Independent Work:
How to go from Dependent to Independent

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Motivation

- Lack of understanding of own skills competence
- Unawareness of degree of scholarship in activities
  - Quality of work
- Unrealistic expectations
  - Expect an A for non-quality work

Psychology

- Study of human mental functions and behavior
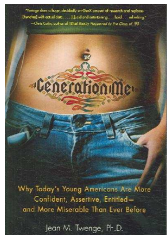 - Why do we behave in a certain way

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Skills for success in higher education

- Independence
- Perseverance
- Responsibility
- Dedication
- Initiative
- Scholarship
- Freedom from emotional conflict

A problem here? Maybe.

- Jean Twenge
  - Psychology Researcher
  - Professor San Diego State
  - Books:
    - Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled -- and More Miserable Than Ever Before
    - The Narcissism Epidemic: Living in the Age of Entitlement

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A problem here? Maybe.

- Jean Twenge studied personality traits an attitudes from 1950 to the current days in her PhD.
  - 1.3 million of subjects.
  - "Generation Me describes anyone born in the 1970s, 1980s, or 1990s"
    - "These are today's young people, those who take it for granted that the self comes first."
- Like it or not, when you were born dictates the culture you will experience.
  - "Men resemble the times more than they resemble their fathers". – Arab proverb.

Taken from Generation Me by Jean M. Twenge, PhD.

More on generation me.

- What are her findings?
  - Individual comes first
  - Feeling good about yourself is a primary virtue

Taken from Generation Me by Jean M. Twenge, PhD.

More on generation me.

- Adulthood shock
  - Constant praise in childhood and self-esteem boosting, unrealistic expectations did not prepare us for increasingly competitive workplace.
  - Depression
- Yeah, right attitude.
  - There is no point in trying.
    - Self esteem will suffer if you fail.(not feeling good).

Contrast?

University
- Perseverance
- Focus on scholarship
- Acceptance of responsibility.
- Freedom from emotional conflict.

Generation ME
- There is no point in trying
- Focus on feeling good.
- "Personal responsibility has faded." Blame others.
- Depression and loneliness.

Responsible independent study

A Second Study

- **Student Expectations Seen as Causing Grade Disputes**
  - MAX ROOSEVELT, February 17, 2009, New York Times
- Research at University of California, Irvine
  - Ellen Greenberger
    - Research Professor, Ph.D. Harvard University
    - Department of Psychology and Social Behavior
    - "Self-Entitled College Students: Contributions of Personality, Parenting, and Motivational Factors"
    - The Journal of Youth and Adolescence

Students expectations….

- "Many students come in with the conviction that they've worked hard and deserve a higher mark,"
- "He attributes those complaints to his students' sense of entitlement"
- "That is the default grade. They see the default grade as an A."
- "Students often confuse the level of effort with the quality of work. There is a mentality in students that 'if I work hard, I deserve a high grade."
- "Attributing the outcome of a failure to someone else is a common problem."

Example: Sense of entitlement?

- 03/13/2009
- When Miley Cirus learned that Radiohead was not interested in meeting her:
  - "I'm gonna ruin them"
- "When Miley grows up, she'll learn not to have such a sense of entitlement,"
  - Radiohead (English rock band)

A Third Study

- Justin Kruger and David Dunning
  - Cornell University
  - Psychology Department
- Dunning-Kruger Effect
  - *Published in the Journal of Personality and Social Psychology*
  - December 1999

Dunner-Kruger Effect

- Cognitive bias
  - "people reach erroneous conclusions and make unfortunate choices, but their incompetence robs them of the metacognitive ability to realize it"
    - Incompetence – lack of competence
      - Competence - skill, knowledge, or ability
- Study on logical reasoning skills, grammatical skills, and humor

Dunner-Kruger Effect

- With a typical skill which humans may possess in greater or lesser degree
  - Incompetent individuals tend to overestimate their own level of skill.
  - Incompetent individuals fail to recognize genuine skill in others.
  - Incompetent individuals fail to recognize the extremity of their inadequacy.
  - If they can be trained to substantially improve their own skill level, these individuals can recognize and acknowledge their own previous lack of skill.

