

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

**EDUC 800: Ways of Knowing**  
**Fall 2009 Tuesdays 4:30 p.m. - 7:10 pm.**  
Innovation Hall 137

*"This course truly forces you to rethink everything you thought you already knew."  
Jennifer McMurrer, Student EDUC 800, Fall '07*

*"All we can know is that we know nothing. And that's the height of human wisdom." Leo Tolstoy*

*"What gets us into trouble is not what we don't know. It's what we know for sure  
that just ain't so." Mark Twain*

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**Course Description**

This doctoral foundation 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 and experiential approach structured around readings, reflections on those readings, class discussions, activities, and projects, the course seeks to provide an overview of paradigms and to guide students' understanding and exploration of various ways of knowing and the strengths, limitations, and implications of different paradigms of knowing per their research interests.

**Learner Outcomes:**

This course is designed to enable students to:

1. gain an overview of a number of different ways of knowing that are important for understanding the complexity of educational research and how these ways of knowing shape scholars' research and practice in education.
2. explore various sociocultural and historical factors which have influenced how scholars conduct research, i.e., paradigms placed within social and political context
3. reflect upon personal perspectives of inquiry while also gaining alternative perspectives through critical collaborative inquiry projects
4. consider how different ways of knowing might factor into his/her research interests.
5. expand and refine scholarship abilities, including peer-review.

### **Nature of Course Delivery**

This course utilizes a seminar format. Seminars will include professor and student-led discussions, reflective activities, and student presentations that will take place during class meetings. Students are expected to complete all class readings prior to each session so as to engage in active listening, dialogue, and sharing of ideas. Learning activities will also include independent library research and writing.

### **Required Course Texts**

American Psychological Association (2009). *Publication manual* (6<sup>th</sup> ed.). Washington, DC, American Psychological Association (Available as reference at library).

\*For APA Guidelines online, also see Owl Purdue Formatting Guide at <http://owl.english.purdue.edu/owl/resource/560/01/>

Descartes, R. (1637). *Discourse on method and related writings*. NY: Penguin Classics

John-Steiner, V. (2006). *Creative collaboration*. NY: Oxford University Press.

Earlier version is also acceptable.

Kuhn, T. (1976). *The structure of scientific revolutions*. Chicago: Chicago University.

### **Required Readings Available on Electronic Reserves**

Harding, S. Is there a feminist method? In N. Tuana (Ed.), *Feminism and science* (pp.17-32). Bloomingdale: 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.

For Electronic Reserves: Go to the GMU Library main page, find electronic reserve under "Services" <http://furbo.gmu.edu/OSCRweb/index.html>

### **Required Readings and Video Available Online**

Eisner, E. W. (1993). Forms of understanding and the future of educational research. *Educational Researcher*, 22(7), 5-11. Available on e-journal finder

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. Available on e-journal finder

Hopper, T., & Sanford, K. (2008). Using poetic representation to support the development of teachers' knowledge. *Studying Teaching*, 4(1), 29-45. Available on e-journal finder

Randy Pausch: *The Last Lecture* Video

[http://www.youtube.com/watch?v=ji5\\_MqicxSo](http://www.youtube.com/watch?v=ji5_MqicxSo)

### **Below is how to access articles on line at GMU: E-Journal Finder**

GMU offers an excellent service for obtaining journal articles through e-journal finder. Here are the steps that will lead you to the Hofer & Pintrich article.

1. Go to GMU main page: [www.gmu.edu](http://www.gmu.edu).
2. Go to library link.
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).

### **Further Reading**

- Barone, T. (1995). The purposes of arts-based educational research. *International Journal of Educational Research*, 23(2), 169-180.
- Bartky, L., S. (1990). *Femininity and domination*. New York: Routledge.
- Belenky, M. R., Clinchy, B. M., Goldberger, N.R., & Tarule, J. M. (1986). *Women's ways of knowing*. NY: Basic Books. Chapters available on electronic reserve.
- Berven, D. (Ed.) (1995). *Montaigne's message and method*. NY: Garland Publishing.
- Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press. Selected chapters available on electronic reserve.
- Bruner, J. (1996). *The culture of education*. Cambridge: Harvard University Press.
- Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University.
- 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.
- 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.
- Eisner, E. W. (1993). Forms of understanding and the future of educational research. *Educational Researcher*, 22(7), 5-11.
- Gadamer, H. (1975). *Truth and method*. London: Continuum.
- Gleick, J. (1987). *Chaos*. NY: Viking Press.
- 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. This chapter should be 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). Available on class electronic reserve.
- Janesick, V. J. (2004). *"Stretching" exercises for qualitative researchers*. Thousand Oaks, CA: Sage.
- Jipson, J., & Paley, N. (1997). *Daredevil research: Re-creating analytic practice*. NY: Peter Lang.
- Kessels, Jos. P. A. M., & Korthagen, F. A. J. (1996). The relationship between theory and practice. *Educational Researcher* (25)3, 4-23.
- Kincheloe, J. L. (1991). *Teachers as researchers: Qualitative inquiry as a path to*

