

**George Mason University
College of Education and Human Development**

**EDUC 800 Sec 002: Ways of Knowing
Spring 2006**

*"Beauty is truth, truth beauty, –that is all
Ye know on earth, and all ye need to know."
Ode on a Grecian Urn (1819) John Keats*

Meeting Day/time Wednesday 4:30 – 7:10 pm

Location Krug 242

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Course Description

This course examines the realm of epistemology as it relates to research and inquiry methods and the psychological and sociocultural construction of knowledge. The course is designed to support students' awareness of their own ways of knowing and their exploration of alternative ways of knowing as conceptual and practical research tools. Using a seminar approach structured around readings, reflections on those readings, class discussions, activities, and projects, the course seeks to guide students' understanding of the various ways of knowing and the strengths, limitations, and implications of different paradigms of knowing.

Course Objectives

1. You will gain an understanding of a number of different ways of knowing that are important for understanding the history of education and educational research, and how these ways of knowing affect individual scholars, research, and practice in education and related fields.
2. You will be able to analyze and explain some important personal, sociocultural, professional, political, and other influences on ways of knowing.
3. You will explore your own perspectives on inquiry and examine the diversity of thought that characterizes inquiry and scholarship.
4. You will be able to use different ways of knowing to enhance your own research and practice.

5. You will expand and refine your scholarship abilities, including critical and analytic reading, writing, thinking, oral communication, and the use of scholarly resources.

Required Course Texts

- Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University.
Descartes, R. (1637). *Discourse on method and related writings*. NY: Penguin Classics
John-Steiner, V. (2000). *Creative collaboration*. NY: Oxford University Press.
Kuhn, T. (1976). *The structure of scientific revolutions*. Chicago: Chicago University.

Readings Available on Electronic Reserve

- Holton, G. (1988). *Thematic origins of scientific thought: Kepler to Einstein*. Cambridge, MA: Harvard University Press. Chapter 4: The roots of complementarity, pp.99-143).
Harding, S. Is there a feminist method? In N. Tuana (Ed.), *Feminism and science*(pp.17 – 32). Bloomington: Indiana University Press.
Kincheloe, J. L. (2005). *Critical Constructivism*. NY: Peter Lang Press. Chapter 3: Epistemology, ontology, and critical constructivism's struggle against reductionism, pp. 81 – 117.
Sullivan, G. (2005). *Art practice as research: Inquiry in the visual arts*. Thousands Oaks, CA: Sage Publications. Chapter 2: Paradigms Lost, pp. 33 – 68.
Hamilton, M. L. (2004). Professional knowledge, teacher education and self-study. In J. Loughran, M. L. Hamilton, V. K. LaBoskey, J. & Russell, J. (Eds.). *International handbook of self-study of teaching and teacher education practices*. (pp. 375 – 420, Vol. 1). Dordrecht: Kluwer Academic Publishers. Book is also on reserve at 3 GMU libraries: Johnson Center, Arlington, and Prince William. Ask for at Circulation Desk. LB 1707.I58 2004. Vol 1 – Vol 2.

Readings Available Online

- Hofer, B. K., & Pintrich, P. R. (1997). The Development of Epistemological Theories: Beliefs about Knowledge and Knowing and Their Relation to Learning. *Review of Educational Research*, 67 (1), 88-140.

GMU offers a wonderful service of obtaining journal articles through e-journal finder. Here's the steps that will lead you to the Hofer & Pintrich article.

1. Go to GMU main page: www.gmu.edu
2. Go to library
3. Go to e-journal finder
4. Type in name of journal under journal title, i.e., Review of Educational Research
5. Look for year of journal, i.e., hit JSTOR
6. Enter your G #
7. Search journal (by issue or author name. Type Hofer and it's the first one)

Whitehead, J. & Delong, J. (2001) Knowledge-creation in Educational Leadership and Administration through Practitioner Research. Paper presented on 14th April 2001 at AERA in Seattle - Division K.

