



Faculty Spotlight

Preparing Profound Learners: Practices for Deepening Lifelong Learning

Davin Carr-Chellman & Michael Kroth
Faculty

U of I College of Education, Health and Human Sciences

April 10, 2019

12:30-1:20 p.m Pacific

Adult, Organizational Learning & Leadership

The University of Idaho Adult, Organizational Learning and Leadership master's program prepares leaders in a wide range of careers, including higher education, business, government agencies and nonprofit organizations. It offers a master's degree and also delivers a professional certificate in Human Resource Development. A doctorate with an AOLL specialization is available as well.

AOLL program is an online degree program with faculty members Davin Carr-Chellman, Sydney Freeman and Laura Holyoke located in Moscow, and Michael Kroth in Boise.

Website: <https://www.uidaho.edu/ed/lc/academics/aoll>

Defining Profound Learning:

Profound learning recognizes that people can learn to be profound learners. It can become a disposition developed over time through practices. It emphasizes shifts and deep changes occurring incrementally and occasionally over a lifetime through experiences and ongoing explorations that seek insight, depth, and breadth through practices or disciplines.

Davin Carr-Chellman & Michael Kroth, 2019

For More About Profound Living, check out essays, photos, and poetry at: www.profoundliving.live

Faculty Spotlight



Research Findings To Date

Source: Carr-Chellman, Davin J. and Kroth, Michael (2018). "Profound Learning and Living: An Exploratory Delphi Study," *Adult Education Research Conference*. <http://newprairiepress.org/aerc/2018/papers/25>

Qualities of Profundity:

Themes: Deep (highest ranking), Provocative, Substantive, Consequential, Evolving, Holistic, and Mysterious (lowest ranking).

Items: For item ratings, the top ten (of twenty-five total items) were rated in the following order: Deeply Insightful (1), Deep Understanding (2), Meaningful (3), Provoking Reflective Thoughts (4), Deep learning (5), Substantial (6), Possessing great depth of knowledge or thought (7), In-depth (8), Thinking and reflecting (9), and More than cognitive processes (10).

Qualities of Profound Learners:

Themes: Deeply Reflective (1), A Deepening Process (2), Consequential (3), A Change Process (4), Progress Toward a More Authentic Truth (5), and Integrative (6).

Items: Deep learning through deep reflection and examination (1), Gaining insights, awareness, or knowledge that is substantial (2), Meaningful learning (3), Perspective changing (4), Changing who one is in relation to self, others, and context (5), Depth of knowledge (6), Experiencing or understanding the vastness of things beyond what one has assumed to be true (7), A reevaluation of previous ideas or values (8), Paradigm changing (9), and Gaining insights, awareness, or knowledge that is consequential (10).

Qualities of Profound Learning:

Themes: Deeply Reflective (1), A Deepening Process (2), Consequential (3), A Change Process (4), Progress Toward a More Authentic Truth (5), and Integrative (6).

Items: Deep learning through deep reflection and examination (1), Gaining insights, awareness, or knowledge that is substantial (2), Meaningful learning (3), Perspective changing (4), Changing who one is in relation to self, others, and context (5), Depth of knowledge (6), Experiencing or understanding the vastness of things beyond what one has assumed to be true (7), Are evaluation of previous ideas or values (8), Paradigm changing (9), and Gaining insights, awareness, or knowledge that is consequential (10).

Davin Carr-Chellman & Michael Kroth, 2019

For More About Profound Living, check out essays, photos, and poetry at: www.profoundliving.live

Faculty Spotlight



Qualities of Profound Living:

Themes: Living Meaningfully (1), Practicing ongoing reflection (2), Working toward deeper understanding (3), Being intentional (4), Being authentic (5), and Being integrative (6).

Items: Following a deep sense of purpose (1), Being intentionally reflective (2), Being mindful and present (3), Being insightful (4), Being critically reflective (testing one's assumptions) (5), Being intentional (6), Changing one's understanding in ways that increase thoughtfulness, clarity, and openness (7), Looking at the big picture (8), Being open-minded (9), and Being self-aware (10).

Source: Carr-Chellman, D.J. & Kroth, M., (In Press), "Public school teachers' experiences of profound learning", *Studies In Adult Education and Learning*

Qualities of profound learning experiences

Growing. Profound learning experiences result in growth.

Emotive. Our participants identified strongly with the idea that a profound learning experience carries a heavy emotional load.

Disruptive. Profound learning is disruptive in several dimensions. This is a systemic disruption extending beyond the experience itself.

Real. Participants encountering a profound learning experience feel they have been through something authentic.