- empowerment*. NY: Falmer Press.
- Klein, J., Riordan, M., Schwartz, A., & Sotirhos, S. (2008). Dissertation Support Groups: Building a community of practice using Noddings' ethic of care. In A. P. Samaras, A. R. Freese, C. Kosnik, & C. Beck (Eds.). *Learning communities in practice*. Dordrecht: Springer. Posted on BB
- 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*. The Netherlands: Springer.
- Laudan, L. (1996). *Beyond positivism and relativism: Theory, method, and evidence*. Boulder, CO: Westview Press.
- Lincoln, Y. S., & Guba, E. G. (2000). Ch. 6. Paradigmatic consequences, contradictions, and emerging confluences. *Handbook of qualitative research*. Thousand Oaks, CA. Sage.
- Loughran, J. & Northfield, J. (1998). A framework for the development of self-study practice. In M. L. Hamilton (Ed.), *Reconceptualizing teaching practices: Self-study in teacher education*.(pp. 7-18). London: Falmer Press.
- 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.
- Miliner, IV, R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational Researcher*, 36, (7), 388-400.
- Mitchell, C., Weber, S. & O'Reilly-Scanlon, K. (2005). *Just who do we think we are? Methodologies for autobiography and self-study*. London: RoutledgeFalmer
- Mittapalli, K., & Samaras, A. P. (2008). Madhubani Art: A journey of an education researcher seeking self-development answers through art and self-study. *The Qualitative Report*, 13(2), 244-261. <http://www.nova.edu/ssss/QR/QR13-2/index.html>
- Nafisi, Azar, (2003). *Reading Lolita in Tehran: A memoir in books*. NY: Random House.
- Newman, F., & Holzman, L. (1997). *The end of knowing: A new developmental way of learning*. NY: 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.
- Rolfe, G. (2002). 'A lie helps us see the truth': research, truth and fiction in the helping professions. *Reflective practice*, 3 (1), 89-102).
- Rorty, R. (1982). *Consequences of pragmatism*. Minneapolis: University of Minnesota.
- Samaras, A. P. (2002). *Self-study for teacher educators: Crafting a pedagogy for educational change*. New York: Peter Lang.
- Samaras, A. P., & Freese, A. F. (2006). *Self-study of teaching practices primer*. NY: Peter Lang.
- Samaras, A. P. (forthcoming). *Self-study teacher research: Studying your practice through collaborative inquiry*. Thousand Oaks, CA: Sage.
- Samaras, A. P., Freese, A. R., Kosnik, C., & Beck, C. (Eds.) (2008). *Learning communities in practice*. Dordrecht, The Netherlands: Springer.

- Stanczak, G. C. (2007). *Visual research methods: Image, society, and representation*. Los Angeles: Sage.
- Snow, C. P. (1962). *The two cultures and the scientific revolution*. NY: Cambridge University Press.
- Sullivan, G. (2005). *Art practice as research: Inquiry in the visual arts*. Thousand Oaks, CA: Sage.
- Weber, S., & Mitchell, C. (2004). Visual artistic modes of representation for self-study. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *The international handbook of self-study of teaching and teacher education practices* (Vol. 2, pp. 979-1037). Dordrecht: Kluwer Academic Publishers.
- 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.

### **Internet Resources**

*Netkids: The Ne(x)t Generation of Knowing*

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

D. Oblinger PowerPoint posted on our Blackboard page under documents.

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

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

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

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

The Theories: <http://tip.psychology.org/theories.html/>

Self-Study of Teacher Education Practices AERA Special Interest Group

(S-STEP) <http://www.ku.edu/~sstep/> 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>

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>: Search for AERA paper:

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

### **Course Requirements**

1. Attendance and Participation is mandatory and a part of your final grade as class dialogue is essential to the process of our work in hearing multiple perspectives of knowing. A significant component of this course will be class discussions of learning the research process and readings assigned for each week. Successful completion of this doctoral level course requires attendance at all classes and active participation in the discussions. 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.

