

Education, Knowledge & Curriculum

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Agenda

- Mindfulness
- Knowledge & belief
- Intuition and embodied knowing **in your practice**
- Mali Bain, Theatre for the Living (1:45 pm)

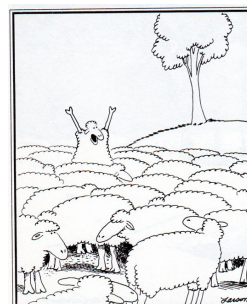


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On June 9, you wrote (about knowledge and belief)...

- Overlapping ideas (with unique dimensions)
 - Knowledge = objective
 - Belief = subjective
- Knowledge for one person may be belief for another
- Knowledge based on an assessment of evidence
- Elements → go through a process to become knowledge

Knowledge & Belief



Wait! Wait!
Listen to
me!... We don't
HAVE to be
just sheep

Gary Larsson, cartoonist

Knowledge & Belief: You wrote...

- What conditions are needed for something to count as knowledge?
- What conditions are needed for something to count as knowledge?

Knowledge & Belief: You said...

- I may act in ways that are contrary to what I say I believe
- I may hold false beliefs (and false beliefs are resistant to change)



Yes to


Patrick Wilson's Theory of Cognitive Authority

We come to know the world either:

- Based on 1st hand experience OR
- Based on what we have learned 2nd-hand from others

9

Patrick Wilson's Theory of Cognitive Authority



When people seek and evaluate information, they often turn to somebody or something which has already earned their trust in particular situations or concerning particular subject areas.

Image: <http://www.iva.dk/bh/core%20concepts%20in%20the%20articles%20a-z/wilson,%20Patrick.htm>

Source: Sundin, O. & Francke, H. (2009). In search of credibility: Pupils' information practices in learning environments. *Information Research*, 14(4).

10

Patrick Wilson's Theory of Cognitive Authority

A cognitive authority is somebody or something that influences our thinking in ways that we consider legitimate (Wilson, 1983 in Sundin & Francke, 2009)




Image: <http://www.iva.dk/bh/core%20concepts%20in%20the%20articles%20a-z/wilson,%20Patrick.htm>

Source: Sundin & Francke (2009)

On June 9th....

- “Non-dominant ways of knowing” (intuition, embodied knowing/learning)
 - To consider conceptions of knowledge that are not typically dominant in our local society
 - Propose some potential benefits of drawing on embodied knowledge and intuition as ways of knowing in your practice

Proposed Learning Objectives

By the end of this session, you should be able to:

- Reflect on how you use (could use) intuition and/or embodied learning/knowledge to enhance your teaching and students' learning
- Explore complex classroom situations using forum theatre techniques
- Begin to consider how (whether) you might use some techniques from forum theatre in your own teaching.

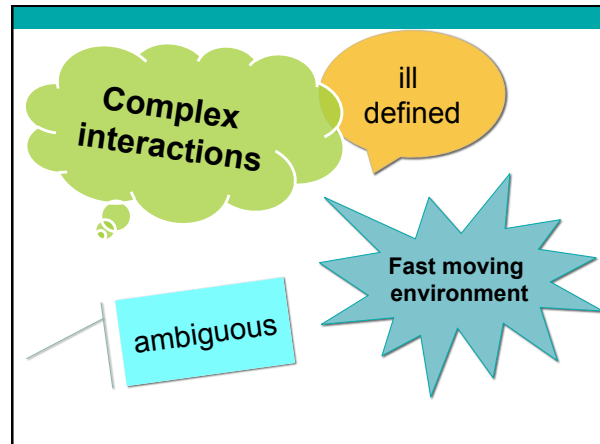
Intuition

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.



15

Embodied knowledge (embodied ways of knowing; embodied pedagogies)

“Involves being attentive to the body and its experiences” (Freiler, 2008, p.40 in Knowledge to Action Report)

“Body perceives not only what is perceivable on the outside but also within.” (From Knowledge to Action, p.106)

Reference: From Knowledge to Action (report produced by Alberta Education)
<http://www.education.alberta.ca/department/pr/curriculum/research/knowledgeaction.aspx>

16

Embodied knowledge

Learner's body becomes actively engaged in learning (learning is optimized...processing information through multiple modalities)



Reference: Wilcox, H.N. (2009). Embodied ways of knowing, pedagogies, and social justice: Inclusive science and beyond. *NWSA Journal*, Vol21, 2(Summer), 104-

17

Embodied knowledge

- Knowledge is not absolute
- Brain and body are not disassociated
- Generate a “felt experience” to create understanding (Myron)

Reference: From Knowledge to Action (report produced by Alberta Education)
<http://www.education.alberta.ca/department/lpr/curriculum/research/knowledgeaction.aspx>

18

Embodied knowledge

- learning goes beyond something to be managed → it has transformative potential
- “human sense making” – Myron

Reference: From Knowledge to Action (report produced by Alberta Education)
<http://www.education.alberta.ca/department/lpr/curriculum/research/knowledgeaction.aspx>

20

“Silent Socratic Dialogue”

What insights (small or big; practical or philosophical...) did you glean from thinking about intuition and/or embodied ways of knowing **as it relates to YOUR practice?**

Write 4 minutes. Keep writing until you hear the chime. Keep writing....keep writing. Don't stop!

Trade responses with a peer. Each of you writes a question that asks the writer to **clarify or expand in some way**. Give back to original author and author replies. (continue a few cycles)

Hand in to me. Make sure your name is on the paper.

Why introduce “other ways of knowing” into this course?

- To challenge common assumptions about knowledge and how we come to know.
- To challenge typical ways of being/behaving in the classroom (body/mind hierarchy).
- To provide experiences of using your body/our bodies in a learning experience.
- To draw attention to literature and existing research on “ways of knowing” as a legitimate way of knowing.
- To add “tools” to your teaching toolkit (Mindfulness; Theatre for the Living)



<https://curriculum.gov.bc.ca/>

What important questions remain unanswered for you? (May 26)

- Is core knowledge or content knowledge more/less important in certain subjects than in others?
- Does core knowledge apply only to specific content of a subject? Or does it also apply towards all skills and practices acquired through school (eg public speaking, working in groups)
- Should we still have core curriculum?

Questions you posed when Your Formative Feedback: <https://docs.google.com/document/d/1ESpMLXjbPbgGG7LvSwirdS1qBrFjJObZicUy66Bfzdk/edit?pli=1>

Before next day

- Take 5 minutes this week to complete a short survey (feedback for Mali and other questions that inform my teaching...)
- Spend at least 10 minutes reading Transforming Curriculum and Assessment (see link in Resources/In-class activities + announcement later this week)
- Bring laptops next day
- Complete your assignments (expect my feedback by July 3, 2015 latest)

Thank-you!