

Overview

- Background
- Theory – positions
- DI model
- Brainstorming

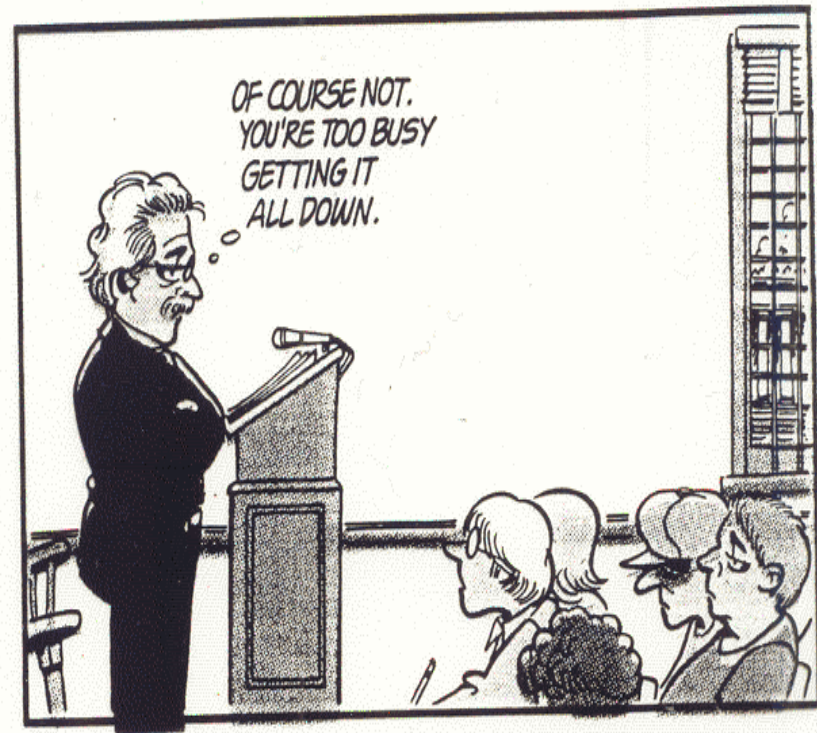
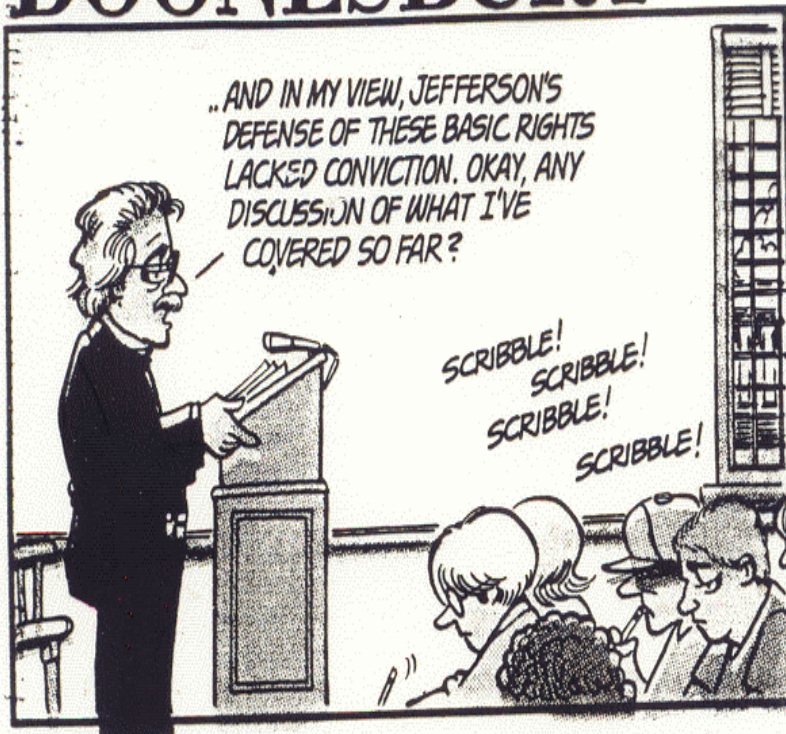
Background

