

SYMPAB - (16177) - THE ROLE OF RESEARCH EXPERIENCES IN DEVELOPING PRE-SERVICE TEACHERS' EPISTEMIC BELIEFS

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Short Abstract

The importance of epistemic beliefs in learning to teach has emerged as an important area of attention in recent years with increasing amounts of international research focusing on the role and the development of epistemic beliefs in Initial Teacher Education (ITE). At the same time, there has been widespread drive to develop the teaching profession as 'evidence-informed' and actively engaged with/in research. This study examines the role of research experiences in ITE in developing pre-service teachers' (PSTs') epistemic beliefs. Interview data from a longitudinal study of seven PSTs were analysed to explore epistemological development that occurred while engaging in research experiences in ITE. The findings indicate that research experiences provide ad-hoc opportunities for epistemological development but there is an absence of explicit or intentional development of epistemic beliefs. The implications for teacher educators in supporting PSTs' epistemological development in ITE are considered.