

TEACHERS' PERSONAL EPISTEMOLOGIES

Evolving Models for Informing Practice



**Gregory Schraw
Jo Lunn Brownlee
Lori Olafson
Michelle Vanderveldt**

**A VOLUME IN: CURRENT PERSPECTIVES ON
COGNITION, LEARNING AND INSTRUCTION**

Teachers' Personal Epistemologies: Evolving Models for Informing Practice

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Current Perspectives on Cognition, Learning and Instruction

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CONTENTS

Dedication viii

Preface ix

SECTION 1

INTRODUCTION

- 1. Teachers' Personal Epistemologies: Theoretical and Practical Considerations 3**

Gregory Schraw, Lori Olafson, and Joanne Lunn

SECTION 2

CONCEPTUAL FRAMES WORKS FOR UNDERSTANDING BELIEFS'

- 2. The Functions of Beliefs: Teachers' Personal Epistemology on the Pinning Block 25**

Helenrose Fives and Michelle M. Buehl

- 3. The Epistemic Climate of Mrs. M's Science Lesson about the Woodlands as an Ecosystem: A Classroom-Based Research Study 55**

Florian C. Feucht

SECTION 3
DEVELOPMENT OF BELIEFS

4.	An Account of Teachers’ Epistemological Progress in Science	87
	<i>Jessica Watkins, Janet E. Coffey, April Cordero Maskiewicz, and David Hammer</i>	
5.	Self-Authorship as a Framework for Understanding the Professional Identities of Early Childhood Practitioners.....	113
	<i>Angela Edwards ,Jo Lunn Brownlee, and Donna Berthelsen</i>	
6.	Understanding the Epistemic Nature of Teachers’ Reasoning Behind Their Practices From an Aristotelian Perspective.....	141
	<i>Khalil Gholami</i>	
7.	Personal Epistemology, Nature of Science and Instructional Practice: Towards Defining a Meaningful Relationship	169
	<i>Hasan Deniz</i>	
8.	Exploring Bloom’s Taxonomy as a Bridge to Evaluativism: Conceptual Clarity and Implications for Learning, Teaching, and Assessing	191
	<i>Lisa Bendixen, Denise Winsor, and Raelynn Frazier</i>	

SECTION 4
CHANGING PRESERVICE
AND INSERVICE TEACHERS’ BELIEFS

9.	The Potential of Course Interventions to Change Preservice Teachers’ Epistemological Beliefs.....	215
	<i>Meghan Parkinson_and_Liliana Maggioni</i>	
10.	Addressing Teacher Epistemology and Ideology in History Pedagogy: Teaching Historical Thinking and Media	239
	<i>Jeremy Stoddard</i>	
11.	Clearing a Path for Constructivist Beliefs: Examining Constructivist Pedagogy and Pre-Service Teachers’ Epistemic and Learning Beliefs.....	265
	<i>Melissa C. Duffey, Krista R. Muis, and Michael J. Foy</i>	

12. Exploring the Factors Contributing to Preservice Elementary Teachers' Epistemological Worldviews about Teaching Science.....	291
<i>Elif Adibelli-Sahin and Janelle M. Bailey</i>	
13. Teaching Knowledge and Beliefs in Preservice Teachers	323
<i>Gregory Schraw, Lori Olafson, and Michelle Vander Veldt Brye</i>	
14. The Place of Epistemological Beliefs Within Teachers' Social Representation Systems: A Model to Explain Geography Teachers' Practices.....	351
<i>Fernando Alexandre</i>	

SECTION 5

PERSONAL EPISTEMOLOGY IN HIGHER EDUCATION

15. The Personal Epistemologies of Tutors in Higher Education.....	387
<i>Fiona Hallett and Arthur Chapman</i>	

SECTION 6

CONCLUSION

16. Reflection and Reflexivity: A Focus on Higher Order Thinking in Teachers' Personal Epistemologies	409
<i>Jo Lunn Brownlee and Gregory Schraw</i>	
Biographies	429

DEDICATION

This book is dedicated to Gregg Schraw, who passed away in September 2016. A Barrack Distinguished professor of educational psychology, he held a PhD in learning and an M.S. in applied statistics. His research in the field of epistemic cognition has been both inspirational and enduring. In particular, he has helped to shape how we think about teacher beliefs in the context of classroom interactions and this influence lives on in the current edited volume. As well as being an insightful researcher, Gregg was a very kind, encouraging and generous mentor who allowed others to grow and prosper both personally and professionally. He invited the contributions of others to a field he had significantly defined and enabled true synergies to develop. Gregg's work lives on in both the field he has helped to create and nurture and the lives of the researchers he has supported along the way.

PREFACE

The focus of this book is to explore teachers' evolving personal epistemologies, or the beliefs we hold about the origin and development of knowledge in the context of teaching. The chapters focus on a range of conceptual frameworks about how university and field-based experiences influence the connections between teachers' personal epistemologies and teaching practice. In an earlier volume we investigated preservice and inservice and teaching practice (Brownlee, Schraw, & Berthelsen, 2011). While we addressed the nature of teachers' personal epistemology, learning and teaching practices, and approaches for changing beliefs throughout teacher education programs, the volume did not address conceptual frameworks for the development of teacher's personal epistemologies. The current volume is focused on teacher educators, teachers and teacher education programmers in universities with an overall aim of highlighting how we might support preservice teachers to engage in learning that is challenging and to engage inservice teachers in professional experiences that promote changes in teaching practice. We argue that teachers need to be encouraged to question their beliefs and develop increasingly sophisticated beliefs about their knowledge and their students' knowledge that facilitate learning and intellectual growth.