- William J. Perry, Jr. examined “how students interpret and make meaning of the teaching and learning process”
- Acknowledged Piaget, Kohlberg, Sanford, and Heath
- Studied students from Harvard and Radcliffe
- Nine positions
 - No assumption of duration
 - How one looks at the world
- Four categories will be examined today

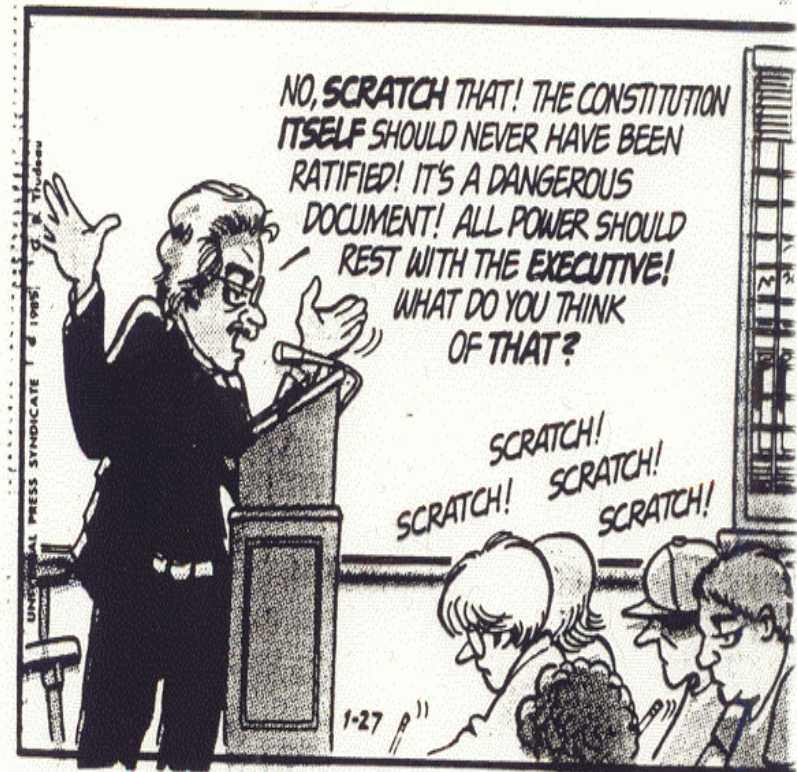
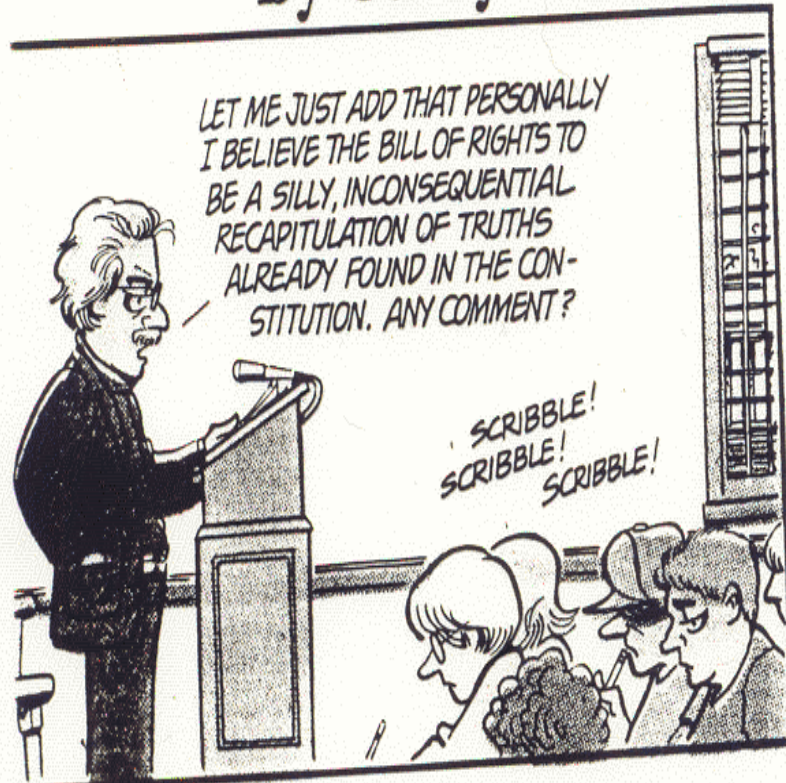
Dualism

