

Centre Publications

Peer reviewed publications

Billingsley, B., Taber, K., Riga, F., & Newdick, H. (2013). Secondary School Students' Epistemic Insight into the Relationships Between Science and Religion-A Preliminary Enquiry. *Research in Science Education*, 43(4), 1715–1732.

Billingsley, B., Riga, F., Taber, K. S., & Newdick, H. (2014). Secondary school teachers' perspectives on teaching about topics that bridge science and religion. *Curriculum Journal*, 25(3), 372–395.

Billingsley, B. (2017a). Entrenched compartmentalisation and students' abilities and levels of interest in science. *School Science Review*.

Billingsley, B. (2017b). Epistemic insight: teaching and learning about the nature of science in real-world and multidisciplinary arenas. *School Science Review*.

Billingsley, B. (2017c). Teaching and learning about epistemic insight. *School Science Review*.

Billingsley, B, Abedin, M., & Chappell, K. (Eds.). (2018). A Teacher's Guide to Science and Religion in the Classroom. *Routledge*. <https://doi.org/10.4324/9781315451954>

Billingsley, B., & Fraser, S. (2018). Towards an Understanding of Epistemic Insight: the Nature of Science in Real World Contexts and a Multidisciplinary Arena. [Editorial]. *Research in Science Education*, 48(6), 1107–1113.

Billingsley B, Abedin M and Nassaji M. (2019a) Primary school students' perspectives on questions that bridge science and religion: Findings from a survey study in England. *British Educational Research Journal*, vol. 46(1), 2020, 177-204. <https://doi.org/10.1002/berj.3574>

Billingsley B and Nassaji M. (2019) Exploring Secondary School Students' Stances on the Predictive and Explanatory Power of Science. *Science & Education* 28: 87-107.

Billingsley, B., & Fraser, S. (2019). Ways Children Reason About Science and Religion in Primary School: *Findings from a Small-Scale Study in Australian Primary Schools*. In *Contemporary Trends and Issues in Science Education* (pp. 203–220). Springer International Publishing. https://doi.org/10.1007/978-3-030-17234-3_16

Billingsley B, Hazeldine L and Abedin M. (2020) Shattering the Subject Silos: Learning about Big Questions and Epistemic Insight, *Impact: Chartered College of Teaching - Impact Issue 9*:

Billingsley, B., & Nassaji, M. (2020). Perceptions of the relationships between science and religion held by upper-secondary school students in Church of England schools. *International Journal of Christianity & Education*, 24(2), 153–178. <https://doi.org/10.1177/2056997119895542>

Billingsley, B., Nassaji, M. (2021) Secondary School Students' Reasoning About Science and Personhood. *Sci & Educ* 30, 967–991, 1-25. <https://doi.org/10.1007/s11191-021-00199-x>

Billingsley B, Taber k and Nassaji M. (2021) Scientism, creationism or category error? A cross-age survey of secondary school students' perceptions of the relationships between science and religion, *The Curriculum Journal*, Vol. 32, No. 2, pp. 334–58; <https://doi.org/10.1002/curj.83>

Billingsley B, Taber k and Nassaji M., (2021) Secondary school students' perceptions of scientific and religious positions on miracles; *Journal of Science Belief*, 33, 99, 0954-419; serve.php (cis.org.uk)

Berry Billingsley; Manzoorul Abedin; Mehdi Nassaji; Primary school students' perspectives on questions that bridge science and religion: *Findings from a survey study in England*, *British Educational Research Journal*; 46(10), 2020, p.177-204; DOI: 10.1002/berj.3574

Billingsley, B., Heyes, J.M. & Nassaji, M.(2021) Covid-19 as an opportunity to teach epistemic insight: findings from exploratory workshops on Covid-19 and science with students aged 15–17 in England. *SN Soc Sci* 1, 260. <https://doi.org/10.1007/s43545-021-00243-1>

Billingsley, B., & Heyes, J. M., (2022) Preparing students to engage with science and technology-related misinformation: the role of epistemic insight. *The Curriculum Journal*, 00, 1-17. <https://doi.org/10.1002/curj.190>

Heyes, J. M., & Billingsley, B. (2023). The role of biology teachers in epistemically insightful health and wellbeing education: a case study of the English relationships, sex and health education curriculum. *Journal of Biological Education*, 1–13. <https://doi.org/10.1080/00219266.2022.2157860>

Taber, K.S., Billingsley, B., Riga, F., & Newdick, H. (2011). Secondary students' responses to perceptions of the relationship between science and religion: Stances identified from an interview study. *Science Education*, 95(6), 1000–1025.

Taber, K.S., Billingsley, B., Riga, F., & Newdick, H. (2015). English secondary students' thinking about the status of scientific theories: consistent, comprehensive, coherent and extensively evidenced explanations of aspects of the natural world or just an idea someone has? *Curriculum Journal*, 26(3), 370–403.

