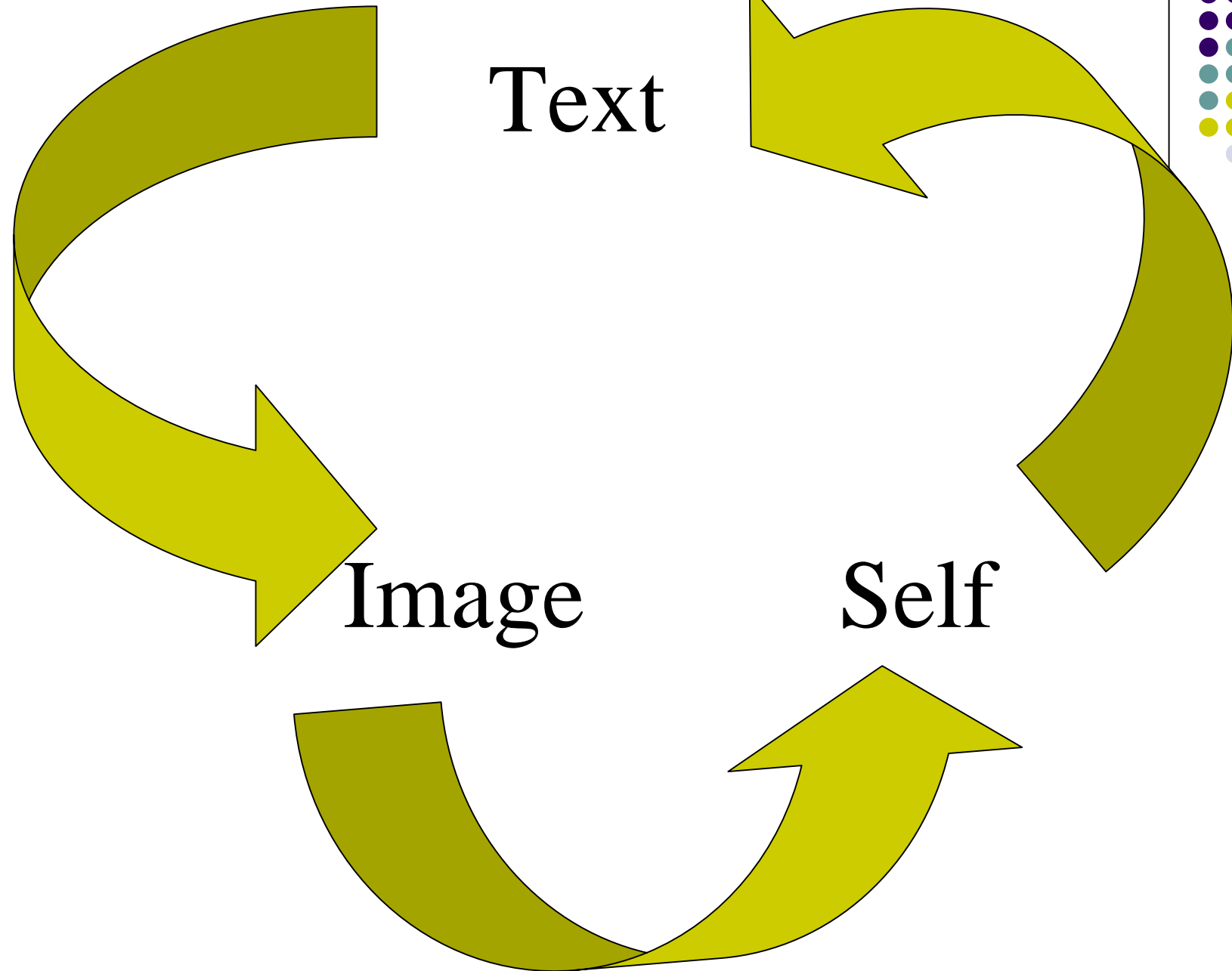
(Feeling-tones, embodiment)



Text

Self

Image



Imaginal Approach in Adult Learning Stresses:



- Differentiation of and access to these different selves (individuation)
- Development of conscious relationship with them
- Integration of these various selves within a greater sense of psychic wholeness
- Individuation of Self is fundamentally transpersonal

Curricular Considerations



Experience-based

Integrated, thematic approaches

Use of narrative and stories

Use of poetry, film, art

Pedagogical Approaches



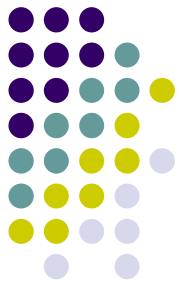
Reduce role of teacher as authority figure

Attend to group process and dynamics

Honor and embrace conflict

Hold the tension of the opposites

Pedagogical Approaches



Story telling, drawing

Expressive strategies

Psychodrama

Movement, Ritual

Projective strategies

e.g. Responses to art, video vignettes, stories



Questions and Discussion