Dunner-Kruger Effect

- People with true knowledge tended to underestimate their competence!!!!!

Cognitive Psychology

- Study how people
  - Perceive
  - Learn
  - Remember
  - Think
- Combines
  - Neuroscience, computer science, linguistics, anthropology, philosophy.

Cognitive Development

- Many students move through stages of cognitive development
  - Each more complex than previous stage
  - As students move through stages
    - Perceive experience
    - Organize experience
    - Evaluate experience
  - Positions 1, 2, 3: dualistic
  - Positions 4, 5, 6: relativistic

Cognitive Development

- Dualistic: how to account for uncertainty
  - Position 1: All information is either right or wrong. Uncertainty is not perceived.
  - Position 2: All information is either right or wrong, and where uncertainty seems to exist, it is really an error committed by a wrong authority.
  - Position 3: All information is either right or wrong, but uncertainty is acceptable in areas where experts do not know the answers yet. Someday the right answer will be discovered or found.

Cognitive Development

- Behavior in dualistic stage
  - Classroom where multiple points of view are presented
    - Act confused
    - Hostile
  - Want facts
    - Do not give me conflicting opinions
  - Teacher must be strong, authoritative, clear
  - Passive recipients of body of knowledge
    - Resent being asked to play an active role in class

Cognitive Development

- Behavior in dualistic stage
  - Positions 1 and 2
    - Students learn by memorizing
    - Learn basic facts
    - Definitions
    - Identify parts
  - Position 3
    - Students can compare and contrast
    - See multiple perspectives, parts, opinions, evaluations
    - Basic analytic tasks but need how to use supportive evidence

Cognitive development

- Relativistic: Knowledge seems uncertain or valid within a context
  - Position 4: The student begins to feel that most questions cannot be answered with absolute certainty and when uncertainty prevails, feels that all answers are of equal value
  - Position 5: The sense of relativism enlarges and the student begins to form non absolute criteria for making judgments
  - Position 6: The ability to make judgments increases and a personal stance or commitment develops

Cognitive development

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Cognitive development

- Students in position 4
  - Compare and contrast
  - Abstract analysis
  - Synthesis
  - Positive and negative critiques, support arguments
- Students in position 5 &6
  - Can relate learning in one context with another
  - Look for relationships in learning
  - Evaluate
  - Conclude
  - Support analysis
  - Synthesize different points of view
  - Modify and expand concepts
  - Generate new ways of looking at questions and formulate new questions

Blooms taxonomy

- Level of abstraction and complexity of thinking process
  - Knowledge
  - Comprehension
  - Application
  - Analysis
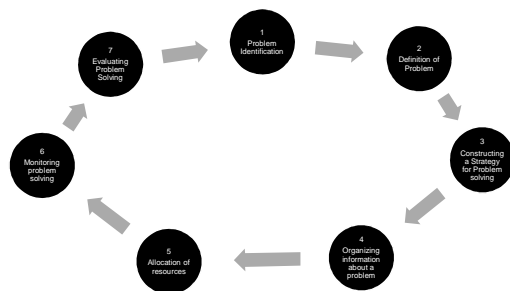 - Synthesis
  - Evaluation

Definition

- Knowledge: Remembering the previously learned material
- Comprehension: Ability to grasp meaning of the material
- Application: Ability to use learned material in new and concrete situations.
- Analysis: Ability to break down material into its component parts so that its organization and structure may be understood.
- Synthesis: Ability to put parts together to form a new whole.
- Evaluation: Ability to judge the value of material for a given purpose.

Problem Solving

- "We engage in problem solving when we need to overcome obstacles to answer a question or to achieve a goal."

