Prof. Dr. David Hammer  
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“Epistemological framing and the complexity of learning and teaching science”  

Abstract  
I will use video examples of learners' thinking in science (mostly physics) to discuss "epistemological framing" — forming a sense of what's going on with respect to knowledge — and how it students' and teachers' framings of what they are doing adds (further!) complexity to classroom dynamics. I will discuss implications of this work for instruction, teacher preparation, and research, including, as time permits, some of our current projects at Tufts.