

Myint Swe Khine *Editor*

Knowing, Knowledge and Beliefs

Epistemological Studies across
Diverse Cultures



Springer

Knowing Knowledge And Beliefs Epistemological Studies Across Diverse Cultures

Lisa D. Bendixen, Florian C. Feucht



Knowing Knowledge And Beliefs Epistemological Studies Across Diverse Cultures:

Knowing, Knowledge and Beliefs Myint Swe Khine, 2007-12-25 Beliefs about nature of knowledge and learning or epistemological beliefs have been an interest of educational researchers and psychologists for the past several years New perspectives on theoretical conceptual and methodological approaches and empirical studies on epistemological beliefs are emerging in the literature as a well defined field of study Studies show that personal epistemology has influence on comprehension study strategies learning process and academic performance Research in this area has undergone considerable growth in the past decades and has now reached a stage of notable diversity and internationalization Bringing together prominent educators and researchers this book focuses on conceptual and methodical issues and state of the art theoretical understanding on epistemological beliefs from educational and psychological perspectives It is a critical and specialized source that describes recent advances in conceptualization and epistemological studies across diverse cultures

Epistemological Beliefs and Critical Thinking in Mathematics Benjamin Rott, 2021-08-30 Epistemological beliefs i e beliefs on the nature of knowledge its limits sources and justification play an important role both in everyday life and in learning processes This book comprises several studies dealing with such beliefs in the domain of mathematics amongst others a qualitative interview study and quantitative studies for which a new questionnaire has been developed In this new instrument belief position e g mathematical knowledge is certain vs uncertain and belief argumentation the way those positions are justified are differentiated Additionally a test for mathematical critical thinking has been designed The results show significant correlations between sophisticated belief argumentations and high scores in the critical thinking test but no correlations regarding belief positions

Methods and Paradigms in Education Research Ling, Lorraine, Ling, Peter, 2016-10-31 The tools used in data collection have the ability to influence the ways information is perceived and generated Analyzing research processes is a concept that can be overlooked though is as important as the information itself Methods and Paradigms in Education Research addresses the innovative formulaic approaches taken in research to challenge their effectiveness Featuring coverage on selection forms and analytical procedures of data this publication is essential for researchers students and academicians seeking current information on understanding research methodology

Personal Epistemology and Teacher Education Jo Brownlee, Gregory Schraw, Donna Berthelsen, 2012-05-23 Personal Epistemology and Teacher Education edited by Joanne Brownlee Gregg Schraw and Donna Berthelsen provides an international perspective on teachers personal epistemology or beliefs about the nature of knowledge and knowing Research from The Netherlands Cyprus Australia United States Canada Norway and Taiwan is presented to provide diverse viewpoints on personal epistemology for early childhood primary secondary and tertiary teaching contexts The text provides a platform for cutting edge theory and research about how personal epistemology can be applied to the context of teacher education thereby making explicit the connection between personal epistemology and teaching and students learning outcomes Topics

include Cultural differences in teacher epistemology and the impact on students learning Teachers epistemological beliefs and inclusion Teachers epistemology and reading lessons citizenship education and teaching science Epistemology in a social context Teachers epistemological beliefs and student autonomy Teacher education and analysis of preservice and practicing teachers Implications of teachers epistemological beliefs Connections to future practice Teacher education and teacher behaviours are foregrounded across the topics with an emphasis on the origin and composition of teachers epistemological beliefs and how universities motivate change through formal teacher education Teaching behaviours are discussed in relation to how teachers beliefs are related to the curricular and pedagogical choices that they make in their classrooms assessment of learning outcomes and classroom management practices

Personal Epistemology in the Classroom Lisa D.

Bendixen, Florian C. Feucht, 2010-01-28 This book presents theoretical and empirical work pertaining to personal epistemology in the classroom and consider its broader educational implications

Handbook of Epistemic Cognition

Jeffrey A. Greene, William A. Sandoval, Ivar Bråten, 2016-01-22 The Handbook of Epistemic Cognition brings together leading work from across disciplines to provide a comprehensive overview of an increasingly important topic how people acquire understand justify change and use knowledge in formal and informal contexts Research into inquiry understanding and discovery within academic disciplines has progressed from general models of conceptual change to a focus upon the learning trajectories that lead to expert like conceptualizations skills and performance Outside of academic domains issues of who and what to believe and how to integrate multiple sources of information into coherent and useful knowledge have arisen as primary challenges of the 21st century In six sections scholars write within and across fields to focus and advance the role of epistemic cognition in education With special attention to how researchers across disciplines can communicate and collaborate more effectively this book will be an invaluable resource for anyone interested in the future of knowledge and knowing Dr Jeffrey A Greene is an associate professor of Learning Sciences and Psychological Studies in the School of Education at the University of North Carolina at Chapel Hill Dr William A Sandoval is a professor in the division of Urban Schooling at the UCLA Graduate School of Education Information Studies Dr Ivar Br ten is a professor of Educational Psychology at the Faculty of Educational Sciences at the University of Oslo Norway