2. Readings, Class Activities, and Class Participation. You are expected to complete all readings and be prepared to participate in class and online discussions with openness, consideration, and effort to “hear for” and “listen to” others as you also seek to be understood and expand your ways of knowing.

3. Written Assignments. All written assignments are to be word-processed and submitted electronically **on Class Blackboard (BB) digital drop box** at [blackboard.gmu.edu](http://blackboard.gmu.edu). 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.

Please title each assignment with your last name and the name of the assignment, e.g.,Smith.Journal.1. Also bring a copy of your work to class for discussion. Oral presentations need to be professional and should include effective use of media/technology and stay within the time frame allocated for the presentation/oral report. Please complete and save all assignments in word documents. It is suggested that you save your work on your personal digital drop box on BB.

4. Use APA Style. Use APA style; 12 pt. font; double-spaced. See American Psychological Association. (2009). *Publication Manual* (6<sup>th</sup> ed.). Author: Washington, DC. Also see Owl Purdue Formatting Guide at <http://owl.english.purdue.edu/owl/resource/560/01/>

#### 5. CEHD Course Expectations

The Graduate School of Education expects that all students abide by the following: Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code. Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

#### **How to Avoid Plagiarism**

<http://www.collegeboard.com/article/0,3868,2-10-0-10314,00.html>

## Grading Scale

Grade	Standards	Grading	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	99 - 100	4.00	Satisfactory / Passing
A	Meets Standard	93 – 98.9	4.00	Satisfactory / Passing
A-	Meets Standard	90 – 92.9	3.67	Satisfactory / Passing
B+	Approaches Standard	88 – 89.9	3.33	Satisfactory / Passing
B	Approaches Standard	83 – 87.9	3.00	Satisfactory / Passing
B-	Approaches Standard	80 – 82.9	2.67	Satisfactory* / Passing
C	Attempts Standard	70 – 79.9	2.00	Unsatisfactory / Passing
F	Does not Meet Standard	Below 70%	0.00	Unsatisfactory / Failing

### Course Assignments and Assessments      Percent and 100 Points for Final Grade

- |   |                        |
|---|------------------------|
| 1) Reflective Knowing Journals w/ Class Participation | 40 points (8 pts each) |
| 2) Film Collaborative                                 | 15 points              |
| 3) Ways of Knowing Paper                              | 35 points              |
| 4) Exit Paper   | 10 points              |

#### **1) Reflective Knowing Journals (8 pts. each)**

The syllabus lists specific foci for each of the five journals. Journals should be word-processed; 2-3 pages double-spaced; Times New Roman; 12 pt. and must be turned in electronically in the Blackboard Digital Drop Box before class starts. Bring a hard copy to class for discussion on the date when we will discuss the topic.

You are expected to write a response to the question posing related to the readings and come prepared to share your thoughts and writing in class. **There is not a “right” or “wrong” answer to the journals. Each journal is an opportunity for you to present your current thinking, share it with colleagues during class, and listen to each other’s perspectives as you reframe/reconstruct new understandings.** You will write your reactions to the reading privately and then share your written reflections with peers in class. Writing is *one* way of coming to know. Personal writing is one way of connecting course readings to your experience and research interests. Indeed Montaigne (in Berven, 1995) highlights the power of essays in the development of thought. Bruner (1986) and Lyons and LaBoskey (2002) argue that narratives are a way of making sense of research.

The intent of these reflective knowing journals and representations is to encourage your thoughtful and analytical thinking about complex issues linked ultimately to your research interest. In previous courses, some students have used these journals as data for their subsequent research. Alternative representations of your reflections may also be

included with your journals, e.g., sketches, diagrams, photographs, poetry, video, performance, 3-D, painting, etc. We will share papers so please write things you are willing to share. These papers will help you to write your final Exit Paper which will be due on the exam day of our course.

