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Psychologie et pédagogie

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Explorations in Personal Epistemology, Learning and Education

par Barbara K. Hofer, Professeur de psychologie, Middlebury University, Vermont (USA)



Dr. Barbara Hofer is a Professor of Psychology at Middlebury College (U.S.) and is a Fellow of the American Psychological Association. She received her Ph.D. from the University of Michigan from the Combined Program in Education and Psychology, with a certificate in Culture and Cognition, and an Ed.M. in Human Development from Harvard University. She is the recipient of the Review of Research Award from the American Educational Research Association (with Paul Pintrich) and the McKeachie Early Career Teaching Award from the American Psychological Association. She has published several dozen articles and book chapters, and co-edited the book *Personal Epistemology: The Psychology of Beliefs about Knowledge and Knowing*. Her primary research focuses on the development of personal epistemology and how

this interacts with learning strategies, motivation, cognition, and academic performance; her research on epistemological development in adolescence is currently funded by a four-year National Science Foundation grant from the Developmental and Learning Sciences area. She has also conducted research on the interrelationship of mind, culture, and schooling and was a Faculty Fellow at Doshisha University in Kyoto, Japan, in 2002 and 2008.

Résumé de la conférence

Individual conceptions of knowledge and knowing have been shown to be intricately related to learning and education. What students think knowledge is and how knowing occurs, how knowledge is justified and where it resides, all have significant implications for how students approach learning and how they perceive educational experiences. In reciprocal fashion, educational experiences also influence epistemological development.



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[Résumé de la conférence de B. K. Hofer, suite]

In this talk I will provide a brief overview of paradigmatic approaches to understanding personal epistemology, illustrated with a set of studies I have conducted in order to investigate epistemic understanding and how it is related to cognitive processes, instantiated in pedagogical practices, and activated metacognitively. I will review methodological approaches employed in my research, including surveys, classroom observations, interviews, and think-aloud protocols, and will talk about the value of a mixed-method approach to understanding personal epistemology and learning. I will include preliminary results of an ongoing study of epistemological development in adolescence from sixth grade through the first year post-high school, funded by the U.S. National Science Foundation's division of Developmental and Learning Sciences. I will conclude with a rationale for theoretical integration of existing models of personal epistemology, implications for education, and suggestions for future research.

Lecture proposée

Hofer, Barbara K. (2004) Epistemological Understanding as a Metacognitive Process: Thinking Aloud During Online Searching, *Educational psychologist*, 39(1), 43–55