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Strand of work: Development of Assessments

Abstract

This handbook chapter synthesizes relevant bodies of research that contribute to READI's conceptualization of the epistemological dimensions of literary reasoning. The review maps traditional and updated dimensions of epistemology (e.g. the nature of knowledge as certain or open, as simple or complex; the sources of knowledge upon which in this case experts draw and accepted forms of justification) and maps these on to the demands of literary reasoning. The review draws from cognitive work on how people learn, text comprehension, the role of culture in text comprehension, literary criticism and theory, empirical studies of literary understanding, cognitive studies of metaphor, linguistics, social cognition and theory of mind. Broadly these literatures fall into the categories of contributions from psychology, linguistics, and literary theory. The chapter includes some discussion of the measure of literary epistemology developed in Project READI and discusses implications of this conceptualization of literary epistemology for instruction.

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