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Paradigm shifts in pre-service teacher education students: Case studies of changes in epistemological beliefs

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Abstract

This paper is a report of a work-in-progress and describes changes in epistemological beliefs for two graduate teacher education students who were part of a larger group of students involved in a year-long teaching program at a large metropolitan university in Australia. The program was implemented to encourage students to reflect on their personal epistemological beliefs (beliefs about knowing) in the context of an educational psychology unit. All students were interviewed at the beginning (Time 1) and end (Time 2) of the year-long teaching program and also asked to write journal reflections about their beliefs about knowing and teaching. The analysis of the interviews and journals for the two students indicated that they held a range of epistemological beliefs however one student described an increased focus on relativistic beliefs about knowing and teaching throughout the year, while the other's beliefs did not change.

[Link to full text paper pdf](#) (46KB)

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