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2022

Situating Views of Learning, Achievement, and Assessment Within Higher Education: The Impact of Collective Epistemology

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Situating Views of Learning, Achievement, and Assessment Within Higher Education: The Impact of Collective Epistemology

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Abstract

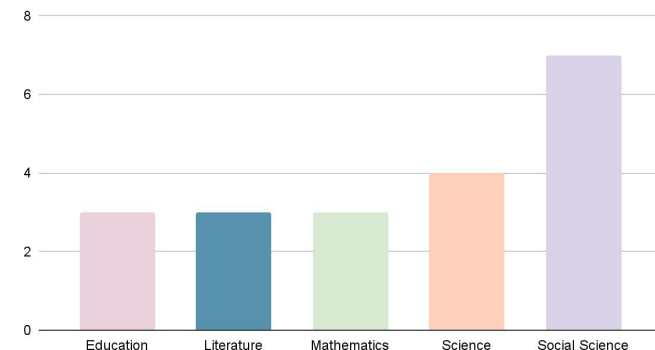
Do experienced college professors, experts in their fields, hold relatively similar epistemological beliefs, or do epistemological views vary regularly by academic discipline? College professors' epistemological views and implicit theory of learning will impact their teaching practices. An educator will teach, assess, and provide feedback all through their views. What they define as success and student achievement might differ depending on their implicit beliefs of learning. To research and compare epistemological views, structured interviews will be conducted with professors from several disciplines and institutions, and these will be analyzed.

Conceptual Framework

Hypothesis 1 - College professors in different academic disciplines tend to hold different views of learning, achievement, and assessment.

Hypothesis 2 - These epistemological views systematically influence their teaching and assessment practices.

Candidates' Areas of Discipline



Method

Data Collection Phase

- Conducted structured interviews with professors from different disciplines at various liberal arts colleges
- Transcribed interviews in order to deeply analyze patterns and epistemological perspective

Data Analysis Phase

- Examined each interview to see how each candidate defined learning and how their understanding of learning is applied in practice
- Discussed individual understandings of epistemological frameworks as a team
- Compare epistemologies of candidates to discern any patterns
- Draw conclusions on how views of learning impacted teaching practices