Irreversible. Once the learner has experienced something profound they cannot go back to not-experiencing it. The person is changed.

Either positive or negative. Participants identified profound learning experiences as either positive or negative. There was very little gray area or nuance. Profound experiences for these teachers were not simply good, beneficial, or positive, as colloquial common sense might suggest. Participants also emphasized that painful and negative experiences can be profound as well.

Social. Although the scope of a profound learning experience seems limited to the individual, participants said that it also involves others around them, both in origin and in affect.

Opening. Profound learning experiences tend to have an opening effect on people. They are more curious, adventurous, open-minded. Their perspectives are more likely to be multifaceted once they have experienced something profound.

Surprising. A profound learning experience can be surprising. It can be unexpected but more than that it might surprise the learner over time, as they

Davin Carr-Chellman & Michael Kroth, 2019

For More About Profound Living, check out essays, photos, and poetry at: www.profoundliving.live

Faculty Spotlight



experience the relief of dropping built up or transmitted beliefs, understandings, or expectations they had been carrying, often unbeknownst to themselves.

Qualities of profound learners

Have depth of thought. Profound learners pursue depth of thought through analysis, valuing knowledge and wisdom, and finding meaning. Depth here additionally comes from looking at situations from a multi-faceted, multi-connected perspective.

Are emotionally wise. A profound learner is open to emotion and self-confidently and securely authentic. They are self-aware.

Take life seriously. Profound learners are likely to be meaningfully engaged with others and the community. They make connections with people and with ideas.

Are adventurous in thought and deed. Profound learning doesn't occur over time without taking risks and profound learners are on a lifelong journey, a quest, to learn.

Are unbounded. These learners are not constrained by their age, ideological perspectives, or level of education. They transcend structural identity and are able to look holistically at what they are considering.

Are humble. Profound learners, while confident risk-takers who have increasing depth, remain humble in the larger sense. They are reflective, sensitive, and respectful, knowing they are on a learning journey which does not have an end. They are ethical.



Preparing Profound Learners: Building Blocks

Source: Kroth, M., & Carr-Chellman, D. J. (2018). Preparing Profound Learners. New Horizons in Adult Education and Human Resource Development, 30(3), 64-71.

Building block number one assumes that there is infinite knowledge that “no one person or even all humans will ever be able to capture”, and that “deeper learning is thus a never-ending quarry” (p. 68).

Building block number two, following the first, then proposes that any pedagogy of profound learning must assume that learning continues over a lifetime because there is no endpoint to learning. There is no complete answer, and therefore the processes of a profound learning pedagogy must “seek to open up, to ask, and to continually reveal rather than to close down, to answer, or to completely discover” (Carr-Chellman & Kroth, 2017, p. 29).

Building block number three, consequently, suggests that developing “practices” for exploring ever more deeply on a quotidian basis are essential. Disciplines of inquiry, relationship-building, spirituality, and more then become the foundation for profound learning over time.

Preparing Profound Learners: Practices for Moving from Shallow To Deeper

Source: Carr-Chellman, D. J., & Kroth, M. (2017). The Spiritual Disciplines as Practices of Transformation. International Journal of Adult Vocational Education and Technology, 8(1), 23-35.

Practices are never complete. “...transformation is one of moving toward the profound, toward continuously deeper experience with and understanding...[through disciplines]” (p. 28).

The practices of a profound learner “...include regular routines of exploration into deeper understanding about philosophy, science, relationships—essentially any human endeavor, the larger questions of the universe, and the mystery of the infinite” (p. 25).

Profound learners develop “practices, habit, or routines which result in continual exploration, skill development, and growth in understanding” (p. 25).

Davin Carr-Chellman & Michael Kroth, 2019

For More About Profound Living, check out essays, photos, and poetry at: www.profoundliving.live

Faculty Spotlight



Some Reading to Improve Teaching

- Mindset (Dweck, 2007)
- Brain Rules (Medina, 2014)
- The End of Average (Rose, 2016)
- Make It Stick (Brown, Roediger, McDaniel, 2015)
- How People Learn (Bransford, 2000)
- How To Get An Idea (Foster, 2007)
- Drive (Pink, 2011)
- Now You See It (Davidson, 2012)
- The Gamification of Learning and Instruction (Kapp, 2012)
- Active Learning: 101 Activities to Teach any Subject (Silberman, 1996)
- What the Best College Teachers Do (Bain, 2004)

Davin Carr-Chellman & Michael Kroth, 2019

For More About Profound Living, check out essays, photos, and poetry at: www.profoundliving.live

Faculty Spotlight