<http://www.bath.ac.uk/~edsajw/writing.shtml>: Find AERA paper:

<http://www.bath.ac.uk/~edsajw/living.shtml> (Doctoral: Living Theory Theses)

Also see:

Popular Culture/Media as a Way of Knowing: S. Weber & C. Mitchell
<http://www.iirc.mcgill.ca/>

Performance as a Way of Knowing: L. Holzman & The East Side Institute
<http://www.loisholzman.net/esi.html>

Netkids: The Ne(x)t Generation of Knowing
<http://www.league.org/2003cit/keynotes/bios/oblinger.htm>

The Notion of Bricolage

<http://encyclopedia.thefreedictionary.com/bricolage> and p. 8 in Kincheloe's *Critical constructivism book*. Bricolage denotes a multimethodological form of research that uses a variety of research methods and theoretical constructs to examine a phenomenon, i.e., creates a new way of knowing with tools at hand.

Recommended Readings

- Belenky, M. R., Clinchy, B. M., Goldberger, N.R., & Tarule, J. M/ (1986). *Women's ways of knowing*. NY: Basic Books.
- Berven, D. (Ed.) (1995). *Montaigne's message and method*. NY: Garland Publishing.
- Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.
- Bruner, J. (1996). *The culture of education*. Cambridge: Harvard University Press.
- Carson, T. R., & Sumara, D. (1997). *Action research as a living practice*. NY: Peter Lang. (See P. M. Salvio chapter).
- Chalmers, A. F. (1999). *What is this thing called science?* Indianapolis: Hackett Publishing.
- Clarke, A., & Erickson, G. (Eds.), (2003). *Teacher inquiry: Living the research in everyday practice*. London: RoutledgeFalmer.
- Cooper, J. E. (1991). Telling our own stories. In C. Witherell, & N. Noddings. *Stories lives tell: Narrative and dialogue in education*. NY: Teachers College Press.
- Eisner, E. (Ed.). (1985). *Learning and teaching the ways of knowing*. Eighty-fourth Yearbook of the National Society for the Study of Education. Chicago, IL: The University of Chicago Press.
- Eisner, E. (Ed.). (1991). *The enlightened eye: Qualitative inquiry and the enhancement of education practice*. NY: Macmillan.
- Gleick, J. (1987). *Chaos*. NY: Viking Press.
- Hamilton, M. L., with Pinnegar, S., Loughran, J., Russell, T., & LaBoskey, V. (Eds.), (1998). *Reconceptualizing teaching practice: Self-study in teacher education*. London: Falmer Press.
- Jipson, J., & Paley, N. (1997). *Daredevil research: Re-creating analytic practice*. NY: Peter Lang.
- Kincheloe, J. L. (1991). *Teachers as researchers: Qualitative inquiry as a path to empowerment*. NY: Falmer Press.

- Kosnik, C., Beck, C. Freese, A. F., & Samaras, A. P. (Eds.), (2006). *Making a difference in teacher education through self-study: Studies in personal, professional, and program renewal*. Dordecht: Springer.
- Laudan, L. (1996). *Beyond positivism and relativism: Theory, method, and evidence*. Boulder, CO: Westview Press.
- Lightman, A. (1993). *Einstein's dreams*. NY: Pantheon Books.
- Lyons, N., & LaBoskey, V. K. (2002). *Narrative inquiry in practice*. NY: Teachers College Press.
- McAninch, A. R. (1993). *Teacher thinking and the case method*. Chapter 2: The developmental perspective of clinical consciousness. NY: Teachers College Press.
- Mitchell, C., Weber, S. & O'Reilly-Scanlon, K. (2005). *Just who do we think we are? Methodologies for autobiography and self-study*. London: RoutledgeFalmer
- Newman, F., & Holzman, L. (1997). *The end of knowing: A new developmental way of learning*. NYL Routledge.
- Pesic, P. (2000). *Labyrinth: A search for the hidden meaning of science*. Cambridge: MIT
- Piaget, J. (1970). *Genetic epistemology*. NY: Columbia University Press.
- Pinar, W. F. (1994). *Autobiography, politics, and sexuality*. NY: Peter Lang.
- Rogoff, B. (2003). *The cultural nature of human development*. NY: Oxford University.
- Samaras, A. P. (2002). *Self-study for teacher educators: Crafting a pedagogy for educational change*. New York: Peter Lang.
- Snow, C. P. (1962). *The two cultures and the scientific revolution*. NY: Cambridge University Press.
- Tobin, J. (1989). *Preschool in three cultures: Japan, China, and the United States*. New Haven: Yale University Press.
- Yancy, G., & Hadley, S. (2005). *Narrative identities: Psychologists engaged in self-construction*. London: Jessica Kingsley Publishers.
- Yelland, N. (Ed.) (1998). *Gender in early childhood*. London: Routledge.