Problem solving cycle

Problem Solving Cycle

- Problem Identification
  - Identifying the problematic situation and the goal.
- Problem definition and representation
  - Define and represent the problem well enough to understand how to solve it.
  - Most important step.

Problem Solving Cycle

- Strategy formulation: Plan a strategy to solve it.
  - Includes analysis, synthesis
  - Divergent and vergent thinking
    - Divergent thinking
      - Several alternatives to a solution
    - Vergent thinking
      - Narrow down multiple possibilities to converge to a single best answer.

Problem Solving Cycle

- Organization of information
  - Organize available information in a way that enables you to implement the strategy.
- Resource allocation
  - Limited resources
    - Time
    - Money
    - Equipment
    - Energy
    - Space
    - Etc.

Problem solving cycle

- Monitoring
  - Do not set a path to reach a solution and wait until the end to check where they are.
  - Check all along the way to make sure you are getting closer to the goal.
  - Reassess.
- Evaluation
  - Evaluate solution after you have finished.
  - New insights. Lessons learned.

Self regulated learning

- Consists of the development of a set of constructive behaviors that affect one's learning.
  - Regulation of three different aspects of academic learning.
    - Self regulation of behavior
    - Self regulation of motivation
    - Self regulation of cognition
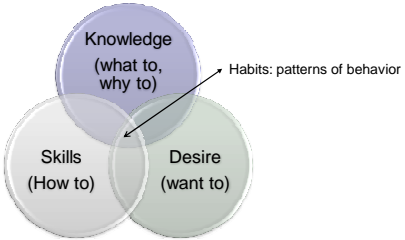
Self regulated learning

- Self-regulation of *behavior*
  - Active control of the various resources students have available to them
    - Time, study environment, and their use of others such as peers and faculty members to help them.
- Self-regulation of *motivation*
  - *C*ontrolling and changing motivational beliefs such as self-efficacy and goal orientation
    - Adapt to the demands of a course.
    - Learn how to control their emotions and affect (such as anxiety) in ways that improve their learning.

Self regulated learning

- Self-regulation of cognition
  - *C*ontrol of various cognitive strategies for *learning*
    - *U*se of deep processing strategies that result in better learning and performance

Effective Habits

Knowledge (what to, why to)

Skills (How to)

Desire (want to)

Habits: patterns of behavior

Taken form "The Seven Habits of Highly Effective People"

Maturity continuum

- From dependence to independence
  - Infant
    - Totally dependent on others
    - Directed, nurtured and sustained by others
  - Independent
    - Physically, Mentally, Emotionally, Financially
    - Take care of ourselves
    - Self reliant

Taken form "The Seven Habits of Highly Effective People"

Maturity Continuum

- Dependence
  - You take care of me
  - You come through me
  - You did not come through
  - I blame you for the results

  Dependent people need others to get what they want

- Independence
  - I can do it
  - I am responsible
  - I am self-reliant
  - I can choose.

  Independent people can get what they want through their own effort.

Taken form "The Seven Habits of Highly Effective People"

What to do?

- Be proactive
  - Taking initiative.
  - Act or be acted upon.
- Begin with an end in mind
  - Begin with an image, picture or paradigm of where do you want to be (what do you want to do)
  - Visualize yourself. Mental creation.
- Put first things first
  - Personal management
  - Self- management.
  - Manage time. Priorities.

Taken form "The Seven Habits of Highly Effective People"

So what would you do now?

- Are you dependent or independent
- Are you still blaming others for your own level of competency?

Last thought…

- Blink
  - Malcom Gladwell
  - Theory of rapid cognition
  - Theory of thin-slicing
    - Ability to judge what is really important from a very narrow period of experience
      - John Gottman
        - Researcher – Divorce
        - After analyzing a normal conversation between a husband a wife, Gottman can predict whether that couple will be married in 15 years with 95% accuracy. If he only analyzes them for 15 minutes, his accuracy reduces to 90%.
- In very few minutes a professor can grasp if you have worked or not in the project.

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