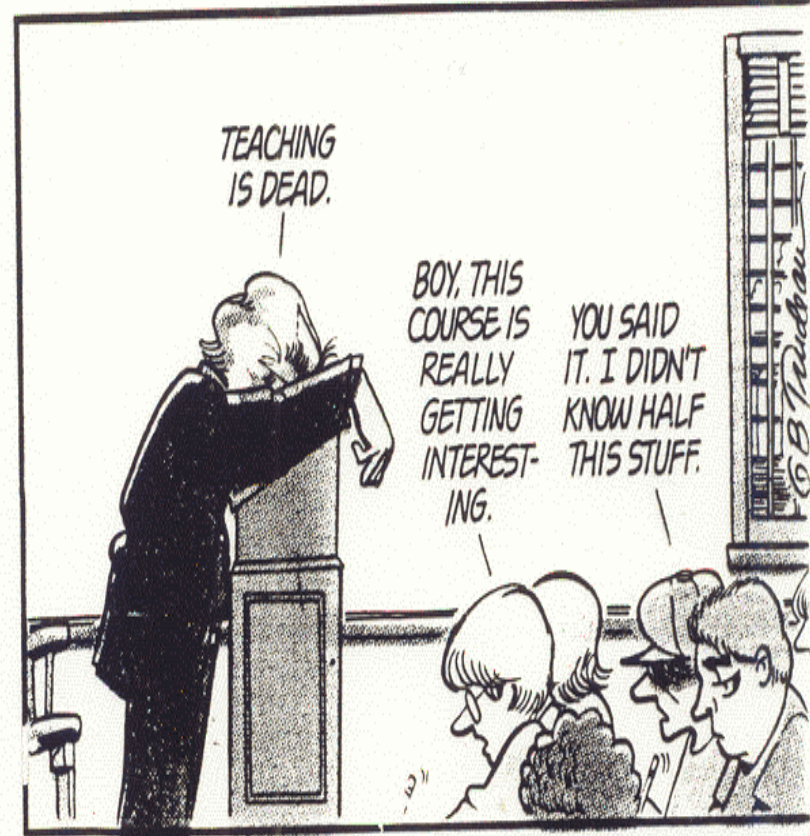
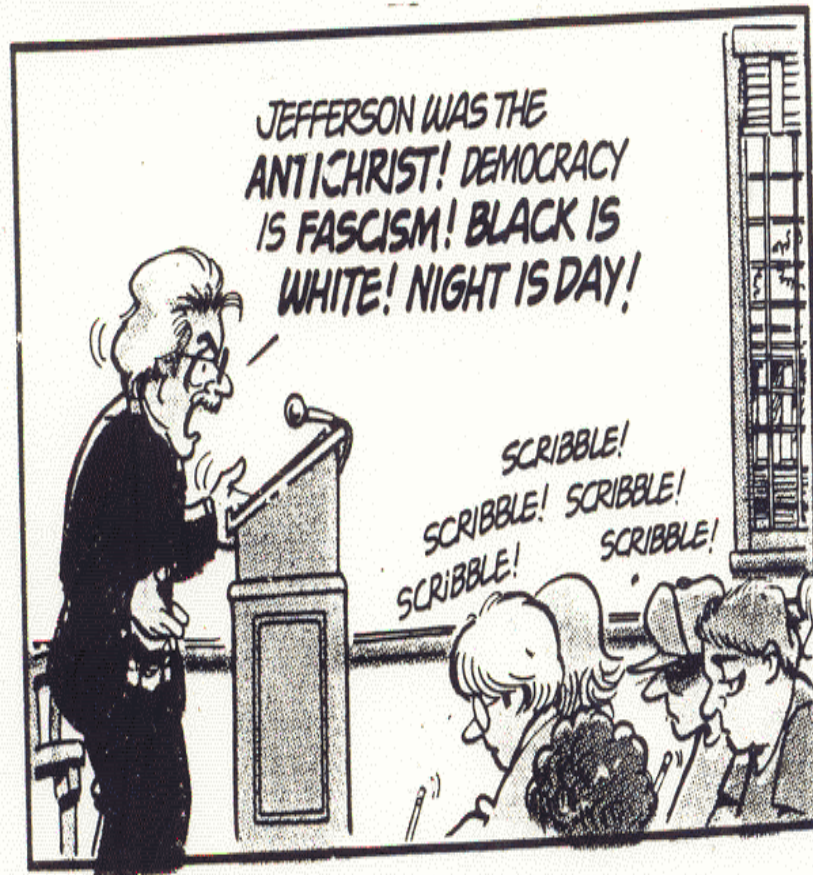
- View world **dichotomously**
- Information exchange
- Knowledge is quantitative
- Right answer exists for everything
- “Right” answers come from authorities
- Role is to master these answers
- “Why can’t you just teach us the right one?”
- Transition – cognitive dissonance

