

Review of: "What do different perspectives on epistemology tell us about teaching and learning?"

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The paper examines the implications of different epistemologies for educational practice. It problematises 'S knows that p' epistemologies and introduces the reader to other epistemologies including inquiry, 'rational assessment and social and material conditions leading to the formation of beliefs, modern perspectives on knowledge as information that can be commercialised, and post modern critique. Ecological thinking, creative action, and bildung or knowledge for humanisation perspectives are also introduced. As such the landscape of epistemological perspectives is laid out so as to embrace a range of human concerns and considerations guiding the formation of knowledge and the search for truth. This section could be more systematically developed—the reader could at the start be given an overview of the main kinds of epistemologies that operate in knowledge projects. To the epistemologies taken up by the author, feminist epistemology and 'subaltern' /critical epistemology could be more explicitly added. In writing this section of the paper, it would help the author if s/he could use a comparative table, in which key dimensions of the epistemologies are compared—this would guide the writing in a manner that key difference and similarities come to be highlighted, and the core argument guiding the development of the epistemology could also be brought out.

The paper would benefit if it could start with or at this point, establish the relationship between epistemology and education/educational practice. What is the intuitive understanding this author has of the relationship? This should be made more clear. Does it guide and become relevant at the level of selection of subjects and content/ or approach and presentation of subject matter (e.g. focus on the method of science rather than learning scientific knowledge), or pedagogical approach? Etc.

The paper could then more systematically draw out how practice may look different based on the epistemology and also how it could be similar. The second part of the paper tries to do this, but currently it relies too heavily on science education literature alone, and as such is not able to categorically make linkages between the first section and this part. Some of the literature and ideas referred to are interesting and promising. E.g, Collins and Ferguson's epistemic games and epistemic form. The relationship of these ideas to the first part needs to be made more strong. This section is where the author will be making a contribution and hence there is need to find original voice here. There is already work on feminist epistemology and its implications for education—this could be referred to and guide the rest of the paper.

recommendation: rework and resubmit as fresh submission.

