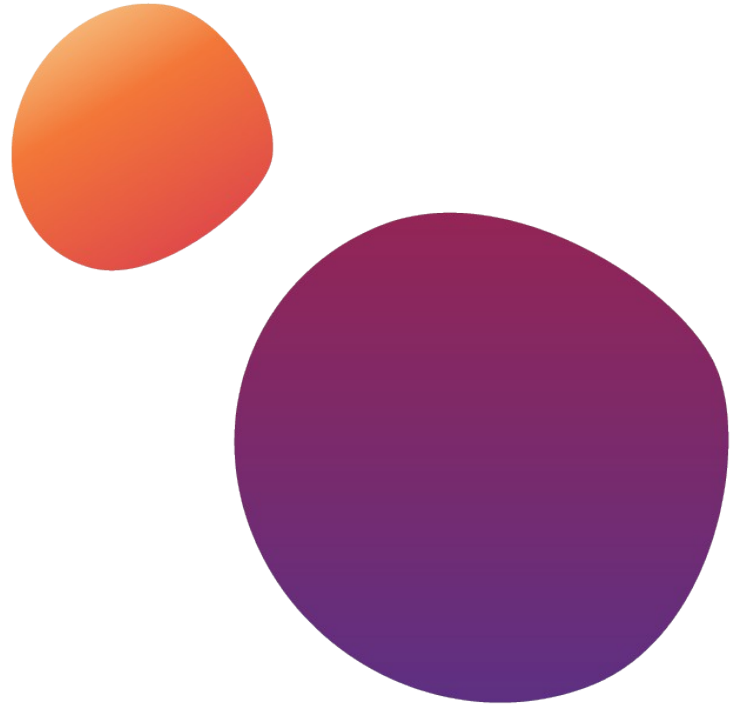


CLAPS 2020: Scaffolding Instruction with Epistemology

Kirsten Dean

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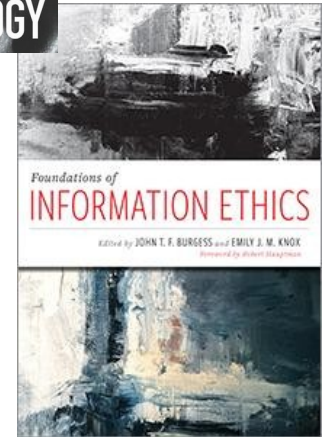
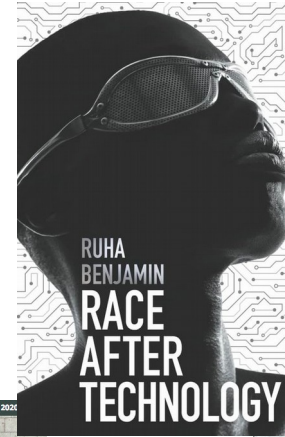
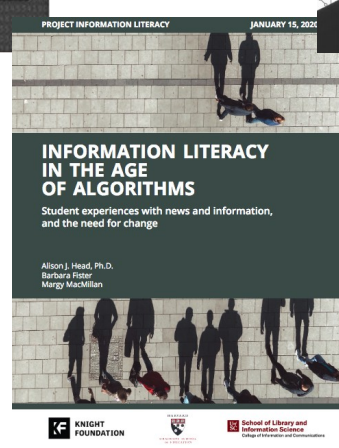
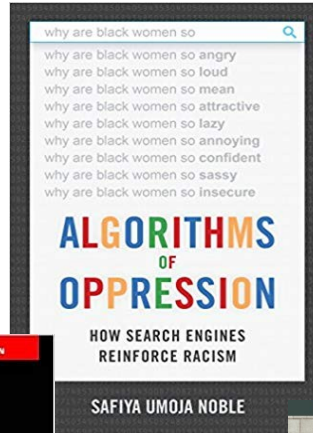
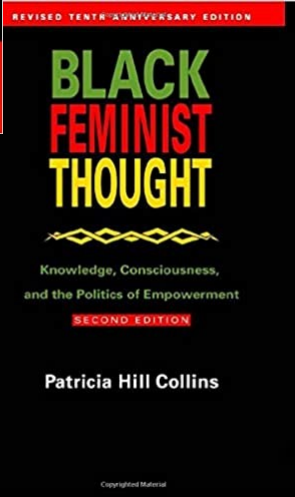
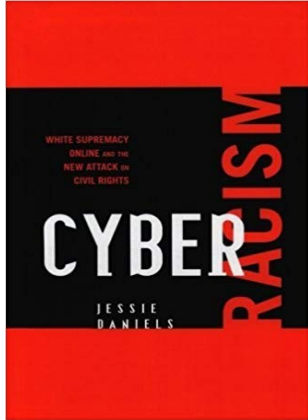


