

### Conceptual Changes Across Selected Domains of the Perry Scheme of Intellectual and Ethical Development

| Domains                                     |   |  |  |   |  |
|---|---|--|--|---|--|
| Positions                                   | Nature of Knowledge   | Role of the Learner  | Role of the Instructor   | Role of the Self  | Decision-Making  |
| Position 2:<br><b>Dualism</b>               | Knowledge is concrete, absolute, and resides with experts and authorities.                                      | To acquire, store, and retrieve concrete knowledge as needed.  | To effectively deliver concrete information to students and insure understanding.  | Definitions of the self are based on directly received notions and are validated by external authorities.   | Decisions are made without concern for process, often being intuitive. Decisions may be made by others and accepted as their own.                                |
| Position 3:<br><b>Multiplicity</b>          | Knowledge is essentially concrete although there are gray areas that remain unknown and introduce multiplicity. | To learn how to learn, using the basic language and procedures to work through multiplicity.   | To provide ways to maneuver through courses, including necessary procedures and skills, and to validate student performance. | To bring own ideas and identity into definitions of self. However, the student will become confused as to accuracy and will look to external sources to validate the self.                                    | Right decisions are made by using processes. External others provide assistance and external validation that the correct choice is being made.                   |
| Position 4:<br><b>Relativism</b>            | Knowledge is uncertain, therefore can be constructed by anyone.   | To think for self. To construct and support opinion or argument.   | To function as a guide to knowledge and learning, one who also has to construct and support positions.                       | To elaborate and develop values and viewpoints, and to take responsibility for the consequences. The learner is able to think about and analyze who he or she is and develops a rich description of the self. | Decisions are personally made, integrating values and viewpoints. Responsibility for the consequences and the implications are superficially accepted and owned. |
| Position 5:<br><b>Contextual Relativism</b> | Knowledge is contextually bound, therefore changes according to situation.                                      | To use the context as part of individual construction, recognizing the inherent conflicts. To make abstractions across contexts, and to analyze multiple interpretations and viewpoints. | To function as an expert within a discipline, who can also be consulted regarding particular information.                    | To accept his/her own authority and expertise, and to appreciate the depth of her personal feelings. To view the self as a whole person who is validated by internal standards.                               | Decisions are personally made. However, individuals understand that they are likely to change in different contexts. The delicacy of situations is recognized.   |
| Position 6, 7, 8:<br><b>Commitment</b>      | Knowing is contextual and individuals are responsible for constructing their own perspectives.                  | To construct personal truths based on developed, examined commitments. To personally resolve the inherent conflicts.   | To act as an expert and guide within a discipline, and a role model for thoughtful action.                                   | To make personal commitment to a creation of the self.  | A commitment to personally owned decisions is made, This includes committing to behaviors and consequences resulting from those decisions.                       |