WHAT DO I BELIEVE ABOUT HUMAN DEVELOPMENT?

Epse 501

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AGENDA

- Sometime during the class please email me your HDLT (Human Development and Learning Theory):
 - shawna.faber@ubc.ca
- Being an Anthropologist
 - Short article read/scan and discuss
 - Your experiences
- Todays article (discussion and activities)
- HDLT comments/suggestions
- o Wrap-up
 - Questions and plan for last class
 - Next class

My week being an anthropologist

- Read/scan the following article:
 - Body ritual among the Nacirema (Miner, 1956)
 - Found on our blog site (under readings)
 Or
 - Your email

o Discussion:

- Article
- Your week as an anthropologist

THE ARTICLE

Spring cleaning for the "messy" construct of teachers' beliefs: What are they? Which have been examined? What can they tell us?

(Fives & Buehl, 2012)



CHANGES IN BELIEFS

o"...belief change can be conceptualized as changes in complexity of beliefs related to a richer schema based on experiences and increasing connections made across belief systems. Evidence has suggested that teachers' beliefs change over time and in response to specific experiences." (Fives & Buehl, 2012, p. 490)

WHAT STOOD OUT FOR YOU?

- Thinking about the article, what stood out for you?
- Write down:
 - ONE key things that stood out in the article for you
 - Point of agreement or disagreement
 - Question or confusing part
 - Point of interest
 - Etc.
 - On the article locate where this point can be found (put down the page number)
 - You will be sharing this with others.

GROUP DIVISIONS

- Get into groups of 2 according to your pages
 - Each group will have a part of the article to explore
 - You will also receive any of your classmates slips (if they fit with your page numbers)
 - In your groups you should work to summarize and simplify your theoretical perspective
 - What are the main points?
 - What can we learn from this perspective about teachers' beliefs?
 - Anything else you found important.

GROUPS BY PAGES

- 1. 272-273 (Nature of Teachers' Beliefs Defining the Construct of Teachers' Beliefs)
- 2. 273-475 (Teachers' beliefs are implicit and explicit Beliefs exist along a continuum of stability)
- 3. 475-477 (Teachers' beliefs are activated by context demands & Teacher's knowledge and beliefs are interwoven)
- 4. 477- 479 (Beliefs are best understood as integrated systems-Beliefs Frame Situations and Problems)
- 5. 479-481 (Beliefs Guide Intention and Action Relation of Teachers' Beliefs to Practice)
- 6. 481-482 ((In)congruence of Belief and practice)
- 7. 482-484 (Internal Supports and Challenges to Belief Implementation External Supports and Challenges to Belief Implementation)
- 8. 484-486 (How and When Teachers' Beliefs Change Belief Change in Practicing Teachers)
- 9. 486-490 (Conclusions and Recommendations Do Changes in Teachers' Beliefs Follow and Developmental Trajectory?)

PUTTING IT ALL TOGETHER

Using: http://toonlet.com/ or

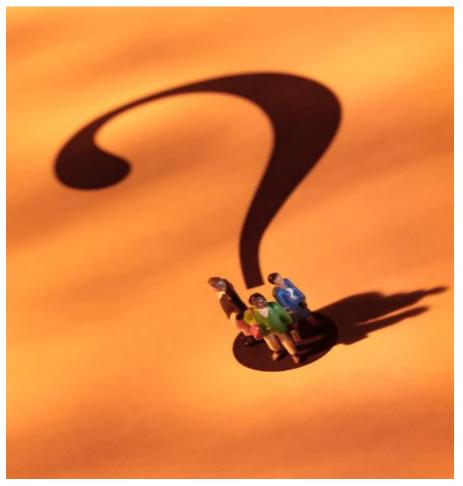
 www.storyboardthat.com
 you will design a
 cartoon to explain your portion of the reading.



LOOKING AT OUR THEORIES OF HUMAN DEVELOPMENT

- Trade papers with someone, read and answer the following questions:
 - What do you agree with?
 - What do you wonder about?
 - What would you add?
 - What perspectives can you see in the paper (theories/biases etc.)?
 - Other comments.

QUESTIONS



Last class: synchronous or asynchronous

FOR NEXT CLASS:

- Read one of the background articles (note the selected page numbers) and the Abramson article
- Submit reflections on the Abramson article on our Blog (under <u>Behaviourist Views of Learning</u>)
- All above due by Saturday midnight
- Suggested—update/add to your HDLT based on your classmates comments/questions.