**Rubric for Journals: Incorporates Readings, Class Activities, and Participation**

<i>Category</i>	<i>Exemplary 8 pts. each</i>	<i>Accomplished 7 pts. each</i>	<i>Developing 6 pts. each</i>	<i>Undeveloped 5 pts. &amp; below</i>
<p><b>Readings</b> Reading widely and specifically about the field of epistemology is central to students' understanding of its application to their individual doctoral research. Dialogue with peers about the readings broadens students' perspectives and thinking about the readings.</p>	<p>Completes reading and journal thoroughly. Comes prepared with thoughtful synopsis, questions, and comments to share with class. Is able to demonstrate an advanced level of understanding of reading and with connections to research. <b>*Reserved for exceptional journals.</b></p>	<p>Completes most of the reading and journal. Is prepared for sharing reading and asking questions. Demonstrates a good understanding of reading and makes connections to research.</p>	<p>completes some of the reading and journal. Is somewhat prepared to share reading and questions. Demonstrates a beginning understanding of reading and makes some connection to research.</p>	<p>Little or no involvement and sharing of reading and journal. Is seldom prepared to share reading and questions. Demonstrates a limited understanding of reading and makes few connections to research.</p>
<p><b>Class Activities</b> Class activities serve to deepen students' comprehension and invite critical friends into conversations and projects to extend learning.</p>	<p>Completes all activities. Integrates and demonstrates a keen understanding of ways of knowing in activities; Well-presented in class. Evidence of extensive reflection.</p>	<p>Completes most activities. Demonstrates an understanding of ways of knowing in activities. Evidence of thorough reflection.</p>	<p>Completes some activities. Demonstrates a beginning understanding of ways of knowing in activities. Evidence of reflection.</p>	<p>Completes few activities. Demonstrates a limited understanding of ways of knowing in activities. Lack of reflection.</p>
<p><b>Class Participation</b> Participation is a critical component of this course. It is based on your contribution to building a positive classroom climate and community. Participants contribute to each others' learning by actively listening, exchanging ideas, and supporting each other's efforts.</p>	<p>Outstanding participation; Participates regularly and actively in discussions and activities. Promotes conversation focused on the topic. Comments demonstrate a high level of understanding. Listens actively to peers. Prompts peer feedback and input.</p>	<p>Participates in discussions and activities on a regular basis; questions and comments reveal thought and reflection. Frequently involves peers in discussion.</p>	<p>Doesn't contribute to discussions or activities very often, but generally reveals some thought and reflection. Follows rather than leads group activities. Solicits some peer discussion.</p>	<p>Few meaningful contributions to class discussions. Little evidence of participation. Shows little concern for peers' learning or input. Misses classes and does not make up work.</p>

## 2) **Film Collaborative** (15 points)

Below are the procedures required for this project:

1. Choose peers to work with on this project.
2. Meet with your peers or “Film Collaborative.”
3. Discuss, negotiate, and choose a film for this project.
4. Watch the film. See suggestions below. Take notes.
5. Individually, select an audience to write an individual letter about the film.
6. Send your letter to your peers by posting it on your Blackboard Group Page for your peers to read (see details below).
7. After you post your letter, then read the letters your group members posted.
8. Meet as a group to discuss your letters and develop a plan for your class presentation.
9. Present your insights of what you learned from this experience about ways of knowing in class.
10. Consider the implications of your work as related to the John-Steiner reading.

Below is further information about your Film Collaborative Project:

### ***Watching the Film***

[Film analysis adapted from the work of April D. Niver.]

John-Steiner (2000) writes “The varied ways in which we share and realize our intentions are powerfully embodied in collaborative endeavors” (p. 11). Let’s test out John-Steiner’s theory of knowledge communities. Work with a small group of classmates and decide on a film that your group would like to explore in terms of ways of knowing. You can rent a DVD or go to a movie together or you can watch it individually. You decide. Coordinate and collaborate. You may have seen the movie before and if so, that’s a good thing. Why? Because an important part of this assignment is for you to examine how your understanding and knowing may change over time. So, if you’ve seen the film before be aware of how it seems different to you the second time you see it, and examine that difference in terms of how you might have changed since the first time you saw it.

Meet outside of class as needed. One class day is allocated for planning your presentation. Decide if you want to have a group facilitator and how you will organize and make sure your group is working well towards its goal. Schedule for frequent group check-ins. I will set up a blackboard group page for you to post and read correspondence.

### ***Reflect and take notes during the film viewing***

As you view the film, think about the struggles the main character(s) in the film goes through. As you or watch the movie, take notes on her/his struggles.

