

	Dualism (Position 2)	Early Multiplicity (Position 3)	Late Multiplicity (Position 4)	Contextual Relativism (Position 5)
View of Knowledge	All Knowledge Is Known There is a certainty that <i>Right</i> and <i>Wrong</i> answers exist for everything. Knowledge is collection of information.	Most Knowledge Is Known <i>All is knowable</i> (first view of learning as a <i>process</i> that the student can learn). Certainty that there exists a <i>Right Way</i> to find the Right Answers. Realization that some knowledge domains are "fuzzy."	In Some Areas We Still Have Certainty About Knowledge. In Most Areas We Really Don't Know Anything for Sure Certainty that there is <i>No Certainty</i> (except in a few specialized areas). Hence "do your own thing"—all opinions can be just as valid or invalid as all others.	All Knowledge Is Contextual All knowledge is disconnected from any concept of <i>Absolute Truth</i> . However, right and wrong, adequate and inadequate, appropriate and inappropriate can exist within a specific context and are judged by "rules of adequacy" that are determined by expertise good thought processes.
View of the Role of the Instructor	Source of Knowledge Role is to give the knowledge to student. Good Instructor equals Absolute Authority and Knower of Truth.	Source of Right Way to Find Knowledge, of How to Learn. Role is to model "the way" or process.	Source of the Process of Thinking Modeling the use of supportive evidence—modeling "the way they want us to think"—modeling good methods of scholarship. Instructor can also be completely discounted.	Source of Expertise Role of expert-guide-consultant within the framework of "rules of adequacy" and within context. Mutuality of learning is sought. One earns authority through having expertise.
View of the Role of the Student	Role is to receive the information or knowledge and to demonstrate having learned the right answers.	Role is to learn how to learn, how to do the processes called for, to apply oneself, and to work hard.	Role is to learn to think for oneself and to learn to use supportive evidence. Independence of thought is valued.	Role is to exercise the use of the intellect, to shift from context to context, and to apply rules of adequacy to information, concepts, perspectives, judgments.

Table I.1. Analysis of the Learner Characteristics of Students Implied by the Perry Scheme.

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	Dualism (Position 2)	Early Multiplicity (Position 3)	Late Multiplicity (Position 4)	Contextual Relativism (Position 5)
View of Peers in the Learning Process	Peers are not a legitimate source of knowledge or learning.	Peers are now more legitimate, often with respect to processes like small group discussions. Interest in variety of perspectives of peers, but still see the instructor as the Final Authority.	Peers are quite legitimate. In a "new dualism," they may replace others. But peers (and others) may not really be listened to, as everyone's opinion is just as good (or bad) as everyone else's.	Peers are legitimate sources of learning if they use appropriate rules of adequacy and contextual presentation of perspectives. Seek out diversity of opinions and experiences of others. Position alone does not determine legitimacy; process does.
Evaluation Issues	Evaluation directly related to sense of self. Bad-Wrong answer equals Bad-Wrong person. Evaluation should be clear-cut, because questions asked and answers should be clear-cut. Is real concern if teacher and content and evaluation format are fuzzy.	Evaluation is The Primary Issue. Often related to amount of time, hard work, "style," and quantity focus. Primary question: How are my answers judged? <i>Fairness</i> is issue: fairness in judging; in assignments, in amount of work. A fair evaluation rewards the effort of the student.	"New Truth"—independent thought should get good grades. Can play evaluation game of "give them what they want" no matter what you think. Learning to accept qualitative criteria as legitimate in evaluation. Value the courage of independence.	Evaluation of work done can be separated from evaluation of the self. Understand that a good critique has positives and negatives. See evaluation as opportunity for feedback, improvement, and new learning. See evaluation as legitimate process or part of learning.
Primary Intellectual Tasks	Learning basic information and definitions of words and concepts. Learning to identify parts of the whole. Beginning to be able to compare and contrast things. Learning to provide explanation of why they answered as they did.	Can do compare-and-contrast tasks. Can see multiples—perspectives, parts, opinions, evaluations. Do basic analytic tasks. Use supportive evidence. First understanding of <i>Process</i> as a concept. See difference between process and content for the first time.	Good at analysis. Can do some synthesis. Can do critique with positives and negatives. Use supportive evidence well. Can relate learning to other issues in other classes or to issues in "real life"—if they will apply themselves to that task. Learning to think in abstractions.	Relate learning in one context to learning in another with some ease. Look for relationships in the learning. See complexity. Can evaluate, conclude, support own analysis. Can synthesize. Can adapt, modify, and expand concepts because they understand the concepts. Fluidity of thought and analysis. Good with abstraction.

Table I.1. Analysis of the Learner Characteristics of Students Implied by the Perry Scheme (continued).

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	Dualism (Position 2)	Early Multiplicity (Position 3)	Late Multiplicity (Position 4)	Contextual Relativism (Position 5)
Sources of Challenge	Ambiguity, diffuseness or its appearance, multiple perspectives on something, uncertainty (especially by an Authority), any disagreement between two respected Authorities, concept of independent thought, request for the interpretation of the student.	View that uncertainty isn't just temporary. Complexity—initially seen as quantity, not quality. Evaluation causes great concern. Learning processes as opposed to facts. Trying to determine "which of the multiples is really right." Quantity is challenge—amount of work and effort required.	Demand to use evidence to support opinion. Learning to sort out which are good sources and which are not. Learning to accept responsibility in the learning process. For some, learning to listen to Authority again. For others, learning to think independently.	Requirement of choice or commitment. How to choose between equally good alternatives? Highly challenged to intellectual excellence. Good role modeling of scholarship that is still beyond their capabilities. New context.
Sources of Support	High degree of structure. Concrete examples and experiential learning. Joy in the opening of the world of knowledge. Careful sequencing and timing of presentation of diversity. Safe learning environment where people are respected and treated kindly. Modeling on part of instructor. Chance to practice skills and evaluation tasks.	Still need structure to help as they move into more and more diversity and ambiguity. Clarity of evaluation procedures and assignment instructions. Enjoy new freedom in the learning. Peers are big source of support. Comfort still in the thought that someday we will know it all. Comfort that we know the right answer and the right process is out there waiting to be found.	Enjoy diversity. Tend to balk at structure—seek independence. Seek class atmosphere that is free and independent. Comfort with different formats, although may clearly prefer one. Can play the intellectual "game" fairly well. Enjoy some of the thinking tasks.	Truly enjoy all the diversity and options until they become a new form of the old Position 3 confusion. Feel comfortable moving across contexts and have the intellectual tools to do so. Feeling of intellectual mastery. Comfortable seeking aid of appropriate authority or expert.

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