An essay on transformative learning in relation to Jungian synchronicity and individuation

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Abstract

This essay is an exploration of transformative learning in relation to synchronicity and individuation. It is meant to offer for discussion another way or model in which to understand and explore transformative learning. It is a reflection of my own interest in this exploration as well. As such, I am focusing this exploration on applications for transformative learning from the writings of William James and Carl Jung in the following areas:

1. William James’s “compass needle” (James, 1987, p. 214) within the psyche turning to successor stages or emergent transformation of consciousness.

2. A closer look at the margins of the psyche where these successor stages happen.

3. The emergence of the individuation process through imaginal work in the unconscious and conscious that involves fantasy thinking and active imagination (Jung, 1989, p. 171).

4. The connection involving the “phase transition” concept (Cambray, 2009, p. 64) of transformative synchronistic emergence as part of the successor stages in the individuation process.

Keywords

teaching and learning; transformative learning

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References


Individuation, a term coined by Jung, is a way that we can come to terms with this multiplicity of forces, and to attune to a greater organizing force, perhaps looked at as “the god within.” To be able to turn within, through the study of dreams and synchronicities that occur to us, through direct engagement with the unconscious and through spiritual experiences, we can begin to find our own personal sense of meaning. Keiron became interested in spirituality in his late teens, particularly dedicating himself to learning astrology (which led him to Jung’s writings), then studying philosophy and psychology at university in England. He found himself most impressed with Jung’s Two Essays on Analytical Psychology, written in 1 Jungian Synchronicity famous quotes: C.G. Jung: It may seem that my discussion of synchronicity has led me away from. Synchronistic events, moreover, almost invariably accompany the crucial phases of the process of individuation. But too often they pass un unnoticed, because
the individual has not learned to watch for such coincidences and to make them meaningful in relation to the symbolism of his dreams." — C.G. Jung —. "It may seem that my discussion of synchronicity has led me away from my main theme, but I feel it is necessary to make at least a brief introductory reference to it because it is a Jungian hypothesis that seems to be pregnant with future possibilities of investigation and application.