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Seeing Myself As A Scholar

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I, ____________, am Seeing Myself as a Scholar
The teacher asked the student
   "What is your name?"

The student replied
   "My name is Legion for I am many."

My Name Is Legion

Within my earthly body there's a crowd;
There's one of me that's humble, one that's proud,
There's one that's broken hearted for my sins,
There's one that unrepentant sits and grins;
There's one that loves my neighbor as myself,
And one that cares for naught but fame and pelf. ¹
From much corroding care I should be free
If I could once determine which is me.

E. S. Martin

There are many ways to see myself.
In this booklet I can begin to consider four different views of myself as

a personal scholar,
a reasoning scholar,
a knowledgeable scholar and
an autonomous scholar.

¹pelf-stolen property; spoil. money; lucre; gain.
Seeing Myself as a Personal Scholar:

Do I Spend My Time
actively involved with the people and things around me? or thoughtfully involved with concepts and ideas?

E xtravert

Introvert

Do I See the World in Terms Of The immediate, real, practical facts of experience and life? or possibilities and meanings of each situation?

S ensor

In tuitive

Do I Make Decisions Based On an objective and non-personal analysis of the evidence? or a subjective judgment in which I consider the effect my decision may have on others?

T hinker

F eeler

Do I Live My Life in a decisive, planned, and orderly way, aiming to regulate and control events? or in a spontaneous, flexible way aiming to understand life and adapt to it?

J udger

P erceiver
Seeing Myself As A Reasoning Scholar

The Student Population Puzzle

Amy Inquist, a freshman, wondered how many students were attending her college. Everyone she asked gave her a different answer, so she decided to conduct an experiment to see if she could determine the student population of her college. Since she could not get all of them together at once, she decided to interview a few students and get them to wear blue armbands for one week. A week later she interviewed some students and noted how many of them were wearing blue armbands. Here are Amy Inquist's data:

First set of interviews:
She talked to 45 students and they all agreed to wear blue armbands for a week.

Second set of interviews (week later):
She talked to 72 students and of those 9 were wearing blue armbands.

Amy assumed that the students wearing armbands mixed thoroughly and randomly with the students not wearing blue armbands, then she tried to approximate the number of students attending her college.

From her data, can Amy compute the approximate number of students at her college?

yes  no  I'm not sure

Explain your answer.

If she can compute a number, what number do you think she would get?  

Explain your reasoning:
Seeing Myself As A Knowledgeable Scholar

Learning Environment Preferences

In My Ideal Learning Environment, The Teacher Would:

- teach me all the facts and information I am supposed to learn.
- be not just an instructor, but more an explainer, entertainer and friend.
- recognize that learning is mutual—individual class members contribute fully to the teaching and learning in the class.

My Ideal Learning Environment Would:

- focus more on having the right answers than on discussing methods or how to solve problems.
- provide me with an opportunity to learn methods and solve problems.
- provide me with appropriate learning situations for thinking about and seeking personal truths.

In My Ideal Learning Environment, As A Student I Would:

- enjoy having my friends in the class, but other than that classmates don’t add much to what I would get from a class.
- participate actively with my peers in class discussions and ask as many questions as necessary to fully understand the topic.
- anticipate that my classmates, would contribute significantly to the learning in the course through their own expertise in the content.

In My Ideal Learning Environment, The Classroom Atmosphere and Activities Would:

- consist of lectures (with a chance to ask questions) because I can get all the facts I need to know more efficiently that way.
- have enough variety in content areas and learning experiences to keep me interested.
- be an intellectual dialogue and debate among a small group of peers motivated to learn for the sake of learning.

In My Ideal Learning Environment The Grading Procedures Would:

- include straightforward, not "tricky," tests, covering only what has been taught and nothing new.
- be based on how much students have improved in the class and on how hard they have worked in class.
- include judgments of the quality of my oral and written work as a way to enhance my learning in the class.
Seeing Myself As An Autonomous Scholar

If I could choose any career in the world, right now I would choose to be a _____________________________.

As a high school graduate, my folks want me to
a) ____________________________________________

I disagree                      I'm not sure              I agree

After high school most of my friends intend to
b) ____________________________________________

I Intend                        I'm not sure              So do I

to ______________________________

As my occupation, my folks would like me to be a
c) ____________________________________________

I would                        I'm not sure              I agree

like to __________________________

My feelings and ideas about what I wrote in a), b), and c) above are-

My folks strongest religious beliefs are:
__________________________________________________________

Mine are the same                        I'm not sure                        different, because

Comments:

My folks views on sexual standards and behaviors are:
__________________________________________________________

I disagree                      I'm not sure              I agree

because: __________________________

My most recent, frequent disagreements with my folks are none, or
about: __________________________

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Developing The Ever Changing Images of Myself

Introduction
To be human is to be alive, to grow, to change.