Links Between Beliefs and Cognitive Flexibility Jan Elen, Elmar Stahl, Rainer Bromme, Geraldine Clarebout, 2011-08-20

With the world and its structures becoming ever more complex and the nature of future employment becoming ever more unpredictable the notion of cognitive flexibility has a high profile in educational and psychological debate The contributions in this volume analyze the nature of cognitive flexibility as well as the impact of different types of beliefs on cognitive flexibility Making adequate decisions requires considering input from a variety of continuously evolving sources rather than adhering to predetermined procedures Adopting a position in a debate necessitates the critical evaluation of different alternatives while solving a problem entails selecting appropriate problem solving strategies Meanwhile studying requires students to integrate a range

of interventions and treating a patient involves making a differential diagnosis The common factor cognitive flexibility lies at the core of effective functioning in complex domain specific environments Cognitive flexibility can be described as the disposition to consider diverse information elements while deciding on how to solve a problem or to execute a learning related task in a variety of domains The concept of disposition implies that individuals will not always demonstrate cognitive flexibility even if they are in principle able to act in a cognitively flexible way The notion does not require that alternatives are always deliberately considered which is why this volume s tandem discussion of beliefs is key element of the discussion Beliefs play a central role in cognitive flexibility and relate to what individuals consider to be important valid and or true Of specific interest is the relationship between epistemological beliefs and cognitive flexibility especially as a particular subset of epistemological beliefs seems to be a prerequisite to a cognitively flexible disposition Teachers' Personal Epistemologies Gregory Schraw,Jo Lunn Brownlee,Lori Olafson,Michelle Vander Veldt Brye,2017-07-01 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 teachers beliefs and teaching practices Brownlee Schraw and Berthelsen 2011 While we addressed the nature of teachers personal epistemologies 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 To address this gap the book is focused on teacher educators teachers and teacher education programmers in universities with an overall aim of highlighting how we might support preservice teachers involvement in learning that is challenging and inservice teachers engagement 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 *Epistemic Fluency and Professional Education* Lina Markauskaite,Peter Goodyear,2016-09-21 This book by combining sociocultural material cognitive and embodied perspectives on human knowing offers a new and powerful conceptualisation of epistemic fluency a capacity that underpins knowledgeable professional action and innovation Using results from empirical studies of professional education programs the book sheds light on practical ways in which the development of epistemic fluency can be recognised and supported in higher education and in the transition to work The book provides a broader and deeper conception of epistemic fluency than previously available in the literature Epistemic fluency involves a set of capabilities that allow people to recognize and participate in different ways of knowing Such people are adept at combining different kinds of specialised and context dependent knowledge and at reconfiguring their work environment to see problems and solutions anew In practical terms the book addresses the following kinds of questions What

does it take to be a productive member of a multidisciplinary team working on a complex problem What enables a person to integrate different types and fields of knowledge indeed different ways of knowing in order to make some well founded decisions and take actions in the world What personal knowledge resources are entailed in analysing a problem and describing an innovative solution such that the innovation can be shared in an organization or professional community How do people get better at these things and how can teachers in higher education help students develop these valued capacities The answers to these questions are central to a thorough understanding of what it means to become an effective knowledge worker and resourceful professional *Encyclopedia of Christian Education* George Thomas Kurian, Mark A.

