

Values-Realizing Theory – Five critical dimensions

Plural-

Heterarchical-

Developing-

Frustrating–

Legitimizing-

Values-Realizing Theory –

Plural-- multiple goods define even simplest ecosystem

Heterarchical-- no fixed ordering of values; rather they are mutually constraining

Developing-- values are self-revealing and partially tacit,
and they demand a complementary responsibility of agents

Frustrating-- inability to achieve a given value; values-realizing is open-ended and
adventurous ('edgy')

Legitimizing-- basis for choosing goals & rules, and coordinating laws

Values

Plural-- multiple goods define even simplest ecosystem

driving – not just about safety

vision -- not just clarity

learning & science --- not just accuracy

Values

Plural-- multiple goods define even simplest ecosystem

Heterarchical-- no fixed ordering of values; rather they are mutually constraining

Developing-- values are self-revealing and partially tacit,
and they demand a complementary responsibility of agents

Frustrating-- inability to achieve a given value; values-realizing is open-ended and
adventurous ('edgy')

Legitimizing-- basis for choosing goals & rules, and coordinating laws

HETERARCHY

definition---

A coalition of components that work together cooperatively, in which one component may take the lead with respect to another at one time, and at another time, the other component will lead. “Subordinate” and “executive” roles are not fixed; rather, they are reversible over time or task.

Term comes from Warren McCulloch – no fixed ordering of values, in terms of neural functioning involved in decision making

At some particular moment in driving, safety may take the lead with respect to other values, at other times speed, or accuracy, or kindness may be paramount.

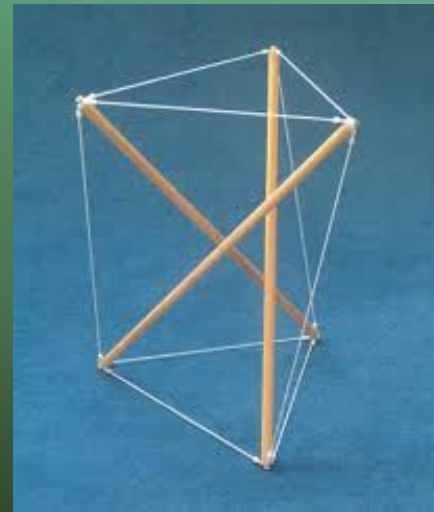
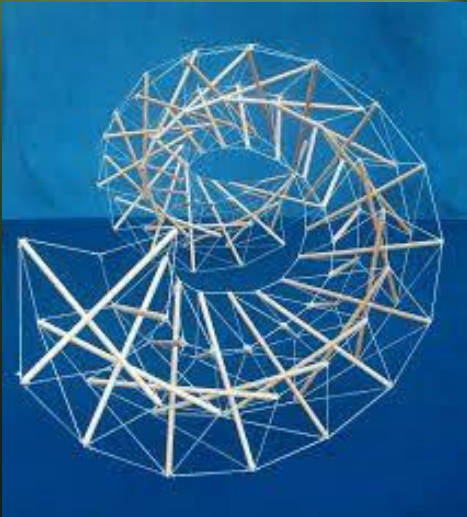
Mistake of researchers: focusing on a single value

HETERARCHY

Tension among values is not a simple tradeoff

Sometimes being safe means going faster, and cutting it closer

Values-realizing theory hypothesis: Over time and task all of the values constrain activities equally, but this entails appropriate shifts over time.



An irony of the plurality and heterarchy of values—

Focusing on a single value often makes it more difficult to realize



Examples

1. Harry Heft's studies on reaching---

simple task – judging distances (Can I reach x ?)

Results: People tended to overestimate what they could reach

Irony: People were much more accurate when the reaching task was embedded within a game, with time constraints on reaching task

a more comprehensive (meaningful) and complex (challenging) context



Other examples:



2. Gigerenzer--- experts in golf were more accurate when they had less time

3. Examples from neuroscience –

patients could not do “simple” task, but could do “complex” task that included the simple task as one of its components

patients that cannot grasp a cylinder in a neurological test situation, but moments later can pick up a glass and drink from it – a cylinder almost identical to one in the test situation

Values

Plural-- multiple goods define even simplest ecosystem

Heterarchical-- no fixed ordering of values; rather they are mutually constraining

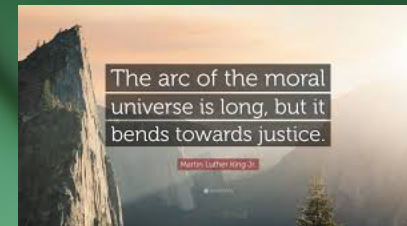
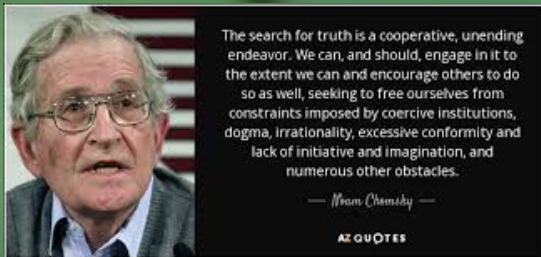
Developing-- values are self-revealing and partially tacit,
and they demand a complementary responsibility of agents

Frustrating-- inability to achieve a given value; values-realizing is open-ended and adventurous ('edgy')

Legitimizing-- basis for choosing goals & rules, and coordinating laws

Developmental dimension of realizing values

One never fully realizes a value (unlike a goal, which can be achieved)



Developmental dimension of realizing values

One never fully realizes a value (unlike a goal, which can be achieved)

Values reveal themselves over time as we engage in activities (e.g., driving) and practices (e.g., being a parent)



Developmental dimension of realizing values

One never fully realizes a value (unlike a goal, which can be achieved)

Values reveal themselves over time as we engage in activities (e.g., driving) and practices (e.g., being a parent)

Values are often not obvious until we commit ourselves to the activities or practices, and begin to learn what they entail



Developmental dimension of realizing values

One never fully realizes a value (unlike a goal, which can be achieved)

Values reveal themselves over time as we engage in activities (e.g., driving) and practices (e.g., being a parent)

Values are often not obvious until we commit ourselves to the activities or practices, and begin to learn what they entail

One learns to be a good parent, or a good scientist, or a good driver by practicing, making mistakes, and exploring the affordances of that task, activity, or practice.