As I grow, mature and develop, I build an ever more complex understanding of myself and my relationship to the world. My understanding is shaped by my parents and my friends, by my personal experiences and by my mental struggles to make sense of it all.

Having a sense of wonder is my beginning of wisdom.

Having my own wonderful ideas is my birth as a scholar.

On the next four pages are discussions of four different mirrors I can use to look at myself...
Personal Preference
What type of scholar do I prefer to be?

Brief Descriptions of Sixteen Types

ENTJ
Intuitive, Innovative ORGANIZER; aggressive, analytic, systematic; more tuned to new ideas and possibilities than to people's feelings.

ESTJ
Fact-minded, practical ORGANIZER; aggressive, analytic, systematic; more interested in getting the job done than in people's feelings.

INTP
Inquisitive ANALYZER; reflective, independent, curious, more interested in organizing ideas than situations or people.

ISTP
Practical ANALYZER; values exactness; more interested in organizing data than situations or people; reflective, a cool and curious observer of life.

ESTP
REALISTIC ADAPTER in the world of material things, good natured, tolerant, easy going; oriented to practical, first hand experience; highly observant of details of things.

ESFP
REALISTIC ADAPTER in human relationships, friendly and easy with people, highly observant of their feelings and needs; oriented to practical, first hand experience.

ISTJ
Analytical MANAGER OF FACTS AND DETAILS; concerned with peoples' welfare, dependable, painstaking and systematic; stable and conservative.

ISFJ
Sympathetic MANAGER OF FACTS AND DETAILS; dependable, decisive, painstaking and systematic; concerned with systems and organization; stable and conservative.

ISFP
Observant, loyal HELPER; reflective, realistic, empathic; patient with details, gentle and retiring; shuns disagreements, enjoy the moment.

INFP
Imaginative, Independent HELPER; reflective, inquisitive, empathic, loyal to ideals; more interested in possibilities than practicalities.

ESFJ
Practical HARMONIZER and worker with people; sociable, orderly, opinioned; conscientious, realistic and well tuned to the here and now.

ENFJ
Imaginative HARMONIZER and worker-with-people, sociable, expressive, orderly, opinioned, conscientious, curious about new ideas and possibilities.

ENFJ
People-oriented INNOVATOR of ideas; serious, quietly forceful and persevering; concerned with the common good, with helping others develop.

INTJ
LOGICAL, Critical, Decisive INNOVATOR of ideas; serious, intent, highly independent, concerned with organization, determined and often stubborn.

ENFP
Warmly enthusiastic PLANNER OF CHANGE; imaginative, individualistic; pursues inspiration with impulsive energy; seeks to understand and inspire others.

ENTP
Inventive, analytical PLANNER OF CHANGE; enthusiastic and independent; pursues inspiration with impulsive energy, seeks to understand and inspire others.

1 Lawrence, G., People Types & Tiger Stripes, 2nd Ed., C.A.P.T., 1982.

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Reasoning

The development of reasoning was extensively studied by the Swiss psychologist and epistemologist, Jean Piaget. Piaget suggested that reasoning develops gradually and sequentially and always from less effective to more effective stages. The last two stages are of particular interest to us: they are called the stages of concrete reasoning and of formal reasoning.

A person using concrete reasoning:
(a) uses concepts and simple hypotheses that make a direct reference to familiar actions and objects,
(b) follows step-by-step instructions as in a recipe, provided each step is completely specified,
(c) searches for and identifies some variables influencing a phenomenon, but does so unsystematically,
(d) makes observations and draws inferences from them, but does not consider all possibilities;
(e) responds to difficult problems by applying related but not necessarily correct rules; and
(f) processes information but is not spontaneously aware of one's own reasoning.

A person using formal reasoning:
(a) considers all possible relations of experimental or theoretical conditions, even though some may not be realized in nature;
(b) recognizes the necessity of taking into consideration all the known variables and of designing a test that controls all variables but the one being investigated;
(c) recognizes and interprets relationships in situations described by observable or abstract variables;
(d) use ratios when appropriate;
(e) recognizes that natural phenomena themselves are probabilistic in character, that any conclusions or explanatory models must involve probabilistic considerations; and
(f) is aware and critical on one's own reasoning actively checking conclusions by appealing to other known information.

This person is able to accept assumptions as the starting point for reasoning about a situation. In other words, using formal reasoning you are able to image all possible relations of factors, deduce the consequences of these relations, then empirically verify which of those consequences occurs.