Taber, K.S., Billingsley, B. & Riga, F. (2021) Secondary students' values and perceptions of science-related careers: responses to vignette-based scenarios. *SN Soc Sci* 1, 104 . <https://doi.org/10.1007/s43545-021-00130-9>

Books and book chapters:

Anthony, A., (2022) Canterbury Christ Church University (CCCU) Inspiring Minds Impact Evaluation: Examining the impact on Key Stage 4 (GCSE) exam results; www.doi.org/10.13140/RG.2.2.32986.82882

Billingsley B, Chappell K and Reiss MJ. (2019) Science and Religion in Education: Springer. Science and Religion in Education | SpringerLink Publications influencing and shaping policy.

Billingsley B., Campbell, R., Dell, M.,(2020) Epistemic Insight promoting collaborative teaching between RE and science teachers, *School Science Review*, Issue 378, page 54, Epistemic insight: promoting collaborative teaching between RE and science teachers | www.ase.org.uk

Billingsley, B. and Auty G. (eds.) (2020) The role and relevance of science in addressing global concerns, *School Science Review*, Issue 378, Issue 378 | www.ase.org.uk

Billingsley, B. and Auty G. (eds.) (2020) Science and Engineering and Big Questions, *School Science Review*, Issue 376, Issue 376 | www.ase.org.uk

Billingsley, B., Simpson, S. and Abedin, M. (2020) ‘Why did the Titanic sink?’ – bridging two disciplines to teach epistemic insight with lower secondary school students, 2020; *School Science Review March*, 101 (376) pp 25-29; Why did the Titanic sink? – bridging two disciplines to teach epistemic insight with lower secondary school students | www.ase.org.uk

Billingsley, B., & Cullimore, M. (2021, September 1). How to know in RE: epistemic insight (EI) is what you need! RE Today, 10–11. <https://www.reonline.org.uk/wp-content/uploads/2020/10/RExChange-Epistemic-Insights-in-the-RE-Classroom-Billingsley-and-Cullimore-Oct-2020.pdf>

Billingsley, B.(2021) Epistemic Insight – are you utilising it in your school, TES Magazine,-
Epistemic insight: are you utilising it in your school? | *Tes Magazine*

Billingsley, B. (2022) Contribution in Cultivating positive attitudes and values in a learning ecosystem OECD, 3. Cultivating positive attitudes and values in a learning ecosystem | Embedding Values and Attitudes in Curriculum: Shaping a Better Future | *OECD iLibrary* (oecd-ilibrary.org)

Billingsley, B. and Simpson, S. (2022) Contribution to the OECD book chapter entitled: Cultivating positive attitudes and values in a learning ecosystem, in: Embedding Value and Attitudes in Curriculum, OECD 3. Cultivating positive attitudes and values in a learning ecosystem | Embedding Values and Attitudes in Curriculum: Shaping a Better Future | OECD iLibrary (oecd-ilibrary.org)

Chappell, K., Mahmud, A., Hopkins, P. (2022). Teacher Experience of a pandemic science intervention rooted in epistemic insight, *School Science Review*, Issue 385, p. 42. Teacher experience of a pandemic science intervention rooted in epistemic insight (Chappell, Mahmud & Hopkins) (open access) | www.ase.org.uk

Gordon, A. and Thomas, C. (2022) 'How an Epistemic Insight Is Transforming Initial Teacher Education.' Case Study for OECD.

Hackett, L., Simpson, S., (2022) Teaching about the nature of science by exploring Big Questions, Primary Science, *Primary Science*, Issue 17, p. 17; Teaching children about the nature of science by exploring big questions (Hackett and Simpson) | www.ase.org.uk

Hoath, L. (2022) How to turn your classroom green, BBC Teach, How to turn your classroom green - *BBC Teach*, accessed on 14/11/2022

Lawson, F. I., Colley, S., Harvey, D., (2021) NEON Innovation Series Evaluation Report Inspiring Minds through Informal Science Learning: NEON Innovation Series evaluation report.

An evaluation of the impact when targeted outreach is delivered to increase science learning in schools. <https://doi.org/10.13140/RG.2.2.12854.16964>

Lawson F. I., Hunt, M., Goodwin, D., Colley, S., (2019) Inspiring Minds through Informal Science Learning: Interim evaluation report. Informing research to increase science learning in schools. <https://doi.org/10.13140/RG.2.2.33624.93448>

Lawson, F., Heyes, J., Billingsley, B., 'How an Epistemic Insight Curriculum is Making Knowledge Meaningful in Schools' Case study for OECD

Lawson, F., (2022) "How research co-creation may be the key to impact", SHRE Blog: <https://srheblog.com/2022/12/19/research-co-creation-may-be-the-key-to-impact-by-finley-lawson/>