### **Suggested Prompts for Reflection:**

- Consider the historical, political, cultural, and social context and its implications to the character(s)’ way of knowing.
- What has the character been told about the way that she/he should be? For example what has she/he been told about how they ought to act and what they should and shouldn’t aspire to become in their lives?

- Who were the characters that told the main character how to live their lives, or what society expected from them, or what tradition demanded, or what the family expected of them?
- How did gender, culture, age, race, and beliefs come into play within the conflict that the main character undergoes in the film?
- What do the characters who challenge the film's main character believe is true and natural about the world and how people in it should think and act?
- How does the film's main character feel about the stories she/he has been told about herself/himself, about her culture, about what it means to be the person that they are?
- How do the members of the culture, society, or family that the film depicts, view the world?
- What sets of assumptions do they hold about how the world works and how people should be?
- If they were a researcher, what impact do you believe their world view would have on their methods, data collection, analysis and interpretation, and findings?
- What types of data could you collect from this film?
- Respond to the film by writing a letter to a selected audience.

### ***Select an Audience After Viewing the Film***

Decide on the audience targeted to send your letter e.g., a letter to self, your peers, a scientific community, a special interest group, school board members, professional organization, children's rights society, etc. Consider your purpose, argument, and/or persuasion. You may decide to include how writing to this audience shaped your response.

### ***Write a Letter to Your Audience***

You might consider how the film maker understands and knows and portrays his/her or the characters' world. What seems confusing and/or contrary to your world view? You might try to locate reviews about the film and pay particular attention to views that different from yours.

### ***Share your letters. Meet as a group to discuss and prepare your class presentation.***

1. Before you meet, post your letter to your group Blackboard page in your Group Page for your peers to read.
2. Meet to notice and analyze your group's ways of knowing.
3. Hold a discussion of your group's discoveries and experiences. This is research.

***Class Presentation*** Discuss and decide how you will share your experience in class.

***Film Collaborative Evaluation*** is based on:

- (1) thoroughness of letters
- (2) openness to alternative points of view
- (3) evidence of collaboration and cooperation
- (4) depth of individual and collective analysis as evident in class presentation
- (5) articulation and creativity of insights in class presentation

### 3) Ways of Knowing (Wok) Paper (35 points)

Choose a way of knowing that is new to you or one you would like to explore more fully. This project includes a paper which you will present. You are encouraged to explore and investigate a new way of knowing and one that will be useful to your further doctoral studies. Although there is no specific length requirement, a **10-15 page double-spaced**, well-constructed paper is reasonable. Research can be conducted with a peer or team yet personal/individual papers must be submitted. If you decide to choose a collaborative style, you are required to include a description of your collaboration and how it promoted and/or challenged your inquiry. See criteria.

#### **Paper Proposal for WoK Paper** (included within 35 points above)

To scaffold the development of your knowing paper, please submit via email a one-page proposal to our Blackboard drop box on the due date (outline, narrative, with or without visual). The project specifically includes:

1. Purpose: a clearly defined focus of the paper
2. Rationale: why you are interested in exploring this way of knowing
3. Questions:  
First, an expansive list of your questions about this topic  
Then, one major question which may shift as you begin to develop a literature review
4. Approach and Resources:  
How do you propose to go about exploring the approach/possible resources?  
What does the literature review add to your understanding of the question?

#### **Criteria for Self and Professor Evaluation of your WoK Paper**

Does the paper meet the following criteria with a response of:

Yes       No       Developing

- Purpose: A clearly defined focus
- Rationale: why you chose to explore this way of knowing
- Questions: an expansive list of your questions and what you actually decided to explore and a major question  
**10 pts**
- Literature Review which includes:
  1. your understanding of the basic assumptions of this approach
  2. an accurate presentation of the nature/characteristics of this approach
  3. evidence that you have read extensively and gathered examples of researchers using this approach
  4. depth and analysis of research approach leading to a preliminary conceptual framework**15 pts.**
- Reflection: articulate how you originally understand the approach and how you reframed your understanding. Revisit your original research questions.
- Implications: include a discussion of the implications/application of this work to your research an/or practice  
**5 pts.**

- References
- Language Mechanics:
  1. cogency; organization and writing
  2. have a distinctive focus or voice
  3. have an accessible style and presentation
  4. use grammatically correct and professional language
  5. complete reference list using APA style

**5 pts.**

#### **4) Exit Paper (10 points)**

This paper is your personal analysis of how you first framed and now have reframed your thinking and understanding about ways of knowing through the readings, class activities, and projects. Include a thorough discussion of the utilization of your efforts and experiences in this course to your personal and professional development and the role peers played in that process if applicable. Although there is no specific length requirement, a **7-9 double-spaced**, well-constructed page paper is reasonable. Your journals and class experiences that are both reflective and analytic will inform this final exit paper.