Your use of formal reasoning develops from your discovery of inadequacies of concrete reasoning. At first you will apply formal reasoning patterns only in familiar situations and only partially and insystematically. As you broaden your intellectual experiences, your use of formal reasoning patterns will become explicit and useful as general problem-solving procedures.
Knowledge

One description traces the evolution in your thinking about the nature of knowledge, truth and values, and the meaning of life and responsibilities. In this description, your development moves along a continuum from a simplistic, right-wrong view of the world to a realization of a contextual nature of knowledge and values.

It may be useful to consider the continuum in three broad categories:

**Dualism.** Persons who view the world dualistically use discrete, concrete, and absolute categories to understand people, knowledge and values. Knowledge is viewed as existing absolutely. "Right answers" are the domain of established authorities and it is the role of the student to master these answers, or to learn simple truths. These persons are likely to be heard asking, "Why do we have to learn these approaches? Why can't you just teach us the right one?"

**Multiplicity.** Persons who view the world multiplicistically acknowledge that there are multiple perspectives to a given topic or problem, and those who hold different beliefs are no longer seen as being simply wrong. Questions which seemed to have single answers now may have multiple answers. They may be unable to evaluate points of view, and may even question the legitimacy of doing so. They assert that points of view or opinions are equally valid, and are therefore not subject to evaluation. After all, they say, "anyone has a right to an opinion" and "you can't judge opinions." Later they begin to see the difference between an unconsidered belief and a considered judgment.

**Relativism.** Persons who view the world relativistically recognize that knowledge is contextual and relative. The existence of different perspectives are seen as pieces which fit together into a larger whole. They show a capacity for detachment; they seek "a big picture," are able to think analytically, and evaluate their own ideas as well as those of others. Relativists often resist decision-making. The merits of the alternative perspectives are so clear that it becomes nearly impossible to choose among them, fearing that to do so would sacrifice the appreciation for the other views. After while these persons begin to realize the need to evolve and endorse their own choices from the multiple "truths" that exist in a relativistic world.
Autonomy

Identity is defined as a primarily unconscious process that unifies my personality and links me to the social world. It is a crucial aspect of my selfhood. Identity is a stable, consistent, and reliable sense of who I am and what I stand for in the world. It provides a bridge between what I regard as central to me and how I am viewed by significant others.

People differ in how much they are willing or able to explore possibilities within themselves, how much they realize their individuality and uniqueness, and how much they allow themselves to be defined by others. Self-identity has been divided into four types. They are:

Type D [for Diffusion]. These people are beginning to abandoned childhood resolutions yet are not struggling for new ones. They are not involved in the self-identity-formation process. They see themselves as malleable clay available to be molded by life forces. They are experiencing neither crisis nor commitment.

Type F [for Foreclosure]. These people have carried forward either parentally derived expectations or childhood plans and beliefs without subjecting them to question or scrutiny. They adopt life projects and goals that have been passed to them through their families, communities, schools, etc.

Type M [for Moratorium]. These people are actively in a crisis or exploratory phase. They are struggling to make commitments but have not yet found the right ones for them. They are consciously testing possible ways of being in efforts to discover an identity that fits their inner selves.

Type A [for Achievement] These people have undergone the process of testing options, then committed themselves to ways of being. They have already experienced the Moratorium crisis and exploration phase of identity formation. They now seek cultural avenues to express their sense of themselves, and make commitments to ways of being and experiencing.

The passage from adolescence to adulthood, is a time in which many of your identity choices are made. Identity formation is an attempt to relate yourself, as a newly autonomous individual, to society. Identity is the link between the you and the world, defining for what you will stand and be recognized. Some are wont to define themselves by occupation or by their distinctiveness from others. Others, by contrast, orient themselves in more complicated ways, balancing many involvements and aspirations, with connections to other people paramount.

The identity work accomplished during adolescence appears to have profound implications for the remainder of your life. Decisions about marriage or career, will, for example, either constrain or engender your later choices. Adolescence is a critical time for selecting the parameters of your adult lives.
As A Scholar,

- I will seek to expand my horizons by choosing new, different learning opportunities;
- I will acknowledge my dependence upon the work of previous scholarship;
- I will be able to work closely with others, to mentor and to be mentored;
- I will seek to form my mind so I can be critical, can verify, and will just not accept everything I am offered. [There is great danger today from slogans, collective opinions, ready-made trends of thought.]
- I will be able to resist individually, to criticize, to distinguish between what is proven and what is not.
- I will as an active learner by myself and with others, by our own spontaneous activities and by learning experiences set before us distinguish between what is verifiable and what is simply the first idea to come to us.
- I will strive to become a person who is capable of doing new things, not simply repeating what other generations have done.

I will become a person who is-

... a creator,
... an inventor,...and
... a discoverer.

For Additional Reading:

Personal Preferences

Reasoning:

Commitment:
Gilligan, C., Moral Development.

Autonomy