Exhibit 3. 1 Developmental Intentions Chart

(taken from *Developing Adult Learners*, Taylor, Marienau, and Fiddler; San Francisco: Jossey-Bass, 2000, pp. 32-33)

Development is marked by movement along five dimensions

I. Toward knowing as a dialogical process

1. Inquiring into and responding openly to others' ideas
2. Surfacing and questioning assumptions underlying beliefs, ideas, actions, and positions
3. Reframing ideas or values that seem contradictory, embracing their differences, and arriving at new meanings
4. Using one's experience to critique expert opinion and expert opinion to critique one's experience
5. Moving between separate and connected, independent and interdependent ways of knowing
6. Paying attention to wholes as well as the parts that comprise them
7. Associating truth not with static fact but with contexts and relationships
8. Pursuing the possibility of objective truth
9. Perceiving and constructing one's reality by observing and participating
10. Tapping into and drawing on tacit knowledge

II. Toward a dialogical relationship to oneself

1. Addressing fears of losing what is familiar and safe
2. Engaging the disequilibrium when one's ideas and beliefs are challenged
3. Exploring life's experiences through some framework(s) of analysis
4. Questioning critically the validity or worth of one's pursuits
5. Exploring and making meaning of one's life stories within contexts (for example, societal, familial, universal)

III. Toward being a continuous learner

1. Reflecting on one's own and others' experiences as a guide to future behavior
2. Challenging oneself to learn in new realms; taking risks
3. Recognizing and revealing one's strengths and weaknesses as a learner and a knower
4. Anticipating learning needed to prevent and solve problems
5. Posing and pursuing questions out of wonderment
6. Accepting internal dissonance as part of the learning process
7. Setting one's own learning goals, being goal-directed, and being habitual in learning
8. Seeking authentic feedback from others
9. Drawing on multiple capacities for effective learning

IV. Toward self-agency and self-authorship

    1. Constructing a values system that informs one's behavior
    2. Accepting responsibility for choices one has made and will make
    3. Risking action on behalf of one's beliefs and commitments
    4. Taking action toward one's potential while acknowledging one's limitations
    5. Revising aspects of oneself while maintaining continuity of other aspects
    6. Distinguishing what one has created for oneself from what is imposed by social, cultural, and other forces
    7. "Naming and claiming" what one has experienced and knows

V. Toward connection with others

    1. Mediating boundaries between one's connection to others and one's individuality
    2. Experiencing oneself as part of something larger
    3. Engaging the affective dimension when confronting differences
    4. Contributing one's voice to a collective endeavor
    5. Recognizing that collective awareness and thinking transform the sum of their parts