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
"And in my view, Jefferson's defense of these basic rights lacked conviction. Okay, any discussion of what I've covered so far?

Scribble! Scribble! Scribble! Scribble!"

"Of course not, you're too busy getting it all down."
by Garry Trudeau

LET ME JUST ADD THAT PERSONALLY I BELIEVE THE BILL OF RIGHTS TO BE A SILLY, INCONSEQUENTIAL Recapitulation of Truths ALREADY FOUND in the Constitution. any comment?

SCRIBBLE! SCRIBBLE! SCRIBBLE!

NO, SCRATCH THAT! THE CONSTITUTION ITSELF SHOULD NEVER HAVE BEEN RATIFIED! IT'S A DANGEROUS DOCUMENT! ALL POWER SHOULD REST WITH THE EXECUTIVE! WHAT DO YOU THINK OF THAT?

SCRATCH! SCRATCH! SCRATCH!
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.”
Relativism

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

