

# Emerging epistemologies : making sense of teaching practice

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# Emerging epistemologies

## Making sense of teaching practice

Theo Niessen

- 1 Conceptual change theories must be attuned to practice dialogically in order for them to work (this thesis).
- 2 Researchers and educationalists should be modest about their expectations to be able to change teachers purposefully and linearly (this thesis).
- 3 Beliefs are (in many cases) a posteriori rationalisations (this thesis).
- 4 Resistance is a phenomenon that is encountered when dialogue stops because people reify their views, ideas or positions (this thesis).
- 5 The manner in which research at epistemological beliefs has been primarily interested in linear relations and prediction is an artifact to the a priori reduction of the messiness and complexity of teaching practice (this thesis).
- 6 “Schrijven is niet vertellen wat het is, maar al schrijvend benaderen wat het zou kunnen zijn.” (Gerrit Komrij in Bahlman & Meesters 1999: p.195)
- 7 “Draw a different frame around the same set of circumstances and new pathways come into view.” (Zander & Zander, 2000, p.1 – The art of possibility. New York: Penguin)
- 8 “There is no such thing as a philosophical-free science; there is only science whose philosophical baggage is taken on board without examination.”  
(Dennet, 1995, p.21)
- 9 “...What else can philosophy in its fullness be but psychology, and psychology but philosophy?” (McDermott, 1981, p.116)
- 10 “Het duurt altijd langer dan je denkt,  
ook als je denkt  
het zal wel langer duren dan ik denk  
dan duurt het toch nog langer  
dan je denkt.”  
(Uit: de dichtbundel Zoals van Judith Herzberg, 1992)