Course Requirements

1. Attendance is mandatory, as dialogue in this class is essential to the process of our work in seeking multiple perspectives. Please notify professor if you must miss a class. If you miss a class, you are responsible for working with colleagues to learn the material you missed and then submitting an essay of your make-up learnings before the start of the next class.
2. You are expected to complete all readings and bring your written essays to class.
3. You are expected to participate in class discussions with consideration and effort to understand others and to seek to be understood.
4. Please complete and save all assignments in word documents. Use APA style; 12 pt. font; double-spaced. See American Psychological Association. (2001). *Publication Manual* (5th ed.). Author: Washington, DC. Turn in assignments at the beginning of class on the date due. Late assignments will not be accepted without making prior arrangements with the professor.

Tentative Class Schedule

***required assignment**

Bring your written essays to each class.

January 25

Introduction to the Course

Epistemological Models of Knowing

What is your way of knowing about your discipline?

Essay 1: I know _____ because _____ (in class activity)

- 1) Name your discipline, e.g., Instructional Technology, Education leadership, etc.
- 2) Complete this sentence in reference to your discipline as many times as you like:
I know ____ because _____. I know ____ because _____, etc.
- 3) Notice and write about:
 - a) What are some well-known facts about your discipline? What does the knowledge base of your discipline incorporate?
 - b) Pay particular attention to how you know these things and write about that in the “because” section e.g., through printed material, wisdom, an authority in your field, peers who confirmed your thinking, research findings, reason, experience, experimentation, comparisons, reflection, self-study, searching, intuition, spiritual understanding..., etc.
 - c) What isn’t so clear?
 - d) How would you go about finding answers to the things that aren’t so clear for you?
- 4) Meet your Book/Film Collaborative and share your essay with them.
- 5) Report out a synthesis of group’s discussion to class.

*Read Hofer & Pintrich article (see link under readings) and reflect on how your Essay 1 reflects/relates to the epistemological models discussed in their article. Integrate any links you find within the models and what you wrote in your class essay. What do you find interesting and/or puzzling? Send this second segment only to the drop box on Blackboard and title it with your last name, and essay number, e.g., Samaras.Essay1.

February 1

What is this thing called science?

Look up falsification, rationalism, empiricism, positivism, scientific method

*Start reading Descartes (Introduction and Discourse Chapters; pp. xi-54)

Essay 2: What are some examples of the scientific method, rationalism, empiricism, and positivism in your job, discipline, and/or life? Are there positive and/or negative implications of Cartesian thinking in your practice, studies, and/or life? Can you think of an example of when you would prefer or not prefer a scientific approach in your practice, studies, and/or life?

February 8

Cartesian Ethos

*Descartes (overview pp. 117-193)

Strictly Ballroom

February 15

Critical Constructivism

*Kincheloe chapter

***Research Topic Idea Due**

Essay 3: You are a talk host for a particular context (e.g., a television show, a scientific community, an educational conference, an art society, a conservative political forum, an alternative radio show, etc.). Descartes and Kincheloe are your guests. Prepare a script of provocative questions you will ask each of these “knowers.” The questions will be used for your group’s 5-10 minute improvisation for this class. Send the questions to your group; coordinate and agree on when you will send your questions to each other, your chosen context, and how the roles will be cast.

February 22

Feminism and Science: Is there a feminist way of knowing?

*Harding chapter

*Review Hofer & Pintrich article

* John-Steiner: Chapters 1 & 4

Essay 4: Harding as well as Hofer and Pintrich and John-Steiner question the limitations and universal nature of epistemological models and methodologies of studying women’s ways of knowing. Nonetheless, Hofer and Pintrich state that the information gained through this research will help us better understand the teaching and learning processes. In your experience, does having a feminist way of knowing advance or damage women’s position in the sciences? Does it contribute to knowing and to education? Does your examination of epistemological theories cause you to better understand teaching and learning processes? Explain.

