FOUR WAYS OF KNOWING

A Summary of Marcia Baxter Magolda's Epistemological Reflection Model

		Absolute	**Transitional**	**Independent**	**Contextual**
Knowledge		Certain; right and wrong	Minimally uncertain	Uncertain	Dependent on situation and substantiation
Knowledge Authority		Absolute authorities exist	Authorities may not be all knowing	Everyone is an authority	Authorities can support their views
Learning Goal		Obtain information	Understand information	Assess information	Integrate information
Role of Learner		Receive and retain information	Pose questions about information	Form personal opinions about information	Integrate multiple sources of information based on context
Role of Instructors		Communicate information	Explain information	Facilitate opportunities to explore information and create knowledge	Co-create information and knowledge
Role of Peers		Recite knowledge acquired from authorities	Trade information	Exchange views	Co-create information and knowledge
Purpose of Assessment		Recite facts	Measure understanding	Evaluate independent thinking	Prompt continued development
Reasoning Patterns	*Mostly Women*	Receiving – silently acquire knowledge	Interpersonal – come to understanding through examples and discussion	Interindividual – use others' perspectives to inform personal perspective	*Patterns merge*
	Mostly Men	Mastery – demonstrate acquisition of knowledge	Impersonal – come to understanding through logic and research	Individual – provide personal perspective to inform others' perspectives	
Class Year Representation		68% of first-year students; 46% of sophomores; 11% of juniors; 2% of seniors	32% of first-year students; 53% of sophomores; 83% of juniors; 80% of seniors; 31% one year after graduation	1% of sophomores; 3% of juniors; 16% of seniors; 57% one year after graduation	1% of juniors; 2% of seniors

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