Lawson, F., Hunt, M., Goodwin, D., Colley, S. Inspiring minds 'how big questions can build students' epistemic insight and improve attitudes towards STEM, *School Science Review*, 2020, Issue 378, page 59, Inspiring Minds: how big questions can build students' epistemic insight and improve attitudes towards STEM | www.ase.org.uk

Loughlin, M., (2022) Equipping students to identify misinformation: science, health and epistemic insight, *School Science Review*, Issue tbc

Simpson, S., Thomas, C. (2020) Teaching science enquiry in the new 'normal' *Primary Science* 164 Sept/Oct pp 28-30. 10.5281/zenodo.6222347

Thomas, C. and Simpson, S. (2022) Assessing Epistemic Insight in Primary Initial Teacher Training - *The Epistemic Insight Digest*, Issue 5: pp.26-51; <https://doi.org/10.5281/zenodo.7099429>

Epistemic Insight Digests:

Kym Goddard, Shirin Hosseinzadehrahvar, Christopher Peters, Benjamin Robinson, Lauren Smith, Stewart Spaul, Claire Stockham, & Victoria Wilkinson. (2020). Epistemic Insight Digest: Issue 1 [Autumn 2020]. Zenodo. <https://doi.org/10.5281/zenodo.5520700>

David Chignall, Matthew Crook, Gayle Parker, Jasmine Wall and Murray Wilkinson (2021), Epistemic Insight Digest, Issue 2 (Summer 2021). Zenodo. <https://doi.org/10.5281/zenodo.5520935>

Liseli Briscoe, Lee Hazeldine, Holly Lan, Angela Pickard, & Caitlin Thompson. (2021). Epistemic Insight Digest: Issue 3 [Autumn 2021]. Zenodo. <https://doi.org/10.5281/zenodo.5520971>

Shalet, Dani (ed), Gordon, Agnieszka and Cullimore, Mina, Hackett, Laura, Jennings, Buffy-Lucy, Semaan, Anastasia Sofia, the LASAR team, & Pickett, Martin. (2022). The Epistemic Insight Digest Issue 4. Zenodo. <https://doi.org/10.5281/zenodo.6802952>

Dr Dani Shalet, Dr Agnieszka J. Gordon, Prof. Kim Manley CBE, Dr Hany Hassanin, Dr Caroline Thomas, Sherry Simpson, Finley Lawson, Michelle Lawson, Aryn Litchfield, Dr Elisabetta Canetta, & Claire Choong. (2022). The Epistemic Insight Digest Issue 5. Zenodo. <https://doi.org/10.5281/zenodo.7099429>

Highlighted Digest Articles by LASAR team:

Gordon, A., Simpson, S. and Hassanin, H., Interdisciplinary Engineering Education - a need for the 21st century. How teaching epistemic insight can motivate and empower engineering students to make wise and compassionate decisions in real-world contexts: The Epistemic Insight Digest, Issue 5: Autumn 2022 pp.6-16, <https://doi.org/10.5281/zenodo.7099429>

Gordon, A. and Cullimore, M. “Why do spinners spin?” – using interactive resources to build scientific enquiry skills and teacher confidence in primary science education (2022). The Epistemic Insight Digest Issue 4. Zenodo. <https://doi.org/10.5281/zenodo.6802952>

Lawson, F. I., and Lawson, M., A Case Study Overview of How Research Cocreation is Supporting The Development of “Epistemically Insightful” Curriculum Transformation in English Secondary Schools, *Epistemic Insight Digest Vol 5. Autumn 2022*

In press

Billingsley, B., Riga, F., Gordon A.J. and Windsor, M. (2021), ‘Embedding epistemic insight (EI) in teacher training programmes in English universities: barriers and how to overcome them’ – under review, Teacher Development

Billingsley, B., Cullimore, M., and Simpson, S. “Ways of Relating Science and Religion”, chapter in Debates in Religious Education 2nd Edition, (first edition published 2012), editor Philip Barnes (accepted for publication)

Billingsley, B., Litchfield, A. and Chappell, K., Artificial friends and human epistemic agency, submitted to Journal 'Educational Technology & Society (ET&S)'

Hazeldine, L., Picard, A., Dancing with the Digital: An epistemic insight workshop designed to bridge disciplines and spark students’ epistemic creativity, submitted to the Innovative Higher Education Journal.

Lawson, F. I., Colley, S., and Billingsley, B., Approaching Steam via Inquiry-Based Responses to Big Questions: How “Epistemic Insight” Changes Informal Science Learning, in Children’s Engagement with Learning, Climate Action and Conservation [Margareta Thompson Ed.]

Thomas, C., and Hazeldine, L. (2022) 'Nurturing Epistemic Agency Through Interdisciplinary Enquiry' Impact, submitted to Chartered College of Teaching.

The Future of Knowledge: The Role of Epistemic Insight in Interdisciplinary Learning; BOOK accepted for publication by Bloomsbury. Copy Deadline January 2023.