

# 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](mailto:shawna.faber@ubc.ca)
- Being an Anthropologist
  - Short article read/scan and discuss
  - Your experiences
- Today's article (discussion and activities)
- HDLT comments/suggestions
- 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
- 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

- “...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](http://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 [Behaviourist Views of Learning](#))
- All above due by Saturday midnight
  
- Suggested—update/add to your HDLT based on your classmates comments/questions.