##### Suggested Prompts

- Look back and consider any changes in your thinking. You might revisit what you wrote in your first journal and the “I know \_\_\_\_\_ because” activity.
- What course experiences had the greatest/least impact on these changes?
- Talk about your individual and collaborative experiences in coming to know.
- Include a discussion of the role of critical friends in your understanding. Did the Book/Film Collaborative shift your individual analysis and way of knowing?
- How have your readings and participation informed your understanding about your discipline and research?
- Consider the role that your personal history, experiences, discipline perspective, and other factors played in this coming to know something in a new way.
- Self-evaluation. 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?

##### **Criteria for Self and Professor Evaluation of the Exit Paper**

Yes       No       Developing

- evidence of deep reflection and analysis
- consistently asking of difficult questions about what you believe and understand about the complexities of research
- a thorough discussion of framing and reframing
- honest appraisal of attempts and effort to stretch your thinking; move beyond your own perspective; see outside of your world and thinking
- clear organization, writing, and language mechanics

### Rubric for Final Exit Paper

<i>Distinguished 10 pts.</i>	<i>Proficient 9 pts.</i>	<i>Basic 8 pts.</i>	<i>Undeveloped 7</i>
<p>Evidence of deep reflection and analysis;</p> <p>Consistently asking difficult questions about complexities of knowing;</p> <p>Excellent articulation of misconceptions and thorough discussion of reframed understanding</p> <p>Honest and thorough appraisal of attempts and effort to stretch your thinking; significant movement beyond your own perspective; see outside of your world and thinking;</p> <p>Excellent and clear organization, writing, and language mechanics</p> <hr/>	<p>Evidence of reflection and analysis;</p> <p>Asking difficult questions about complexities of knowing;</p> <p>Good articulation of misconceptions and discussion of reframed understanding;</p> <p>Honest and good appraisal and effort to stretch your thinking; movement beyond your own perspective; see outside of your world and thinking;</p> <p>Good organization, writing, and language mechanics</p> <hr/>	<p>Evidence of some reflection and analysis;</p> <p>Asking some difficult questions about complexities of knowing;</p> <p>Satisfactory articulation of misconceptions and discussion of reframed understanding</p> <p>Honest and average appraisal and effort to stretch your thinking; some movement beyond your own perspective; see outside of your world and thinking;</p> <p>Average organization, writing, and language mechanics</p> <hr/>	<p>Little or no evidence of reflection and analysis;</p> <p>Minimal questioning/complexities of knowing;</p> <p>Undeveloped summary of misconceptions and reframed understanding;</p> <p>Weak appraisal and effort to stretch your thinking; little movement beyond your own perspective and seeing outside of your world and thinking;</p> <p>Poor organization, writing, and language mechanics</p> <hr/>

## Tentative Class Schedule

Session	Class Topics	Assignments
1 9/1	<i>Introduction to Course &amp; Syllabus</i>	<p>Guest Speakers: Ronnie Fleming and Diana Karczmarczyk ~ <i>Introducing Class Projects through their Experiences</i></p> <p>Read Hofer &amp; Pintrich article pp. 88-110. We will discuss any connections you find within the models you read about in this article and your way of knowing next week. It's a heavy read but read with a conceptual lens rather than a factual one.</p>
2 9/8	<i>Epistemological Models of Knowing</i>	<p>Bring an artifact to introduce your research interest.</p> <p>For our next class, please bring an artifact (object) to help us learn a little about your research interests. Write a personal essay about your artifact. For example, in the past a student who was interested in improving children's reading brought in an old favorite book of hers. Another brought a bucket filled with treasures she collected at the beach that highlighted her interest in hands-on science inquiry as a teacher professional development science coordinator. It's a way for us to get to know each other's areas of research interests. Again, the artifact is a tool to prompt your thinking about your research.</p> <p>Have fun with it, (no grade!)</p> <p>Anastasia</p> <hr style="border-top: 1px dashed black;"/> <p><i>He [McCourt] throws everything back at you. Maybe that's how they do it in Ireland, but somebody should tell him this is America and we like answers here."Teacher Man, pp.200-201</i></p>
3 9/15	<i>Cartesian Ethos</i>	<p>Read Descartes pp. xi-54</p> <p>Look at Table 6.4 in Lincoln &amp; Guba's Ch. 6 posted on electronic reserve. Skim chapter.</p> <p><b>POST: Journal 1:</b> What are are some examples of the scientific method, rationalism, empiricism, and positivism in your job, discipline, and/or life? Consider the positive and/or negative implications of Cartesian thinking in your practice and studies.</p> <p><i>Connect with Film Collaborative Colleagues</i></p>
4 9/22	<i>Critical Constructivism</i>	<p>Read Descartes pp. 117-193 &amp; Kincheloe chapter</p> <p><b>POST: Prepare questions. Questions counts as Journal 2 grade. Post questions on BB.</b></p> <p>Descartes and Kincheloe are your guests. Prepare a</p>