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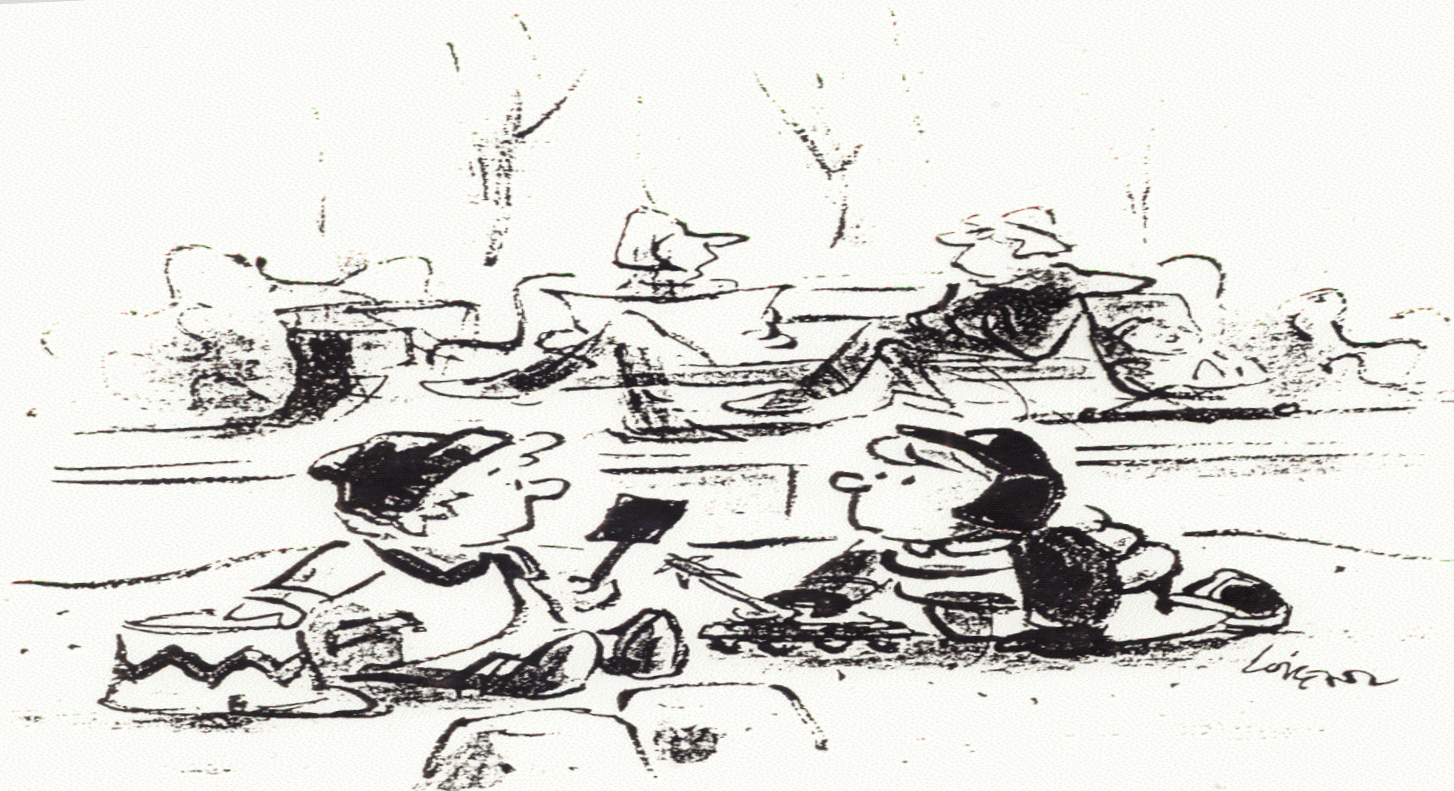
by Garry Trudeau