Lamport, 2015-05-07 Christianity regards teaching as one of the most foundational and critically sustaining ministries of the Church As a result Christian education remains one of the largest and oldest continuously functioning educational systems in the world comprising both formal day schools and higher education institutions as well as informal church study groups and parachurch ministries in more than 140 countries In *The Encyclopedia of Christian Education* contributors explore the many facets of Christian education in terms of its impact on curriculum literacy teacher training outcomes and professional standards This encyclopedia is the first reference work devoted exclusively to chronicling the unique history of Christian education across the globe illustrating how Christian educators pioneered such educational institutions and reforms as universal literacy home schooling Sunday schools women s education graded schools compulsory education of the deaf and blind and kindergarten With an editorial advisory board of more than 30 distinguished scholars and five consulting editors *The Encyclopedia of Christian Education* contains more than 1 200 entries by 400 contributors from 75 countries These volumes covers a vast range of topics from Christian education History spanning from the church s founding through the Middle Ages to the modern day Denominational and institutional profiles Intellectual traditions in Christian education Biblical and theological frameworks curricula missions adolescent and higher education theological training and Christian pedagogy Biographies of distinguished Christian educators This work is ideal for scholars of both the history of Christianity and education as well as researchers and students of contemporary Christianity and modern religious education

Conceptions of Knowledge Creation, Knowledge and Knowing Yuh Huann Tan, Seng Chee Tan, 2020-03-11 This book responds to calls for further advancing knowledge creation in schools It examines sixteen Chinese Language teachers from Singapore since language teachers are primarily responsible for the basic literacy that is the foundation of students lifelong learning Positing that people s cultural beliefs and the language s they use are inseparable the book argues that Chinese language teachers possess a unique understanding of the various phenomena that reflect the influences of Chinese culture by virtue of the language they speak and teach For the purposes of the investigation it employs phenomenography a methodology aimed at finding and systematising how people interpret the world around them to determine and describe Chinese language teachers conceptions of these phenomena *Global Perspectives and Local Challenges Surrounding*

International Student Mobility Bista, Krishna, 2015-12-09 As one of the fastest growing trends in higher education study abroad programs are having a critical impact on the educational landscape While international study programs generate more revenue and promote campus diversity there are several challenges that must be considered when integrating non native students into native universities *Global Perspectives and Local Challenges Surrounding International Student Mobility* explores comparative research regarding the implementation of effective strategies needed when working with native and non native individuals in educational settings Offering perspectives from international student experiences as well as views on current mobility trends immigration policies and challenges with cultural expectations this publication will be a critical source for educators policymakers and university staff who interact with international students **International**

Handbook of Metacognition and Learning Technologies Roger Azevedo, Vincent Aleven, 2013-04-23 Education in today's technologically advanced environments makes complex cognitive demands on students pre learning during and post learning Not surprisingly these analytical learning processes metacognitive processes have become an important focus of study as new learning technologies are assessed for effectiveness in this area Rich in theoretical models and empirical data the *International Handbook of Metacognition and Learning Technologies* synthesizes current research on this critical topic This interdisciplinary reference delves deeply into component processes of self regulated learning SRL examining theories and models of metacognition empirical issues in the study of SRL and the expanding role of educational technologies in helping students learn Innovations in multimedia hypermedia microworlds and other platforms are detailed across the domains so that readers in diverse fields can evaluate the theories data collection methods and conclusions And for the frontline instructor contributors offer proven strategies for using technologies to benefit students at all levels For each technology covered the Handbook Explains how the technology fosters students metacognitive or self regulated learning Identifies features designed to study or support metacognitive SRL behaviors Reviews how its specific theory or model addresses learners metacognitive SRL processes Provides detailed findings on its effectiveness toward learning Discusses its implications for the design of metacognitive tools Examines any theoretical instructional or other challenges These leading edge perspectives make the *International Handbook of Metacognition and Learning Technologies* a resource of great interest to professionals and researchers in science and math education classroom teachers human resource researchers and industrial and other instructors Emerging Methods and Paradigms in Scholarship and Education Research Ling,

Lorraine, Ling, Peter, 2019-08-30 There is a renaissance in the use of the term scholarship as it is being used to define areas of academic endeavour describe academic work and achievements and measure the quality of higher education Although all academicians are required to engage in scholarship it is difficult to navigate as there is a misunderstanding of this concept as new methods and approaches emerge *Emerging Methods and Paradigms in Scholarship and Education Research* is an essential academic book that is designed to explain the areas of scholarship and their contemporary relationship to key

components of academic work research teaching service and engagement The chapter authors explore conceptions of scholarship paradigms and methods that fit a variety of contexts and needs Highlighting a wide range of approaches from scientific realism and neo positivism to interpretative transformative and pragmatic educational strategies and policy this book is ideal for researchers teachers educational leaders academicians educational policymakers and quality assurance agencies

