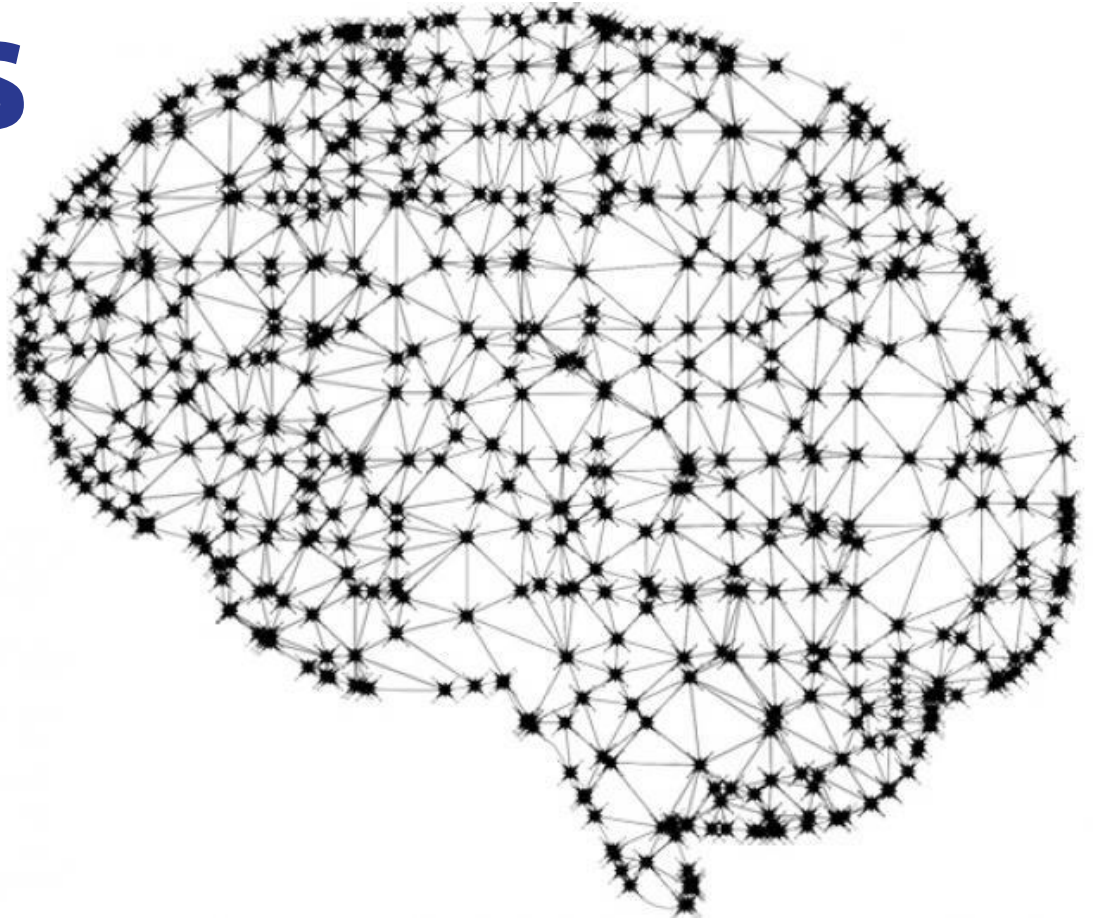
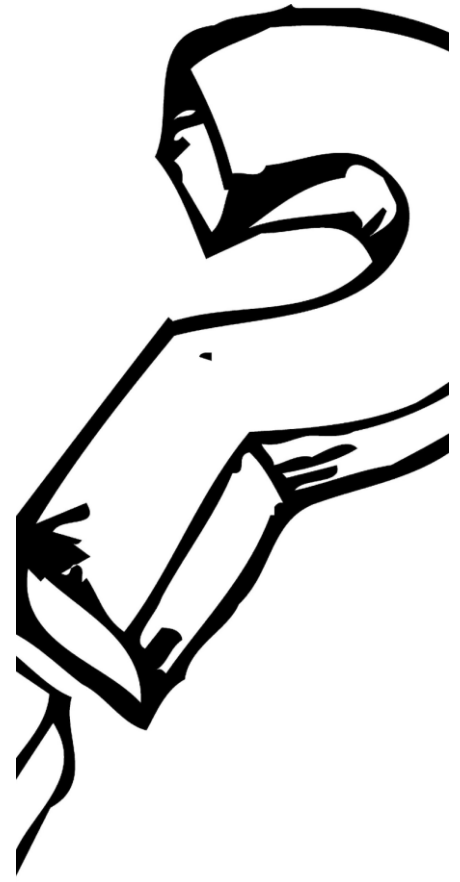
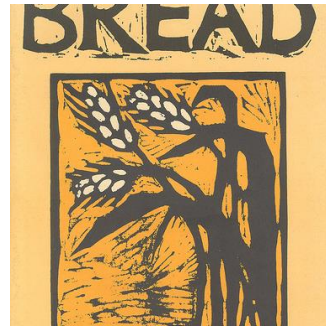


# students



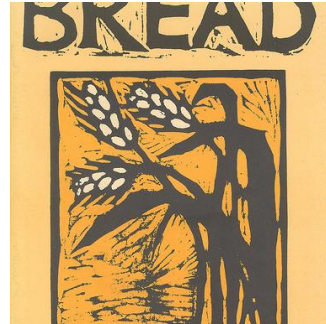
# the PERRY GAME





**“Most people would rather die than think, and most people do.”**

Bertrand Russell

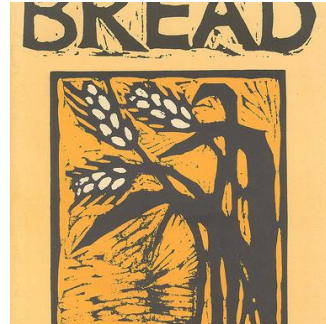




**WHAT ARE  
DIFFERENT  
TYPES OF  
LEARNERS?**

# the PERRY GAME

1. Get into small groups
2. Look through statements, and group them into different “types” of students.
3. Come up with creative names and post them on the wall.