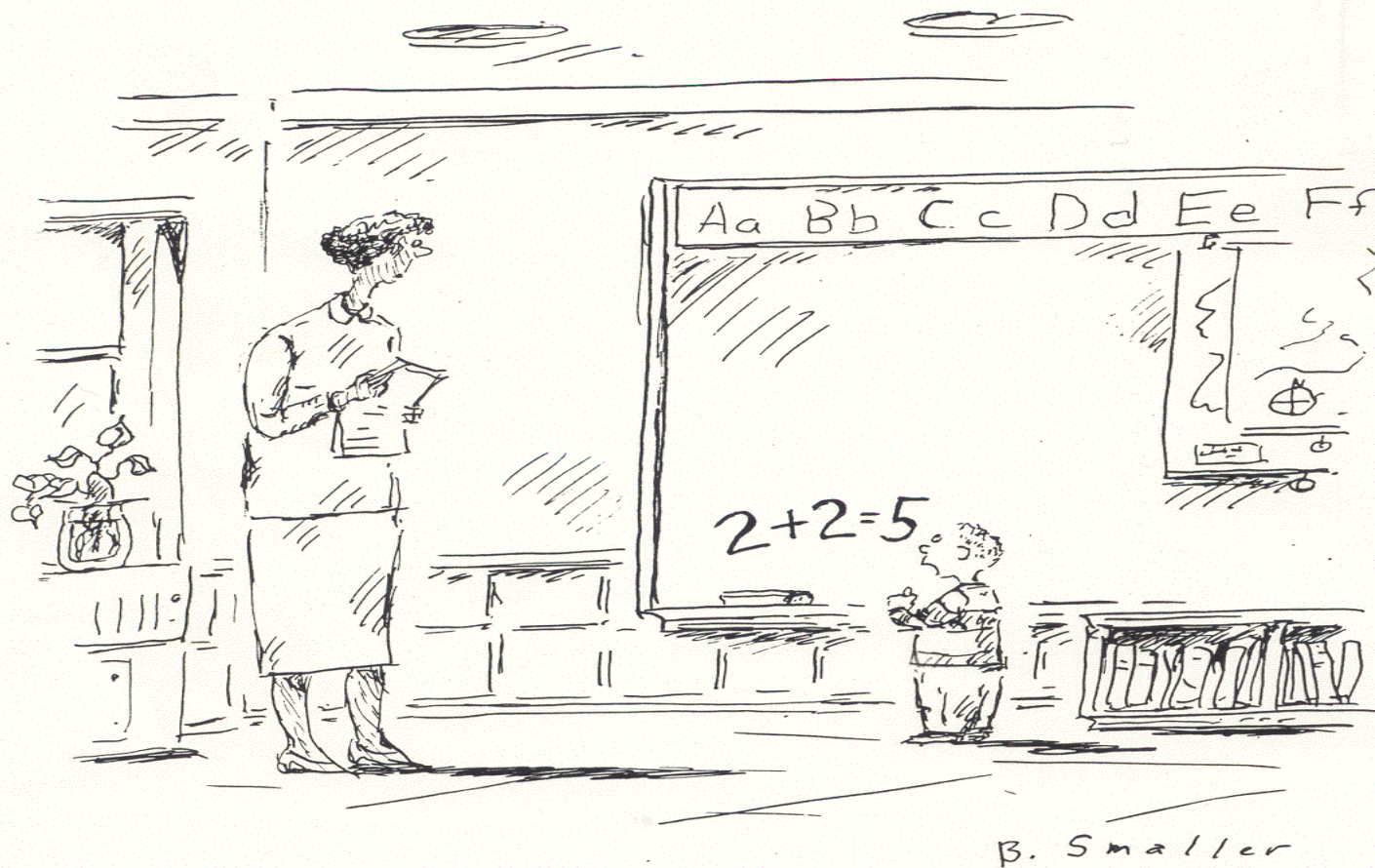


Multiplicity

- **Multiple** perspectives to topic/problem
- All opinions equally valid
- Peers become legitimate source of knowledge
- Role – learn to think more independently
- “Anyone has a right to an opinion,” “You can’t judge opinions”
- Transition – need to support opinions



*"I still don't have all the answers, but I'm
beginning to ask the right questions."*