		lively set of provocative questions you will ask each of these “knowers” and bring those questions to class.
5 9/29	<i>Practitioner’s Ways of Knowing: Self-Study Qualitative Research Methodology</i>	Read Hopper and Sanford article <b><i>Come prepared to write a story about something you tried to understand better by studying it.</i></b>  “If you want to understand what a science is you should look in the first instance not at its theories or findings and certainly not at what its apologists say about it; you should look at what the practitioners of it do.” Geertz, 1973, p. 5
6 10/6	<i>Feminism and Science: Is there a feminist way of knowing?</i>	Read Harding chapter. Re-read Hofer & Pintrich & John-Steiner: Chs.1 & 4  <b>POST: Journal 3:</b> 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 way we make sense of the world. Does having a feminist way of knowing advance or damage women’s position in the sciences?
10/13	<b>NO CLASS</b> (Mon classes meet instead of Tues classes this day only) Columbus Day Recess	Begin to Read Kuhn
7 10/20	<i>Paradigm Bound: Scientific Revolutions</i>	Read Kuhn  <b>POST: WoK Paper Proposal Due</b>
8 10/27	<i>Paradigms Lost: Art Practice as Research</i>	Read Eisner Article  <b>POST: Journal 4:</b> A child 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 Eisner reading to respond to the child addressing what you see as the strengths and limitations of paradigms. How might his work serve or not serve the child in her/his world? Consider how you might scaffold the child’s understanding.

		Consider if you should. Journal may be written, graphic, or both.
9 11/3	<i>ONLINE WORK</i> <i>Work online with CFs</i>	<i>Class time allocated to meet with your Film Collaborative and plan your presentation</i>
10 11/10	<i>Collaboration, Culture, and Complimentarity</i>	Read John-Steiner: Chapters 2, 3, 6, & 7 (optional reading) Klein et al. chapter posted on BB  <b>POST: Journal 5:</b> John-Steiner presents an argument for <i>conceptual conflict and complementarity</i> as a way (pp. 57) of knowing and for amplification of individual vision and purpose. What are the implications and concerns of her argument for your doctoral studies and research? (pp. 163-174). “ <i>You have to look at things from two points of view to really understand it.</i> ” Neils Bohr
11 11/17	<i>Film as a Way of Knowing</i>	<b>POST: Film Collaborative Presentations</b>  <i>To reach an understanding with one’s partner in a dialogue is not merely a matter of total self-expression and the successful assertion of one’s point of view, but a transformation into a communion, in which we do not remain what we were. (Gadamer, 1975)</i>
12 11/24	<i>Technology as a Way of Knowing</i>	Read Randy Pausch: <i>The Last Lecture</i> <a href="http://www.youtube.com/watch?v=ji5_MqicxSo">http://www.youtube.com/watch?v=ji5_MqicxSo</a>  Referencing Dr. Pausch’s lecture, <b><i>come prepared to discuss</i></b> , “The impact that the technology culture is having on society and our way of knowing and conducting research is revolutionary.”
13 12/1	<i>Presentations of WoK Papers</i>	<b>POST: Final WoK Papers Due in Drop Box before next class</b> <b><u>Bring paper copy of WoK paper to class.</u></b>
14 12/8	<i>Presentations of WoK Papers continued</i>	<b>POST: Exit Papers Due in Drop Box on final exam day</b>