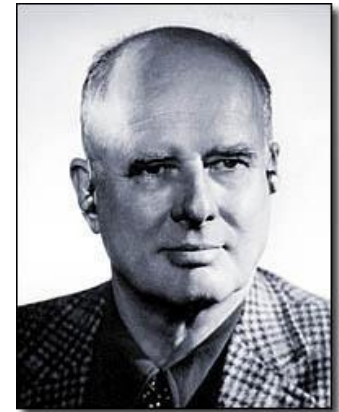




educational psychologist

1913–1998

**William  
Perry**





## PHASES OF DEVELOPMENT

### Dualism

Multiplicity

Relativism

Commitment in relativism

- Student waits for teacher to reveal right & wrong; heavily dependent on teacher;
- No point to group discussions—waste of time;
- Knowledge fits into right or wrong, good or bad;
- Rarely question dominant perspective.

William  
Perry





## PHASES OF DEVELOPMENT

Dualism

**Multiplicity**

Relativism

Commitment in relativism

- Student begins to see knowledge as based on opinion rather than certainty;
- Everyone's right; no one is wrong;
- Less interested in providing answers, more into asking questions

William  
Perry







## PHASES OF DEVELOPMENT

Dualism

Multiplicity

**Relativism**

Commitment in relativism

- Learn to weigh evidence and distinguish between weak and strong support;
- What one “knows” about anything or concludes about something is shaped by one’s perspectives, assumptions, and methods of inquiry;
- Teachers now become resources.

William  
Perry





## PHASES OF DEVELOPMENT

Dualism  
Multiplicity  
Relativism

### Commitment in relativism

- Students aren't just exploring but need to make choices and commitments;
- Transfer understanding of diverse complexities from learning into a more active role in the creation of your worldview;
- Commitment to particular values, based on consideration of alternatives

William  
Perry


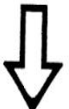



# + Perry's Intellectual Development

Baxter Magolda, 1991



**Table 1.1** Stages or Levels of Student Cognitive Development

Perry's Stages of Undergraduate Cognitive Development	Baxter Magolda's Levels of Knowing
1. <i>Duality</i> : Black and white thinking; authorities rule	Absolute knowing
 <i>Uncertainty</i>	
2. <i>Multiplicity</i> : poor authorities or temporary state	Transitional knowing
 <i>Uncertainty as legitimate, inherent</i>	
3. <i>Relativism</i> : All opinions equal	Independent knowing
 <i>Standards of comparison</i>	
4. <i>Commitment</i> (tentative) to best theory available	Contextual knowing

# + Perry's Intellectual Development

Baxter Magolda, 1991

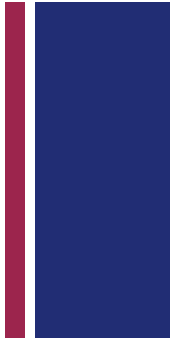
PHASE	1st year	2nd year	3rd year	4th year	5th year	6th year
<b>Absolute knowing</b> knowledge is certain, but student doesn't have access to it	68%	46%	11%	2%	0%	0%
<b>Transitional knowing</b> absolute knowledge in some areas; awareness of discrepancies among experts	32%	53%	83%	80%	31%	8%
<b>Independent knowing</b> knowledge is mostly uncertain; so learners equal to authorities, views as valid as teachers	0%	1%	5%	16%	57%	55%
<b>Contextual knowing</b> nature of knowledge uncertain but some knowledge claims are better than others in a particular context	0%	0%	1%	2%	12%	37%

# PERRY SCHEME

<b>Teacher-directed learning</b>	<b>Self-directed learning</b>
Do not set their own learning goals	Set their own learning goals
Use few learning strategies	Use a variety of learning strategies
Are primarily motivated only by grades	Are motivated by the challenge of learning something new
Rarely do more than what is required	Learn well beyond what is required
Learn passively	Learn actively
Prefer to learn dualistically	Prefer to learn relativistically



# References



## Baxter Magolda's Epistemological Reflection Model:

- [http://citl.indiana.edu/files/pdf/baxter\\_1.pdf](http://citl.indiana.edu/files/pdf/baxter_1.pdf)
- [http://onlinelibrary.wiley.com/store/10.1002/ss.8803/asset/8803\\_ftp.pdf;jsessionid=7FF7C0A13FD2B87544D1CDA0C17A9FB8.f04t04?v=1&t=i5jtlc8f&s=c5079b02c818b81c95702cdd6a41e4990bcd3e62](http://onlinelibrary.wiley.com/store/10.1002/ss.8803/asset/8803_ftp.pdf;jsessionid=7FF7C0A13FD2B87544D1CDA0C17A9FB8.f04t04?v=1&t=i5jtlc8f&s=c5079b02c818b81c95702cdd6a41e4990bcd3e62)