

# Education, Knowledge & Curriculum

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EDST 403

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# Agenda

- Belief and knowledge
- Poetic summaries
- Intuition
- Guest Myron Medina on Embodied Ways of Knowing
- Next class: Mali Bain
- (wrap up by 2:45 pm latest)

# Learning Objectives


By the end of this class, students should be able to:

- Articulate a personal definition of the words belief and knowledge
- Begin to/further appreciate why an exploration of knowledge/belief matters to their educational practice
- Propose some potential benefits of drawing on embodied knowledge and intuition as ways of knowing in their practice

# Your beliefs about teaching originate from:

- Personal experience as students
- Personal experience, e.g. family traditions and values
- Social encounters
- Community participation
- Popular culture
- Teacher preparation
- Observing teachers
- Professional development, and
- Scholarly literature.

<http://www.education.com/reference/article/teacher-beliefs/#D>




A teacher's actions are directly influenced by that teacher's beliefs, knowledge and goals.

Beliefs serve as overarching frameworks for understanding and engaging with the world.

Tend to be unexamined by teachers because many are implicit, unarticulated, or unconscious.

Ribeiro, C. & Carrillo, J. (2011). The role of beliefs and knowledge in practice. Downloaded from: [http://www.ruhr-uni-bochum.de/imperia/md/content/mathematik/Roesken/paper\\_ribeiro\\_mavi.pdf](http://www.ruhr-uni-bochum.de/imperia/md/content/mathematik/Roesken/paper_ribeiro_mavi.pdf)



The literature suggests that failing to examine beliefs can have negative consequences because beliefs

- guide practice and priorities,
- determine what is ignored
- influence decision making, and
- shape what types of interactions are valued

Ribeiro, C. & Carrillo, J. (2011). The role of beliefs and knowledge in practice. Downloaded from: [http://www.ruhr-uni-bochum.de/imperia/md/content/mathematik/Roesken/paper\\_ribeiro\\_mavi.pdf](http://www.ruhr-uni-bochum.de/imperia/md/content/mathematik/Roesken/paper_ribeiro_mavi.pdf)

# Poetic Summaries

May 26/June 7 announcement:

“As you read the [Smith and Siegel] article, pick out 2-4 sentences that help you better understand the tension you experienced between knowledge and belief (from #1). Write these sentences down or highlight them and bring these to class next day.”

# Poetic Summaries

Form a group of 3-5 people and do the following:

- 1. Read** your phrases aloud to each other. **Discuss** why you were drawn to these and how they help you better understand knowledge and belief (I am not assuming you see a distinction between the two). (6-7 minutes)
- 2.** From among all the phrases you heard in your group, **choose** up to five and write them on your flipchart. Write them "as is" if they are short sentences or create a modified version if they are long sentence. The result is your poem. Feel free to add images and colour! (6-7 minutes)
- 3.** Choose someone who will **read the poem out** to the class.



# Intuition (as a way of knowing)

- Way of knowing that plays a key role in thinking and learning. (Güven, 2010 as cited in Parsons & Beauchamp)
- Teachers are regularly called upon to use their intuition (Burke, L. & Sadler-Smith, E., 2006)

Reference: From Knowledge to Action (report produced by Alberta Education)

<http://www.education.alberta.ca/department/ipr/curriculum/research/knowledgetoaction.aspx>

Burke, L. & Sadler-Smith, E. (2006). Intuition in the educational setting. *Academy of Management Learning & Education*, 5 (2). pp. 169-181

“Capability to act or decide on any given situation in an appropriate way without first consciously evaluating the alternatives, weighing the various options and, perhaps, without any awareness at all.” (Harteis, Koch and Morgenthaler, 2008 as cited in Parsons & Beauchamp)

“A process in which instructors efficiently code, sort and access experientially conceived mental models for use in making instructional decisions.” (Burke & Sadler-Smith, 2006)

Reference: From Knowledge to Action (report produced by Alberta Education)

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# Intuition

According to Burke & Sadler-Smith:

Capacity for intuition is derived in large part from your mastery of the subject.

Intuition in classroom is built upon experiences and lessons learned by immersing yourself in practice.

Reference: Burke, L. A., and Sadler-Smith, E. (2006). Instructor intuition in the educational setting. *Academy of Management Learning & Education*, 5 (2), 169-181.

# Tacit knowledge & intuition

Tacit knowledge: knowledge whose contents are not part of one's normal consciousness open to introspection

“we can know more than we can tell” (Gregory, 2000, as cited in Burke & Sadler-Smith)

Reference: Burke, L. A., and Sadler-Smith, E. (2006). Instructor intuition in the educational setting. *Academy of Management Learning & Education*, 5 (2), 169-181.



**Complex  
interactions**



**ill defined**



**ambiguous**



**Fast moving  
environment**

# Intuition

- instructor expertise
- the ability to make decisions in situations of high complexity and ambiguity is not easily available to novice.

Reference: Burke, L. A., and Sadler-Smith, E. (2006). Instructor intuition in the educational setting. *Academy of Management Learning & Education*, 5 (2), 169-181.

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# Intuition as “decision in seconds”

- depends on the availability of vast, well organized schemas and correspondingly complex set of discrimination rules that allow for quick and accurate judgements to be made (Kaufmann, 2001)

Reference: Burke, L. A., and Sadler-Smith, E. (2006). Instructor intuition in the educational setting. *Academy of Management Learning & Education*, 5 (2), 169-181.



# Instructional Situations Suited for Intuition

Instructors tap into their accumulated expertise, derived from extensive teaching experiences and implicit and trial-and-error learning when....



Reference: Burke, L. A., and Sadler-Smith, E. (2006).

# Instructional Situations Suited for Intuition

- explicit cues are lacking
- precedents for action are absent
- time is of essence
- rational analysis not possible

# Next week

- More in knowledge & curriculum (surprise, surprise!)
- Guest: Mali Bain
  - complex, power-laden experiences faced by students & teachers in classrooms
  - Theatre for the Living

# Short Reflection: Relational Learning

To help us prepare for next class, take 3-4 minutes to do the following on your own:

- Think of an experience from your classroom/teaching in which learning was stopped/stalled or otherwise hindered by a **complex social situation**.
- Draw a sketch (diagram of some sort) to represent the complex social dynamic in that situation. Make sure to include yourself in the sketch. Include a few words that capture key elements of that dynamic.
- Hand in to me **with your name** today; I will give this back to you next week.