Land Acknowledgement

Thank you to The American Indian and Indigenous Community Center at Virginia Tech for providing the language for this acknowledgement:

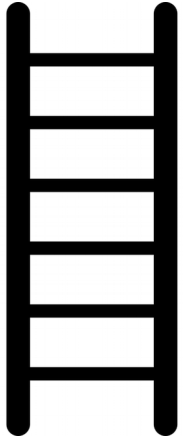
We acknowledge the Tutelo and Monacan people, who are the traditional custodians of the land on which we work and live, and recognize their continuing connection to the land, water, and air that Virginia Tech consumes. We pay respect to the Tutelo and Monacan Nations, and to their elders past, present, and

Gratitude



“Epistemology”??

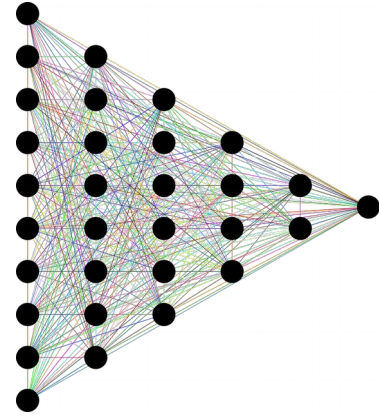
- How do dominant beliefs about “knowledge” reinforce oppression?
- How do our ethics inform our understandings of knowledge, truth, facts, reality, expertise, etc.?
- How can we recognize and value multiple ways of knowing?
- How do we teach about all this (encourage students to question what counts as knowledge) with all our



Identify and
reinforce a
single thread
throughout
lessons



Interrogate
our
assumptions
and
conditioning
about “valid”



Privilege
systems
thinking:
evaluate
knowledge
systems to

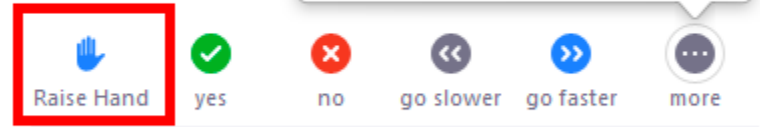
One Year Later...



Discussion Guidelines

- Please use “Raise Hand” option; recognized in order

- BIPOC speakers first



- Chat = back channel discussion
 - & anonymous questions (thanks, Maribeth!)

Invitation to share:

- What metaphors, strategies, or activities do you use to teach about ways of knowing and information systems?
- How do your beliefs about what “counts” as valid knowledge and expertise influence your teaching?
- What is the persistent thread that grounds/centers your instruction across

- List topics on which you feel that you are an “expert.” How did you become an expert? What experiences, resources, etc. did you consult? How do these compare to resources you’re expected to use in scholarly work?
- How much of your thinking about important issues do you believe is determined by your individual background? (e.g., age, sex, race, family beliefs, etc.) Do you believe that you can reach “objective” evaluations about the way things “really are”? If so, how do you try to achieve this?
- Has your thinking about what counts as reliable information ever changed? How and why?