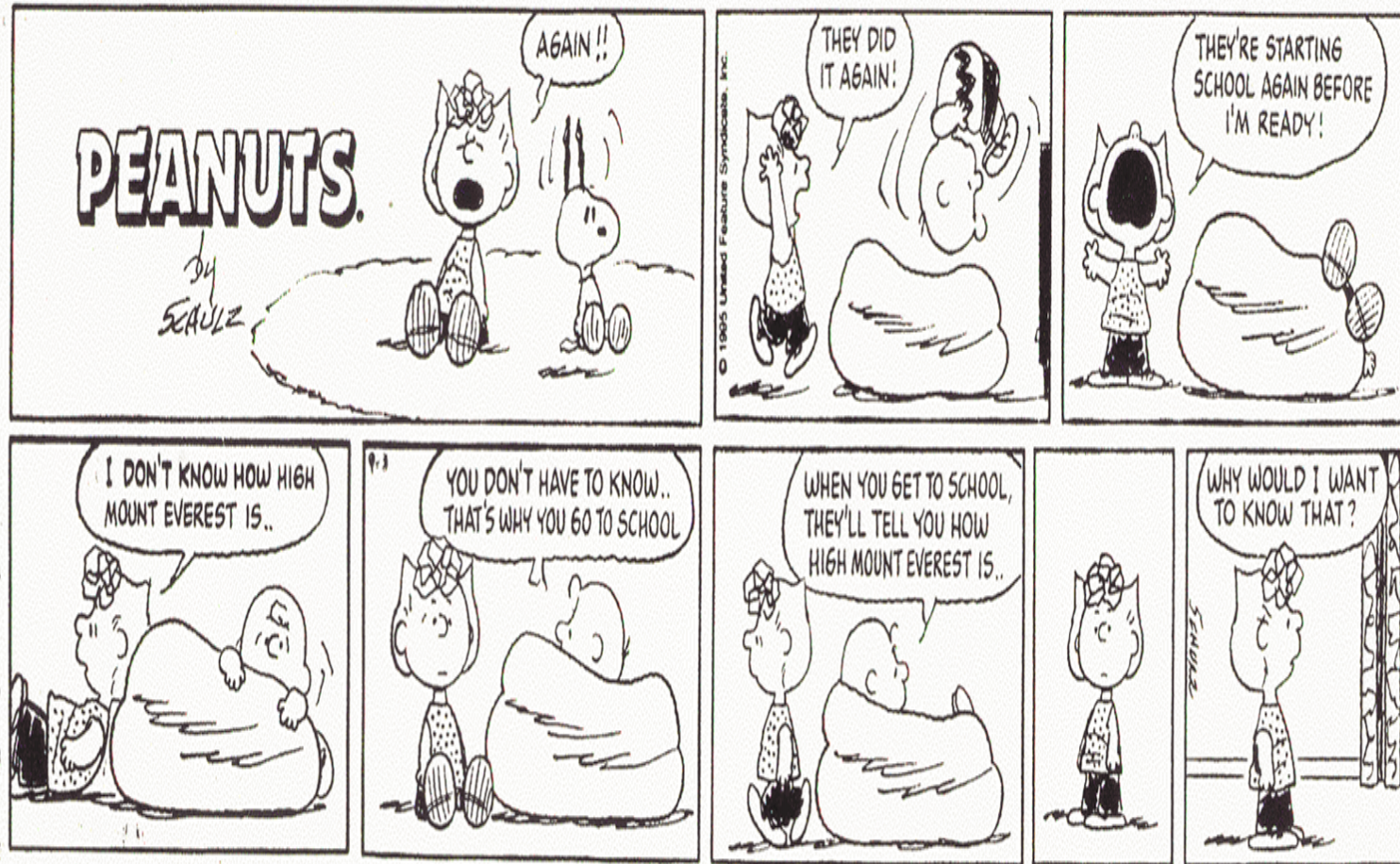


"Maybe it's not a wrong answer—maybe it's just a different answer."

follow your
PASSION
find your
PLACE

Relativism

- Knowledge is contextual and **relative**
- Some opinions of little value
- Legitimate disagreement can occur
- Knowledge is qualitative
- Evidence and supporting arguments



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Commitment in Relativism

- Making choices in a contextual world
- Establish identities consistent with personal themes
- **Choices and decisions made from relativism**
- Where ethical development is initiated – increase in cognitive complexity in previous positions

Distinguishing Factor

- Degree of examination and reflection
- Dualistic – “swallow whole”
- Relativistic – critically examined

Alternatives to Progression

- Temporizing – delays in a position
- Escape – avoid responsibility
- Retreat – return to dualism

Developmental Instruction (DI) Model

- Four variables of challenge and support – viewed on a continuum
 - Structure
 - Diversity
 - Experiential Learning
 - Personalism

Structure

- Framework and direction provided to students
- Students in early position value structure
- Students in later positions view it as limiting

Diversity

- Alternatives and perspectives that are presented and encouraged
- Quantity – amount
- Quality - complexity

Experiential Learning

- Concreteness, directness, and involvement contained in learning activities
- Help students make connections to the subject matter
- Needed most in early stages, often lacking in traditional classroom

Personalism

- Creation of a safe environment where risk taking is encouraged
- Interactive environment – enthusiasm for material, instructor availability, comprehensive feedback
- Especially important in early stages

References

- Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass.
- Knefelkamp, L. L., Widick, C., & Parker, C. A. (1978). *Applying new developmental findings*. New Directions for Student Services, no. 4. San Francisco: Jossey-Bass.
- Rapaport, W. J. (2010). *William Perry's scheme of intellectual and ethical development*. Retrieved from www.cse.buffalo.edu/~rapaport/perry.positions.html