

Session Outline

Session leader: Prof Berry Billingsley
Co-presenter / accompanying teacher: Mina Cullimore
<p>Session title: Epistemic Insight in the classroom: Using research engaged teaching to create ways to help pupils to ask and explore big questions in an age of science and technology.</p>
<p>Key questions addressed:</p> <ul style="list-style-type: none"> • Why is student agency all the buzz right now – how does it apply in RE and what do we mean by scholarly thinking, epistemic agency and epistemic insight. • What are some of the big questions? And if some questions are big, what are the ‘small’ questions? • Can the coronavirus crisis motivate schools to initiate greater collaboration and cooperation between teachers – and who if anyone wants this outcome? • What is the value of applying a collective approach to the organisation and themes we explore in research engaged teaching – across the school and curriculum subjects?
<p>Main content and activities of session:</p> <p>This conference comes at a particularly relevant moment in the unfolding story of our research. The world is consumed with anxiety over a new disease and we find ourselves in a world of education that for now at least has lost some of the assumptions and certainties that used to shape the format and content of the school timetable.</p> <p>This prompts us to ask two questions – how is this crisis influencing the ways that students, parents and educators view the purpose of education and – what should be the role of education in relation to helping young people to navigate the current coronavirus crisis?</p> <p>To respond to these questions my colleagues and I will begin with some examples of research engaged teaching from the Epistemic Insight Initiative. We will explain that workshops have bridged science and other disciplines– to give us (for example) a richer and more meaningful account of what a Renoir painting looked like to its original audience. We explain why developing these ‘epistemic insights’ can help to prepare children for a fruitful exploration of ways to relate science and religion.</p> <p>I will then talk about current events and the way we have adapted our planned activities to focus on emerging opportunities and areas of need.</p> <p>This will lead me to my two central questions – Thus, ‘what is education for’ and ‘how can education help young people to navigate the current crisis?’ Drawing on the EI framework and the research so far, I will propose five principles and invite feedback on them as a way to answer both of our questions.</p> <p>I hope via this session or what you now already know you are open to joining a national co-creation and action research initiative – the Epistemic Insight Initiative.</p> <p>Taking part can be as simple as filling in a 15 minute survey or as much as designing your own action research with your class.</p> <p>You could be a university tutor, teacher or student teacher... our team will support with online data collection, sample surveys, permission forms and writing publications.</p> <p>We will start the session with the findings of a survey – of teachers’ preferred problems to solve with research. Please help us by filling it in now. Find out more at http://www.epistemicinsight.com/research-and-coronavirus/</p>
<p>Links to resources, publications, etc : www.epistemicinsight.com</p>