



TU-A1150 - FILOSOFIA JA SYSTEEMIAJATTELU, 18.01.2017-31.03.2017

Referaatti

Jaan Tollander de Balsch

2017-04-01

Contents

1	Making of an Expert	2
1.1	Made not Born	2
1.2	What is an Expert	2
1.3	Deliberate Practice	2
1.4	Amount of Practice	3
1.5	Coaches and Mentors	3
2	How We See Ourselves and How We See Others	4
2.1	My Thoughts, Your Behavior	4
2.2	I'm Objective, You're Biased	4
2.3	Origins of the Difference	5
2.4	Self and Other in the Brain	5
2.5	The Self in Time	5
3	Soveltavan filosofian luova räjähdysvoima	6
4	Tärkein anti referaateista	7

CHAPTER 1

Making of an Expert

Harvard Business Review's article, *The Making of an Expert*,¹ discussed how to become an expert, what is considered an expert and the common misconceptions about becoming an expert.

Made not Born

The article makes a strong case that experts in any field are always *made not born* and the journey of becoming an expert is a product of years of deliberate practice requiring struggle, sacrifice, and honest self-assessment.

What is an Expert

According to the article, real expertise must pass three tests:

1. Expertise must lead to performance that is consistently superior to that of expert's peers.
2. Expertise must produce concrete results.
3. Expertise must be able to be replicated and measured in the lab.

It is pointed out that difficulty of measuring an expertise depends on the field, and for example sports are easier to measure in comparison to other professions.

Deliberate Practice

Article says that becoming an expert is not just simply a result of practising daily for year or decades but about how you practice and only deliberate practice, meaning specifically practising things you can't do well instead of practising what you can already do well, can make you an expert. Also deliberate thinking is required.

¹ Prietula, M. J., Cokely, E. T., & Ericsson, A. K. (2007). The Making of an Expert. Harvard Business Review.

Amount of Practice

Article points out to research that says it takes minimum of ten year (10 000 hours) of intense training to reach skill level to win international competitions and in some fields even more. It claims that because the bar in international level of expertize has steadily risen since 19th century, nowadays it is almost impossible to beat the ten-year rule.

Coaches and Mentors

Achieving expertize is heavily dependent on the quality of practising, which is usually achieved by having practising supervised by assistant or teacher.

Real experts seek out coached who can give them constructive feedback, and they understand when the advice is working for them.

How We See Ourselves and How We See Others

Article *How we see ourselves and how we see others*, in *Science*¹ looks at cognitive bias in how people judge themselves and their own behaviour compared to those of others'. The bias are formed because person's experience of themselves is created by their sensations, emotions and cognitions, but their experience of others is dominated by what they can observe externally.

The article points out that this behaviour is systematic and predictable, and rooted in the basic processes of human perception.

My Thoughts, Your Behavior

This article section reviews five examples of the reasons for the differences in perception of self versus others

1. Positive illusions
2. Interpersonal knowledge
3. Pluralistic ignorance
4. Miscommunications
5. Conformity

I'm Objective, You're Biased

This section of the article illustrates how people tend to assume that the information coming through their perception directly reflects what is true, and when there perceptions are challenged by others' peoples faith in their own subjectivity often prompts them to views others as biased.

¹ Pronin, E. (2008). How we see ourselves and how we see others. *Science*, 320, 1177–1180. <http://doi.org/10.1126/science.1154199>

Origins of the Difference

This section discusses about origins of the self-other difference. It makes a case about the origins having roots in the human development. Article points out that infants show greater difference, but through interaction and maturation, difference gets smaller, yet some of it may persist.

Self and Other in the Brain

The article section discusses the neuroscience behind the self-other difference. Experiments have shown that specific regions in human brain are involved when perceiving themselves with other. Specifically *media prefrontal cortex (mPFC)* have been shown to activate. Monkeys have been shown to possess mirror neurons that fire both when they perform an action and when they perceive another perform the same action.

The Self in Time

According to the article, people also treat their past and future selves as though they are other people. One of the reasons given for why this happens is because people cannot introspectively access those selves' thoughts and feelings. Also neuroscientific evidence is pointed to support this by suggesting that different regions of the brain is activated when thinking past and future selves compared to present.

Soveltavan filosofian luova räjähdysvoima

Esa Saarisen artikkeli, *Soveltavan filosofian luova räjähdysvoima*,¹, käsittelee **soveltavaa filosofiaa** elämän työkaluna, jolle tärkeää on ei ole teoreettinen näkemys (**akateeminen filosofia**) mitä tulisi tapahtua, vaan mitä tapahtuu ihmisessä itsessään, hänen ajattelussaan ja tämän seurauksena hänen ympäristössään.

Soveltavan filosofian tarkoitus on toimia yhteyksien avaajana jonka takoituksena on johtaa ajatteluun ja kykyä muuttaa omaa toimintaa. Tärkeäksi osaksi soveltavaa filosofiaa annetaan kyky kommunikoida muiden tieteiden osa-alueiden kanssa, eikä eristäytyä omakseen.

Artikkeli tuo soveltavan filosofian yhdeksi keskeiseksi tehtäväksi ihmisen päättymättömän pykimyksen kehittää itseään ja avata omat piilevät viisautensa. Tämä antaa soveltavalle filosofialle kehykset inhimillisen kasvun, ajatusvaihtoehtojen, henkilökohtaisen moraalien ja luonteen kehityksen filosofiana.

Itse räjähdysvoimaksi soveltavalle filosofialle annetaan sen pyrkimys yksilöllisiin ja yhteisöllisiin mullistuksiin.

¹ Saarinen, E. (2003). *Soveltavan filosofian luova räjähdysvoima*. Niin & Näin, (36), 8–13. Retrieved from <http://netn.fi/files/netn031-05.pdf>

Tärkein anti referaateista

Tiedot

- Koulutusohjelma: SCI, TFM, Teknillinen Matematiikka
- Opiskelijanumero: 452056
- Olen osallistunut 2 luennolle
- Aion osallistua ≥ 5 luennolle

Making of an expert

- To becoming an expert is product of years of deliberate practice
- You have to be willing to practice things that you are not yet good at
- Becoming an expert requires lot and lots of practice, according to the article, around 10000 hours

How We See Ourselves and How We See Others

- Our perception of others is different from your perception of yourselves
- Our experience of yourselves is dominated by our sensations, emotions and cognitions, but our perception of others is dominated by what we can observe externally
- We assume that our perception is what is true and other people are biased
- We view our time-distant selves same way as we do others

Soveltavan filosofian luova räjähdysvoima

- Soveltava filosofia voi toimia tärkeänä työkaluna päivittäisessä elämässä
- Soveltavaa filosofiaa voi hyödyntää itsensä kehittämiseen