March 1

Science and the Humanities

*Bruner: Chapters 2, 5, & 10

Essay 5: List the facts you gathered about something you tried to better understand through study. It could be a lived experience or a research study (informal or formal) conducted in the past including your questions, procedures, and findings (review the Johnston article). Then write a narrative that tells a story about the incident or research and especially the story of how you generated your research questions, how you went about trying to understand this new thing, and what you finally concluded. In your story,

share why you chose this story, the role that others played in your story and what parts maybe a stretch of the truth. Compare the two writing approaches and experiences.

March 8

Practitioner's Ways of Knowing

Living Educational Theory and Democratic Values for the Public Good

Choose a reading below found on the actionresearch.net <http://www.bath.ac.uk/~edsajw/>

Come prepared to share your critique and comments on a practitioner's way of knowing

<http://www.jackwhitehead.com/aera05/jwjmaera05htm.htm>

<http://www.bath.ac.uk/~edsajw/writing.shtml>: Find AERA paper:

<http://www.bath.ac.uk/~edsajw/living.shtml> (Doctoral: Living Theory Theses)

***Paper Proposal Due**

Time will be allocated to discuss your presentation for the Book/Film Collaborative.

March 12-19 Spring Break!

March 22

Paradigm Bound

*Kuhn

*Bring Paper Proposal for Peer Response Groups

March 29

Paradigm Lost: Art Practice as Research

*Sullivan's Paradigms Lost Chapter

*Continue reading Kuhn

Essay 6: A child of the future is in quest of understanding how you come to know things; specifically the scientific and non-scientific revolutions of our world. Your assistance has been requested. Use the Kuhn and Sullivan readings to respond to the child addressing what you see as the strengths and limitations of their arguments. How might their work serve or not serve the child in her/his world? Consider how you might scaffold the child's understanding. Consider if you should. This essay may be written, graphic, or both.

April 5

Collaboration and Complementarity

* John-Steiner: Chapters 2, 3, 6, & 7 & Holton Chapter

Essay 7: John-Steiner - an artist (p. 55) and Holton speaking of Bohr – a scientist (p. 114) each present an argument for *conceptual conflict and complementarity* as a way of knowing and for amplification of individual vision and purpose. As a doctoral candidate you will decide on a research paradigm for your dissertation. What are the

implications of their argument of polarities and creativity to your doctoral studies? Did the Book/Film Collaborative shift your individual analysis and way of knowing?

***Book/Film Collaborative Festival**

April 12

AERA Conference. No Class: Time allocated for Knowing Project

April 19

Self-Study as a Way of Knowing

*Hamilton Chapter 10 in International Handbook on the Self-Study of Teaching and Teacher Education

Essay 8: Take a retrospective journey and reflect back on the “self” or your role and the conscious (and perhaps at the time unconscious) consequences of your actions in the process of studying ways of knowing in this course. Were you open, non-judgmental, critical, thoughtful, scientific? Include a discussion of the role of critical friends in your understanding. This essay can later be integrated in your ReKnowing paper.

***Knowing Project Due**

Request a sample copy of *Studying Teacher Education: A journal of self-study of teacher education practices*: <http://www.tandf.co.uk/journals/titles/17425964.asp>

Visit Website: Self-Study of Teacher Education Practices AERA Special Interest Group (S-STEP) <http://www.ku.edu/~sstep/>

April 26

World Wide Web for Knowing

Explore one of these websites and come prepared to discuss the one you chose in class:

Popular Culture/Media as a Way of Knowing: S. Weber & C. Mitchell

<http://www.iirc.mcgill.ca/>

Performance as a Way of Knowing: L. Holzman & The East Side Institute

<http://www.loisholzman.net/esi.html>

Netkids: The Ne(x)t Generation of Knowers?

<http://www.league.org/2003cit/keynotes/bios/oblinger.htm>

see Educating_net_gen.ppt

May 3

Professional Conference: Ways of Knowing & ReKnowing Presentations

***ReKnowing Paper Due**

Course evaluation