TEACHERS’ PERSONAL EPISTEMOLOGIES
Evolving Models for Informing Practice

Gregory Schraw
Jo Lunn Brownlee
Lori Olafson
Michelle Vanderveldt

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Teachers’ Personal Epistemologies: Evolving Models for Informing Practice

Edited by
Gregory Schraw
Jo Lunn Brownlee
Lori Olafson
Michelle Vander Veldt Brye
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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.
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.