Developmental dimension of realizing values

One never fully realizes a value (unlike a goal, which can be achieved)

Values reveal themselves over time as we engage in activities (e.g., driving) and practices (e.g., being a parent)

Values are often not obvious until we commit ourselves to the activities or practices, and begin to learn what they entail

One learns to be a good parent, or a good scientist, or a good driver by practicing, making mistakes, and exploring the affordances of that task, activity, or practice.

We do not have a completely clear, coherent, comprehensive, and complex understanding of justice, or truth, or freedom or clarity and coherence, for that matter

We are all still learning what it means to be a good parent, a good son or daughter, a good business, a good science, a good nation, etc.



Jackie Goodnow's research on tasks parents assign to their children

What is the conventional wisdom about how to produce good children? Is this what parents do?

what strange behaviors did she observe?



Jackie Goodnow's research on tasks parents assign to their children

What is the conventional wisdom about how to produce good children? Is this what parents do?

what strange behaviors did she observe?

what is it that parents seem to care about?

how might the strange behaviors work to help children learn to be responsible, gracious, and kind?

Why values cannot be taught (in the sense of 'transmitted')

Parents answer to values too

Parents learn from their children, as children do from their parents

Why values cannot be taught (in the sense of 'transmitted')

Parents answer to values too

Parents learn from their children, as children do from their parents

Helping one's child is complicated, delicate –

must be prospective

since child and parent are often apart, and one day this
parting will be permanent

*Parents and children work together to learn how to attend to, and to
realize values*

Values

Plural-- multiple goods define even simplest ecosystem

Heterarchical-- no fixed ordering of values; rather mutual submission

Developing-- values are self-revealing and partially tacit,

and they demand a complementary responsibility of agents

Frustrating--- tension of multiple values prevents any one of them from being maximized

‘edginess’ and tension of skill and grace

Legitimizing-- basis for choosing goals & rules, and coordinating laws

Frustration

Beek, Turvey, and Schmidt (1992) --- Study of expert JUGGLERS

tension of lawful and rule-following processes as it appears in juggling.

They observed that jugglers did not lock into lawful modes, but rather assembled their actions just outside the borders of these lawful modes. The better the juggler the closer they came to the border of these regions of stability; juggling is best *on the edge of the law*.



Frustration

Beek, Turvey, and Schmidt (1992) --- Study of expert JUGGLERS

tension of lawful and rule-following processes as it appears in juggling.

They observed that jugglers did not lock into lawful modes, but rather assembled their actions just outside the borders of these lawful modes. The better the juggler the closer they came to the border of these regions of stability; juggling is best *on the edge of the law*.

Furthermore, they observed that the "reproducible initial conditions" that might fix the oscillation patterns in a rule-governed way were not satisfied but were *assembled afresh each cycle*."

Great juggling maintains a delicate and delightful balance between stability and freedom; its value is captured neither by laws nor rules.

Frustration---

“biological action systems are "to a considerable extent 'frustrated' . . . meaning that [they] are subject simultaneously to very many different physical requirements that they cannot possibly satisfy fully" (p. 91, italics added).

Beek et al., 1992

This is precisely the heterarchical nature of values. All the values that give order and meaning to our existence obligate us.

The frustration of values-realizing



The hope of values-realizing



Frustration---

Hearts are frustrated systems--- they are irregular and regular, teetering on the edge of stability and chaos

A healthy heart demonstrates this complexity

Unhealthy hearts are too regular or too chaotic



Frustration---

Hearts are frustrated systems--- they are irregular and regular, teetering on the edge of stability and chaos

A healthy heart demonstrates this complexity

Unhealthy hearts are too regular or too chaotic

Many, if not all, human activities are complex in this way

We want to simultaneously be clear and comprehensive, coherent and complex.

Learning is always on the edge in just this way --- learning about psychology, or about France, or about God's will, or how to love a spouse or a child, etc.

Thus, driving, juggling, learning, etc., are *acts of faith*



*The frustration & hope
of values-realizing*



Values

Plural-- multiple goods define even simplest ecosystem

Heterarchical-- no fixed ordering of values; rather mutual submission

Developing-- values are self-revealing and partially tacit,

and they demand a complementary responsibility of agents

Frustrating--- tension of multiple values prevents any one of them from being maximized

‘edginess’ and tension of skill and grace

Legitimizing-- basis for choosing goals & rules, and coordinating laws

Values *legitimate* our actions and activities

What makes music playing, juggling, or conversing the “real thing” (i.e., a legitimate exemplar of the art) is a values-realizing judgment

it cannot be defined by goals reached,
rules followed,
or natural law processes alone
(although all of these are involved)

Thought question: What is EDUCATION?

What makes education legitimate?

A degree? A job? Grad school? Reputation?

What makes a Christian legitimate?

What makes your life worth living?

Values-Realizing Theory –

Plural-- multiple goods define even simplest ecosystem

Heterarchical-- no fixed ordering of values; rather they are mutually constraining

Developing-- values are self-revealing and partially tacit,
and they demand a complementary responsibility of agents

Frustrating-- inability to achieve a given value; values-realizing is open-ended and
adventurous ('edgy')

Legitimizing-- basis for choosing goals & rules, and coordinating laws