Handbook of Individual Differences in Reading Peter Afflerbach,2015-08-11 The central unifying theme of this state of the art contribution to research on literacy is its rethinking and reconceptualization of individual differences in reading Previous research focused on cognitive components of reading signaled the need for ongoing work to identify relevant individual differences in reading to determine the relationship s of individual differences to reading development and to account for interactions among individual differences Addressing developments in each of these areas this volume also describes affective individual differences and the environments in which individual differences in reading may emerge operate interact and change The scant comprehensive accounting of individual differences in reading is reflected in the nature of reading instruction programs today the outcomes that are expected from successful teaching and learning and the manner in which reading development is assessed An important contribution of this volume is to provide prima facie evidence of the benefits of broad conceptualization of the ways in which readers differ The Handbook of Individual Differences in Reading moves the field forward by encompassing cognitive non cognitive contextual and methodological concerns Its breadth of coverage serves as both a useful summary of the current state of knowledge and a guide for future work in this area

Teaching for Active Citizenship Joanne Lunn Brownlee,Eva Johansson,Susan Walker,Laura Scholes,2016-06-17 There is strong social and political interest in active citizenship and values in education internationally Active citizenship requires children to experience and internalize moral values for human rights developing their own opinions and moral responsibility While investment in young children is recognised as an important factor in the development of citizenship for a cohesive society less is known about how early years teachers can encourage this in the classroom This book will present new directions on how teachers can promote children s learning of moral values for citizenship in classrooms The research provided offers important insights into teaching for active citizenship by providing an analysis of educational contexts for moral values for active citizenship highlighting teachers beliefs about knowing and knowledge personal epistemologies and how these relate to children s learning and understanding about social and moral values discussing the impact of teachers beliefs on teaching practices Evidence suggests that investment in the early years is vital for all learning and specifically for developing an understanding of active citizenship for tolerant and cohesive societies This book will be essential reading for the professional education of early years teachers interested in teaching for active citizenship

Cultural Diversity Pedagogy and Meta-Case Design Neal Dreamson,2021-01-18 Responding to the growing need for educators to have a deeper understanding of cultural diversity this book provides a theoretically rich and empirically sound analysis of diversity

education to develop a new cultural diversity pedagogy The author deconstructs and navigates the complex field of diversity education arguing for a more socially engaged approach in which educators and researchers develop their perspectives on cultural diversity by examining their own assumptions values and beliefs This is explored through a series of 10 case studies based in primary school settings demonstrating that teaching and learning environments are crucial to the success of cultural diversity

Beyond Reason and Tolerance Robert Joseph Thompson, 2014-03 Beyond Reason and Tolerance argues that to prepare students to engage political ethnic and religious differences higher education must adopt a developmental model for a formative and liberal undergraduate education

Development and Assessment of Self-Authorship Marcia B. Baxter Magolda, Peggy S. Meszaros, Elizabeth G. Creamer, 2023-07-03 This book brings together new scholarship that expands and refines the concept of self authorship across cultures It adopts a constructive developmental approach to self evolution that emphasizes the interaction of personal characteristics and contextual influences on individuals construction of knowledge identities and relationships Individual chapters cover subjects from populations as varied as Dutch students male and female Bedouin and Jewish adolescents African American male and female adolescents in economically depressed areas of the US Latino college students grappling with ethnic identity and dissonance Australian college females preparing to be childcare workers and finally a comparative study of Japanese and U S college students epistemic beliefs The book concludes by addressing questions about the challenges and opportunities involved in developing a valid measure of self authorship that is less time and expertise intensive than the in depth one on one interview employed until now and offering an outline of future theoretical and methodological research needed to further our understanding of self evolution in general and self authorship in particular

Contemporary Pioneers in Teaching and Learning Héfer Bembenutty, 2015-09-01 This volume traces the socialization processes professional development career paths and theories and research of contemporary pioneers in education and psychology This volume contains interviews of leading scholars who are at the vanguard of teaching and learning They shared how their childhood development influenced their theoretical paths and research endeavors and revealed their thoughts beliefs and experiences that made them who they are today These scholars responded to questions pertaining to their childhood socialization initial interest in education and psychology role models research interests and major findings future direction of their research educational implications derived from their research and perception of their legacy They are real people who have had experiences like anybody else but who found homes and teachers who supported them While in college they found educators who mentored them Readers will find that this volume offers them an opportunity to learn the background of contemporary pioneers in education and psychology provides helpful sources where they can learn about how major theories developed and where they are moving and reveals the personal anecdotes that influenced the conceptualization of contemporary theories and research Educators and students will find that this book provides hope and a rejuvenated enthusiasm about the status of education and psychology and that they too can be

leaders in their own ways

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